

A FOLLOW-UP STUDY OF OPINIONS HELD BY STUDENTS,
FACULTY AND ADMINISTRATORS ABOUT OFF-CAMPUS
UNIVERSITY CREDIT COURSES

Thesis for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY

Frederick S. Bailey
1965



This is to certify that the

thesis entitled

A FOLLOW-UP STUDY OF OPINIONS HELD BY STUDENTS,
FACULTY AND ADMINISTRATORS ABOUT OFF-CAMPUS
UNIVERSITY CREDIT COURSES

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Frederick S. Bailey
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AN ABSTRACT OF A THESIS

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By Frederick S. Bailey

This investigation was an updating of a former study conducted in 1952. The same population was surveyed using the same methods and survey instruments as were utilized in the previous study.

All of the students enrolled in the off-campus courses of four Michigan universities, their faculty and the Intermediate School District Superintendents in Michigan were surveyed.

The study determined the opinion of these three groups toward the off-campus credit course programs as well as the modifications teachers make in their teaching techniques after the courses are completed.

Conclusions are that the students, faculty and superintendents feel the off-campus programs should be expanded to provide more courses and improved library services. Attention should be given to establishment of off-campus centers with adequate library and audio-visual resources.

Teachers modify their teaching practices after having been enrolled in off-campus credit courses by being more democratic and by allowing their pupils to participate in classroom planning. All three populations felt that off-campus credit courses are of greater value than correspondence courses.

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The writer is grateful to Dr. J. D. Marcus, Director of Extension and Field Services, Central Michigan University, and to the Directors of Extension of Eastern Michigan University, Northern Michigan University and Western Michigan University for their very valuable assistance and advice while this study was being conducted.

The writer would also like to express his sincere appreciation to his wife, Marilyn, without whose understanding and support this study would not have been possible.

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CHAPTER I
THE PROBLEM

Statement of the Problem. The purpose of this study is to bring up to date a previous investigation made by J. D. Marcus¹ in 1952. The purpose of Marcus' investigation was to make a study of the values accruing from off-campus credit courses for teachers in service who are working toward the completion of the requirements necessary for various Michigan teaching certificates and/or degrees. This study of values is concerned with obtaining opinions of these individuals and other persons connected with the program toward these off-campus courses with respect to results and outcomes and, to some extent, determining whether these course experiences are modifying their teaching practices.

Need for the Study and Review of Literature. The provision of educational services to adults in their respective communities by Michigan institutions of higher learning is by now very well established and accepted by the citizenry of the State. Hundreds of credit courses are offered off campus each semester for persons from business and industry, education, armed forces, voluntary organizations, agencies, and individuals.

1. Marcus, J. D. A Study of Opinions Toward Off-Campus College Credit Courses. Unpublished Ed.D. Thesis. Michigan State University, 1953.

This study will be concerned with one aspect of the off-campus credit programs of Central Michigan University, Eastern Michigan University, Northern Michigan University and Western Michigan University. The focus of this study will be upon the off-campus credit course programs for in-service teachers.

The Michigan Council of State College Presidents states that it is the aim of extension programs to increase the professional competencies of teachers, to assist them in attaining higher certification, to make it possible for them to meet and exceed legal requirements, and to develop among them more favorable attitudes toward their chosen work.²

It was indicated in the previous study that up to that time there were no evaluations of off-campus credit courses for in-service teachers. After an extensive review of the literature the writer was able to identify only one comparative study of off-campus credit course programs with those on campus.

McCormick³ conducted a comparative study of the way instructors mark engineering students both on and off campus. He found that the average grade earned in off-campus courses was slightly higher than the average grade earned in similar

2. Michigan Council of State College Presidents. "Field and Extension Services in the Years Ahead," Field and Extension Services of the State Supported Institutions of Higher Learning in Michigan, J. W. Edwards, Publisher, Inc., Ann Arbor, Michigan, 1956, p. 8.

3. McCormick, Fred C. "A Comprehensive Study of Engineering Extension and Resident Programs," Adult Education, XI, No. 2, (Winter, 1961). pp. 106-109.

courses on campus. McCormick limited his study to thirty-four students both on and off campus.

Scope of the Problem. This study is an analysis of the opinions which are held by those individuals who are involved in the off-campus credit programs conducted by four Michigan universities.

Three groups are involved in the study. The largest group, in terms of numbers, includes those who are enrolled as students in the off-campus credit courses. The distribution of students enrolled in the four institutions, classified according to the locations of the off-campus credit course centers, is shown in Appendix I, Section A.

The next largest group, in terms of numbers, is the faculties of the four universities who are or have been engaged in teaching off-campus credit courses. The distribution of faculty members who participated in this study, classified according to the departments within the universities with which these instructors are usually associated, is shown in Appendix I, Section B.

The third group includes the superintendents of Michigan's Intermediate School Districts. Each of these, individually and in groups, is involved in the off-campus credit course programs of one or more of the four institutions. No distribution or classification of this group is included in the study because it would be merely a listing of the seventy-three Intermediate offices in Michigan.

Definition of Terms. OFF-CAMPUS CREDIT COURSES. It is not unusual for universities to conduct programs away from campus. A large portion of this off-campus activity is to conduct credit courses in local communities. This means that a member of the faculty travels to a location away from the campus and conducts a class. The enrollees may register for credit at the university. Such credit is granted upon satisfactory completion of the work.

STUDENTS. Most of the students in off-campus credit courses are teaching at the same time that they are enrolled in the courses. Whenever the term "student" or "students" is used in this study the reference is to these people.

FACULTY. Persons duly appointed to the teaching staffs of the four universities and authorized to teach by the Michigan State Board of Education and the respective Board of Trustees at each institution. They are used by the Divisions of Extension and Field Services as the teaching faculty in the off-campus credit course program.

INSTRUCTOR. Those faculty members who are teaching in the off-campus credit program are usually referred to in this study as "instructors."

Limitations of the Study. This study was limited to the degree that the methods and procedures had to conform to an earlier study which was conducted in 1952. In order that the former study would be up-dated as accurately as possible by this investigation, the same questionnaires were

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used. Also, the same three populations were surveyed in exactly the same way. An analysis of the data was made in the same manner and this report follows the general arrangement of the Marcus study. The writer met frequently with the author of the first study. This study follows the procedures which were used in the first study in order that this attempt to up-date the earlier investigation would be as true as possible.

All limitations of the first study are applicable to this investigation. The limitations of the questionnaire include the difficulty of validating the responses, the difficulty of tabulating unstructured responses and the difficulty of obtaining complete cooperation in all instances.

Limitations of the respondents included their biases, their vested interests, the degree to which they were qualified to give the requested information, their interest in the study and the accuracy of their replies.

A further limitation is to be found in the highly selected criteria used in choosing the faculty group of respondents. Only those members of the faculty who have had experience in teaching off-campus credit courses were selected for the study. No attempt was made to survey faculty members who had never participated in teaching credit courses away from the campus.

Plan of the Study. This thesis is divided into seven chapters: Chapter I includes a statement of the problem,

the need for the study and review of the literature, scope of the problem, definition of terms, limitations of the study, plan of the study, summary and other related information necessary to an understanding of the study. Chapter II consists of a detailed review of the methodology used in constructing, validating, distributing, and tabulating the results of the questionnaire forms used in the study.

Chapters III through VI are concerned with the analyses of various aspects of the results of the survey. Chapter VII includes the findings, conclusions, and implications for further research.

Summary. This investigation is an updating of an earlier study which was concerned with identifying opinions held by three groups of persons regarding off-campus credit courses and the values accruing from these courses. The study was confined to the off-campus programs of four universities in Michigan. Limitations of following the same procedures of the earlier study were present in this study. Still, as the off-campus programs continue to grow and the in-service training of teachers continues to be vital to our progress in education, it appears that a critical analysis from time to time is necessary and beneficial to those who are charged with the responsibility for off-campus credit courses.

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CHAPTER II

PROCEDURES AND TECHNIQUES OF THE STUDY

Introduction. The planning phase of this study was begun with a review of the previous study and consultations with the Directors of Extension and Field Services of the four universities since it was their suggestion that this investigation would be useful to their offices.

The second step included a review of the literature to determine what studies were conducted between 1952 and 1964 to compare credit course programs both on and off campus. Much information was found in the area of evening course programs, both on and off campus. However, most of this material is concerned with the motivational aspect of adult education and the criteria used to establish and administer off-campus courses.

The third step, therefore, was to obtain the questionnaire forms used in the first study and, in cooperation with the Central Michigan University Press, a sufficient quantity of the three questionnaires was made for this study.

Selection Procedures. This study is a planned survey of the off-campus credit course programs of four universities in Michigan. It was made with the complete cooperation and encouragement of the four Directors of Extension and Field Services of the universities.

During the fall semester of the 1964-65 school year, 4,743 students were enrolled for credit in the off-campus credit courses of the four universities. Tables I, II, III, and IV in Appendix I, Section A, show the distribution of students classified by locations. Table I shows a summary of the information presented in detail in Appendix I, Section A.

The percentage of respondents to enrollments is highly uniform among the four universities. Responses were received from about 70 per cent of the students enrolled in the off-campus credit courses of Central Michigan University, Eastern Michigan University and Western Michigan University. Northern Michigan University responses made up 80 per cent of the students enrolled. All of the students enrolled were surveyed because each of the four universities desired to have as close to 100 per cent response as possible for their own individual studies which are to be made after the completion of this state-wide study. A ten per cent sample was taken from this group using a table of random numbers. Garrett's¹ Table 29 "For Use In Determining the Reliability of Statistics" shown in the degrees of freedom for selecting the number of samples that the probability of divergence of a sample mean from the true population mean differs very little

1. Garrett, Henry E. Statistics in Psychology and Education, New York: Longmans, Green and Co., 1947, p. 465.

TABLE I. SUMMARY OF ENROLLMENTS. NUMBER OF LOCATIONS REPRESENTED, RESPONDENTS, AND NUMBER OF RESPONDENTS' QUESTIONNAIRES SELECTED FOR ANALYSIS

University	Enroll- ments	Number of Locations Represented	Respond- ents	Number of Respond- ents' Questionnaires Selected for Analysis
Central Michigan University	976	21	650	69
Eastern Michigan University	2,125	24	1,327	149
Northern Michigan University	263	12	218	24
Western Michigan University	1,379	32	908	95
Totals	4,743	89	3,103	337

as the number of cases increases from 200 to 300 or even 1000. At the five per cent level for 200 cases he has the "t" value equaling 1.97, and for 300 cases it is 1.97. For 400 cases it is 1.96, and for 1000 cases it is 1.96. Thus a minimum sample of 300 cases was deemed adequate for the study.

The 337 cases selected by the use of a random number table were originally tabulated in four groups for use by the four universities. A comparison of the results of the responses of the four sub groups revealed no significant difference in results which indicates a high degree of reliability in the sampling technique used.

An attempt was made to include in the study all the faculty members of the departments usually engaged in teaching off-campus credit courses. The number of returns classified by departments, and the number of semesters taught off-campus by each faculty member reporting, are shown in detail in Tables V, VI, VII, and VIII, Appendix I, Section B. Table II shows a summary of the information presented in detail in Appendix I, Section B.

TABLE II. SUMMARY OF RETURNS FROM FACULTY QUESTIONNAIRES

University	Number of Responses
Central Michigan University	67
Eastern Michigan University	81
Northern Michigan University	17
Western Michigan University	70
Total	235

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It was also considered advisable to obtain the viewpoints of the administrators of the teachers who are enrolled as students in the off-campus credit courses. By action of the Michigan State Legislature, the administrative leadership in each county in Michigan is centered in the Intermediate Superintendent of Schools.

The state of Michigan is divided into four areas and assigned to the four universities. This division is by action of the Michigan State Board of Education.* All of the Intermediate Superintendents of Schools were included in this study. Through recent consolidations of Intermediate offices, this figure is reduced from the eighty-three referred to in the previous study to seventy-three.

Survey Procedures. Copies of the three questionnaires were distributed to the four offices of the Divisions of Extension and Field Services to adequately cover their entire off-campus course enrollments during the fall semester, 1964-65, the members of their faculty who had had experiences teaching off-campus and the Intermediate Superintendents of Schools in their area. The questionnaires for the students were placed in large envelopes, one for each of the off-campus credit course centers. Each envelope was marked with the name of the location, the number of students enrolled in that center, and a blank space for the number returned. A

* See Appendix III for a map showing the divisions and counties assigned to each university.

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note of directions to the instructors of the class was attached to each envelope.** The Directors of Extension and Field Services distributed the envelopes to the instructors of the classes, and the envelopes with the completed student questionnaires were returned to the individual Directors.

The heads of the departments usually engaged in teaching off-campus credit courses were given enough copies of the questionnaire to survey the members of their departments who had had experiences teaching these classes. These questionnaires were returned to the local offices of Extension and Field Services.

Each office of Extension and Field Service of the four universities mailed the questionnaire forms for Intermediate Superintendents to those in their individual areas, and these instruments were returned to the local offices.

Desired information from the completed surveys was compiled, tabulated, and analyzed. Assistance was received for completing the tabulations and analyses of the data. A faculty member from Muskegon County Community College and three members of the Muskegon County Intermediate School Office staff volunteered their time and assisted the writer with these activities. These five men met regularly for about four weeks. Every comment on the questionnaires was read,

** See Appendix IV for a copy of the note.

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discussed and judgment passed on the remarks to determine the classification it should receive. All comments to the scales and responses to the open-end questions were treated in this manner and the results were used in reporting the findings.

The material became a survey of opinions concerning the values of off-campus credit courses throughout the state of Michigan. Analyses of these data revealed the opinions from the three groups surveyed. The information further revealed, to some extent, the effect these courses had in modifying teaching practices and contained suggestions regarding the modification of the off-campus credit course programs of the four universities in Michigan.

Summary. The same methods were used in conducting this survey as were used in the earlier investigation. Questionnaires, identical with the first study, were distributed and collected in the same manner. Results were analyzed and reported in the same way by a group of five men.

The survey instruments were of the normative type and were designed to reveal information about the opinions of the persons involved concerning the values of these courses. To some extent, inquiries were made as to how these activities modified the teaching practices of the students enrolled. Suggestions were requested as to how the off-campus credit course programs of the four universities should be modified. Uniform survey procedures for collecting the data were followed by the four universities.

CHAPTER III
THE OFF-CAMPUS STUDENT

Introduction. This chapter is an analysis of the responses in the personal information section of the student questionnaire form. All the students enrolled in the off-campus credit courses conducted by the four Michigan universities during the fall semester, 1964-65 received the questionnaires. The questions were concerned with: (1) age; (2) marital status; (3) sex; (4) years of teaching experience; (5) amount of college training; (6) credit earned on the campus; (7) amount of credit earned in off-campus courses; (8) amount of correspondence credit taken; and (9) type of teaching certificate now held.

Ten per cent of the total responses were selected for analysis by using a table of random numbers. This provided a sample of 337 respondents. Table I, page 9, shows a summary of the distribution of students, number of locations represented, respondents and number of questionnaires selected for analysis. Tables in detail are found in Appendix I, Section A.

Age. A six-point scale was used with a range from "under 21 years" to "65 years or more." The results are shown in Table III. Nearly half of the students are between the ages of twenty-five and forty-four. Twelve per

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cent are below the age of twenty-four and thirty-nine per cent are over fifty-nine years of age. Five per cent of the students are sixty years and older. Sixty-one per cent are less than forty-four years of age.

TABLE III. AGES OF OFF-CAMPUS CREDIT COURSE STUDENTS IN THE FOUR MICHIGAN UNIVERSITIES, FALL SEMESTER, 1964-65.

Age	Number	Per Cent
Under 21 years	4	1
21-24 years	38	11
25-44 years	167	49
45-59 years	113	34
60-64 years	12	4
65 years or more	3	1
Total	337	100

Marital Status. Four classifications were made on a four-point scale on the question of marital status. All students answered this question as is shown in the following table:

TABLE IV. MARITAL STATUS OF OFF-CAMPUS CREDIT COURSE STUDENTS IN THE FOUR MICHIGAN UNIVERSITIES, FALL SEMESTER, 1964-65.

Marital Status	Number	Per Cent
Married	259	77
Single	40	12

TABLE IV. (Continued)

Marital Status	Number	Per Cent
Divorced or Separated	12	3
Widowed	26	8
Total	337	100

Over three-fourths of the off-campus credit course students are married, while eleven per cent are divorced, separated, or widowed. Twelve per cent are single. This indicates most of the students, in addition to their teaching and course load, have home and family responsibilities.

Sex. All students answered the question pertaining to sex. Sixty-nine, or twenty per cent are male; and 268, or eighty per cent are female.

Years of Teaching Experience. These responses were classified in six groups on a scale ranging from "less than one year" to "30 years or more." Twelve students did not respond. The results are shown in Table V.

The data show that thirty-four per cent of the off-campus credit course students represented in this study have taught less than four years. Fifty-seven per cent have taught between five and twenty-four years and nine per cent have taught over twenty-five years. Seventy-six per cent have taught less than fourteen years.

Amount of University Credit Earned. The respondents were given a seven-point scale ranging from "none" to "Master's

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TABLE V. YEARS OF TEACHING EXPERIENCE OF OFF-CAMPUS CREDIT COURSE STUDENTS IN THE FOUR MICHIGAN UNIVERSITIES, FALL SEMESTER, 1964-65

Teaching Experience	Number	Per Cent
Less than one year	24	7
1-4 years	90	27
5-14 years	143	42
15-24 years	49	15
25-29 years	11	3
30 years or more	8	2
No response	12	4
Total	337	100

Degree or more." All classifications on the scale between these two were divided into semester hours. The four Michigan universities operate on the semester-hour plan.

Expressed in terms of classes, four per cent of the off-campus credit course students are in the Freshman class; four per cent are in the Sophomore class; eleven per cent are in the Junior class; and twenty-four per cent are in the Senior class. Nearly half of the off-campus credit course students hold a Bachelor's Degree and five per cent have completed a Master's Degree or more.

The Michigan Teacher's Certification Code, which requires holders of a provisional certificate to complete ten additional hours of credit within a five-year period, could account for most of the forty-nine per cent with Bachelor's Degrees.

TABLE VI. AMOUNT OF UNIVERSITY CREDIT EARNED BY OFF-CAMPUS CREDIT COURSE STUDENTS IN THE FOUR MICHIGAN UNIVERSITIES, FALL SEMESTER, 1964-65

Semester Hours	Number	Per Cent
None	3	1
Less than 30 semester hours	11	3
30-59 semester hours	14	4
60-89 semester hours	36	11
90-119 semester hours	81	24
Bachelor's Degree	165	49
Master's Degree or more	18	5
No Response	9	3
Total	337	100

Improved salary schedules in many districts might account for others at the Bachelor's Degree level and those who have Master's degrees or more.

Amount of Credit Earned On-Campus. It was felt it was important to this study to determine the amount of credit the off-campus students have completed on the campus. The seven-point scale was divided into seven classifications ranging from "none" to "Master's Degree or more." Two students failed to respond to the questionnaire. Table VII lists the amount of credit earned on campus by the off-campus students.

Sixteen per cent of the off-campus credit course students have completed less than one year's work on the campus. Twelve per cent have earned between one and two years' work

TABLE VII. AMOUNT OF CREDIT EARNED ON UNIVERSITY CAMPUS BY OFF-CAMPUS CREDIT COURSE STUDENTS IN THE FOUR MICHIGAN UNIVERSITIES, FALL SEMESTER, 1964-65

Semester Hours	Number	Per Cent
None	16	5
Less than 30 hours	37	11
30-59 hours	41	12
60-89 hours	68	20
90-119 hours	45	13
Bachelor's Degree	111	33
Master's Degree or more	13	4
No Response	6	2
Total	337	100

on campus, twenty per cent have earned between two and three years' work on campus, and thirteen per cent have earned between three and four years' work on campus. Thirty-three per cent of the off-campus credit course students have completed a Bachelor's degree on the campus and four per cent have completed a Master's degree or more on campus.

Amount of Credit Earned in Off-Campus Courses. This question attempted to determine the amount of credit earned in off-campus courses by credit course students in the four Michigan universities. The results are tabulated in Table VIII.

Twenty-seven students, or eight per cent of those selected, are enrolled in off-campus credit courses for the

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TABLE VIII. AMOUNT OF UNIVERSITY CREDIT EARNED IN OFF-CAMPUS COURSES BY OFF-CAMPUS UNIVERSITY CREDIT COURSE STUDENTS IN THE FOUR MICHIGAN UNIVERSITIES, FALL SEMESTER, 1964-65

Semester Hours	Number	Per Cent
None	27	8
Less than 30 hours	145	43
30-59 hours	95	28
60-89 hours	40	12
90-119 hours	10	3
Bachelor's Degree	6	2
Master's Degree or more	2	1
No Response	12	3
Total	337	100

first time. Just under half, or forty-three per cent, have earned less than one year's work off-campus. Twenty-eight per cent have earned between one and two years' work, twelve per cent have earned between two and three years' work, two per cent have earned a Bachelor's degree, and one per cent a Master's degree or more in off-campus credit courses.

Amount of Correspondence Credit. Each of the four universities represented in this study have quite extensive correspondence course programs. For this reason it was desirable to determine the amount of credit earned by off-campus credit course students. Regulations of the four universities allow a student to complete up to fifteen semester hours toward the Baccalaureate degree by taking correspondence courses.

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Correspondence credit may not be applied at the graduate level at any of the four universities. Fifty per cent of the respondents selected in this study had never taken a correspondence course. Thirty-one per cent had earned less than seven hours credit by correspondence, fourteen per cent had earned between eight and fifteen hours, one per cent had earned between sixteen and twenty-two hours and one per cent between twenty-three and thirty hours. Three per cent made no response. The results are listed in Table IX.

TABLE IX. AMOUNT OF UNIVERSITY CORRESPONDENCE CREDIT
EARNED BY OFF-CAMPUS CREDIT COURSE STUDENTS
IN THE FOUR MICHIGAN UNIVERSITIES, FALL
SEMESTER, 1964-65

Semester Hours	Number	Per Cent
None	168	50
1-7 semester hours	104	31
8-15 semester hours	47	14
16-22 semester hours	4	1
23-30 semester hours	5	1
No Response	9	3
Total	337	100

Type of Teaching Certificate Now Held. There is often a relationship between the type of teaching certificate held and the amount of credit earned. For this reason it was important to determine the types of teaching certificates held by the off-campus credit course students. Twenty students

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did not respond to this question. The results are shown in Table X.

TABLE X. TYPES OF TEACHING CERTIFICATES NOW HELD BY OFF-CAMPUS CREDIT COURSE STUDENTS IN THE FOUR MICHIGAN UNIVERSITIES, FALL SEMESTER, 1964-65

Type of Certificate	Number	Per Cent
County Normal	7	2
Special	94	28
State Limited	26	8
Two-Year Life	13	4
Three-Year Life	6	2
Provisional	110	32
Permanent	55	16
Others	6	2
No Response	20	6
Total	337	100

Of the six respondents shown in the "others" classification above, four held Substitute and two Special Education types of certification. It is important to note that two per cent held County Normal Certificates, twenty-eight per cent held Special Certificates, eight per cent held State Limited Certificates, and thirty-two per cent held Provisional Certificates. Thus, seventy per cent of the respondents selected are required by the Michigan Teachers' Certification Code to earn additional hours of credit each year.

Summary. A statistical portrait of an off-campus credit course student would be described on the basis of the information obtained from the student responses to nine questions asked on the student questionnaire as possessing the following: The individual is between 25 to 59 years of age, married and has between one and 14 years of teaching experience. Completed credit consists of from 90 semester hours through completion of the Bachelor's degree. Sixty semester hours and the Bachelor's degree were completed on the campus and less than 59 semester hours were earned in off-campus credit courses. Less than seven hours credit were earned by correspondence. The teaching certificate held is either a Provisional or a Permanent Certificate.

CHAPTER IV
OPINIONS OF STUDENTS

Introduction. This chapter is an analysis of the opinions of off-campus students regarding the values of off-campus credit courses and, to some extent, the effect these classes have had in modifying their teaching practices. The data are presented in two sections in this chapter. Eight questions were constructed on five-point scales.¹ Six of the questions provided for responses concerning values and two of the questions provided for responses concerning modifications in teaching practices. A quantitative analysis to these questions is made in Section I.

The responses to these questions are shown in tables with the number of responses classified according to the sections in each question plus the number failing to indicate a response. The results are analyzed in two ways.

One column shows the percentages of responses based on the total number of cases. Another column shows the percentage of responses based on the total number of responses. This technique was used because the wording of certain questions did not call for reactions from all who were surveyed.

Five open-end questions asked for responses concerning values and four similarly constructed questions provided

1. See Appendix II for a copy of the questionnaire.

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opportunities for responses concerning modifications in teaching practices. These nine unstructured questions are treated in Section II of this chapter.

The last question on the student questionnaire form asked for reactions. Respondents indicated whether they were interested in a report of this study. Table I, page 9, shows a summary of the distribution of students, number of locations represented, respondents and number of questionnaires selected for analysis. Tables in detail are found in Appendix I, Section A.

Section I

Extent to Which Instructors Help Students Meet and Solve Teaching Problems. The question, "To what extent do the instructors of off-campus classes help you meet and solve your teaching problems," offered respondents a range from "no help in solving problems" to "great help in solving problems." Thirty-two students did not respond. The results are shown in Table XI.

Two hundred and fifty-five students, or eighty-four per cent, indicated that they received help from instructors in solving teaching problems. Thirty-two, or nine per cent, made no response. Fifteen, or sixteen per cent, indicated they received little or no help in solving teaching problems.

One hundred and thirty-five students made comments in answer to this question. Typically, the students said instructors were "willing to take time," or "instructors help

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as much as possible" or "it depends on the course and the instructor." One respondent commented, "The personal relationship in discussing my teaching problems with extension instructors has been very helpful to me." Another wrote, "They could be more practical. Most are helpful, but the most helpful are the instructors who actually know children and how they react."

TABLE XI. EXTENT TO WHICH INSTRUCTORS HELP STUDENTS MEET
AND SOLVE TEACHING PROBLEMS

Student Responses	Number	Per Cent of total	Per Cent of Responses
No help in solving problems	12	4	4
Little help in solving problems	38	11	12
Help in solving problems	67	20	22
Some help in solving problems	115	34	38
Great help in solving problems	73	22	24
No response	32	9	--
Total	337	100	100

Changes in Feelings and Opinions About the Values of Off-Campus Classes Since Taking These Classes. This question was important to the study since it was desirable to determine what changes in feelings and opinions toward off-campus courses had occurred as a result of taking these courses for credit. Ninety-seven students failed to respond. The results are indicated in Table XII.

Forty-five per cent of the respondents indicated their feelings and opinions about the values of off-campus courses

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since taking them remained the same. Fifty-one per cent either found them to be "more favorable," or "much more favorable."

Four per cent found them to be "less favorable."

TABLE XII. CHANGES IN FEELINGS AND OPINIONS ABOUT THE VALUES OF OFF-CAMPUS CLASSES SINCE TAKING THESE CLASSES

Changes in Opinions	Number	Per Cent of Total	Per Cent of Responses
Much less favorable	1	0	0
Less favorable	10	3	4
Remained the same	108	32	45
More favorable	88	26	37
Much more favorable	33	10	14
No response	97	29	--
Total	337	100	100

Eighty-two students, representing thirty-four per cent of those responding, made some comment about their feelings and opinions toward the values of off-campus courses. Several agreed that the classes are, "practical and useful." A few observed that there was "less busy work involved." One said, "At first I took them to fulfill a local school board requirement. Now I take them to increase my effectiveness as a teacher." Other typical responses were, "A chance is given to meet others with common problems and teaching experiences," or "allows me to continue my education."

How Students Think Instructors Mark Students in Off-Campus Classes Compared to the Way They Mark Students on Campus. This was the first of two questions regarding

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values of off-campus courses as compared with those on the campus. The first question called for an opinion about the differences, if any, between the marks instructors give in courses on and off the campus. There were six classifications which ranged from "much lower than on campus" to "much higher than on campus." The results are given in Table XIII.

TABLE XIII. HOW STUDENTS THINK INSTRUCTORS MARK STUDENTS IN OFF-CAMPUS COURSES COMPARED TO THE WAY THEY MARK STUDENTS ON THE CAMPUS.

Student's Opinions	Number	Per Cent of Total	Per Cent of Responses
Much lower than on campus	1	0	0
Somewhat lower than on campus	23	7	8
Same as on campus	223	66	77
Somewhat higher than on campus	43	13	15
Much higher than on campus	1	0	0
No response	46	14	--
Total	337	100	100

Twenty-three students thought instructors marked lower in off-campus courses than they did on the campus. Forty-four students felt instructors marked higher in off-campus courses. Two hundred and twenty-three, or sixty-six per cent, felt instructors marked the same whether on or off campus. Forty-six students made no response to this question.

Comments were made by eighty-nine students. Typical of these responses were, "it depends on the course or the

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instructor," or "instructors off-campus are sympathetic to working teachers." A few said that they have "no idea how they mark."

How Students Think the "Difficulty" of Work in Off-Campus Classes Compares to Similar Work on Campus. This second question calling for a comparison of on-campus and off-campus classes sought to determine how students think the "difficulty" of work in off-campus courses compares to similar work on the campus. There were five classifications which ranged from "off-campus classes much easier" to "off-campus classes much harder." The results are contained in Table XIV.

HOW STUDENTS THINK THE "DIFFICULTY" OF WORK
IN OFF-CAMPUS CLASSES COMPARES TO SIMILAR
WORK ON CAMPUS.

Students' Opinions	Number	Per Cent of Total	Per Cent of Responses
Off-campus classes much easier	4	1	1
Off-campus classes some- what easier	48	14	16
Same	182	54	60
Off-campus classes some- what harder	60	18	20
Off-campus classes much harder	8	3	3
No response	35	10	--
Total	337	100	100

These responses were grouped similarly to the previous question. One hundred and eighty-two, or fifty-four per cent,

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were of the opinion that the "difficulty" of work was the same whether on campus or off. Sixty-eight respondents, or twenty-one per cent, felt it was harder in the off-campus courses. Fifty-two students, or fifteen per cent, felt the "difficulty" of work in off-campus courses was easier. Thirty-five students made no response to this question.

Seventy-two students made comments in answer to this question. Several indicated, "the work load depends on the instructor," or "it depends on the course." There were those who said off-campus courses were harder because, "there is less time to study," and others who feel they are easier since they, "take one course at a time." Comments which were typical of those who feel off-campus course work is harder were, "I have more to do," or "since I'm teaching during the day, these courses are more difficult."

Use Made of Community Resources in Teaching as A Result of Having Been Enrolled in Off-Campus Courses. The next two questions attempt to determine what modifications are made on teaching practices as a result of having taken off-campus credit courses. The first question determines the use made of community resources in teaching. There were five classifications which ranged from "much less use" to "much more use." Results are tabulated in Table XV.

Thirty-seven per cent of the respondents indicated that there was no change in the use made of community resources as a result of having been enrolled in off-campus courses.

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Fifty-five per cent stated that they were making more use of community resources. Twenty-seven students did not respond to the question.

TABLE XV. USE MADE OF COMMUNITY RESOURCES IN TEACHING
AS A RESULT OF HAVING BEEN ENROLLED IN OFF-
CAMPUS COURSES

Degree of Use	Number	Per Cent of Total	Per Cent of Responses
Much less use	0	0	0
Less use	0	0	0
No change	125	37	40
More use	144	43	46
Much more use	41	12	14
No response	27	8	--
Total	337	100	100

Changes in Pupil Participation in School Planning as A Result of Having Been Enrolled in Off-Campus Courses. The second question attempted to determine modifications on teaching practices as a result of having had off-campus courses. An attempt is made to determine the amount of pupil participation in school planning which has come about as a result of teachers having enrolled in off-campus credit courses. There were five classifications which ranged from "much less participation," to "much more participation." (See Table XVI.)

According to the respondents, forty-three per cent felt that no change had occurred in pupil participation in school

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planning as a result of having been enrolled in off-campus courses. Fifty-seven per cent indicated that there was more participation. Forty-six students did not respond to this question.

TABLE XVI. CHANGES IN PUPIL PARTICIPATION IN SCHOOL PLANNING AS A RESULT OF HAVING BEEN ENROLLED IN OFF-CAMPUS COURSES

Degree of Pupil Participation	Number	Per Cent Of Total	Per Cent of Responses
Much less participation	0	0	0
Less participation	1	0	0
No change	125	37	43
More participation	144	43	50
Much more participation	21	6	7
No response	46	14	--
Total	337	100	100

Since only one respondent indicated the use of less pupil participation as a result of having had off-campus courses, it would appear that these courses have a positive value from the standpoint of increasing pupil participation.

Values Of Off-Campus Courses As Compared to Correspondence Courses. This question was included because students who are enrolled at the four universities are allowed to take a limited amount of correspondence credit toward their Bachelor's degree. In some instances this credit is used for certification renewal. Correspondence courses at each of the universities is administered through the Divisions of Extension

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and Field Services. A comparison of their value was felt to be desirable and pertinent to this investigation. An attempt was made in this question to compare off-campus credit courses with courses taken by correspondence. Classifications were made on a five-point scale with ranges from "less valuable" to "much more valuable." Comparative tabulations are shown in Table XVII.

TABLE XVII. VALUES OF OFF-CAMPUS COURSES AS COMPARED TO CORRESPONDENCE COURSES

Value Comparisons	Number	Per Cent of Total	Per Cent of Responses
Off-campus classes much less valuable	2	1	1
Off-campus classes less valuable	5	1	3
Same value	12	4	7
Off-campus classes more valuable	67	20	40
Off-campus classes much more valuable	82	24	49
No response	169	50	--
Total	337	100	100

The unusually large number of students who did not answer this question can be accounted for by the fact that they were asked not to answer unless they had taken correspondence courses. This is very similar with the tabulation in Chapter III showing the amount of credit earned through correspondence courses. One hundred and sixty-eight indicated they have taken no courses by correspondence and 169 made no response.

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Four per cent of the respondents feel off-campus classes are less valuable than correspondence courses. Seven per cent feel the value is the same in both cases. Eighty-nine per cent agree that off-campus courses are more valuable.

Comments were made by forty-one respondents to this question. Those who criticized correspondence courses said, "they were just 'busy work'," or "they're a waste of time and money," or "they offer no personal contact with students and instructors." Several complained about "difficulty" of correspondence courses due to the "amount of writing which is required." One student said that "the personal touch can't be replaced." Another commented that correspondence courses should be taken, "only in an emergency."

Typical of those few favoring correspondence courses over the off-campus classes was the comment, "I had to work harder, therefore I learned more."

Maximum Number of Semester Hours for Which a Student Should Be Able to Enroll Each Semester. The administrators of the Divisions of Extension and Field Services of the four universities feel a response to this question would be helpful to them. This topic is also of interest to the students who enroll in off-campus credit courses, the faculty who serve as instructors in these courses and the school administrators of Michigan's Intermediate School District's. A five-point scale was used. Classifications ranged from "3 hours" to "other." Tabulations are shown in Table XVIII.

TABLE XVIII. MAXIMUM NUMBER OF SEMESTER HOURS FOR WHICH A
STUDENT SHOULD BE ABLE TO ENROLL EACH SEMESTER

Number of Hours	Number	Per Cent of Total	Per Cent of Responses
3 hours	35	10	12
4 hours	81	24	27
5 hours	33	10	11
6 hours	129	38	43
Other	22	7	7
No response	37	11	--
Total	337	100	100

It is perhaps significant that more respondents feel a student should be allowed to enroll for four semester hours than three. A large number of courses at the graduate level at the four universities offer two hours' credit and this may account for this feeling. Twenty-seven per cent of the respondents felt four hours of credit should be the maximum number for which a student should be able to enroll each semester. This same factor may very well apply at the six hour classification where forty-three per cent felt this maximum should apply. Those who marked the "other" classification commented the hours should vary from eight to fifteen. One student called for "no limit."

Section II

This section is an analysis and report on the nine open-end questions on the student questionnaire. No attempt is made to treat the responses quantitatively except to indicate

the number of responses and to show the areas of concentration classified in rather broad, general terms. Items mentioned only once or by a few people are reported only when they are pertinent to the study. In many cases, direct quotations will be used to illustrate the opinions of students.

Criticisms of Off-Campus Credit Courses. The question, "What criticisms do you have of the off-campus college credit courses you have taken?" did not try to identify the types of criticisms sought as being either favorable or unfavorable. The total number of responses was 256, or seventy-six per cent of the sample. Of these, seventy-seven were favorable and 179 were unfavorable. It is possible that the question implied that a negative response was sought.

Favorable comments can be grouped into four general areas. Forty-six said they were "pleased with the quality of instruction in off-campus courses," twelve mentioned that they "appreciated the convenience of having courses available near home," eight commented on the "dedication of instructors" and eleven spoke of the help they received "in keeping up with newer methods and techniques."

The unfavorable comments fell into five general areas. Sixty-four students mentioned the "lack of adequate library materials for off-campus courses," forty-eight said that the courses weren't "meeting needs in a practical way," thirty-four offered their opinion that the instructors in off-campus courses "aren't well prepared and often unsympathetic

with the problems of teachers," eighteen criticized the frequent use of the lecture method and fifteen made such comments as "too much pressure on exams," or "too much memorization," or "we need a larger selection of courses in our area."

Incorporated into many comments was the element of fatigue at the end of a working day. "It is hard to concentrate," or "it is hard to study," were typical of these responses. General dissatisfaction was expressed with respect to "disorganized, unsympathetic instructors."

Defects Observed in Off-Campus Credit Courses. The question, "What defects have you observed in the off-campus college credit courses you have taken?" called for unfavorable criticisms. The total number of responses was 127, or thirty-eight per cent. Those responses which applied to the instructors of off-campus courses fell into three areas. Sixteen said instructors "spent too much time lecturing and didn't allow enough opportunities for class discussion," nineteen felt the instructors were "too theoretical" and fifteen mentioned the "small amount of preparation which instructors give to off-campus courses."

Those criticisms which dealt directly with the mechanics of off-campus courses fell into four areas. Fifty-two mentioned the "lack of adequate reference materials, classroom materials and visual-aid equipment," eight felt the enrollments in off-campus courses was frequently too large and "a wider selection would be desirable," six said that education courses "tended to repeat themselves" and eleven mentioned

the amount of time a student must spend in preparation for these courses. Two felt the class sessions were too long and one thought off-campus courses were too expensive.

Positive Values or Strong Points in Favor of Off-Campus Credit Courses. The question asked the students to "Illustrate from your experiences with off-campus college credit courses some of the positive values or strong points in favor of such courses." The total number of responses was 294, or eighty-seven per cent. Of these, 285 were favorable and nine were unfavorable.

One hundred and thirty-eight favored the off-campus courses because they were "convenient to take." Sixty-nine said that these courses are "useful in solving teaching problems because they give practical assistance to teachers." Thirty-two appreciated contacts with fellow teachers. They mentioned these contacts gave them an opportunity to exchange ideas and "keep abreast of modern developments."

Sixteen students mentioned the "more informal atmosphere of extension classes" and nineteen said these courses helped complete degree and certification requirements. Twenty mentioned the competency of off-campus instructors as a valuable point in favor of these courses, sixteen commented favorably on the "individual participation found in smaller classes," seventeen spoke of the positive value found in "student-teacher relationships." Other typically favorable comments were "saves time and money," or "I like the weekly sessions."

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The nine unfavorable responses were spread over four points. Two felt there "should be closer association with the locality," one thought the classes were "watered-down versions of on-campus classes," one complained of overcrowding and five mentioned the "lack of library facilities."

Generally, the positive aspects of the comments made in response to the question are convenience, economy and the possibility of putting theories learned into immediate practice. There was a vote of confidence for extension courses, despite varied criticisms.

Improvements Which Should Be Made to Make Off-Campus Courses More Effective. This question sought specific suggestions from the students enrolled in the off-campus programs of the four universities on improvements which should be made to make these course offerings more effective. The total number of responses was 173, or fifty-one per cent, of the sample.

These responses fell into four general areas. Forty-seven students felt the courses should be more practical. Typical comments were, "Teach more things which can be used in the classroom," or "relate more closely with our needs," or "make the courses more practical."

Fifty-five respondents criticized the variety of courses offered as being too few. They asked that there be "more courses offered" or "more summer workshops."

Thirty-one students indicated that they were not completely satisfied with the teaching techniques of off-campus

instructors. Comments such as, "send us instructors who know their field," or "we need instructors who can relate to teachers," were common. One asked for "less listening."

Twenty-three said better library and instructional materials should be made available for the instructors and students in off-campus classes. They generally agreed that "we need more audio-visual and illustrative materials for instructors" or "there is a need to expand the library materials off-campus" or "more resource people should be used in these classes."

In other comments five felt class enrollments should be restricted to fewer enrollees, five wanted "more surveys to determine course requests," three called for more counseling in the field, three said there was a need for "better publicity announcing these courses" and one wanted "less homework."

Expansions or Alterations Which Would Make the Off-Campus Course Programs More Effective. This question was included at the request of the administrators of off-campus credit course programs at the four universities. The total number of responses was 169, or fifty per cent. Eighty-five indicated a desire for a wider variety of course offerings, twenty-nine asked that courses be "less theoretical and more practical," twenty-three expressed a desire for more graduate courses, thirteen wanted more off-campus credit "allowed for graduation," twelve suggested an attempt be made to "improve upon the method of determining course requests" and

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eight asked for more library and other resource materials for off-campus courses.

Twenty-seven respondents mentioned a need for "more Saturday classes," or "better instruction," or "more centers." One asked for "team teaching." Another simply said "we will supply the students if you'll give us the instructors." Generally, the respondents were dissatisfied with the number of courses offered and with the lack of variety in these offerings.

Changes in Teaching Techniques and Methods as A Result of Off-Campus Classes. A desirable outcome as a result of enrolling in off-campus classes is a change which may occur in teaching practices. Four open-end questions were included in this section of the student questionnaire form for the purpose of determining what changes if any are effected in the teaching practices of the students enrolled as a result of the off-campus credit courses taken. These four questions each covered a specific teaching practice. It was not expected that all would respond to each question. The questions were so worded to obtain a response only when a change had taken place. The first question asked about changes in teaching techniques and methods as a result of having taken these courses.

The total number of responses was 211, or sixty-two per cent of the sample. One hundred and eighty-nine indicated they changed their teaching techniques and methods as a result

of taking off-campus courses. Twenty-two respondents said they made no changes as a result of having taken these courses.

Of those who made changes, eighty-three said they were "using modern methods," forty-three commented that they were "paying greater attention to the needs of the individual student," forty-one made greater use of audio-visual materials and "resources to complement instruction," thirty-five said they were "more democratic," thirty-one were "doing more to provide enrichment in the classroom," twenty-nine allowed for "greater pupil participation in classroom planning," twelve were "using guidance since taking off-campus courses," twelve others spoke of doing more "to develop the child's curiosity to learn," and two said they were "keeping more accurate records."

In general, the respondents indicated there is greater emphasis on student freedom, more attention is paid to individual differences and there is more concern for student-teacher rapport as a result of off-campus classes.

Changes in Methods of Evaluating Pupil Progress as A Result of Off-Campus Classes. Thirty-six per cent of the students enrolled in off-campus courses changed their methods of evaluation as a result of these courses. The total number of responses was 175, or fifty-one per cent.

One hundred and twenty-one respondents indicated they changed their method of evaluating pupil progress as a result

of taking off-campus courses. Fifty-four stated they made no changes in evaluation after their off-campus course experiences.

Those who said a change had taken place fell into four general areas. Sixty-two stated that they were "paying more attention to individuals," thirty-seven were "more liberal, tolerant, fairer, or flexible" in their relations with students, fifteen mentioned wider use of "tests, charts, and community resources in evaluating pupil progress," and seven were "using the conference method with parents and pupils" in making evaluations.

Respondents also mentioned that they were "more patient and kinder." Two said they felt "better able to evaluate the exceptional child." One said "I evaluate a child against his own achievement rather than in comparison with others."

Changes in Methods of Reporting to Parents as A Result of Off-Campus Courses. The total number of responses was 203, or sixty per cent, of the population. Ninety-five students commented that they changed their method of reporting to parents by "using parent-teacher conferences." One said "I put in the parent-teacher conference following research on it in a course." Another said "we've replaced report cards with conferences."

Twenty spoke of newsletters and notes to parents as a method of reporting. Several said "We use a monthly newsletter," or "We have a new report sheet to parents." Seven-

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teen were using "a more communicative report card" or "more home visitations." One respondent said, "I now make regular personal visits to the home." Three were using special project booklets in reporting to parents.

Sixty-one stated that they had not changed their method of reporting to parents as a result of having had off-campus courses. Several gave as their reason for not changing the restrictions placed upon them by "school policy." They also indicated there had been no change "because the method of reporting is set up by our school system."

New and Different Teaching Materials Which Are Used in Teaching as A Result of Off-Campus Courses. Students were instructed to answer this question only if a change had taken place. They were asked to list whatever specific changes were made "if new and different teaching materials were used in your teaching as a result of off-campus classes." The total number of responses was 138, or forty-one per cent, of the sample. Eighty-three indicated they were using new materials described as "charts, graphs, flannel boards, films, abaci, portable laboratories, and maps." Several were making more extensive use of "overhead projectors and other instructional materials."

Seventy-seven said they had changed to new books for their classrooms. These changes were in the areas of art, mathematics, music, science and the social studies. Six said they were using educational television as a result of having taken off-campus courses. Others commented that they

"now know where to look for materials" and had "gained some insight into the use of disposable and inexpensive equipment."

Ten respondents indicated they were making no use of new materials as a result of off-campus courses. Typical comments in this group were, "they suggest materials which are too expensive" or "the instructors make impractical suggestions."

Reactions Toward the Study and A Report of the Study.

The final question on the student questionnaire was, "Would you like a report of the results of this study?" Two hundred and twenty-eight students, or sixty-four per cent, were interested in obtaining the results of the study. Forty-four, or thirteen per cent, of the respondents did not desire a report. Sixty-five indicated no preference.

Forty-eight students wrote in the space provided for comments at the end of the questionnaire. These comments were either rephrasing what had been said on previous questions or requests for results of the study in order to "find out what other feel about the off-campus programs."

Several took this opportunity to make requests for specific courses such as "modern math," "special education," or "more summer workshops."

Summary. In respect to the values of off-campus credit courses, students who are enrolled in these classes are of the opinion that:

1. Instructors are of help in solving teaching problems.
2. Students favor off-campus classes more since having participated in them.
3. Instructors mark students the same in off-campus classes as in on-campus classes.
4. The "difficulty" of work in off-campus courses is similar to on-campus work.
5. Students make more use of community resources in their teaching as a result of having been enrolled in off-campus classes.
6. There is more pupil participation in school planning as a result of teachers being enrolled in these courses.
7. Off-campus courses are said to be more desirable than correspondence courses.
8. The maximum number of semester hours for which a student should be allowed to enroll each semester is six.
9. The shortage of resource materials and particularly library materials for the off-campus classes needs to be corrected.
10. There is a need for more courses and a wider variety from which to select.
11. Modifications are made in teaching practices as a result of having been enrolled in off-campus credit

courses. This is especially true in reporting to parents as well as pupil participation in classroom planning.

CHAPTER V
OPINIONS OF FACULTY

Introduction. The opinions of instructors who teach off-campus credit courses are analyzed in two sections in this chapter. The faculty questionnaire contained a section with five questions, each with five classifications on a scale similar to the student questionnaire form.* The responses to these questions are quantitatively presented in Section I.

The responses to the five questions are given in tables with the number of responses classified according to the five-point scale together with the number who made no response. One column shows the percentage of responses based on the total number of cases. Another shows the percentages of responses based on the total number of responses. Instructors were also asked to make comments on each of these five questions. These comments will be reported in conjunction with each table.

Nine open-end questions asked instructors for their opinions regarding the values of off-campus courses and modifications which they might make in course content or teaching methods for these courses. These unstructured questions are treated in Section II of this chapter.

* See Appendix II for a copy of the questionnaire.

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The final question on the faculty questionnaire asked instructors to indicate whether they would like to receive a report of the investigation. One hundred and ninety-five said they would like such a report. Eighteen did not wish to receive a report and twenty-two did not respond to the question. Only faculty members of the four universities who taught an off-campus credit course were surveyed in this investigation. The distribution of faculty returns is shown in Table II, page 10, and Appendix I, Section B.

Section I

Changes in Feelings and Opinions About the Values of Off-Campus Classes Since Having Taught These Classes. Since changes in feelings and opinions resulting from experiences in teaching off-campus classes might tend to reflect certain values or lack of values, teachers were asked to indicate changes in their attitudes. A five-point scale ranging from "much less favorable" to "much more favorable" was constructed on which they could indicate their responses.

Forty-three per cent of the instructors of off-campus credit courses indicated their feelings and opinions about the values of these classes hadn't changed after having taught them. Thirty-eight per cent indicated their feelings and opinions were more favorable and nineteen per cent that they were less favorable.

Written comments on this question were made by sixty-three instructors. Typical of the comments which were partial

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to off-campus courses were, "they are extremely valuable," "many students couldn't continue without these courses," "they are important to the student," "students work hard," and "they are a worth-while service."

TABLE XIX. CHANGES IN FEELINGS AND OPINIONS ABOUT THE VALUES OF OFF-CAMPUS CLASSES SINCE HAVING TAUGHT THESE CLASSES

Changes in Opinions	Number	Per Cent of Total	Per Cent of Responses
Much less favorable	5	2	2
Less favorable	37	16	17
Remained the same	95	41	43
More favorable	69	29	31
Much more favorable	14	6	7
No response	15	6	--
Total	235	100	100

Those instructors who were critical of off-campus courses were more adamant. Typical comments were, "We need better undergraduate preparation of students and fewer teacher re-treads," "I increasingly feel we are giving these students an inferior education," "The extra traveling and teaching is quite an effort," and "students just put in time in these classes." Instructors also criticized the lack of adequate library facilities.

Those who felt their feelings and opinions remained the same after having taught off-campus classes said, "it depends on the course and the instructor," "I enjoyed these courses

when I sat in them as a student and I still feel the same way now."

How Teachers Think Instructors Mark Students in Off-Campus Classes as Compared with the Way They Mark Students on the Campus. In order to obtain some opinions for comparisons of on and off-campus credit courses, instructors were asked to indicate how they felt marks were determined both on and off the campus. This question also allowed for some comparison between the feelings and opinions of students and instructors. The five-point scale ranged from "much lower than on campus" to "much higher than on campus." The results are shown in Table XX.

TABLE XX. HOW TEACHERS THINK INSTRUCTORS MARK STUDENTS IN OFF-CAMPUS CLASSES AS COMPARED TO THE WAY THEY MARK ON THE CAMPUS

Students' Opinions	Number	Per Cent of Total	Per Cent of Responses
Much lower than on campus	3	1	1
Somewhat lower than on campus	15	6	7
Same	82	35	38
Somewhat higher than on campus	107	46	50
Much higher than on campus	9	4	4
No response	19	8	--
Total	235	100	100

Fifty-four per cent of the responses indicated that there was a tendency to give higher marks in off-campus courses.

Thirty-eight per cent of the responses suggested marks were weighted the same for on and off-campus courses. Eight per cent said marks were lower in off-campus courses.

Ninety instructors made written comments in answer to this question. Some of these reflected some bitterness toward off-campus courses. Typical comments of these people were, "I have passed students off-campus who would have failed on the campus," "If they were graded on the same scale off-campus, classes would have a failure rate of about fifty per cent," "Instructors tend to regard off-campus students as social workers regard charity patients in a hospital -- these are people to be helped," "Instructors are more reluctant to give low grades off-campus," and "Instructors usually want to give off-campus students the benefit of the doubt."

Respondents also made the point that the question wasn't valid because "the basis for comparison is different." One said, "I grade the same, but many of my colleagues admit that they grade more leniently off the campus." A frequent comment was, "we realize that most of these people work 8 hours a day teaching school besides attending class." Nineteen instructors did not respond to the question.

How Teachers Think the "Difficulty" of Work in Off-Campus Classes Compares with Similar Work on the Campus. The second question for the comparison of opinions toward off-campus classes with on-campus classes was on the subject of "difficulty" of work. Eleven instructors failed to respond.

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Tabulations are shown in Table XXI. The range on the five-point scale was from "off-campus classes much easier" to "off-campus classes much harder."

TABLE XXI. HOW TEACHERS THINK THE "DIFFICULTY" OF WORK IN OFF-CAMPUS CLASSES COMPARES TO SIMILAR WORK ON THE CAMPUS

Students' Opinions	Number	Per Cent of Total	Per Cent of Responses
Off-campus classes much easier	11	4	5
Off-campus classes somewhat easier	87	37	39
Same	98	42	44
Off-campus classes somewhat harder	21	9	9
Off-campus classes much harder	7	3	3
No response	11	5	--
Total	235	100	100

The tabulations show that forty-four per cent of the responses were of the opinion that off-campus courses were easier. Another forty-four per cent felt there was no difference between the "difficulty" of work between courses on or off the campus. Twelve per cent indicated an opinion that courses were harder off-campus. Sixty-two made written comments.

Typical comments made in written response to the question for those who thought courses were easier off the campus were, "Certain items have to be omitted," "Requirements are eased due to lack of resources such as an adequate library,"

"We know they can't do as much," and "Work load is less because time is shorter." One respondent commented, "Usually the environment is unfavorable. The students are overworked and library facilities are non-existent."

Those who felt off-campus courses were harder often mentioned the element of fatigue. One noted that off-campus courses are more difficult, "in terms of real adult applications to realistic projects expected of employed teachers."

Value of Off-Campus Classes as Compared with Correspondence Courses. Many of the instructors of off-campus credit courses for the four universities also instruct in correspondence courses offered to students through the Divisions of Extension and Field Services. The instructors are often the same because the two types of instruction provide courses which apply to the curriculum needs of students who are working toward advanced certification or Bachelor's degrees. Graduate work is not offered by correspondence at any of the four universities. The question attempted to determine whether instructors thought off-campus classes have more or less value to the student than correspondence courses. Two hundred and twenty instructors responded to the question. The results are tabulated in Table XXII.

There were three instructors who thought that correspondence courses were more valuable than off-campus credit courses. Sixteen thought they had the same value. Ninety-two per cent of the instructors responding to this question felt that off-

campus credit courses were more valuable than correspondence courses. Eighty-seven instructors made written comments.

TABLE XXII. VALUE OF OFF-CAMPUS CLASSES AS COMPARED TO CORRESPONDENCE COURSES

Value Comparisons	Number	Per Cent of Total	Per Cent of Responses
Off-campus classes much less valuable	1	0	0
Off-campus classes less valuable	2	1	1
Same value	16	7	7
Off-campus classes more valuable	89	38	41
Off-campus classes much more valuable	112	48	51
No response	15	6	--
Total	235	100	100

Typical criticisms of correspondence courses were, "they are unrealistic and can't be compared," "there is more evidence of student progress in off-campus courses," "Methodology cannot be taught by correspondence," "classroom interaction is very important," "verbalization is important to good learning," "correspondence courses lack the personal touch," and "I'm against all correspondence courses."

Written comments which tended to favor correspondence courses were, "they have some value, if the student takes appropriate courses," "It depends on the student and the course," and "The correspondence student doesn't have the

disadvantage of having to go out to an evening class after a tiring day of teaching."

Maximum Number of Semester Hour for Which a Student Should Be Able to Enroll Each Semester. This topic is of considerable interest to the administrators of these off-campus programs. Faculty committees have discussed it and the universities have made rulings on the subject. Teachers taking work at the graduate level, for example, are not allowed to carry more than four semester hours of course work when they are fully employed. Undergraduates teaching full-time are limited to six semester hours each semester at the four universities. The five-point scale ranged from not more than three to not more than six hours. The last space on the scale permitted respondents to specify the maximum which they thought should be allowed. Thirty-six instructors made no response to this question. (See Table XXIII.)

Instructors who marked the "other" classification on the five-point scale indicated they favored more than six hours. One favored nine, one said fifteen, one chose sixteen, while others favored no limit at all.

One hundred and ninety-nine, or eighty-five percent, of the instructors responded to this question by marking their preference on the five-point scale. Eighty-four respondents made some written comment on this question. Several generally agreed that "it's an individual matter." Others mentioned a teacher's "motivation, responsibilities, and ability."

Many comments supported the number of hours with the comment, "limit to one class a semester for working teachers," and "more than 4 hours will encourage slipshod work somewhere along the line." One instructor said, "as long as a person is learning, what difference does it make?" Another commented, "limit to 3 hours would tend to build the summer program. This, I feel, is of more importance than field courses taught at the end of a busy day."

TABLE XXIII. MAXIMUM NUMBER OF SEMESTER HOURS FOR WHICH A STUDENT SHOULD BE ABLE TO ENROLL EACH SEMESTER

Number of Hours	Number	Per Cent of Total	Per Cent of Responses
3 hours	76	32	38
4 hours	63	27	32
5 hours	14	6	7
6 hours	39	17	20
Other	7	3	3
No response	36	15	--
Total	235	100	100

Section II

In this section of the chapter an analysis and report is made on the eight open-end questions and one space for additional comments on the faculty questionnaire. No attempt is made to treat the responses quantitatively except to indicate the number of responses and to show the areas of concentration classified in rather broad, general terms. Items

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mentioned only once or by a relatively few number of people are reported if they seem to be pertinent to this study.

Alteration in Content and Approach to Content in Order to Meet the Needs of the Students When College Courses are Taught Off-Campus. Two hundred and thirty, or ninety-eight per cent, of the instructors who responded to the study returned questionnaires with comments on this question. One hundred and fifty indicated some alteration was desirable and eighty felt alteration was not desirable.

Of those who favored some alteration, fifty-eight felt an effort should be made to meet the needs of students. Several of these respondents said courses should be "altered according to the experiences of students." Nineteen felt it was desirable to alter approach but not content, eighteen generally felt that "students are mature adults and content can be geared to their concern without weakening the academic quality."

Fourteen respondents said some alteration would be desirable "when library or laboratory facilities aren't adequate," thirteen said that in cases involving in-service programs for teachers, "some adjustments should be made to make the course practical." Others mentioned adjusting to the local needs and the time factor of long sessions on a weekly basis.

Those who opposed any alteration took several positions. Twenty-five indicated they felt "the course should be taught

exactly as it is on the campus, and standards should be maintained." There were ten respondents who flatly stated that if a course were needed off-campus for a specific purpose, credit should be denied. Others felt exceptions were unjustified. One said, "The content of the course as described in the catalogue should determine what is taught." Some insisted that any alteration would make off-campus courses "watered-down equivalents of on-campus courses."

Defects Observed in Off-Campus Credit Courses. The total responses were 226, or ninety-six per cent, of the sample. Ninety-five indicated the defects or weaknesses are to be found in the lack of adequate library and audio-visual resources, thirty-six mentioned the fatigue of instructors and students in the evening classes, twenty-three said "the time lapse of one week between sessions hindered the continuity of these courses," fourteen generally agreed that "When students are working full time, scholarship tends to slip."

Eleven respondents said that students were "buying credits," ten mentioned the "varied and insufficient backgrounds of students."

Other comments covered such areas as lack of meeting prerequisites and the general inertia on the part of the students "on their home grounds." Nineteen respondents said they had observed no defects or weaknesses.

Changes or Improvements Which Should Be Made to Make Off-Campus Courses More Effective. One hundred and forty-eight

returned questionnaires, or sixty-three per cent, had some written comment about improving effectiveness.

These respondents made 172 suggestions for changes or improvements to make off-campus courses more effective. The change mentioned most frequently was to "improve the library and audio-visual facilities off-campus." Students should be "aware that prerequisites would be enforced," and that "the same standards as exist on the campus would be maintained in the off-campus courses." There were frequent suggestions for "a screening process in the selection of instructors to teach off-campus."

Several instructors suggested that "off-campus centers be consolidated and supplied with resources needed such as library materials." Others felt "the class load should be limited to one course" and there should be "two meetings a week with shorter class sessions." A few said it would be useful to provide "more practical courses to meet the needs of students."

Other suggestions of a practical nature were, "place book lists for these courses in the county library before the course begins," "make course outlines available to students in advance," "limit the number of credit hours one can earn off-campus," "identify off-campus courses in students' records," and "stop offering these courses."

Positive Values or Strong Points Observed in Off-Campus Credit Courses. The total number of responses to this ques-

tion was 192, or eighty-two per cent. Forty-eight commented on the practical application of off-campus courses. "Many students can apply theory to practical experiences," and "What is learned is applied at once" were typical comments of these instructors.

Ninety-five mentioned the maturity, conscientiousness and enthusiasm of students enrolled in off-campus classes. "Students are more mature and their attitude toward learning is more favorable" and "students draw from varied backgrounds and experiences to enrich our courses" illustrate the feelings of these instructors toward the students in off-campus credit courses.

Twenty-three said that "instructors are appreciated and respected" and that "most are sincere and truly grateful for having a course brought to their area." There were several respondents who mentioned that they thought "students appreciate an instructor's interest in them."

Twenty identified a positive value or strong point as one of opportunity. Typical comments were, "It is often their only opportunity to go to college" and "It allows teachers to meet certification requirements."

Thirteen instructors felt it was a broadening experience to teach in off-campus courses. One said that "more zest for teaching is derived from association with these students who have varied backgrounds and experiences." Others generally

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agreed that "These courses are broadening and challenging" and "It gives me a better appreciation of the problems of elementary and secondary education."

How or in What Ways Should the Off-Campus Credit Course Program Be Expanded to Become More Effective. The total responses were 147, or sixty-two per cent. The respondents mentioned fourteen areas for expansion which ranged from an improved survey to determine courses to a need for the establishment of off-campus centers with full-time extension faculty.

Twenty-two respondents indicated that "It would be helpful to offer a wider variety of courses" and "give more workshops in the summer." Twenty-one called for an expansion of graduate work "to meet the rising requirements for teachers."

Other respondents felt the problems would be diminished if the faculty were paid more, field counseling increased, more centers established and more courses offered which were of a practical nature. Twenty-one instructors felt the program should not be expanded. Their comments ranged from "no expansion" to "rather than be expanded, they should be contracted."

How Instructors Feel About the Adequacy of Giving the Courses in Their Department Off-Campus. This question generated a considerable amount of interest on the part of instructors as evidenced by the fact that 208, or eighty-eight per cent, of the returned questionnaires had written comments.

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One hundred and nine instructors said it was possible for departmental offerings to be given off-campus as adequately as on the campus. However, twenty-six said this would be true only "if there are adequate library facilities available" or "ample time." A few of these respondents qualified their comments further by adding, "but not for laboratory courses from our department."

Sixty-seven indicated it was not possible to offer courses as adequately off-campus. While most of these instructors gave a flat "no" in answer to the question, twenty-five explained that they took this position "because library and laboratory facilities are inadequate" or "because of student fatigue."

Twenty-eight agreed that "it depends on the individual course" or "we have some courses in our department which are not suited to off-campus work."

Thirteen instructors of off-campus courses said they couldn't arrive at a conclusion to the question. Several of these people said, "I haven't taught long enough" or "I don't know enough about it."

How Teachers Feel About the Adequacy of Testing in Off-Campus Credit Courses. Two hundred and fifteen, or ninety-one per cent, of the questionnaires returned contained an answer to this question. One hundred and fifty-three instructors felt that testing in off-campus credit courses was as adequate as tests given in comparable courses on the campus. Typical comments for this group were, "I see no difference," "the difference is not significant," "the same, exactly" and "Why not?"

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Fifty-two felt it was not possible to test and evaluate adequately off-campus. Nine said that time was a factor "because we haven't enough sessions" or "we haven't enough time to get to know students." Seven said "there are too many pressures to soften requirements in off-campus courses." Others simply said "no." Two felt evaluations off-campus were better and eight couldn't decide because they hadn't taught long enough or found the question "difficult to answer."

How Methods of Teaching and Materials are Modified for Off-Campus Credit Courses. The total returned questionnaires with completed answers to this question was 213, or ninety-one per cent. One hundred and forty-five indicated they made some modifications. There was a sincere expression by these people of a desire to gear their teaching to meet the needs of the individual student. Ninety-two said they "tried to meet the needs of students." Some said that they "lectured more" and "decreased the amount of material to be covered" or "made more use of review and illustrations."

Sixty-eight said that they made no modifications in their methods and materials when teaching an off-campus credit course. Typical responses were simply "no" or "I do not." One person said, "the only real modification takes place in the realm of outside reading because of inadequacies of many 'center' libraries."

Additional Comments Regarding the Off-Campus Credit Course Program. One hundred and twenty-eight, or fifty-four per cent,

of the questionnaires contained some answer to the question, "Please add any additional comments you may wish to make regarding the off-campus credit course program." Seventy respondents took this opportunity to mention points about the off-campus program to which they object. Fifty-eight made favorable comments. However, in either case most of these comments were merely repeating answers given elsewhere in the questionnaire.

Those who raised objections about off-campus programs fell into three groups. The largest group took this opportunity to comment on the matter of pay for off-campus instruction. "Pay for instructors is disgracefully low for the time and energy required" was a typical response for these people.

Another group of objectors discussed the quality of instruction. Typical comments were, "Too many faculty abuse Field Services by reducing standards such as frequent early dismissal," "There should be a check on the time and quality of teaching," "What instrument of evaluation does the Field Services office have and use for determining the degree of success or excellence of instructors in the field?" and "Field Services should be more particular who teaches these courses." One person said, "With the lavish dispensing of A's and B's in off-campus courses we are leading many indifferent students to think they are scholars and many bright students to think courses are excessively easy."

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The smaller numbers of criticisms were levelled at the Extension and Field Services administration of off-campus centers. One said, "The development of extension programs near campus is cheap-skate education." Another instructor made the point that "real service to the field means better administration of centers not in competition with the campus." One asked the question, "For the effort and budget what do you have to show as evidence of results except enrollment records?"

The fifty-eight instructors who made written comments which were generally favorable agreed with the statement, "Keep it going!" "It fulfills a need and provides a vital public service," "Off-campus courses are a service to the citizens of Michigan," "The off-campus program is vital to the on-campus program," "Good teachers will teach as well off the campus as they will on campus," "It is a pleasure to work with mature students who make valuable contributions to our courses," "Off-campus work is an exciting challenging part of my teaching," "This is a real service," and "I enjoy teaching off-campus."

One respondent said, "We need to do more to relate theory to practice." Another made the suggestion, "If a course cannot be equal to the same course on campus, give it a different name and reduce the credit."

Reactions Toward the Study and a Report of the Study.

The final question on the faculty questionnaire was, "Would

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you like a report on the results of this study?" Twenty-two instructors failed to respond to this question. One hundred and ninety-five indicated they would like a report of the study, and eighteen were not interested in receiving a report.

Fifteen wrote comments at this point on the questionnaire, although comments were not asked for on this question. A few gave their names and addresses and one or two criticized the questionnaire. "The questions were loaded" and "why didn't you ask if we wanted more pay?" were typical. One said, "I'll bet Field Services doesn't have the courage to report this."

Summary. Instructors of off-campus credit course programs for the four universities are of the opinion that:

1. Since having taught off-campus courses, their opinions and feelings about their value are somewhat more favorable.
2. Instructors mark students in off-campus classes somewhat higher compared to the way they grade on campus.
3. The "difficulty" of work in off-campus courses is the same or somewhat easier compared with similar work on campus.
4. Off-campus classes are much more valuable than correspondence courses.

5. The maximum number of semester hours for which a teacher, as a student in off-campus classes, should be able to enroll each semester is three or four.
6. Alterations should be made in content and approach to content in order to meet the needs of the students when courses are taught off-campus.
7. The greatest defects or weaknesses observed in the off-campus courses they have taught are the lack of adequate library materials and audio-visual resources.
8. The greatest change or improvement which should be made to make off-campus courses more effective would be to improve the library and audio-visual facilities off-campus.
9. The most positive value or strongest point observed in the off-campus courses they have taught is the practical application of the course content by the students in their teaching situations.
10. The off-campus credit course program should be expanded by the establishment of an improved method of surveying to determine course requests and the establishment of more off-campus centers with adequate resources. There should be a wider variety of courses and more work at the graduate level.
11. Instructors of off-campus courses generally feel courses from their departments can be offered off-

campus as well as on-campus, particularly if adequate library facilities are made available.

12. From their standpoint, testing, or evaluation of achievement, is as adequate as for on-campus courses.
13. They are interested and would like a report of this study.

CHAPTER VI
OPINIONS OF INTERMEDIATE
DISTRICT SUPERINTENDENTS

Introduction. The superintendents of Michigan's Intermediate School Districts have opinions concerning the off-campus credit course programs. These opinions have been developed over a period of several years in which there has been close working relationships with the four universities and the Intermediate offices. The four Divisions of Extension and Field Services schedule off-campus programs primarily through these offices. For these reasons the opinions of the superintendents were felt to be important to this study.

Analyses of the opinions of Intermediate District Superintendents regarding the values of off-campus credit courses are presented in two sections in this chapter. Five questions were constructed on five-point scales and correspond with the five scales on the faculty questionnaire and five of the scales on the student questionnaire form.* Analyses of the responses to these questions can be presented by means of quantitative treatment and are therefore grouped in Section I.

The responses to these questions are shown in tables with the number of responses classified according to the sections in each question plus the number failing to indicate a response.

* See Appendix II for a copy of the questionnaire.

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The results are analyzed in two ways. One column shows the percentages of responses based on the total number of cases. Another column shows the percentages of responses based on the total number of responses. Intermediate superintendents were given an opportunity to comment on each of these questions and these comments are reported in the following tables.

Seven open-end questions asked for responses from the superintendents concerning their opinions regarding the values of these classes to them and to their educational programs and modifications which they might suggest in order to increase the effectiveness of the off-campus courses. These seven unstructured questions are treated in Section II of this chapter.

The last question on the superintendent's questionnaire form asked for reactions regarding a report of this investigation.

Section I

Changes in Opinion and Feeling About the Values of Off-Campus Credit Classes Since Having Had These Classes. The question asked, "Since off-campus credit courses have been taught in your area, how has your opinion and feeling changed about their value?" The five-point scale provided for reactions from "much less favorable" to "much more favorable." Forty-eight of the fifty-six superintendents who returned questionnaires expressed opinions as shown in Table XXIV.

One superintendent had a much less favorable opinion or feeling about the value of off-campus credit courses since

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having had them taught in his area. Of the forty-eight returns, twenty-eight, or fifty per cent, indicated their opinions were more favorable or much more favorable about these classes.

The one superintendent whose opinions were much less favorable said, "Universities do not send the best instructors to teach off-campus." Others said, "I have always been a proponent of bringing the classroom as near home as possible," "I continue to grow more favorable toward off-campus classes," "Strongly favor off-campus courses," and "They have become a real part of our program.

TABLE XXIV. CHANGES IN FEELINGS AND OPINIONS ABOUT THE VALUES OF OFF-CAMPUS CLASSES SINCE HAVING HAD THESE CLASSES

Changes in Opinions	Number	Per Cent of Total	Per Cent of Responses
Much less favorable	1	2	2
Less favorable	0	0	0
Remained the same	19	34	40
More favorable	23	41	48
Much more favorable	5	9	10
No response	8	14	--
Total	56	100	100

How Intermediate Superintendents Think Instructors Mark Students in Off-Campus Classes as Compared with the Way They Mark Students on the Campus. Two questions were asked the superintendents regarding comparisons between on-campus and off-campus courses. The first question asked their opinion

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about the way instructors mark the students. The scale provided a range of from "much lower than on campus" to "much higher than on campus." Eleven superintendents made no response to the question. Table XXV shows the forty-five responses.

TABLE XXV. HOW INTERMEDIATE SCHOOL DISTRICT SUPERINTENDENTS THINK INSTRUCTORS MARK STUDENTS IN OFF-CAMPUS COURSES AS COMPARED TO THE WAY THEY MARK STUDENTS ON THE CAMPUS

Degree of Opinion	Number	Per Cent of Total	Per Cent of Responses
Much lower than on campus	0	0	0
Somewhat lower than on campus	3	5	7
Same	23	41	51
Somewhat higher than on campus	18	32	40
Much higher than on campus	1	2	2
No response	11	20	--
Total	56	100	100

No superintendent felt instructors marked students lower in off-campus courses than they mark in courses on campus. Three felt they marked somewhat lower, twenty-three were of the opinion they marked the same, and one thought instructors marked higher in courses off-campus.

Several respondents made written comments in the space provided. These comments were generally, "It depends on the instructor," "grading is usually fair," and "no complaints." One said, "Instructors need to recognize off-campus students

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are usually fully employed." Another comment was, "The instructor has a select group to start with in off-campus courses."

How Superintendents Think the "Difficulty" of Work in Off-Campus Courses Compares with Similar Work on Campus. This second question asked the superintendents to make some comparison between on-campus and off-campus courses. It was related to the "difficulty" of work. Eleven of the returned questionnaires did not contain a response to this question.

The five-point scale ranged from "off-campus classes much easier" to "off-campus classes much harder." The results are indicated in Table XXVI.

TABLE XXVI. HOW INTERMEDIATE DISTRICT SUPERINTENDENTS THINK THE "DIFFICULTY" OF WORK IN OFF-CAMPUS CLASSES COMPARES TO SIMILAR WORK ON CAMPUS

Opinions of Superintendents	Number	Per Cent of Total	Per Cent of Responses
Off-campus classes much easier	1	2	2
Off-campus classes some- what easier	16	28	36
Same	17	30	38
Off-campus classes some- what harder	10	18	22
Off-campus classes much harder	1	2	2
No response	11	20	--
Total	56	100	100

One superintendent felt off-campus courses were much easier than those given on campus. However, he qualified

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this to write, "Indications are that this varies with courses and instructors." Sixteen respondents felt the off-campus classes were somewhat easier.

Seventeen checked the mid-point of the scale indicating they felt the "difficulty" of work in off-campus classes was the same as on-campus requirements. There were no written comments.

Eleven superintendents indicated that they were of the opinion the "difficulty" of work in off-campus courses was somewhat harder or much harder than comparable courses on the campus. The written comments were, "lack of library facilities makes it more difficult," "harder for conscientious students," and "more difficult because of lack of materials."

Value of Off-Campus Courses Compared with Correspondence Courses. The Intermediate School District Superintendents of Schools were asked to give their opinion regarding the value of off-campus classes compared with correspondence courses because many of the students in correspondence courses teach in schools under the jurisdiction of these superintendents. Some of the superintendents have also been enrolled as students in both off-campus credit courses and correspondence courses.

Five superintendents did not respond to this question. The five-point scale ranged from "off-campus classes much less valuable" to "off-campus classes much more valuable." Complete tabulations are listed in Table XXVII.

TABLE XXVII. VALUE OF OFF-CAMPUS CLASSES COMPARED TO CORRESPONDENCE COURSES

Value Comparisons	Number	Per Cent of Total	Per Cent of Responses
Off-campus classes much less valuable	0	0	0
Off-campus classes less valuable	0	0	0
Same	3	5	6
Off-campus classes more valuable	13	23	25
Off-campus classes much more valuable	35	63	69
No response	5	9	--
Total	56	100	100

Several superintendents made written comments in answering this question. These included, "Contact with instructors is invaluable," "Correspondence courses are too time consuming," and "Cancel the correspondence courses except in cases of necessity."

Maximum Number of Semester Hours for Which a Student Should Be Able to Enroll Each Semester. The superintendents are concerned with this question. It has been discussed in meetings with the administrators of the Divisions of Extension and Field Services. The administrators of the off-campus programs of the four universities felt this question was pertinent to the study.

The five-point scale ranged from not more than three hours to not more than six hours. The last space on the

scale was constructed in a way to permit the respondents to specify the number of hours they thought should be the maximum. Table XXVIII shows the results of the tabulations.

TABLE XXVIII. MAXIMUM NUMBER OF SEMESTER HOURS FOR WHICH A STUDENT SHOULD BE ABLE TO ENROLL EACH SEMESTER

Number of Hours	Number	Per Cent of Total	Per Cent of Responses
3 hours	6	10	13
4 hours	16	29	34
5 hours	1	2	2
6 hours	20	36	43
Other	4	7	8
No response	9	16	--
Total	56	100	100

The majority of those who made written comments said, "It depends on the individual." One respondent said, "Institutions encourage too many credits." Another said, "We neglect teaching if we take too many courses."

Those superintendents who took the opportunity provided on the scale to specify the maximum which they felt was best made four separate comments: "Three hours if teaching. Unlimited if unemployed," "I would prefer to hold to three, but I hate to see teachers tied down forever," "Teachers should not take more than one course," and "If more than one course is taken, teaching will suffer." The majority of the respondents felt teachers should carry fewer than six hours.

Section II

In this section an analysis and report is made on the six open-end questions and one space for additional comments on the superintendents' questionnaire. No attempt is made to treat the responses quantitatively except to indicate the number of responses and to show the areas of concentration classified in rather broad, general terms. Items mentioned only once or by relatively few people are reported if they seem to be pertinent to this study.

How Off-Campus Courses are Meeting the Needs of Teachers.

Fifty-one respondents, representing ninety-one per cent of the return, made some comment on this question. Five superintendents did not respond to the question.

Twenty-five agreed that, "The off-campus courses are meeting the needs of our teachers." However, several qualified this by adding they sometimes found it rather difficult to obtain certain courses such as "new math" and "new science." One superintendent said, "We realize that this is a matter of personnel shortage that is common to all institutions of higher learning." Two mentioned the assistance teachers receive "to earn credits for renewal of limited certificates and to earn permanent certification." One superintendent said, "I am fairly certain that these courses have kept us in business. Without them our teacher shortage would have been much more serious."

Four superintendents agreed that "When the instructors are enthusiastic and competent, the courses are worthwhile.

When they aren't particularly interested in off-campus assignments, the results are less than satisfactory." One said, "I feel they are not satisfactory. I am also certain the university feels the same and is always trying to improve the program." One superintendent commented that "Courses which are offered don't appear to fit into any sequence."

Defects or Weaknesses Observed in Off-Campus Credit Courses. Forty-six superintendents, representing eighty-two per cent of the respondents, answered the question, "What defects or weaknesses have you observed in the off-campus credit courses which have been taught in your area?" Ten did not answer this question.

The answers fell into four general areas. The area of greatest concern was the lack of library facilities in the off-campus centers. The next area of concern centered around the quality of instruction in off-campus courses. Typical responses were that "Faculty aren't aware of the needs of the area," and "Too much emphasis is placed on the lecture method."

Several superintendents felt the courses weren't practical enough. "Too much theory and not enough practical experience" and "Too little correlation between needs of profession and course content" were typical responses.

The fourth area of concern dealt with the matter of credit transfer. These people felt something should be done to allow greater flexibility in transfer of credits.

Changes or Improvements Which Should Be Made to Make Off-Campus Courses More Effective. There were thirty-six responses,

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or sixty-eight per cent of the returned questionnaires which carried comments in answer to the question, "What changes or improvements should be made to make off-campus credit courses more effective?" Eighteen superintendents made no response to the question.

The answers were spread over six areas. Ten indicated there was a need to make courses "more applicable to the area," seven wanted a "better method of determining needed courses," four felt more courses in the area of special education ought to be offered off-campus, four felt more should be done to bolster off-campus library and "audio-visual" resources, and eleven wanted something done to solve the "resident credit problem."

Positive Values or Strong Points Observed in Off-Campus Credit Courses. There were forty-four responses to this question on the returned questionnaires which represented seventy-eight per cent of the superintendents who participated in the study. Twelve made no response to the question, "What positive values or strong points have you observed in the off-campus credit courses which have been offered in your area?" Most respondents felt the "carry-over" value from the off-campus courses into the classroom of their teachers represented the strongest point and highest value to be derived from the off-campus course program. Typical responses were: "Helps teachers to improve professionally," "Of practical value to our teachers as they work with children."

Nine superintendents spoke of the convenience. One said, "A teacher can live at home, raise a family and still keep up with her academic work and teach." "It helps teachers keep abreast of curricular changes, such as 'modern math'," represented the feelings of several. Others mentioned the convenience of completing certification and degree requirements and one said, "It helps reduce the teacher shortage."

Ways the Off-Campus Credit Course Program Should Be Expanded to Become More Effective. Thirty-seven questionnaires contained responses, representing sixty-six per cent of the superintendents. Nineteen did not reply. The replies were very evenly divided over several areas. Seven suggested a "wider variety of courses would be helpful," five thought more graduate courses should be offered, and five others said more special education courses should be made available. Others asked that the courses be made "more practical." Nine superintendents said they felt the assignment of a "full-time representative" would benefit the program and help with "long-range planning and surveying for course requests."

Real Problems That May Be Alleviated by Off-Campus Credit Courses. Thirty-five respondents, which accounted for sixty-two per cent of the returned questionnaires, answered the question, "What are some of the real problems that you face that may be alleviated by off-campus credit courses?" Twenty-one superintendents did not reply.

A majority of the respondents felt the problem of certification of teachers, especially in the area of special edu-

cation, could be alleviated by off-campus credit courses. Others mentioned help from the standpoint of "refresher courses," and "new methods and techniques for our teachers." Two said that there was a "greater need for flexibility in scheduling" and one mentioned a need for "off-campus directed teaching."

Additional Comments Regarding the Off-Campus Credit Course Program. Fifty per cent, or twenty-eight of the superintendents, wrote additional comments in the space provided regarding the off-campus credit course program. Ten agreed that, "Field Services is doing a good job." One said, "We feel that Field Services has done a good job since they operate through the county office. We are not so fortunate with all colleges that offer courses." Four respondents said they had been satisfied with the quality of instruction in off-campus courses.

One said, "The trend is in the area of graduate work. With stiffer demands for special certificates and the fulfillment of school reorganization, the demand for off-campus undergraduate courses will probably diminish."

Reactions Toward the Study and A Report of the Study. The last question on the superintendents' questionnaire form asked whether they would like a report on the results of this study. Fifty-two indicated they would like such a report. Two did not respond and two others indicated that they were not interested in receiving a report.

Summary. Intermediate superintendents of schools are of the opinion that:

1. Since having had these classes taught in their areas their feeling is more favorable or much more favorable about their value.
2. Instructors mark students the same in off-campus classes as they mark students on the campus.
3. The "difficulty" of work is the same or somewhat easier compared with similar work on campus.
4. Off-campus classes are much more valuable than correspondence courses.
5. Teachers should be required to carry fewer than six hours of course work each semester.
6. Off-campus courses are meeting the needs of teachers except in certain areas such as "new math" and "new science."
7. The defects or weaknesses they have observed in the off-campus credit courses which have been taught in their areas are a lack of library facilities and poor instruction in the classes.
8. The change or improvement which should be made to make off-campus credit courses more effective would be to make them more applicable to local situations.
9. The positive value or strong point they have observed in the off-campus credit courses which they have been taught in their areas is the "carry-over" value from the courses to the classrooms.
10. The way the off-campus credit course program should be expanded to become more effective is to offer

more courses and assign a full-time representative to work in the area.

11. The real problem that may be alleviated by off-campus credit courses is the problem of certification, especially in the area of special education.
12. Field Services is generally doing a good job.
13. They would like a report of this study.

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CHAPTER VII

FINDINGS, CONCLUSIONS, AND IMPLICATIONS FOR FURTHER STUDY

This study was concerned with determining opinions of students, teachers, and superintendents of Michigan's Intermediate School Districts regarding certain values of the off-campus credit course campus which are conducted in Michigan by four universities. To some extent, an attempt was made to determine what effect, if any, these off-campus credit courses have in modifying certain teaching practices of the students who are enrolled in these classes.

The cooperation of the four directors of the Divisions of Extension and Field Services of the four universities was sought in gathering the necessary data for making the study. The report of the analyses of the results of the questionnaire survey became not only a tabulated compilation of the opinions held concerning the values of the off-campus credit course programs but also revealed certain strong points and weaknesses which exist in these activities. Persons contributing information to the study were the students who were enrolled in the off-campus credit classes during the fall semester, 1964, members of the faculties of the four universities and the Intermediate Superintendents of Schools in Michigan.

Findings. The following points of information concerning the off-campus credit course students were revealed by

the results of this study:

1. Eighty per cent of the students are female.
2. Seventy-seven per cent of the students are married, twelve per cent are single, eight per cent are widowed, and three per cent are divorced or separated.
3. Forty-nine per cent of the students are between the ages of twenty-five and forty-four, thirty-four per cent are between the ages of forty-five and fifty-nine, twelve per cent are less than twenty-four years of age and five per cent are sixty years of age or more.
4. Forty-two per cent of the students have taught school between five and fourteen years, twenty-seven per cent have taught between one and four years, fifteen per cent have taught between fifteen and twenty-four years, five per cent have taught twenty-five years or more, and seven per cent have taught less than one year.
5. Forty-nine per cent of the students have earned a Bachelor's degree and five per cent have earned a Master's degree or more. Twenty-four per cent of the students have earned between ninety and 119 semester hours, eleven per cent have earned between sixty and eighty-nine semester hours, four per cent have earned between thirty and fifty-nine semester hours and four per cent have earned less than thirty semester hours of credit.

6. Thirty-three per cent of the students have earned a Bachelor's degree on campus and four per cent have earned a Master's degree or more on campus. Twenty per cent of the students have completed between sixty and eighty-nine semester hours credit on campus, thirteen per cent have completed between ninety and 119 semester hours credit on campus, twelve per cent have completed between thirty and fifty-nine semester hours work on campus and sixteen per cent have earned less than thirty semester hours work on campus.
7. Forty-three per cent of the students have earned less than thirty semester hours credit in off-campus courses, twenty-eight per cent have earned between thirty and fifty-nine semester hours credit off-campus, twelve per cent have earned between sixty and eighty-nine hours credit off-campus and three per cent have earned between ninety and 119 semester hours credit off-campus, two per cent have earned a Bachelor's degree off-campus, one per cent have earned a Master's degree or more off-campus and eight per cent have earned no credit in off-campus courses.
8. Fifty per cent of the students in off-campus courses have earned no credit by correspondence courses, thirty-one per cent have earned between one and

seven semester hours work by correspondence, fourteen per cent have earned between eight and fifteen semester hours work by correspondence and two per cent have earned sixteen or more semester hours credit by correspondence.

9. Thirty-two per cent of the students in off-campus courses are teaching with a Provisional certificate, twenty-eight per cent are teaching with a Special certificate, eight per cent are teaching with a State Limited certificate, four per cent are teaching with a Two-Year Life certificate, two per cent are teaching with a Three-Year Life certificate and two per cent are teaching with a County Normal certificate. Sixteen per cent are teaching with a Permanent certificate.

By the use of five-point scales the results of this study further revealed the following opinions held by students, faculty, and superintendents of Intermediate Districts regarding certain values of the off-campus credit course program.

1. Since having had experiences with off-campus credit courses, the opinions of students and faculty are more favorable and the opinions of superintendents are more favorable or much more favorable.
2. Students indicated instructors mark the same, faculty members think instructors mark somewhat higher, and superintendents think instructors mark the same

or somewhat higher compared with the way instructors grade their students on the campus.

3. Students, instructors and superintendents indicated the difficulty of work is the same in off-campus courses when compared with similar work on the campus.
4. Students, instructors and superintendents think that off-campus courses are more valuable or much more valuable than correspondence courses.
5. Students stated the maximum number of hours should be six, instructors said the maximum number should be no more than four, and superintendents believe that the maximum number of hours for which a teacher should be able to enroll each semester ought to be no more than four.

Five-point scales also revealed that students felt the instructors of off-campus classes are of some help or of great help in aiding them to meet and solve their teaching problems.

Students revealed by five-point scales the following modifications in their teaching practices as a result of having been enrolled in off-campus classes.

1. They make much use or much more use of community resources.
2. They have encouraged more participation of their students in school planning.

Analyses of responses to open-end questions revealed the following opinions held by students, faculty, and superintendents of Intermediate School Districts regarding certain values of the off-campus credit course programs. Reactions further revealed certain opinions expressing criticisms of the off-campus credit course programs with suggestions for altering specified phases of these programs and modifications which are made in identified teaching practices as a result of these off-campus classes.

1. The most frequently mentioned criticism by students was to the effect that library facilities are inadequate for off-campus courses.
2. The defect in off-campus credit courses observed by students, instructors and superintendents was the lack of adequate library and audio-visual resources.
3. Students of off-campus credit courses are of the opinion that the most positive value of these courses is their convenience. Instructors felt the most positive value was the opportunity for teachers to make practical application from theory. Superintendents stated the most positive value was the "carry-over" from the off-campus course into the classroom.
4. The change or improvement which students felt should be made to make off-campus courses more effective is to make them more practical.

5. Students said the expansion or alteration which would make the off-campus courses more effective is an increase in the number of courses to be offered. Both instructors and superintendents agreed with the students on this point.

Students reported the following modifications in their teaching practices as a result of the off-campus credit courses.

1. The students have improved their teaching techniques by using modern methods and paying more attention to the needs of the individual student.
2. They are making greater use of audio-visual and other resources to aid in instruction.
3. They are more democratic.
4. They are doing more to provide enrichment in the classroom.
5. They are allowing greater pupil participation in classroom planning.
6. They are applying guidance principles and techniques with children in their classrooms.
7. They are doing more to develop the curiosity to learn on the part of their students.

The following opinions were expressed by teachers of the off-campus credit courses.

1. They are in favor of and do alter their method of teaching to meet the needs of the individual student in the off-campus courses.

2. They felt that the testing, or evaluation of achievement of, off-campus courses is as adequate as for on-campus courses.
3. They said that the courses in their departments could be given off-campus as adequately as on the campus.
4. They are in favor of and do alter the content and the approach to content of their off-campus classes to be practical and meet the needs of the students enrolled.

The following opinions were expressed by the Intermediate School District Superintendents of Schools.

1. The off-campus credit courses which are offered has helped to alleviate the problem of certification.
2. The Divisions of Extension and Field Services should continue to offer courses to prepare teachers.

All three groups of people who contributed to the data provided for this study would like a report on the results.

Conclusions. The following conclusions may be drawn from the results of the findings of this study. These conclusions are concerned with the off-campus credit course programs of Central Michigan University, Eastern Michigan University, Northern Michigan University, and Western Michigan University.

1. The off-campus credit course student is typically a sub-certificated teacher who is required by the

Teachers' Certification Code of Michigan to continue her college training.

2. Experiences with off-campus credit courses as a student, teacher, of Intermediate superintendent generally result in more favorable attitudes toward these off-campus credit course programs.
3. On the basis of the findings which indicate that the respondents generally agree that a student should not be able to enroll for more than six semester hours or perhaps three semester hours of credit each semester, it can be concluded that it is desirable that a limit be set. The present regulations specify that a teacher taking courses at the undergraduate level may carry no more than six semester hours credit in a semester. A teacher at the graduate level may carry no more than four semester hours each semester. According to the findings of this investigation these regulations are justified.
4. The four universities should expand their academic counseling services in the field.
5. Those courses which offer graduate credit should be expanded in the off-campus programs.
6. The correspondence credit course program should be re-examined because of the number of people who expressed less favorable attitudes toward correspondence courses.

7. There is a slight difference in the way instructors mark students in off-campus courses as compared with the way in which these instructors grade their students on the campus. In those cases where the marks tend to be higher off-campus, it is often the result of more and better work and the greater maturity of the off-campus students.
8. There is a slight difference in the difficulty of work off-campus as compared with similar work on campus. The work off-campus is somewhat easier because the instructors are more sympathetic and certain facilities are lacking.
9. Many on-campus classes may be offered off-campus as adequately as on campus and instructors are in favor of and do modify the course content to meet the needs of the students.
10. Testing, or evaluation of achievement, is about as adequate in off-campus classes as it is for on-campus classes.
11. Since marks in off-campus classes are the same or only somewhat higher for the same instructors on campus, the difficulty of work in off-campus classes is the same or only somewhat easier than for similar work on campus. Courses may be offered off-campus as adequately as on campus and since testing in off-campus classes is as adequate as for on campus

perhaps an examination should be made regarding the different kinds of credit offered both on and off the campus.

12. The requirements for graduation for teachers in-service should be re-examined. Some of the required courses do not help the students in their teaching situations and some students are prohibited from earning credit which will apply toward an advanced teaching certificate because of certain restrictions.
13. Instructors in off-campus credit courses are quite effective in helping students meet and solve their teaching problems.
14. Sometimes the instruction in off-campus courses is poor or unsatisfactory. Attempts should be made to improve upon this.
15. Off-campus credit classes should be designed to be practical and to meet the curriculum and teaching needs of students. A wider selection of courses in the off-campus programs is desirable.
16. Many off-campus credit courses are practical and meeting the needs of students.
17. A real effort should be made by the four universities to make certain types of resources available to the students and instructors in off-campus courses. It is highly desirable that more library

and audio-visual resources be made available at established centers away from the campus.

The writer would like to take this opportunity to state that the results of this investigation did not vary extensively from a similar study made by Dr. J. D. Marcus, Director of Field Services at Central Michigan University. Although the purpose of this study was to up-date Dr. Marcus' research, and not to draw comparisons since this would be another study in itself, certain important distinctions appear to be called for at this time.

1. There appears to have been no attempt made on the part of the Divisions of Extension and Field Services of the four universities to meet the criticisms levelled at correspondence courses over the past twelve years. The criticisms which existed in 1952 continue to exist in 1964.
2. There appears to have been no attempt made to insure against poor quality instruction in off-campus credit course programs. The criticisms which began to be identified in the earlier study appear to be more pronounced in 1964.
3. It appears that no effort of significance has been made in the last twelve years to offer more courses of a practical nature with less attention to theory. Although many courses are practical, the criticisms of 1952 still stand in 1964. A wider variety of

practical courses is felt to be desirable by students, teachers and superintendents.

4. Despite the fact that the faculty agreed twelve years ago that most of the courses in their departments could be offered off-campus as well as on-campus, a sizable number of complaints were made about the inadequate number of courses which were available in the off-campus programs.
5. Dr. Marcus' study began to identify the need for adequate library facilities, audio-visual resources and graduate courses off-campus. At the time of his study there were no graduate courses offered away from the campus. The four universities were in the process of developing graduate programs but they were not extensive.

This investigation revealed a great need for library and audio-visual materials in the off-campus programs and an expansion of graduate offerings at centers with resident personnel whenever possible.

Implications for Further Research. The following approaches to problems of off-campus credit course programs faced by authorities at the four universities would seem to suggest the following areas in which further research could be carried out profitably:

1. The results of this study showed that in the opinions of students, instructors and superintendents

the value of correspondence courses is considerably less than off-campus credit courses. This is especially true in the matter of in-service training for teachers. Further research to justify continuation of correspondence courses appears to be necessary.

2. Another area of research would be an investigation of training programs for the preparation and in-service training of faculty members for teaching off-campus credit courses.
3. An intensive investigation into the practical application of off-campus courses by teachers in their own classrooms would appear worthy of consideration.
4. An intensive study of the service area for each university with the object of identifying the best location for off-campus centers seems justified on the basis of the opinions of students, instructors and superintendents toward the matter of increased course offerings.
5. An attempt to identify the library materials most called for by the types of courses offered in the field, together with a way to provide such resources effectively would be highly desirable. This would also apply to the instructional materials which faculty teaching in off-campus courses feel are necessary for minimal effectiveness of instruction.

6. Research into the development of more sequential course offerings away from the campus appears to be justified.
7. A study of the salary schedule for instructors in off-campus credit courses suggests itself in view of the number of criticisms about the levels of pay which were identified in this investigation.
8. The writer recommends consideration be given to repeating this study in five or six years to determine whether changes and improvements have been made within this period of time.

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AND

APPENDICES

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APPENDIX I

SECTION A

TABLE I. OFF-CAMPUS CREDIT COURSE ENROLLMENTS, FALL,
1964 -- NUMBER OF QUESTIONNAIRES RETURNED
AND NUMBER OF SAMPLES. (Central Michigan
University)

Centers	Enroll- ments	Number Returned	Number of Samples
Alpena	28	10	1
	36	31	3
Bad Axe	23	15	2
	31	23	2
	13	10	1
Baldwin	17	8	1
Bay City	33	9	1
	25	7	1
	18	9	1
	12	7	1
Big Rapids	18	18	2
Cadillac	19	18	2
	14	12	1
	24	17	2
	15	14	1
	24	13	1
	14	7	1
Caro	15	9	1
Carson City	38	28	3
Cheboygan	16	9	1
	23	14	1
Ithaca	16	13	1
Kalkaska - Mancelona	22	17	2
Kingston	23	17	2

TABLE I. (Continued)

Centers	Enroll- ments	Number Returned	Number of Samples
Midland (Regular)	22	20	2
Owosso	16 10	14 5	1 1
Saginaw	17 18 27 13 13 33 36 17 51 42	16 10 11 12 13 12 25 13 25 31	2 1 1 1 1 1 3 1 3 3
Scottville	19	16	2
St. Johns	12	5	1
Vassar	32 50	11 40	1 4
West Branch	16 6	16 6	2 1
Whittemore - Prescott	12 7	8 5	1 1
Totals	976	650	69

TABLE II. OFF-CAMPUS CREDIT COURSE ENROLLMENTS, FALL, 1964 -- NUMBER OF QUESTIONNAIRES RETURNED AND NUMBER OF SAMPLES (Eastern Michigan University)

Center	Enroll- ments	Number Returned	Number of Samples
Adrian	15	5	1
	10	6	1
	14	10	1
	10	10	1
Belleville	18	14	1
Brighton	15	5	1
	18	17	2
	24	12	1
	11	10	1
Centerline	8	5	1
	35	15	2
	16	7	1
	45	38	4
	19	9	1
Cherry Hill	37	14	1
	28	11	1
	31	9	1
	41	22	2
	24	21	2
	38	32	3
	11	10	1
	26	9	1
	35	35	4
	11	6	1
Dearborn	18	8	1
Flint	31	8	1
	44	37	4
	25	15	2
	10	6	1
	17	5	1
Jackson	19	12	1
	18	6	1
	22	19	2
	37	14	1
	13	5	1
	20	9	1
	12	12	1

TABLE II. (Continued)

Center	Enroll- ments	Number Returned	Number of Samples
Lapear	16 18 26	15 15 25	2 2 3
Marine City	14 29	13 25	1 3
Monroe	71 15 21 22 15 8 20 11 16 21 29 13	26 8 19 11 7 6 12 7 7 18 17 7	3 1 2 1 1 1 1 1 1 2 2 1
Mt. Clemens	10 30 19 23 14 31 29 11	8 20 14 7 8 18 7 7	1 2 1 1 1 2 1 1
Plymouth	25 32 19	21 7 13	2 1 1
Pontiac	16	7	1
Port Huron	14	8	1
Sandusky	20 12 18	20 5 6	2 1 1
Selfridge	26 28	15 9	2 1
Southgate	11 13	7 13	1 1

TABLE II. (Continued)

Center	Enroll- ments	Number Returned	Number of Samples
Flint	20	19	2
	13	7	1
	33	11	1
	25	5	1
	15	11	1
	21	12	1
	27	15	2
	41	17	2
	20	10	1
	36	10	1
Fowlerville	76	70	7
Haslett	21	20	2
Taylor	8	5	1
	36	16	2
	19	19	2
Trenton	15	6	1
	25	15	2
Wayne	13	9	1
	27	19	2
	18	14	1
	10	8	1
	40	8	1
	17	16	2
	32	30	3
	23	9	1
Totals	2,125	1,327	149

TABLE III. OFF-CAMPUS CREDIT COURSE ENROLLMENTS, FALL, 1964 -- NUMBER OF QUESTIONNAIRES RETURNED AND NUMBER OF SAMPLES (Northern Michigan University)

Center	Enroll- ments	Number Returned	Number of Samples
Escanaba	16 24 6	16 24 6	2 2 1
Gwinn	16 15	15 5	2 1
Houghton	17 9	16 9	2 1
Iron Mountain	14	14	1
Iron Mountain - Kingsford	15 12 8 15 6 10	11 6 8 5 6 10	1 1 1 1 1 1
Iron River	10	10	1
Ironwood	13	7	1
Menominee	14	14	1
Negaunee	16	14	1
Newberry	27	22	2
Totals	263	218	24

TABLE IV. OFF-CAMPUS CREDIT COURSE ENROLLMENTS, FALL, 1964 -- NUMBER OF QUESTIONNAIRES RETURNED AND NUMBER OF SAMPLES (Western Michigan University)

Center	Enroll- ments	Number Returned	Number of Samples
Allegan	9 40 44	9 15 13	1 2 1
Battle Creek	26	24	2
Benton Harbor	19 47	16 33	2 3
Bridgeman	33	22	2
Cassopolis	29	27	3
Centreville	30	22	2
Coldwater	18	9	1
Comstock Park	18	7	1
Fennville	16	15	2
Grand Rapids	33 42 29 36	10 41 15 17	1 4 2 2
Grandville	14	14	1
Hart	21	16	2
Hartford	16	15	2
Hastings	27 16	24 9	2 1
Hudsonville	15	12	1
Ionia	21	17	2
Jackson	24	17	2

TABLE IV. (Continued)

Center	Enroll- ments	Number Returned	Number of Samples
Marshall	21 24	7 16	1 2
Muskegon	26 24 45 33 14 34 18 27 49 17 19 54	23 22 21 21 5 30 7 7 27 11 14 36	2 2 2 2 1 3 1 1 3 1 1 4
Newaygo	31	9	1
Niles	18 24	16 19	2 2
Paw Paw	14	11	1
Portland	15	11	1
St. Joseph	31	15	2
Saranac	27 23	10 21	1 2
South Haven	25	12	1
Sparta	22	21	2
Sturgis	21 38	17 33	2 3
•			
Three Rivers	15 10 17	14 8 8	1 1 1
Zeeland	20	17	2
Totals	1,379	908	95

APPENDIX I

SECTION B

TABLE V. RETURNS OF FACULTY QUESTIONNAIRES (Central Michigan University)

Department	Number of Returns	Semesters Taught Off-Campus
Art	5	26-20-20-6-1
Biology	7	22-15-10-9-5-3-1
Education	16	50-30-30-20-19-15-15-14-11-7-6-5-4-4-1
English	4	25-6-2-1
History	4	32-14-12-4
Home Economics	1	3
Industrial Arts	2	11-2
Journalism	1	7
Language	2	3-2
Library	2	4-1
Mathematics	7	6-4-3-3-1-1-1
Military Science	1	2
Personnel	3	11-10-3
Physical Education	7	8-7-6-4-2-X-X
Speech	3	10-8-6
Sociology	2	12-1
No Response		
Total	67	

X Number of semesters not reported in the returned questionnaire.

TABLE VI. RETURNS OF FACULTY QUESTIONNAIRES (Eastern Michigan University)

Department	Number of Returns	Semesters Taught Off-Campus
Art	1	1
Biology	5	14-10-5-4-2
Business	2	3-1
Education	38	34-24-20-18-18-16-15-15-12-10-10-10-8-8-8-6-4-4-4-3-3-3-2-2-1-1-1-1-1-1-1-1-1-1-X
English	4	35-20-12-4
Geography	6	11-10-4-4-3-2
History	5	12-7-2-1-1
Home Economics	2	3-1
Industrial Arts	5	8-4-1-1-1
Mathematics	1	5
Physical Education	3	2-1-1
Physics	2	5-5
Psychology	2	2-1
Science	1	5
Sociology	3	15-5-2
Speech	1	19
No Response		
Total	81	

X Number of semesters not reported in the returned questionnaire.

TABLE VII. RETURNS OF FACULTY QUESTIONNAIRES (Northern Michigan University)

Department	Number of Returns	Semesters Taught Off-Campus
Art	1	20
Education	3	30-6-6
English	1	4
Geography	2	15-9
History	1	3
Industrial Arts	3	6-4-4
Language	1	12
Mathematics	1	11
Physical Education	1	6
Psychology	1	4
Speech	2	14-12
No Response		
Total	17	

TABLE VIII. RETURNS OF FACULTY QUESTIONNAIRES (Western Michigan University)

Department	Number of Returns	Semesters Taught Off-Campus
Art	4	20-18-16-6
Accounting	1	1
Audio-Visual	1	24
Biology	5	17-15-5-2-1
Business	1	2
Education	15	22-20-18-14-14-13-12-12-9-6-5-5-5-3-3
English	5	11-10-5-5-5
Geography	6	32-6-4-4-4-3
History	6	30-10-8-5-5-3
Humanities	1	1
Industrial Arts	2	2-2
Librarianship	3	3-1-1
Language	1	5
Management	2	8-1
Marketing	1	10
Mathematics	2	20-6
Political Science	3	35-12-2
Psychology	3	24-14-1
Science	1	6
Sociology	5	36-20-9-3-1

TABLE VIII. (Continued)

Department	Number of Returns	Semesters Taught Off-Campus
Speech	2	38-8
No Response		
Total	70	

APPENDIX II

Dear Student:

The Divisions of Extension and Field Services of four Michigan universities are cooperating in a study to improve their off-campus university credit course programs. In order to help increase their effectiveness, will you please give us your opinions on the following items? It is hoped that you will tell how you feel about these off-campus classes on the basis of your total experience with such courses so that the evaluation will be as complete as possible.

This questionnaire is being given to all the students who are enrolled in off-campus university credit courses conducted by the four universities.

Please feel free to comment about any or all phases of the off-campus university credit course program. Your feelings and reactions are important to the program and the study.

You may return this form to the instructors of your classes. They will then return them to the Offices of Extension and Field Services on their campuses. Your prompt reply will be sincerely appreciated. It is not necessary to sign your name.

Thank you.

The Divisions of Extension and Field Services

Central Michigan University
Eastern Michigan University
Northern Michigan University
Western Michigan University

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Student Questionnaire

PERSONAL INFORMATION

Off-campus center ----- County -----

DIRECTIONS: Place a check mark (✓) on the line in the space which indicates the information about yourself.

	no		yes					
EXAMPLE: Enrolled in off-campus class				✓				
1. Age:	under 21 years	21-24 years	25-44 years	45-59 years	60-64 years	65 years or more		
2. Marital status:	married	single	divorced or separated	widowed				
3. Sex:	male	female						
4. Years of teaching experience:	less than one year	1-4 years	5-14 years	15-24 years	25-29 years	30 years or more		
5. Amount of college training:	none	less than 30 semester hours	30-59 semester hours	60-89 semester hours	90-119 semester hours	Bachelors Degree	Masters Degree or more	
6. Amount of college credit earned on a college campus:	none	less than 30 semester hours	30-59 semester hours	60-89 semester hours	90-119 semester hours	Bachelors Degree	Masters Degree or more	
7. Amount of college credit earned in off-campus courses:	none	less than 30 semester hours	30-59 semester hours	60-89 semester hours	90-119 semester hours	Bachelors Degree	Masters Degree or more	
8. Amount of college correspondence credit:	none	1-7 semester hours	8-15 semester hours	16-22 semester hours	23-30 semester hours			
9. Type of teaching certificate now held:	County Normal	Special	State Limited	2-year Life	3-year Life	Provisional	Permanent	Other (Specify)

OPINIONS

Each of the following questions asks for your opinion regarding some phase of off-campus college credit courses, or your opinion regarding the influence of these courses on modifying your teaching practices. Please answer these questions as fairly as you can.

A space for comments is provided after each question. If this space is not sufficient, use the back of this opinionnaire or other sheets of paper, and number your comments to agree with the question.

DIRECTIONS: Place a check mark (✓) on the line in the space which most nearly expresses your opinion regarding the following questions.

10. To what extent do the instructors of off-campus classes help you meet and solve your teaching problems?

no help in solving problems	little help in solving problems	help in solving problems	some help in solving problems	great help in solving problems
-----------------------------	---------------------------------	--------------------------	-------------------------------	--------------------------------

Comment:

11. Since taking off-campus classes, how has your opinion and feeling changed about their values?

much less favorable	less favorable	remained the same	more favorable	much more favorable
------------------------	-------------------	----------------------	-------------------	------------------------

Comment:

12. How do you think instructors mark (grade) students in off-campus classes, compared to the way they grade their student on campus?

much lower than on campus	somewhat lower than on campus	same	somewhat higher than on campus	much higher than on campus
------------------------------------	--	------	---	-------------------------------------

Comment:

13. How does the "difficulty" of work in off-campus classes compare to similar work on campus?

off-campus classes much easier	off-campus classes somewhat easier	same	off-campus classes somewhat harder	off-campus classes much harder
--------------------------------------	---	------	---	---

Comment:

14. How much more do you use community resources in your teaching as a result of having been enrolled in off-campus classes?

much less use	less use	no change	more use	much more use
------------------	-------------	-----------	-------------	------------------

Comment:

15. As a result of off-campus classes, have you encouraged greater participation of your students in school planning?

much less participation	less participation	no change	more participation	much more participation
----------------------------	-----------------------	-----------	-----------------------	----------------------------

Comment:

16. Do you think that off-campus classes have more or less value to you than correspondence courses? (Answer only if you have taken correspondence courses)

off-campus classes much less valuable	off-campus classes less valuable	same value	off-campus classes more valuable	off-campus classes much more valuable
--	---	---------------	---	--

Comment:

17. What do you think should be the maximum number of semester hours for which a teacher should be able to enroll each semester?

not more than 3	not more than 4	not more than 5	not more than 6	not more than _____ (specify)
--------------------	--------------------	--------------------	--------------------	-------------------------------------

Comment:

Please answer each of the following questions as completely and as directly as possible. You may itemize if you desire:

18. What criticisms do you have of the off-campus college credit courses you have taken?

19. What defects have you observed in the off-campus college credit courses you have taken?

20. Illustrate from your experiences with off-campus college credit courses some of the positive values or strong points in favor of such courses.

21. What improvements should be made to make off-campus courses more effective?

22. How should the off-campus course program be expanded or altered to be more effective?

23. If you have changed your teaching techniques and methods as a result of off-campus classes, what changes have you made?

24. If you have changed your method of evaluating pupil progress as a result of off-campus classes, what changes have you made?

25. If you have changed your method of reporting to the parents of your students as a result of off-campus classes, what changes have you made?

26. If new and different teaching materials are used in your teaching as a result of off-campus classes, please list the changes.

27. Would you like a report on the results of this study?

no yes

Comment:

Dear Faculty Member:

The Divisions of Extension and Field Services of four Michigan universities are cooperating in a study to improve their off-campus university credit course programs. In order to help increase their effectiveness, will you please give us your opinions on the following items? It is hoped that you will tell how you feel about these off-campus classes on the basis of your total experience with such courses so that the evaluation will be as complete as possible.

This questionnaire is being sent to all the faculty members of the departments usually engaged in teaching off-campus university credit courses. If you have never taught a class off-campus, we would still like to receive your report.

Please feel free to comment about any or all phases of the off-campus university credit course program. Your feelings and reactions are important to the program and the study.

You may return this form by campus mail to the Division of Extension and Field Services office. Your prompt reply will be sincerely appreciated. It is not necessary to sign your name.

Thank you.

The Divisions of Extension and Field Services

Central Michigan University
Eastern Michigan University
Northern Michigan University
Western Michigan University

Faculty Questionnaire

Department

Approximate number of semesters you have
taught off-campus college credit courses

1. **When college courses are taught off-campus, should the off-campus college credit courses be altered in content and approach to content in order to meet the needs of the students involved? Explain.**

2. **What defects or weaknesses have you observed in the off-campus college credit courses you have taught?**

3. **What changes or improvements should be made to make off-campus college credit courses more effective?**

4. **What positive values or strong points have you observed in the off-campus college credit courses you have taught?**

5. **Indicate how or in what ways the off-campus college credit course program should be expanded to become more effective.**

6. For the courses in your department, do you feel that these offerings may be given off-campus as adequately as on campus? Explain.

7. From your standpoint, do you feel that testing, or evaluation of achievement, of off-campus courses is as adequate as for on campus courses?

8. How do you modify methods of teaching and materials for off-campus college credit courses?

9. Please add any additional comments you may wish to make regarding the off-campus college credit course program.

Directions: Place a check mark (✓) on the line in the space which most nearly expresses your opinion regarding the following questions.

10. Since you have taught off-campus classes, how has your opinion and feeling changed about their values?

much less favorable	less favorable	remained the same	more favorable	much more favorable
------------------------	-------------------	----------------------	-------------------	------------------------

Comment:

11. How do you think instructors generally mark (grade) students in off-campus classes, compared to the way they grade students on campus?

much lower than on campus	somewhat lower than on campus	same	somewhat higher than on campus	much higher than on campus
------------------------------------	--	------	---	-------------------------------------

Comment:

12. How does the "difficulty" of work in off-campus classes compare to similar work on campus?

off-campus classes much easier	off-campus classes somewhat easier	same	off-campus classes somewhat harder	off-campus classes much harder
--------------------------------------	---	------	---	--------------------------------------

Comment:

13. Do you think that off-campus classes have more or less value to the student than correspondence courses?

off-campus classes much less valuable	off-campus classes less valuable	same value	off-campus classes more valuable	off-campus classes much more valuable
--	---	------------	---	--

Comment:

14. What do you think should be the maximum number of semester hours for which a teacher, as a student in off-campus classes, should be able to enroll each semester?

not more than 3	not more than 4	not more than 5	not more than 6	not more than (specify)
--------------------	--------------------	--------------------	--------------------	-------------------------------------

Comment:

15. Would you like a report on the results of this study?

no	yes
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TO ALL SUPERINTENDENTS OF MICHIGAN'S
INTERMEDIATE SCHOOL DISTRICTS

Dear Superintendent:

The Divisions of Extension and Field Services of four Michigan universities are cooperating in a study to improve their off-campus university credit course programs. In order to help increase their effectiveness, will you please give us your opinions on the following items? It is hoped that you will tell how you feel about these off-campus classes on the basis of your total experience with such courses so that the evaluation will be as complete as possible.

This questionnaire is being sent to all of the superintendents of the intermediate school districts in the state.

Please feel free to comment about any or all phases of the off-campus university credit course program. Your feelings and reactions are important to the program and the study.

You may return this form to the Division of Extension and Field services office. Your prompt reply will be sincerely appreciated. It is not necessary to sign your name.

Thank you.

The Divisions of Extension and Field Services

Central Michigan University
Eastern Michigan University
Northern Michigan University
Western Michigan University

Intermediate Superintendents Questionnaire

1. How are the off-campus college credit courses which are offered meeting the needs of teachers in your area?

2. What defects or weaknesses have you observed in the off-campus college credit courses which have been taught in your area?

3. What changes or improvements should be made to make off-campus college credit courses more effective?

4. What positive values or strong points have you observed in the off-campus college credit courses which have been taught in your area?

5. Indicate how or in what ways the off-campus college credit course program should be expanded to become more effective.

6. What are some of the real problems that you face that may be alleviated by off-campus college credit courses?

7. Please add any additional comments you may wish to make regarding the off-campus college credit course program.

Directions: Place a check mark (✓) on the line in the space which most nearly expresses your opinion regarding the following questions.

8. Since off-campus college credit courses have been taught in your area, how has your opinion and feeling changed about their value?

much less favorable	less favorable	remained the same	more favorable	much more favorable
------------------------	-------------------	----------------------	-------------------	------------------------

Comment: _____

9. How do you think instructors generally mark (grade) students in off-campus classes, compared to the way they grade students on campus?

much lower than on campus	somewhat lower than on campus	same	somewhat higher than on campus	much higher than on campus
------------------------------------	--	------	---	-------------------------------------

Comment: _____

10. How does the "difficulty" of work in off-campus classes compare to similar work on campus?

off-campus classes much easier	off-campus classes somewhat easier	same	off-campus classes somewhat harder	off-campus classes much harder
---	---	------	---	---

Comment: _____

11. Do you think that off-campus classes have more or less value to the student than correspondence courses?

off-campus classes much less valuable	off-campus classes less valuable	same value	off-campus classes more valuable	off-campus classes much more valuable
--	---	---------------	---	--

Comment: _____

12. What do you think should be the maximum number of semester hours for which a teacher, as a student in off-campus classes, should be able to enroll each semester?

not more than 3	not more than 4	not more than 5	not more than 6	not more than _____ (specify)
--------------------	--------------------	--------------------	--------------------	-------------------------------------

Comment: _____

13. Would you like a report on the results of this study?

no	yes
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APPENDIX III

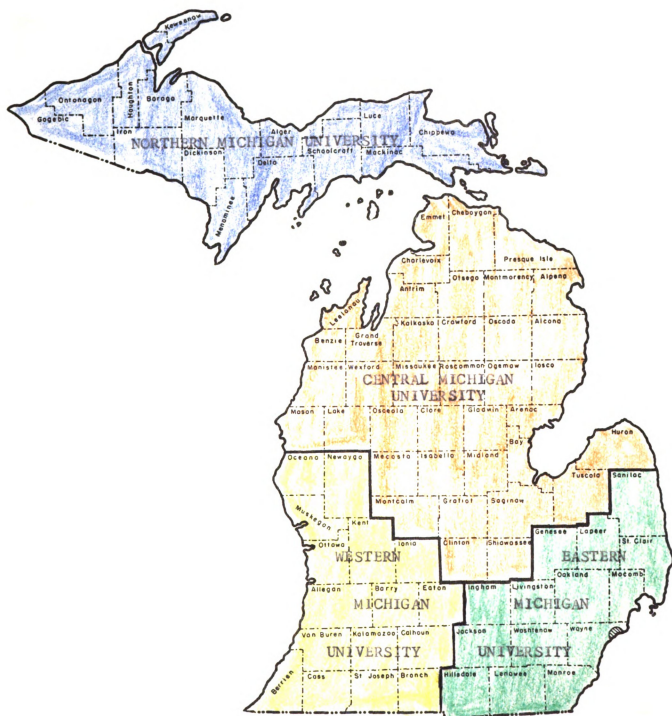


Figure 1. Counties Assigned to the Four Universities

APPENDIX IV

TO THE FACULTY OF OFF-CAMPUS CLASSES:

Enclosed in this envelope is one information sheet and one questionnaire form for each of the students in your off-campus class. Will you please pass these out at the next meeting; have them either complete the form during the session or some time before the next meeting; and then return them to the Extension and Field Services Office.

Your assistance will be greatly appreciated.

Thank you.

The Offices of Extension and Field
Services:

CENTRAL MICHIGAN UNIVERSITY
EASTERN MICHIGAN UNIVERSITY
NORTHERN MICHIGAN UNIVERSITY
WESTERN MICHIGAN UNIVERSITY

(Copy of directions sent to the instructors of off-campus
courses)

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