

DOCTORAL DISSERTATION SERIES

PUBLICATION: 5926

AUTHOR: J. D. Marcus, Ed. D., 1953
Michigan State College

TITLE: A STUDY OF OPINIONS TOWARD OFF-
CAMPUS COLLEGE CREDIT COURSES

University Microfilms, Ann Arbor, Michigan

**A STUDY OF OPINIONS
TOWARD OFF-CAMPUS COLLEGE CREDIT COURSES**

By

J. D. Marcus

A DISSERTATION

**Submitted to the School of Graduate Studies of Michigan
State College of Agriculture and Applied Science
in partial fulfillment of the requirements
for the degree of**

DOCTOR OF EDUCATION

Department of Guidance and Counselor Training

1953

**A STUDY OF OPINIONS
TOWARD OFF-CAMPUS COLLEGE CREDIT COURSES**

by

J. D. Marcus

AN ABSTRACT

**Submitted to the School of Graduate Studies of Michigan
State College of Agriculture and Applied Science
in partial fulfillment of the requirements
for the degree of**

DOCTOR OF EDUCATION

Department of Guidance and Counselor Training

Year

1953

Approved

Walter F. Johnson

A STUDY OF OPINIONS
TOWARD OFF-CAMPUS COLLEGE CREDIT COURSES

An Abstract

The Problem. This study was primarily concerned with identifying the opinions held by students, teachers, and county superintendents of schools toward the values of off-campus college credit courses; and to some extent determining whether these course experiences are modifying teaching practices.

Method, Technique, and Data. The questionnaire-survey method was employed as the technique most appropriate for the approach to the problem. Questionnaire forms were distributed to the students enrolled in the off-campus college credit courses during the fall semester, 1952-'53, of the four Colleges of Education in Michigan; the instructors in the departments of these Colleges who usually teach off-campus classes; and the 83 County Superintendents of Schools in Michigan. Data were collected relative to their opinions regarding values of these classes, modifications in teaching practices which result from them, and suggestions for modifying the off-campus college credit course programs.

Findings and Conclusions. In addition to gathering personal information about the students, results of the survey revealed among the major findings that:

1. Experiences with off-campus college credit courses tend to create more favorable opinions toward these classes.

2. As a result of off-campus classes, students generally indicated that when teaching they use more community resources, more pupil participation in school planning, and more modern teaching techniques. They further indicated that changes resulted in their basis for evaluating pupil progress, their methods of reporting to parents, and the use of new teaching materials.

3. The defects or weaknesses of off-campus classes most frequently mentioned were that the classes are often impractical and not meeting the needs of the students, that instruction is often inadequate, that the students are physically fatigued for the work, and that facilities and reference materials are inadequate.

4. The strong points mentioned in favor of off-campus classes were that students obtain information and skill for new teaching techniques and methods, they are more mature and experienced, there is practical application of the subject matter, and the classes result in better teaching in

the classrooms of the students.

5. In comparing college credit course work on-campus and off-campus, opinions were generally in agreement that there were only slight differences, if any, between marks, difficulty of work, and testing.

6. It was the opinion of many of the people involved in the study that most college courses could be offered off-campus as adequately as on-campus, that in some cases course content and approach to content can and should be modified, and that modifications are made when these classes are offered off-campus.

J. D. Marcus

candidate for the degree of
Doctor of Education

Final examination, May 18, 1953, 10:00 A. M., 17 Morrill Hall

Dissertation: A Study of Opinions Toward Off-campus College
Credit Courses

Outline of Studies

Major subject: Guidance (Education)
Minor subjects: School Administration (Education)
Sociology and Economics

Biographical Items

Born, January 29, 1912, Cadillac, Michigan

Undergraduate Studies, Ferris Institute, 1929-31, Wayne
University, 1932, Ferris Institute, 1933

Graduate Studies, Michigan State College, 1935-41, cont.
1947-53

Experience: Commercial Teacher, Ravenna, Michigan, 1931-
33, Principal, Ravenna, Michigan, 1933-35,
Superintendent, Ravenna, Michigan, 1935-37,
Holland Furnace Company, Cadillac, Michigan,
1937-38, Commercial Teacher and Director of
Adult Education, Big Rapids, Michigan, 1938-
42, Coordinator Business Education, Central
Michigan College of Education, 1942-43, Mem-
ber United States Naval Reserve, 1943-46,
Assistant Director Division of Field Serv-
ices, Supervisor Adult Education, Coordina-
tor Business Education, Central Michigan
College of Education since 1946.

Member of United States Naval Reserve, Michigan Education
Association, Michigan Industrial Education Society,
American Vocational Association, Adult Education Asso-
ciation, Teachers College Association for Extension
and Field Services

ACKNOWLEDGMENTS

The writer is grateful to the Directors of Extension and Field Services of the four Colleges of Education in Michigan for their assistance in the collection of data for this investigation and their personal interest and encouragement, and to all the individuals who cooperated by furnishing the information which made this study possible. Appreciation is also made to all the persons who contributed suggestions and assistance toward the completion of this study.

The writer wishes to express his sincere appreciation to the members of his Doctoral Committee: Dr. Walter F. Johnson, Chairman; Dr. Clyde M. Campbell; Dr. Leonard J. Luker; Dr. Cecil V. Millard; and Dr. John F. Thaden.

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS - - - - -	ii
LIST OF TABLES AND FIGURE - - - - -	viii
CHAPTER	
I. THE PROBLEM - - - - -	1
Statement of the Problem - - - - -	1
Need for the Study and Review of Literature - - - - -	1
Scope of the Study - - - - -	4
Definition of Terms - - - - -	5
Off-campus College Credit Courses - - - - -	5
Students - - - - -	6
Faculty - - - - -	6
Instructor - - - - -	6
Limitations of the Study - - - - -	6
Plan of the Study - - - - -	7
Summary - - - - -	8
II. PROCEDURES AND TECHNIQUES OF THE STUDY - - - - -	9
Introduction - - - - -	9
Initial Activities - - - - -	9
Selection Procedures - - - - -	12
Development of the Instruments - - - - -	18
Survey Procedures - - - - -	24
Summary - - - - -	26
III. THE OFF-CAMPUS STUDENT - - - - -	28
Introduction - - - - -	28
Age - - - - -	29
Marital Status - - - - -	30
Sex - - - - -	31
Years of Teaching Experience - - - - -	31
Amount of College Credit Earned - - - - -	32
Amount of College Credit Earned on a College Campus - - - - -	33

CHAPTER

Page

III. THE OFF-CAMPUS STUDENT, continued

Amount of College Credit Earned in Off-campus Courses	- - - - -	34
Amount of College Correspondence Credit	-	36
Type of Teaching Certificate Now Held	-	37
Summary	- - - - -	39

IV. OPINIONS OF STUDENTS - - - - - 40

Introduction	- - - - -	40
Section 1	- - - - -	41
Extent to which Instructors Help Students Meet and Solve Teaching Problems	- - - - -	41
Changes in Feelings and Opinions about the Values of Off-campus Classes Since Taking These Classes	- -	43
How Students Think Instructors Mark Students in Off-campus Classes Compared to the Way They Mark Students on Campus	- - - - -	44
How Students Think the "Difficulty" of Work in Off-campus Classes Compares to Similar Work on Campus	- - -	46
Use Made of Community Resources in Teaching as a Result of Having Been Enrolled in Off-campus Classes	- -	48
Changes in Pupil Participation in School Planning as a Result of Having Been Enrolled in Off-campus Classes	-	50
Value of Off-campus Classes Compared to Correspondence Courses	- - -	51
Maximum Number of Semester Hours for which a Student should be Able to Enroll Each Semester	- - - - -	53
Section 2	- - - - -	55
Criticisms of Off-campus College Credit Courses	- - - - -	56
Defects Observed in Off-campus College Credit Courses	- - - - -	58
Positive Values or Strong Points in Favor of Off-campus College Credit Courses	-	59
Improvements which should be Made to Make Off-campus Courses More Effective	- -	62
Expansions or Alterations which would Make the Off-campus Course Programs More Effective	- - - - -	64

IV. OPINIONS OF STUDENTS, continued

Section 2

Changes in Teaching Techniques and Methods as a Result of Off-campus Classes	-	66
Changes in Methods of Evaluating Pupil Progress as a Result of Off-campus Classes	- - - - -	68
Changes in Methods of Reporting to the Parents as a Result of Off-campus Classes	- - - - -	69
New and Different Teaching Materials Which Are Used in Teaching as a Result of Off-campus Classes	- - -	70
Reactions Toward the Study and a Report of the Study	- - - - -	71
Summary	- - - - -	72

V. OPINIONS OF FACULTY - - - - - 75

Introduction	- - - - -	75
Section 1	- - - - -	76
Changes in Opinion and Feeling About the Values of Off-campus Classes Since Having Taught These Classes	- -	76
How Teachers Think Instructors Mark Students in Off-campus Classes Compared with the Way They Mark Students on Campus	- - - - -	79
How Teachers Think the "Difficulty" of Work in Off-campus Classes Compares with Similar Work on Campus	- -	81
Value of Off-campus Classes Compared with Correspondence Courses	- - -	83
Maximum Number of Semester Hours for Which a Student Should be Able to Enroll Each Semester	- - - - -	86
Section 2	- - - - -	88
Alteration in Content and Approach to Content in Order to Meet the Needs of the Students When College Courses Are Taught Off-campus	- - - - -	89
Defects Observed in Off-campus College Credit Courses	- - - - -	90
Changes or Improvements Which Should Be Made to Make Off-campus Courses More Effective	- - - - -	92

CHAPTER

Page

V. OPINIONS OF FACULTY, continued

Section 2

Positive Values or Strong Points Observed in Off-campus College Credit Courses - - - - -	94
How or in What Ways the Off-campus College Credit Course Program Should be Expanded to Become More Effective - -	96
How Teachers Feel About the Adequacy of Giving the Courses in Their Department Off-campus - - - - -	98
How Teachers Feel About the Adequacy of Testing in Off-campus College Credit Courses - - - - -	99
How Methods of Teaching and Materials are Modified for Off-campus College Credit Courses - - - - -	100
Additional Comments Regarding the Off-campus College Credit Course Program -	102
Reactions Toward the Study and a Report of the Study - - - - -	104
Summary - - - - -	104

VI. OPINIONS OF COUNTY SUPERINTENDENTS - - - 107

Introduction - - - - -	107
Section 1 - - - - -	109
Changes in Opinion and Feeling About the Values of Off-campus College Classes Since Having Had These Classes -	109
How County Superintendents Think Instructors Mark Students in Off-campus Classes Compared with the Way They Mark Students on Campus - - - - -	110
How County Superintendents Think the "Difficulty" of work in Off-campus Classes Compares with Similar Work on Campus - - - - -	112
Value of Off-campus Classes Compared with Correspondence Courses - - -	115
Maximum Number of Semester Hours for Which a Student Should be Able to Enroll Each Semester - - - - -	117
Section 2 - - - - -	120
How Off-campus Courses Are Meeting the Needs of Teachers - - - - -	120

CHAPTER

Page

VI. OPINIONS OF COUNTY SUPERINTENDENTS, continued

Section 2

Defects or Weaknesses Observed in Off-campus College Credit Courses - - -	121
Changes or Improvements Which Should be Made to Make Off-campus Courses More Effective - - -	123
Positive Values or Strong Points Observed in Off-campus College Credit Courses - - -	124
Ways the Off-campus College Credit Course Program Should be Expanded to Become More Effective - - -	126
Real Problems that May be Alleviated by Off-campus College Credit Courses -	127
Additional Comments Regarding the Off-campus College Credit Course Program -	128
Reactions Toward the Study and a Report of the Study - - -	130
Summary - - -	130

VII. FINDINGS, CONCLUSIONS, AND IMPLICATIONS FOR FURTHER STUDY - - -

Findings - - -	134
Conclusions - - -	141
Implications for Further Research - -	144

APPENDIX I

Section A - - -	146
Section B - - -	150

APPENDIX II

Student Questionnaire - - -	154
Faculty Questionnaire - - -	156
County Superintendent Questionnaire - -	157

APPENDIX III - - -	158
--------------------	-----

APPENDIX IV - - -	159
-------------------	-----

BIBLIOGRAPHY - - -	160
--------------------	-----

LIST OF TABLES

TABLE	Page
I. Summary of Enrollments, Number of Locations Represented, Respondents, and Number of Respondents' Questionnaires Selected for Analysis - - - - -	13
II. Summary of Returns from Faculty Questionnaires-	16
III. Number of County Superintendents of Schools and Summary of Returns from County Superintendents' Questionnaires - - - - -	17
IV. Ages of Off-campus College Credit Course Students in the Four Michigan Colleges of Education, Fall Semester, 1952-53 - - -	29
V. Marital Status of Off-campus College Credit Course Students in the Four Michigan Colleges of Education, Fall Semester, 1952-53 - - -	30
VI. Years of Teaching Experience of Off-campus College Credit Course Students in the Four Michigan Colleges of Education, Fall Semester, 1952-53 - - - - -	31
VII. Amount of College Credit Earned by Off-campus College Credit Course Students in the Four Michigan Colleges of Education, Fall Semester, 1952-53 - - - - -	32
VIII. Amount of College Credit Earned on College Campus by Off-campus College Credit Course Students in the Four Michigan Colleges of Education, Fall Semester, 1952-53 - - -	34
IX. Amount of College Credit Earned in Off-campus Courses by Off-campus College Credit Course Students in the Four Michigan Colleges of Education, Fall Semester, 1952-53 - - -	35

TABLE

Page

X.	Amount of College Correspondence Credit Earned by Off-campus College Credit Course Students in the Four Michigan Colleges of Education, Fall Semester, 1952-53	- - -	37
XI.	Types of Teaching Certificates Now Held by Off-campus College Credit Course Students in the Four Michigan Colleges of Education, Fall Semester, 1952-53	- - - - -	38
XII.	Extent to which Instructors Help Students Meet and Solve Teaching Problems	- - -	42
XIII.	Changes in Feelings and Opinions About the Values of Off-campus Classes Since Taking These Classes	- - - - -	43
XIV.	How Students Think Instructors Mark Students in Off-campus Classes Compared to the Way They Mark Students on Campus	- - -	45
XV.	How Students Think the "Difficulty" of Work Compares to Similar Work on Campus	- - -	47
XVI.	Use Made of Community Resources as a Result of Having Been Enrolled in Off-campus Classes		49
XVII.	Changes in Pupil Participation in School Planning as a Result of Having Been Enrolled in Off-campus Classes	- - - - -	50
XVIII.	Value of Off-campus Classes Compared to Correspondence Courses	- - - - -	52
XIX.	Maximum Number of Semester Hours for which a Student Should be Able to Enroll Each Semester	- - - - -	54
XX.	Changes in Feelings and Opinions About the Values of Off-campus Classes Since Having Taught These Classes	- - - - -	77
XXI.	How Teachers Think Instructors Mark Students in Off-campus Classes Compared to the Way They Mark Students on Campus	- - - - -	79
XXII.	How Teachers Think the "Difficulty" of Work in Off-campus Classes Compared to Similar Work on Campus	- - - - -	82

TABLE		Page
XXIII.	Value of Off-campus Classes Compared to Correspondence Courses - - - - -	84
XXIV.	Maximum Number of Semester Hours for which a Student Should be Able to Enroll Each Semester - - - - -	87
XXV.	Changes in Feelings and Opinions About the Values of Off-campus Classes Since Having Had These Classes - - - - -	109
XXVI.	How County Superintendents Think Instructors Mark Students in Off-campus Classes Compared to the Way They Mark Students on Campus - - - - -	111
XXVII.	How County Superintendents Think the "Difficulty" of Work in Off-campus Classes Compares to Similar Work on Campus - -	113
XXVIII.	Value of Off-campus Classes Compared to Correspondence Courses - - - - -	116
XXIX.	Maximum Number of Semester Hours for which a Student Should be Able to Enroll Each Semester - - - - -	118

TABLES IN APPENDIX

TABLE	Page
I. Off-campus College Credit Course Enrollments, Fall, '52, Number of Questionnaires Returned and Number of Samples - Central Michigan College of Education - - - -	146
II. Off-campus College Credit Course Enrollments, Fall, '52, Number of Questionnaires Returned and Number of Samples - Michigan State Normal College - - - -	147
III. Off-campus College Credit Course Enrollments, Fall, '52, Number of Questionnaires Returned and Number of Samples - Northern Michigan College of Education - - - -	148
IV. Off-campus College Credit Course Enrollments, Fall, '52, Number of Questionnaires Returned and Number of Samples - Western Michigan College of Education - - - -	149
V. Returns of Faculty Questionnaires - Central Michigan College of Education - - - -	150
VI. Returns of Faculty Questionnaires - Michigan State Normal College - - - -	151
VII. Returns of Faculty Questionnaires - Northern Michigan College of Education - - - -	152
VIII. Returns of Faculty Questionnaires - Western Michigan College of Education - - - -	153

FIGURE IN APPENDIX

FIGURE

1. Counties Assigned to the Four Michigan Colleges of Education - - - -	158
---	-----

CHAPTER I

THE PROBLEM

Statement of the Problem. The purpose of this investigation is to make a study of the values accruing from off-campus college credit courses for teachers in service who are working toward the completion of the requirements necessary for various Michigan teaching certificates and/or Bachelor Degrees. This study of "values" is primarily 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. Programs of off-campus college credit classes are not new. There are, however, two rather distinct conditions emerging in this area of educational activity: (1) some colleges are extending their programs and offerings rather deliberately, in the belief that they have the responsibility to render this type of service, and (2) there is a skepticism on the

part of some institutions about the value of off-campus college credit classes.

As far as the writer was able to discover through a thorough and exhaustive search of educational literature no evaluations of off-campus college credit courses, as such, have been made. Numerous studies have been made, however, to evaluate broad and general programs of inservice education, of which off-campus college credit classes are a part; and some attention has been given to the total offerings of school service bureaus and extension and field services of colleges and universities. Current studies on opinion and attitude measurement and questionnaire construction were also reviewed. Reference is made to some of these studies in Chapter II.

Dent,¹ reviewing the study recently conducted by the Citizens Fact-Finding Commission in Connecticut which has as one of six areas of the survey a section on "Teacher Preparation and Personnel," urges that additional attention be given to securing and studying further the interests which teachers reveal for their continuing development. He points out, too, that one of the implications of the findings of this study is that teachers colleges and schools of education can no longer limit their activities to the campus,

¹Charles H. Dent, "If the Colleges Asked the Teachers . . .," Educational Leadership, IX (October, 1951), pp. 22-26.

but must seek effective ways of providing field services to meet the needs of teachers on the job. It is significant that teachers have suggestions both for accomplishing this and for making courses on the campus more effective.

In an unpublished doctoral thesis, Cole¹ concluded that the provision of field services to the public schools is an integral and inseparable part of the program of all teacher-training institutions. Failure to offer and to participate in the provision of such services tends to isolate teacher-training programs from the multiform and ever-increasing problems met by the personnel of the public schools. The vitalization of any teacher-training program demands the constant on-the-job contact of students and faculty with such problems.

At least one other study is underway which examines programs of off-campus offerings of some of the institutions of higher learning. The National University Extension Association is currently conducting a National Study of University Extension in which pertinent data are being collected from persons using university extension services. The purpose of the Association study is to improve its educational services to adults and to make its services increasingly useful and accessible. The design of that study

¹ James Ellis Cole, A Study of School Service Bureaus in Selected Colleges and Universities in the United States, Puerto Rico, and Hawaii. Unpublished Ph. D. thesis. University of Utah, 1952. Seen in abstract only.

was taken into account in designing this investigation.

Since so little has been done in studying off-campus college credit programs, and since these classes are an integral part of in-service training, the need exists for first steps to be taken in a critical analysis of these classes.

Scope of the Problem. This study is an analysis of the findings revealed by a survey of opinions held by persons involved in the off-campus college credit course programs which are conducted by the four Colleges of Education in Michigan through their Divisions of Extension and Field Services. Criteria used for the selection of persons to be included in the survey, procedures used in organizing and validating the survey instruments, and activities involved in procuring and interpreting the data will be discussed in detail in Chapter II.

Three distinct and separate groups of people are included in the study, and all the people are in some way involved in the off-campus college credit course programs of one or more of the four Colleges of Education in Michigan: Central Michigan College of Education, Mt. Pleasant; Michigan State Normal College, Ypsilanti; Northern Michigan College of Education, Marquette; and Western Michigan College of Education, Kalamazoo.

The largest group, in terms of numbers, is the people who were enrolled as students in the off-campus college

credit classes. The distribution of students enrolled in the four Colleges of Education, classified according to the locations of the off-campus college credit course centers, is shown in Appendix I, Section A.

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

The third group of people included in the study is the County Superintendents of Schools. Each of these people, individually and in groups, is involved in the off-campus college credit course programs of one or more of the four Colleges of Education. No distribution or classification of this group is included in the study because it would be merely a listing of the eighty-three counties in Michigan.

Definition of Terms.

Off-campus College Credit Courses. It is not uncommon for Colleges and Universities to perform functions in many activities other than those usually conducted solely on their campuses. One of these activities is the teaching of college credit classes in some location other than on the campus. This necessitates some instructor, usually a member of the college faculty, traveling to the location

off campus and conducting a class in the new location. The enrollees in these classes have the option of registering for college credit which is granted upon satisfactory completion of the work.

Students. Most of the students in the off-campus college credit courses are actively engaged in 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 Colleges of Education, and authorized by the Michigan State Board of Education to perform designated duties, are used by the Divisions of Extension and Field Services as the faculty to teach the off-campus college credit courses.

Instructor. Members of the faculties who are teaching off-campus college credit classes are usually referred to in this study as "instructors".

Limitations of the Study. The questionnaire survey method was employed for the purpose of collecting data for this study. The limitations of this type of instrument are to be found herein, including the difficulty of validating the questionnaire, the difficulty of tabulating unstructured responses, and the difficulty of procuring the desired

cooperation of the sources of information.¹

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 project, the accuracy of their replies, and the degree to which they applied the instrument to their total experiences with off-campus college credit courses.

Further limitations existed in terms of the highly selected criteria used in choosing the faculty group of respondents. The findings herein represent only the faculty of those departments usually engaged in teaching off-campus college credit classes. No attempt was made to survey those faculty members of the colleges from departments seldom or never engaged in teaching off-campus college credit courses.

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 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.

¹Carter V. Good, A. S. Barr, and Douglas E. Scates, The Methodology of Educational Research. New York: D. Appleton Century Company, 1941, pp. 324-337.

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 study was concerned with identifying opinions which are held by three groups of persons regarding off-campus college credit courses and the values accruing from these courses. Such a study would seem to be worth-while, since the results of a critical examination of a state-wide survey would be a contribution to one field of educational research. The study was confined to the off-campus college credit course programs of the four Colleges of Education in Michigan. Limitations of the questionnaire method of survey and limitations of the respondents were present in the study. Yet, as more and more attention is being given to the in-service training of teachers, and as programs of off-campus college credit courses continue to expand, it would appear that there should be a critical analysis of these activities.

CHAPTER II

PROCEDURES AND TECHNIQUES OF THE STUDY

Introduction. This study of opinions toward off-campus college credit courses involved three separate and distinct groups of people, as pointed out in Chapter I. This fact, therefore, necessitated the construction of three separate questionnaire forms.¹ Inasmuch as the procedures and techniques for developing each form were somewhat similar, the explanations of the processes are overlapping in many instances. It is necessary, however, to treat each questionnaire form individually in certain sections of the chapter. A discussion of the methods of identifying the population, selecting the samples to be studied, and surveying the procedures is also presented.

Initial Activities. The planning phase of this study was begun by discussing the desirability of and the need for procuring information about existing programs of off-campus college credit courses. Various members of the Education and Sociology Departments of Michigan State College were contacted concerning the feasibility of such an undertaking.

¹See Appendix II for copies of the questionnaires.

Each professor with whom the matter was discussed was of the opinion that the study would prove worth-while and that the findings should be a valuable addition to the field of educational research.

The second step included a somewhat exhaustive search for information concerning studies which might have been made relative to off-campus college credit courses. Materials reviewed included unpublished theses, documents, pamphlets, bulletins, monographs, leaflets, periodicals, lectures, textbooks, and reference encyclopedias in several college libraries. Many articles pertaining to in-service training of teachers were reviewed in the hope of finding some reference to research on off-campus college credit courses. Concurrent with this investigation, attention was given to numerous reports and studies on opinion and attitude surveying and reporting, and the methodology of constructing questionnaire forms. No information was to be found which applied specifically to problems of off-campus college credit course programs and very little was found which had any relationship to the present investigation except to assist with the construction of the questionnaires. Especially helpful in this respect were studies by Quinn McNemar.¹

¹ Quinn McNemar, "Opinion--Attitude Methodology," Psychological Bulletin, XLIII, No. 4, (July, 1946), pp. 289-374.

The studies made by Romie¹ and Wang² were also consulted.

McNemar, in a detailed study of methodology, treated measurement, reliability, scales, and administration. He indicated six conclusions regarding results and the interpretation of results.

Twelve criteria were discussed by Romie. These criteria were of value particularly in constructing the questionnaires as well as the individual questions and scales.

Two general cautions were expressed by Wang, and sixteen specific suggestions were set forth which were valuable aids in constructing the questions and scales used in the questionnaires for this study.

Since few reports were found in the literature which were related to evaluations of off-campus college credit courses, the third step of this study was to confer with the Directors of Extension and Field Services of the four Michigan Colleges of Education, Michigan State College, and the University of Michigan. All of these directors and other members of their organizational staffs encouraged the undertaking of this study and pledged their support and assistance. It was during these conferences that the decision

¹ Stephen Romie, "Criteria for a Better Questionnaire," Journal of Educational Research, XLII, No. 1, (September, 1948), pp. 69-71.

² Charles K. A. Wang, "Suggested Criteria for Writing Attitude Statements," Journal of Social Psychology, III (1932), pp. 367-373.

was made to make the study state-wide but to confine the investigations to the four Colleges of Education because of their similarity of offerings, organizational pattern, and administrative control. These people concluded that the study was desirable and timely, and that they were anxious to have a critical analysis of their individual programs for their own evaluations.

Selection Procedures. This study is a planned survey of the off-campus college credit course programs of the four Colleges of Education in Michigan. The four Colleges in Michigan were selected because extensive programs of off-campus college credit courses operate within this State, and because a high degree of cooperation exists among the four Colleges and their Directors of Extension and Field Services. The four Directors have a formally organized committee which meets about eight times a year for the purpose of developing uniform policies and practices, and to seek solutions to administrative problems. The further fact that there is similarity of organizational function and administrative control added to the desirability of making this study state-wide in scope.

During the fall semester of the 1952-53 school year, 3,416 students were enrolled for credit in the off-campus college credit courses of the four Colleges of Education. 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.

TABLE I

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

College	Enroll- ments	Number of Locations Repre- sented	Respond- ents	Number of Respondents' Questionnaires Selected for Analysis
Central Michigan College of Education	1068	22	754	75
Michigan State Normal College	1089	19	486	47
Northern Michigan College of Education	231	9	159	17
Western Michigan College of Education	1028	22	715	75
Totals	3416	72	2114	214

The percentage of respondents to enrollments is highly uniform among three of the Colleges. Responses were received from about 70 percent of the students enrolled in the off-campus college credit courses of Central Michigan College of Education, Northern Michigan College of Education, and Western Michigan College of Education. Michigan State Normal College received returns from 45 percent of their enrollment.

The difference in the percentage of response from the one College may be accounted for, perhaps, by deviations from the procedures used by the other Colleges; by a less sincere interest in the study; or by other conditions not so apparent.

All of the students enrolled were surveyed because each of the four Colleges desired to have as close to 100 percent response as possible for their own individual studies which are to be made after the completion of this state-wide study. A ten percent sample was taken from this group using a table of random numbers. Garrett's¹ Table 29 "For Use in Determining the Reliability of Statistics" shows in the degrees of freedom for selecting the number of samples that the probability of divergence of say a sample mean from the true population mean differs very little as the number of cases increases from 200 to 400 or even 1,000. At the five percent 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 1,000 cases it is 1.96. Thus a minimum sample of 200 cases was deemed adequate for this study.

The 214 cases selected by the use of a random number table were originally tabulated in four groups for use by the four Colleges of Education in Michigan. A comparison of the results of the responses of the four sub groups

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

revealed no significant difference in results, which indicates a high degree of reliability in the sampling technique used.

By the very nature of the off-campus college credit course programs, a major emphasis is the in-service training of elementary teachers. The courses offered off-campus, therefore, are generally concentrated in several departments of the individual Colleges. Consequently, the faculty members of these departments are the ones doing the major part of the off-campus teaching. Other departments of the Colleges and their faculty members are employed infrequently for this purpose. In fact, there are some departments and consequently some faculty members who never have had experiences teaching off-campus college credit courses. Inasmuch as the experiences of this group were so limited or lacking completely, it was decided not to include those faculty members in the survey. An attempt was made, however, to include in the study all the faculty members of the departments usually engaged in teaching off-campus college 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, on the following page, shows a summary of the information presented in detail in Appendix I, Section B.

TABLE II

SUMMARY OF RETURNS FROM
FACULTY QUESTIONNAIRES

College	Number of Responses
Central Michigan College of Education	63
Michigan State Normal College	14
Northern Michigan College of Education	19
Western Michigan College of Education	55
Total	151

It was also considered advisable to obtain the viewpoints of the administrators of the teachers who are enrolled as students in the off-campus college credit courses. A large majority of the teachers are employed in the rural schools in Michigan rural school districts. By action of the Michigan State legislature, the administrative leadership in each county in Michigan is centered in a County Superintendent of Schools.¹ Each of the eighty-three counties in Michigan therefore has a County Superintendent of Schools. The eighty-three counties are divided into four areas and assigned to the four Colleges of Education. This division is by action of the Michigan State Board of Education which

¹ General School Laws, Revision of 1952, Lansing, Michigan, Secretary of State. p. 211.

is the legal governing body of the four Colleges of Education.¹ All of the eighty-three County Superintendents of Schools were included in this study. Table III shows the results of the returns from County Superintendents of Schools.

TABLE III

NUMBER OF COUNTY SUPERINTENDENTS OF SCHOOLS AND SUMMARY OF RETURNS FROM COUNTY SUPERINTENDENTS' QUESTIONNAIRES

College	Number of Superintendents	Number of Returns
Central Michigan College of Education	38	34
Michigan State Normal College	14	5
Northern Michigan College of Education	15	5
Western Michigan College of Education	16	8
Total	83	52

The high percentage of return from the County Superintendents of Schools in the Central Michigan College of Education area may be accounted for, perhaps, by the fact that a very close working relationship exists between those County Superintendents and the office of the Division of Field

¹ See Appendix III for a map showing the divisions and counties assigned to each college.

Services at Central. Another reason, perhaps, might be the fact that the writer is located in this area and could have reflected a more intense desire for responses.

Development of the Instruments. This study was designed to include all the students enrolled in off-campus college credit courses during the fall semester, 1952-53 school year in the four Colleges of Education in Michigan, instructors of the departments which usually teach these classes, and the Michigan County Superintendents of Schools. Therefore, the development of three separate instruments was necessary.¹ The normative type of survey was used in carrying out the undertaking.² The questionnaire method was considered the most desirable means of collecting the necessary data; for not only were opinions desired which would reflect the feelings and attitudes toward these off-campus college credit classes, but also it was desired to determine what effect if any these classes might have in modifying the teaching practices of the teachers enrolled.³ Suggestions were also invited for the improvement, modification and possible expansion of the off-campus college credit course programs.

Various types of questionnaires, opinionnaires, and

¹ See Appendix II for copies of the questionnaire.

² Good, Barr, and Scates, op. cit., p. 287f.

³ Ibid., pp. 324-332.

check-lists were studied to find assistance in structuring a form which would best reveal the desired information. The variety of data sought made necessary a number of open-end questions but a portion of each completed instrument contained check-list information which required a minimum of time on the part of the person completing the survey blank.¹

Survey experts and statisticians were consulted in order that the instrument would be constructed for maximum accuracy and ease of reporting. Michigan State College staff members from the Departments of Education and Sociology, and Central Michigan College of Education staff members from the Departments of Education and Psychology, Mathematics, and English suggested improvements in form and content. Two persons until recently employed as County Superintendents of Schools, one with seventeen years experience in Central Michigan, the other with twenty years experience in Western Michigan, and now members of the Central Michigan College of Education faculty, made constructive improvements in the questionnaire for the County Superintendents of Schools. The completed questionnaires were designed not only to reveal existing opinions held regarding the values of off-campus college credit courses but also to indicate the influences if any which these courses might have in modifying teaching

¹ Ibid., pp. 418-424.

practices.

In developing the instruments, it was necessary to keep several basic assumptions in mind. Each of the groups have vested interests and biases which might have influenced their responses to the items on the questionnaires. Many of the students are required by law to complete a specified number of college credit hours each year in order to keep their teaching certificates valid. A large number of these students are married women with children often residing on farms but employed as full-time teachers in rural schools. It could be expected that they would favor off-campus college credit courses if for no other reason than that it is often more convenient for them to attend these classes than to travel to a college campus for classes on Saturdays or during the summer sessions. On the other hand, many of these people have had several years of teaching experience and some are teaching at the present time largely because they have been influenced to make this decision due to the acute shortage of elementary school teachers.

The teaching of an off-campus college credit course is a completely voluntary decision on the part of the members of the College faculties. Circumstances at times, however, might make it rather difficult for some particular members of the faculties to refuse to assume what might be considered as their share of a responsibility to teach these classes. Usually the instructors are credited with the

number of college credit hours represented by the off-campus college credit course toward their total teaching load, and in all cases each instructor receives extra remuneration in addition to travel, meal, and lodging expenses incurred. Many instructors consider the additional income an adequate inducement for teaching these classes.

It would be conceivable to expect that some of the County Superintendents of Schools might resent the fact that it is necessary for their teachers to enroll for off-campus college credit courses which require them to spend time, money, and energy in this direction rather than on school functions or community activities. Many of the Superintendents, however, have little time for visitation and supervision of their teachers because of the many demands made upon them and their office, and few are provided with budgets large enough to permit them to employ additional administrative assistants. Instructors of off-campus college credit classes frequently visit the students while on the job, and when acting in this capacity of visiting or helping teachers, they could be of valuable assistance to County Superintendents.

With these factors all in mind, pilot-study applications of the questionnaire were carried out with all three groups for the purpose of validating the instrument. At the time this process was taking place there was a Saturday graduate-undergraduate credit class being held on the campus of Central Michigan College of Education. This class was in

Methods and Techniques of Educational Research and was instructed by Dr. John K. Osborn, a member of the Department of Psychology and Education. There were thirty-five students in the class. All were full-time teachers and all of them had been enrolled in off-campus college credit courses. The instrument was given to them and each student filled out a copy. The class later discussed the questionnaire and made several valuable and constructive suggestions for alterations and revisions. Five members of the faculty of Central Michigan College of Education who had had experiences teaching off-campus college credit courses volunteered to review the questionnaire with the view of examining it for completeness and accuracy. Final revisions of the faculty questionnaire form were suggested by them on the basis of their total experiences with teaching off-campus college credit classes. The two County Superintendents of Schools previously mentioned again reviewed the questionnaire form for County Superintendents. Their helpful suggestions were incorporated into the final form.

Three scheduled interviews were held with the four Directors of Extension and Field Services of the Colleges of Education. Mimeographed and typewritten copies of the three questionnaire forms were distributed to them at each of these sessions as development of the forms progressed through their various stages. Proof copies of the instruments from the printer were also given to them before the actual printing

of the form was started. Throughout the entire process the helpful suggestions from these four men were extremely valuable in the development of the three questionnaires.

Because of their intensely expressed interest in the study, the Director of Extension at the University of Michigan and the Director of Continuing Education at Michigan State College were consulted several times, and progress reports were made to them at several intervals throughout the development of the instruments.

To each of the groups or individuals involved in the validating process the purpose and plan of the study were explained and their cooperation in the study was requested. Each person was requested to apply the criteria to his specific situation in the light of the total program of off-campus college credit courses within the State. They were asked to make detailed suggestions concerning additions, deletions, ambiguities, haziness of information, or other shortcomings which might be found in completing the questionnaires. Follow-up interviews were held with all these individuals to determine the degree to which the completed questionnaire might reflect the desired information and to discover those weaknesses which were present in the instrument. Corrections were made and refinements incorporated. The completed instruments were designed to reveal the following types of information: (1) factual data about the students; (2) opinions from students, instructors, and

County Superintendents of Schools regarding the values of off-campus college credit courses; (3) opinions regarding the modification of teaching practices; and (4) opinions regarding suggestions for the improvement, modification or expansion of off-campus college credit course programs.

Survey Procedures. When the instrument seemed to satisfactorily reflect the types of information desired, printed copies were distributed to the four offices of the Divisions of Extension and Field Services of the Colleges of Education. Each questionnaire form, in addition to directions, contained a cover letter explaining the purposes of the study and the procedures to be followed.

Each office was supplied with enough questionnaires to cover adequately their total off-campus college credit course enrollment during the fall semester, 1952-53, the members of their faculty who had had experiences teaching these off-campus classes, and the County Superintendents of Schools in their area. The questionnaires for the students were placed in large envelopes, one for each of the off-campus college 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 note of directions to the instructor of the class was attached to each envelope.¹

¹ See Appendix IV for a copy of the note.

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 college 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 Colleges of Education mailed the questionnaire forms for County Superintendents to the County Superintendents of Schools 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. Four members of the faculty of Central Michigan College of Education volunteered their time to assist the writer with these activities. All the men had taken graduate work in Education beyond the Masters Degree. One had done considerable work in counseling and guidance, and had taught six semesters of off-campus college credit courses. Another had taught one semester of off-campus classes only because he was a member of a department which has limited opportunity to offer classes

off campus. One was qualified to teach off-campus classes, but the department of which he was a member has never had an opportunity to participate in the off-campus college credit course program. The last member held an administrative position at Central Michigan College, and regulations prohibited him from teaching off-campus classes.

These five men met weekly for about three months. Every comment on all the questionnaires used in this study was read and discussed by the group, and judgment passed on the remarks to determine the classification it should receive. All comments to the scales and responses to the open-ended questions were treated in this manner, and the results were used in reporting the findings in this investigation.

The material became a survey of opinions concerning the values of off-campus college 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 college credit course programs of the four Colleges of Education in Michigan.

Summary. Data for this study of opinions concerning the values of off-campus college credit courses were obtained from students enrolled in the off-campus college credit course classes of the four Colleges of Education in

Michigan during the fall semester, 1952-53; the instructors of these classes; and the County Superintendents of Schools in Michigan. 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; and suggestions were requested as to how the off-campus college credit course programs of the four Colleges of Education should be modified.

The instruments were validated by pre-testing and conferring with persons who are directly associated with the administration of these and similar programs. Uniform survey procedures for collecting the data were followed by the four Colleges of Education.

CHAPTER III

THE OFF-CAMPUS STUDENT

Introduction. The purpose of this chapter is to make an analysis of the responses in the personal information section of the student questionnaire form in order to obtain a picture of the off-campus college credit course students. This analysis is considered an essential part of this investigation because there are no previously reported studies on this aspect; and this information would be helpful in understanding the primary problem of this study. All the students enrolled in the off-campus college credit courses conducted by the four Colleges of Education in Michigan during the fall semester, 1952-53, were asked nine personal questions. These questions were concerned with (1) age; (2) marital status; (3) sex; (4) years of teaching experience; (5) amount of college credit earned; (6) amount of college credit earned on a college campus; (7) amount of college credit earned in off-campus courses; (8) amount of college correspondence credit; and (9) type of teaching certificate now held.

Ten percent of the total responses was selected for analysis by using a table of random numbers. This process

provided two hundred fourteen individuals for the sample. Table I on page 13 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 constructed ranging from "under 21 years" to "65 years or more." All students responded to the question with the results shown in the following table:

TABLE IV

AGES OF OFF-CAMPUS COLLEGE CREDIT COURSE STUDENTS
IN THE FOUR MICHIGAN COLLEGES OF EDUCATION
FALL SEMESTER, 1952-53

Age	Number	Percent
Under 21 years	6	3
21-24 years	15	7
25-44 years	90	42
45-59 years	93	43
60-64 years	10	5
65 years or more	0	0
Total	214	100

A very large percentage of the students, 85 percent in fact, are between the ages of 25-59 years. They are almost equally divided in two age groups, 25-44 years and

45-59 years. Only ten percent are under 24 years of age.

This could indicate that young people are not entering the teaching profession, that young teachers are not enrolling in off-campus college credit courses, or that the young teachers are qualified for certification when they take their initial teaching position. Five percent of the students are over 60 years old, which is the permissible age for maximum retirement benefits for teachers in Michigan.

Marital Status. Four classifications were made on a four-point scale constructed for responding to the question relative to marital status. All students responded to the question with the following results:

TABLE V

MARITAL STATUS OF OFF-CAMPUS COLLEGE CREDIT COURSE STUDENTS
IN THE FOUR MICHIGAN COLLEGES OF EDUCATION
FALL SEMESTER, 1952-53

Marital Status	Number	Percent
Married	158	74
Single	27	13
Divorced or separated	11	5
Widowed	18	8
Total	214	100

Almost three out of four off-campus college credit

course students are married; and 13 percent are divorced, separated, or widowed. Only 13 percent of the students are single. With 74 percent of the students married, this means that in addition to their teaching jobs and off-campus course load, most of the students have home and family responsibilities.

Sex. All students responded to the question pertaining to sex. Eleven students, or 5 percent are male; and two hundred three students, or 95 percent are female.

Years of Teaching Experience. Responses relative to years of teaching experience were classified in six groups ranging from "less than one year" to "30 years or more." Two students failed to respond to the question. The results are shown in Table VI.

TABLE VI

YEARS OF TEACHING EXPERIENCE OF OFF-CAMPUS COLLEGE CREDIT
COURSE STUDENTS IN THE FOUR MICHIGAN COLLEGES OF EDUCATION
FALL SEMESTER, 1952-53

Teaching Experience	Number	Percent
Less than one year	10	5
1-4 years	34	16
5-14 years	112	52
15-24 years	42	20
25-29 years	11	5
30 years or more	3	1
No response	2	1
Total	214	100

More than half of the off-campus college credit course students represented in this study have taught from five to 14 years. Twenty-one percent have taught four years or less, and 7 percent have taught twenty-five years or more. One percent have taught thirty years or more which is the number of years necessary for maximum retirement benefits for teachers in Michigan.

Amount of College Credit Earned. The groupings on the scale relative to the question pertaining to the amount of college credit earned divided into semester hours. This basis was chosen because the four Colleges of Education operate on the semester-hour plan. Responses range from "none" to "Masters Degree or more." Two students failed to respond to the question.

TABLE VII

AMOUNT OF COLLEGE CREDIT EARNED BY OFF-CAMPUS COLLEGE CREDIT COURSE STUDENTS IN THE FOUR MICHIGAN COLLEGES OF EDUCATION
FALL SEMESTER, 1952-53

Semester Hours	Number	Percent
None	0	0
Less than 30 semester hours	7	3
30-59 semester hours	53	25
60-89 semester hours	63	30
90-119 semester hours	67	31
Bachelors Degree	22	10
Masters Degree or more	0	0
No response	2	1
Total	214	100

Expressed in terms of college classes, 3 percent of the off-campus college credit course students are in the Freshman class; 25 percent are in the Sophomore class; 30 percent are in the Junior class; and 31 percent are in the Senior class. Ten percent of the off-campus college credit course students have earned a Bachelors Degree, and no students have earned a Masters Degree.

The Michigan Teachers Certification Code requires that teachers with a provisional certificate must earn ten additional hours of college credit within a five-year period in order to qualify for a permanent certificate. This could account for a large portion of the 10 percent with Bachelors Degrees being enrolled in off-campus college credit courses.

Amount of College Credit Earned on a College Campus.

It was considered important to the study to determine the amount of credit the off-campus college credit course students had earned on and off college campuses. Therefore, question six asked for responses relative to the amount of college credit earned on a college campus. The groups were classified on the basis of semester hours and ranged from "none" to "Masters Degree or more." Three students failed to respond to the question.

Table VIII on the following page lists the amount of college credit earned on college campus by the off-campus college credit course students.

TABLE VIII

AMOUNT OF COLLEGE CREDIT EARNED ON COLLEGE CAMPUS
BY OFF-CAMPUS COLLEGE CREDIT COURSE STUDENTS
IN THE FOUR MICHIGAN COLLEGES OF EDUCATION
FALL SEMESTER, 1952-53

Semester Hours	Number	Percent
None	8	4
Less than 30 semester hours	54	25
30-59 semester hours	53	25
60-89 semester hours	66	31
90-119 semester hours	14	7
Bachelors Degree	16	7
Masters Degree or more	0	0
No response	3	1
Total	214	100

Twenty-nine percent of the off-campus college credit course students have completed less than one year's work on a college campus. Twenty-five percent have earned between one and two year's work on a college campus. Thirty-one percent have earned between two and three year's work on a college campus. Seven percent have earned between three and four year's work on a college campus. Seven percent have earned Bachelors Degrees on a college campus.

Amount of College Credit Earned in Off-campus Courses.

Question six asked for the amount of college credit which

off-campus college credit course students had earned on college campuses. This question is concerned with the amount of college credit the off-campus college credit course students have earned in off-campus courses. Table IX shows the results in semester hours ranging from "none" to "masters degree or more." Responses were not made by four students.

TABLE IX

AMOUNT OF COLLEGE CREDIT EARNED IN OFF-CAMPUS COURSES
BY OFF-CAMPUS COLLEGE CREDIT COURSE STUDENTS
IN THE FOUR MICHIGAN COLLEGES OF EDUCATION
FALL SEMESTER, 1952-53

Semester Hours	Number	Percent
None	7	3
Less than 30 semester hours	114	53
30-59 semester hours	77	36
60-89 semester hours	12	6
90-119 semester hours	0	0
Bachelors Degree	0	0
Masters Degree or more	0	0
No response	4	2
Total	214	100

It appears that seven students, or 3 percent of those selected, are enrolled in an off-campus college credit course for the first time. More than one-half, 53 percent, have

earned less than one year's work. Thirty-six percent have earned between one and two year's work. Six percent have earned between two and three year's work. No students have earned three or more year's work in off-campus college credit courses.

Amount of College Correspondence Credit. Each of the four Colleges of Education represented in this study offers correspondence college credit courses. It was considered pertinent to this study to determine the amount of correspondence credit which the off-campus college credit course students had earned. Regulations of the four colleges previously permitted a maximum of thirty semester hours of college credit by correspondence toward the Bachelors Degree and Provisional Certificate, and a maximum of fifteen semester hours toward the State Limited Certificate. Recently the number was limited to fifteen hours and eight hours, respectively. Responses to this question, with ten not answering, are given in Table X which appears on the following page.

It is perhaps significant to note that 44 percent of the off-campus college credit course students have not earned hours of college credit by correspondence. Another 47 percent have earned 15 or less semester hours of college credit by correspondence. Only 4 percent of the off-campus college credit course students have earned 16 or more hours of college credit through correspondence courses.

TABLE X

AMOUNT OF COLLEGE CORRESPONDENCE CREDIT EARNED
BY OFF-CAMPUS COLLEGE CREDIT COURSE STUDENTS
IN THE FOUR MICHIGAN COLLEGES OF EDUCATION
FALL SEMESTER, 1952-53

Semester Hours	Number	Percent
None	95	44
1-7 semester hours	70	33
8-15 semester hours	29	14
16-22 semester hours	7	3
23-30 semester hours	3	1
No response	10	5
Total	214	100

Type of Teaching Certificate Now Held. Because there is often a relationship between the amount of college credit earned and the type of teaching certificates held by teachers, each student was asked to indicate the type of teaching certificate held.¹ Two students failed to respond to the question. Results from the others are shown in Table XI on the following page.

¹ See Michigan Teachers' Certification Code, Bulletin No. 601, 1942 Revision, published by Superintendent of Public Instruction, Lansing, Michigan for descriptions and requirements for the various Michigan teachers' certificates.

TABLE XI

TYPES OF TEACHING CERTIFICATES NOW HELD BY
OFF-CAMPUS COLLEGE CREDIT COURSE STUDENTS
IN THE FOUR MICHIGAN COLLEGES OF EDUCATION
FALL SEMESTER, 1952-53

Type of Certificate	Number	Percent
County Normal	12	6
Special	78	37
State Limited	50	23
Two-year Life	45	21
Three-year Life	3	1
Provisional	16	8
Permanent	3	1
Others	5	2
No response	2	1
Total	214	100

An analysis of the types of teaching certificates held by off-campus college credit course students provides further insight toward understanding the characteristics of the students. Significance might be attached to the fact that with 6 percent holding County Normal Certificates; 37 percent holding Special Certificates; 23 percent holding State Limited Certificates; and 8 percent holding Provisional Certificates; 74 percent of the off-campus college credit course students are required by the Michigan Teachers'

Certification Code to earn additional hours of college credit. Many of the 22 percent holding two and three-year life certificates, but not possessing a Bachelors Degree, are required by accrediting agencies to earn additional hours of college credit if they wish to continue teaching in certain kinds of school districts. Only 1 percent of the students hold the Permanent Certificate.

Summary. A statistical portrait of an off-campus college 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: She is between 25 to 59 years of age. She is married and has from 5 to 24 years of teaching experience. Her college training consists of from 60 to 119 hours of college credit. From 30 to 89 of these hours were earned on a college campus and less than 59 hours of college credit were earned in off-campus college credit courses. If she has earned any college credit hours by correspondence, the amount is less than seven hours. Her teaching certificate is probably either a Special Certificate or a State Limited Certificate.

CHAPTER IV

OPINIONS OF STUDENTS

Introduction. In analyzing the opinions of off-campus college students regarding the values of off-campus college 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. Analyses of the responses to these questions can be presented effectively by means of quantitative treatment, and are therefore grouped in Section 1.

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 two ways. One column shows the percentages of responses based on the total number of cases. Another column shows the percentages

¹ See Appendix II for a copy of the questionnaire.

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 the individuals surveyed.

Five open-ended questions asked for responses concerning values, and four similarly constructed questions provided opportunities for responses concerning modifications in teaching practices. These nine rather unstructured questions are treated in Section 2 of this chapter.

The last question on the student questionnaire form asked for reactions regarding a report of this investigation. Students were given an opportunity to comment on each of the questions and these comments are reported on following each table. Table I on page 13 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 1

Extent to which Instructors Help Students Meet and Solve Teaching Problems. In reply to the question: "To what extent do the instructors of off-campus classes help you meet and solve your teaching problems?" students had the opportunity to indicate their opinion within a range of from "no help in solving problems" to "great help in solving problems." Twelve students did not respond. The total results are shown in Table XII.

TABLE XII

EXTENT TO WHICH INSTRUCTORS HELP STUDENTS
MEET AND SOLVE TEACHING PROBLEMS

Extent of Help	Number	Percent of Total	Percent of Responses
No help in solving problems	4	2	2
Little help in solving problems	21	10	11
Help in solving problems	41	19	20
Some help in solving problems	75	35	37
Great help in solving problems	61	28	30
No response	12	6	--
Total	214	100	100

Forty-one students, representing 20 percent of the replies, marked the midpoint on the scale. Thirteen percent were below the midpoint and indicated little or no help. Sixty-seven percent were above the midpoint and indicated that the instructors were of some or great help in helping the students meet and solve their teaching problems.

Comments were made by sixty students. Most of the comments were qualified in some way, usually by saying that "it depends upon the instructor," or the "teaching aids," or "classes taught," or "facilities." The need for more practical courses was expressed by a large number of students who wrote that "required courses often do not help."

"We need more help from practical courses" because "practical courses help." The reactions were expressed by one student who wrote: "By their nature, the results in some courses cannot be seen as soon as others. Suggestions for equipment show immediate results. Suggestions in methods are slower."

Changes in Feelings and Opinions about the Values of Off-campus Classes Since Taking These Classes. This question was included because it was considered important to this study to determine what changes if any occurred in the opinions held by off-campus college students as a result of having been enrolled in some of the classes. Twenty students failed to respond to the question. The others responded as shown in Table XIII.

TABLE XIII

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

Changes in Opinions	Number	Percent of Total	Percent of Responses
Much less favorable	1	0	1
Less favorable	5	2	3
Remained the same	45	21	23
More favorable	96	45	49
Much more favorable	47	22	24
No response	20	10	--
Total	214	100	100

Forty-five students, which represent 23 percent of those responding, indicated that their feelings and opinions toward the values of off-campus classes since taking those classes had remained the same. This was the midpoint on the scale. Four percent said that feelings were less or much less favorable. However, almost three out of four of the students responding indicated that their opinions were more favorable or much more favorable since having taken off-campus college credit courses.

Those students who indicated that their opinions and feelings remained the same and who commented, usually wrote to the effect that the work off or on campus was the same as far as they were concerned. Those having a less favorable attitude feel that "off-campus classes create too many interests," that "facilities on-campus are more adequate," or that "often the instructors treat us as immature children instead of adults." The students with more favorable opinions think that "off-campus classes apply to the classroom," are "more practical," that "off-campus classes give more time for study," and that "class work when teaching is helpful." Some "wouldn't teach if there were no off-campus classes," and feel that "more recent classes seem to be better."

How Students Think Instructors Mark Students in Off-campus Classes Compared to the Way They Mark Students on Campus. In order to make a comparison of attitudes

regarding certain values of off-campus classes to on-campus classes, two questions were asked. The first of these questions asked for the student's opinion regarding the differences if any between the way instructors mark the students in classes on and off campus. There were no responses by 34 students. Complete tabulations are presented in Table XIV.

TABLE XIV

HOW STUDENTS THINK INSTRUCTORS MARK STUDENTS IN OFF-CAMPUS CLASSES COMPARED TO THE WAY THEY MARK STUDENTS ON CAMPUS

Students' Opinions	Number	Percent of Total	Percent of Responses
Much lower than on campus	2	1	1
Somewhat lower than on campus	26	12	15
Same	121	57	67
Somewhat higher than on campus	31	14	17
Much higher than on campus	0	0	0
No response	34	16	--
Total	214	100	100

Although no students thought that instructors marked off-campus students much higher than on campus, two students were of the opinion that they marked students much lower than on campus. Sixty-seven percent, however, felt that there is no difference in the way instructors mark students in off-campus classes compared to on-campus

classes. The percentage on each side of the midpoint is about equal. Sixteen percent think instructors mark somewhat or much lower than on campus, and 17 percent think that instructors mark somewhat higher than on campus.

The majority of the students commenting thought that instructors were "reasonable" in the marking of the off-campus students, and that "classes off-campus have the same goals, therefore, marks are the same as on." In those cases where students thought that the marks off-campus were lower than on-campus marks, it is because "the work is harder," the "students have less time for study," or "teachers do not know the students," and therefore do not have "as much to mark by." Off-campus students who felt that their marks off campus are higher than on campus attribute it to the fact that "off-campus instructors are fairer," "more liberal," or have "closer contact with students." Two isolated comments were that "marks are higher when you grade yourself," and "college instructors all mark unfairly."

How Students Think the "Difficulty" of Work in Off-campus Classes Compares to Similar Work on Campus. The second question for the comparison of opinions toward off-campus classes to on-campus classes was on the subject of "difficulty" of work. Twenty-eight students failed to respond to this question. Table XV shows the complete tabulations and classifications.

TABLE XV

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

Students' opinions	Number	Percent of Total	Percent of Responses
Off-campus classes much easier	0	0	0
Off-campus classes somewhat easier	28	13	15
Same	109	51	59
Off-campus classes somewhat harder	43	20	23
Off-campus classes much harder	6	3	3
No response	28	13	--
Total	214	100	100

The responses to this question grouped themselves very similarly to those in the previously analyzed question. Fifty-nine percent of those answering felt that there was no difference in the difficulty of work in similar classes on or off the campus. Fifteen percent are of the opinion that off-campus classes are somewhat easier, and 23 percent think that off-campus classes are somewhat harder or much harder than on-campus classes.

Of the 65 students making comments, eighteen mentioned that the lack of library materials was a handicap in off-campus classes. Seventeen wrote that "when teaching there

is lack of time for study," "pressures from teaching," and "pressures from family." Those who thought that off-campus classes were easier felt that way because "experience makes them easier," and there is "more interest" in off-campus classes. Classes are harder off campus because "there is less time for projects," "there is isolation from the group" due to the "span" of sessions, and "instructors and facilities are not available between classes." It could be that they "seem harder because they meet at the end of the day," or "maybe age makes them seem harder."

Use Made of Community Resources in Teaching as a Result of Having Been Enrolled in Off-campus Classes. Two questions are included in this section which refer to the modifications of teaching practices as a result of having taken off-campus college credit courses. The first of these is concerned with the use of community resources in teaching. Eighteen students did not respond. Table XVI, on the following page, shows the results of this question.

Twenty-five percent of the students in off-campus college credit courses indicate that there is no change in the use made of community resources in teaching as a result of their having been enrolled in these classes. One person, in fact, said that she makes much less use of community resources. Almost three out of four of the students, 74 percent, feel that as a result of their having taken off-campus college credit courses they make more use or much more use

of community resources in their teaching.

TABLE XVI

USE MADE OF COMMUNITY RESOURCES IN TEACHING
AS A RESULT OF HAVING BEEN ENROLLED
IN OFF-CAMPUS CLASSES

Degree of Use	Number	Percent of Total	Percent of Responses
Much less use	1	0	1
Less use	0	0	0
No change	50	23	25
More use	124	58	63
Much more use	21	10	11
No response	18	9	--
Total	214	100	100

As a result of off-campus college credit courses, students are "made conscious" of community resources. They "learn where to find them" and "learn what to use." Specific examples of community resources used by students as a result of the off-campus classes they have taken, mentioned in order of the frequency mentioned, are the "local libraries," "old-residents," "print shops," "nature," and "health." One student felt that "field trips are easier and better planned," and one other "makes use of consumer-economic information."

Changes in Pupil Participation in School Planning as a Result of Having Been Enrolled in Off-campus Classes. The second question relative to modifications of teaching practices as a result of having taken off-campus college credit courses asked about changes in pupil participation in school planning. Classifications ranged from "much less participation" to "much more participation." Twenty-two students failed to respond. Tabulations shown in Table XVII indicate the responses.

TABLE XVII

CHANGES IN PUPIL PARTICIPATION IN SCHOOL PLANNING
AS A RESULT OF HAVING BEEN ENROLLED
IN OFF-CAMPUS CLASSES

Degree of Pupil Participation	Number	Percent of Total	Percent of Responses
Much less participation	0	0	0
Less participation	0	0	0
No change	45	21	23
More participation	123	58	64
Much more participation	24	11	13
No response	22	10	--
Total	214	100	100

In the opinion of the students reporting, 23 percent indicate that there has been no change in the amount of pupil participation in school planning as a result of their having

been enrolled in off-campus college credit courses. Seventy-seven percent, however, are of the opinion that there is more participation or much more participation. No students responded that there was less or much less participation.

Almost all of the 28 students making comments on the change in the amount of pupil participation in school planning as a result of their having been enrolled in off-campus college credit courses said that a knowledge of "modern trends" in education helped them "develop new methods" of teaching which created "more interest" in their pupils. Several "have student counseling" activities in which their pupils participate. One student reported the "pupils are interested in the work which the teacher takes."

Value of Off-campus Classes Compared to Correspondence Courses. This question was included because as has been indicated previously, students are permitted to earn a limited number of college credit hours toward their professional certificates and Bachelors Degrees by correspondence.¹ The four Colleges of Education in Michigan provide this opportunity through their Divisions of Extension and Field Services. A comparison of their values was considered desirable for a more complete evaluation of these off-campus college credit course programs. Table XVIII shows the comparative tabulations.

¹ See page 36.

TABLE XVIII

VALUE OF OFF-CAMPUS CLASSES COMPARED TO
CORRESPONDENCE COURSES

Value Comparisons	Number	Percent of Total	Percent of Responses
Off-campus classes much less valuable	0	0	0
Off-campus classes less valuable	2	1	2
Same value	7	3	6
Off-campus classes more valuable	59	28	49
Off-campus classes much more valuable	51	24	43
No response	95	44	--
Total	214	100	100

The unusually large number of students not responding to this question can be accounted for by the fact that they were asked in the questionnaire not to answer the question if they had taken no correspondence work. The 95 students not responding agrees with the tabulation in Chapter III showing the amount of college correspondence credit earned. The same number reported there that they had earned no correspondence credit hours.¹ In the judgment of those reporting, 6 percent believe that off-campus classes and courses

¹ See Table X, page 37.

in correspondence have the same value. Two percent think that off-campus classes have less value than correspondence courses. A large majority of the students, representing 92 percent of the group, think that off-campus classes have more value or much more value than correspondence courses. The number is about equally divided in these two groups.

There were two comments favorable to correspondence courses. One student felt that there is "more study and more effort in correspondence." The other one wrote: "Correspondence is more convenient. It's a shame they lowered it to 15 hours." Almost all of the 52 comments favoring off-campus college credit courses over correspondence courses referred to the "inter-action" between instructors and students, and the opportunity for them to "share experiences" with "available instructors." This "fellowship," they felt, tends to "develop solidarity" within the groups.

Maximum Number of Semester Hours for which a Student Should be able to Enroll Each Semester. One of the purposes for this question being included in the study is that it would be beneficial to the administrators of the Divisions of Extension and Field Services to have the reactions of the students on this matter. Present regulations prohibit a student who is teaching full time from enrolling for more than six semester hours of college credit in a semester. This same subject is also frequently discussed by faculty members and County Superintendents. Table XIX shows the

results of the tabulations on this question.

TABLE XIX

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

Number of hours	Number	Percent Of Total	Percent of Responses
3 hours	34	16	17
4 hours	14	6	7
5 hours	29	14	14
6 hours	112	52	57
Other	10	5	5
No response	15	7	--
Total	214	100	100

There was a rather wide variation in the responses to this question. It perhaps is significant that more students think that the maximum number of semester hours for which a student should be able to enroll each semester should be three than either four or five, but more than half of the students feel that six hours should be the maximum. Perhaps this can be accounted for by the fact that six hours is the maximum number of hours allowed at the present time. The 5 percent who think that the number of hours should exceed six were asked to specify what they thought should be the amount. Four stated that they felt that eight hours should be the

maximum; four stated 9 hours; one student indicated 10 hours; and one student said that the maximum number should be variable, according to the abilities of the student.

The sixty comments which were made in response to this question were grouped under the number of hours which had been checked on the scale. Many variables were mentioned, but in each classification students felt that the maximum number of hours should be set at the amount they had checked because "justice could not be given" or "neglect would result" to "the work," "the family," "the school," "the home," or "the children." There are definite indications that a maximum number of hours should be set because "too much work" would likely "impair social activity" and "we need time for ourselves." The differences in opinion seem to be regarding the number of hours which should be set as the maximum which students may earn in off-campus college credit courses each semester.

Section 2

In this section of the chapter an analysis and report is made on the nine open-ended 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 relatively few number of people are reported if they seem

to be pertinent to this study. In many cases, direct quotations are made to illustrate the opinions of the students.

Criticisms of Off-campus College Credit Courses. No attempt was made on the questionnaire to indicate that criticisms were to be both favorable and unfavorable. The question was merely asked: "What criticisms do you have of the off-campus college credit courses you have taken?"

Responses were made by 131 students. A general classification of their comments indicated that 43 were favorable and 88 were unfavorable. Perhaps the number of unfavorable comments in relation to the number of favorable comments reflects the real attitudes of the students. However, it might be that the word "criticism" was interpreted in its more or less popular or usual sense to mean unfavorable comment. Favorable comments could be grouped under six headings. However, they were concentrated in three general groups. Thirty-two students indicated that the classes were "helpful" to them in their teaching. Specifically, they mentioned classes in Art, Biology, Industrial Arts, Guidance, and Travel-study credit trips as being beneficial. The second general area was that the classes were helpful in assisting them to continue their college education. Frequent remarks were made to the effect that if it were not possible for them to "continue my education it would be necessary for me to stop teaching because I could not attend classes on campus." Favorable reference was made to the teachers and

instruction by 16 students. There were repeated comments to the effect that the instructors were "helpful and interested," "fair and considerate," and "good instructors." Other favorable comments were scattered, but included references to location and driving distance, facilities for off-campus instruction being adequate, the workshop type of teaching technique, and opportunities for contacts and study with other teachers in their own county.

The unfavorable comments covered a wider range of items than the favorable ones, but certain comments appeared frequently enough to indicate consistencies. The adverse criticism appearing most frequently was in respect to the subject matter not meeting the needs of the students in the class. Thirty-two persons said that the classes were "impractical," they "don't help elementary and rural teacher," there was "too much research," and "too much lecture and not enough background." Lack of time for class preparation was referred to frequently. Nine students said that there was "too much work required" for the amount of time they had to do it. Loss of instructional time was another item which was criticized. Losses were in reference to "instructors talking too much" so that there is "no opportunity for student discussion," and class time being used for organizational and administrative procedures. Six students thought that the classes were too large. Five were of the opinion that reference materials are inadequate because there are

"insufficient books," "not enough books, maps, etc.," or "not enough samples of tests." An equal number felt that the teachers were not fair in their evaluations of the students' work because "tests are poor and inadequate" and others are "too hard." Other unfavorable criticisms mentioned that the variety of courses offered in the field was not adequate to meet the curriculum or teaching needs of the teachers, that sixteen weeks was too long a time for classes to continue, and that the credit offered off campus should be the same in every way with the credit earned on campus.

Defects Observed in Off-campus College Credit Courses.

Question 19 on the questionnaire deliberately asked for the defects which off-campus college credit course students observed in these classes because it was felt that perhaps their opinions might be somewhat more freely expressed here than in the previous question on criticisms. Seventy-nine students responded by making comments, and the remarks when classified corresponded almost exactly to the unfavorable criticism in the previous paragraph. It should be noted, also, that the total number responding to this question is slightly less than the number of unfavorable criticisms made in question 18. A few students indicated that they had answered this question by writing "same" or "see above," and these were not included in the analysis of the responses to this question.

The most frequently noted defect was in reference to

instruction and teachers, and the most commonly mentioned defect was poor teaching technique. Twenty-six students said that teachers "talk too much," "have unfavorable attitudes towards us," "are not broadminded," and "use too much time for things other than teaching." The next most frequently mentioned defect was lack of application to elementary and rural school situations and lack of variety in off-campus college credit course offerings. "Can't use the subject offered," "the courses don't apply for graduation," and "they don't help me where I need help" were phrases which reappeared. Other defects noted, presented here in the order of frequency were "too much work," "classes take too much time from my teaching," "inadequate reference materials," "classes too large," poor evaluation of work because "instructors don't mark us in accordance with the work we do," differences between on-campus and off-campus college credit, and poor location for off-campus center because "I have to drive too far."

Positive Values or Strong Points in Favor of Off-campus College Credit Courses. One hundred thirty-seven students made comments regarding the positive values or strong points of off-campus college credit courses they had taken. This was more than three times the number of favorable comments made in response to the question asking for criticisms where 43 students reacted. Perhaps this justifies the assumption made in analyzing and reporting the criticisms made to off-campus college credit courses in the first part of this

section to the effect that the respondents might have been looking at just one side of that question.¹ This number of responses also exceeds by more than 50 percent the number of unfavorable reactions reported on in the paragraph on criticisms,² and the defects observed in off-campus college credit courses reported in the paragraph relative to that aspect of these programs.³

The strongest point in favor of off-campus college credit courses was the information teachers obtain and the skills they learn in acquiring new teaching methods and techniques. Sixty-eight students or one half of those commenting, said that as a result of the off-campus classes they had had they were able to "keep up with the times" which helped them meet and solve some teaching problems. Along with acquiring new teaching methods and techniques, students were able to "better evaluate" student progress and "use standardized tests." The students got "immediate help" in "usable" teaching techniques by "demonstrations which show not only the how but the why," from "participation" and "personal help" from the instructors. Several members of the faculties of the four Colleges of Education were mentioned by name in the comments of the students. There was a strong feeling that some of these benefits were

¹ See page 56.

² See page 57.

³ See page 58.

greatest from classes off-campus because the teachers could put the "theory into practice" while it was "fresh in mind" and that "as a result of off-campus classes we can see how to use community resources in our school room because we use them in our classes here."

The second most mentioned strong point of off-campus college credit courses was classified under the general heading of convenience and was mentioned by fifty-five students. It would be "impossible otherwise" for these students "with families" and "with children of our own" "to continue teaching" if they "couldn't get college credit off-campus." These "God-sent" classes are a "blessing" and besides they "save money."

Closely allied with the acquisition of new teaching methods and techniques, but classified separately, were thirty-two comments pertaining to professional growth and increased knowledge and information. Some "learned the power of public relations through our Music program" and to others an "interest was renewed" or "interest created" in subjects which "I couldn't teach before." Experiences in these off-campus classes were also "like refresher classes" to others. Subjects specifically mentioned by two or more individuals were Creative Arts and Handicraft, Education, Music, Nature Study, Psychology, Reading, Science and Geography, and Speech Correction. Other classes mentioned were Audio-visual, Dramatics, Guidance, Social Science, Testing, and Travel-study Tours.

Twenty-two students wrote that another strong point in favor of off-campus college credit classes was that it was a means for earning additional college credit. Coupled with the opportunity factor were the facts that off-campus classes provided "on-the-job" training and "earning-while-learning" experiences. "Salary increases" were also merited during the regular school year. Students can "get required courses" and these classes therefore assist in "increasing the supply of teachers." Materials available for off-campus classes are sometimes adequate -- "the same as on campus."

Personal contacts with the instructors and other students are a desirable feature of off-campus college credit courses. Twenty-one students wrote about the advantages of the opportunities to "exchange personal experience" with faculty mentors; and 20 commented favorably on being able to "share personal experiences" and "pool ideas" through "local friendly contacts." Many instructors were mentioned by name. All of these personal contacts with instructors and other students serve as a "tonic" to the participating off-campus college credit course students. One student remarked that the strong point she saw in off-campus classes was "the consideration in the selection of classes" which were offered in her community.

Improvements Which Should Be Made to Make Off-campus Courses More Effective. The purpose of this question was

to gather some reactions from the students which would suggest improvements for the existing programs. Eighty-five students expressed opinions toward this question and 40 percent felt that the class offerings and experiences should be "more practical" to give "more help in rural and elementary schools." The specific request for help mentioned most frequently was in Science. Generally, however, the requests were not for help in particular subjects but were for assistance in subject matter courses and techniques which would help them in their rural and elementary school rooms.

Almost as many students -- twenty-five, or about 30 percent -- think that improvements should be made by the instructors in their teaching techniques. Seven said that there should be "more discussion"; and four said instructors should use more audio and visual materials in their classes. The following comments were made by two or more students: There should be "more teacher-pupil planning" and "we should be told at the beginning of the course just what is expected of us." More classes "should be organized as workshops," and "instructors should demonstrate more." There "should be less outside reading," and "term papers should be assigned rather than having final examinations." Let us "have human instructors" was the plea of one student.

Eight of the 22 students suggested changes for improvement which were classified under the general heading of organization thought that a greater variety of course offerings

in the field would be desirable. Other organizational improvements, listed in the order of frequency mentioned, were: "there should be smaller classes," "more education courses," classes should "end sooner -- not so many weeks," and there should be "fewer hours per session." Five students made individual observations by saying that "attendance requirements should be changed," "tuition should be collected differently," "there should be more off-campus centers," "we should be able to get summer courses off-campus," and the "administration should be changed."

Seven students said that there should be "more materials" available for off-campus college credit courses and that "these materials in class would be teaching aids for the classes we teach." Students also remarked about the different kinds of credit because they asked "we do the same amount of work with the same instructors as on campus" so "why don't we get the same credit?" "We get help instead of just meeting requirements, but the credit isn't the same." Some also feel that they should receive "more courses toward graduation." Two responses were in reference to the location of the off-campus centers with one of them suggesting that there should be opportunities for "lunch during the break." One student was of the opinion that the greatest improvement would be to "acquaint off-campus students with college requirements."

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 college credit course programs. They were anxious to receive suggestions from the off-campus college credit course students regarding expansions or alterations which could be considered for the off-campus college credit course programs in their areas. Many of the reactions were the same as some of the suggestions reported in previous paragraphs in this section of this chapter. A tabulation of the sixty responses shows that twenty-eight, or almost 50 percent of those replying, would increase the variety of offerings. "More centers," "more courses that help us," "more guidance," "more visual aids," "more required courses," "more practice teaching," and "more courses, but separated by elementary and secondary levels" were consistent requests from the students.

The matter of credit was again mentioned, this time by eleven students. "Allow more off-campus credit toward the degree" because "credit off-campus should be the same as on-campus credit." For the first time, one student commented that the "transfer of credit between institutions" is a matter which "should be settled."

Five students thought that the program would be more effective if the instructors "used more workshops" and "discussed subject-matter instead of giving us tests." Four students were of the opinion that smaller classes would be more effective; and an equal number thought that

they should have opportunities for "summer classes off-campus." A desirable alteration for three students would be to have "student-planned courses"; and two students suggested that the colleges could "organize better" and give "more publicity" to the off-campus class schedules. Two students wanted "more hours per session," two wanted "less hours per session," and one wanted "more weeks for each course." One student thought that the instructors of the off-campus college credit course "should not visit the teacher while she is teaching."

Changes in Teaching Techniques and Methods as a Result of Off-campus Classes. Probably the most desirable outcome of off-campus college credit courses in terms of real value is the changes or modifications in the teaching practices of the students enrolled which are brought about as a result of these classes. Four open-ended 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 college credit courses they have taken. These four questions each covered a specific teaching practice. It was not expected that all the students would respond to each question. In fact, the questions were so worded that only those who had effected any change or modification would reply. The first of these questions asked about changes in teaching techniques and methods of

teaching.

Eighty-eight individuals, representing 41 percent of the total population, reported changes in teaching techniques and methods as a result of the off-campus classes they had taken. Thirty-nine of the 88 students reporting identified their changes under the classification of democratic practices. "I now have a democratic philosophy" and "try to understand the attitudes of the children" were phrases written by several individuals. "As a result of guidance classes" I try to "know each student better." From "guidance" and "testing" I am "aware of individual differences." Therefore, "I do not pay so much attention to grade placement" and have "more flexibility in groups." To "put the children at ease" several students "make use of the experiences of the boys and girls" in their school rooms.

Thirty-two students "improved my teaching" by "using modern methods" or obtaining new skills and additional information. "I now know how to teach reading," "I plan my work" and "use units" or "the unit method" were comments which ranked high in the number of responses. The introduction of "additional materials" such as "community resources," "community skills," "newspapers," "visual aids," and "field trips" appeared next in frequency mentioned. Two students made their teaching "more practical" by "trying to help the pupils become creative" and "developing scientific attitudes in pupils." Three students felt that

"more parent-teacher contacts" was a change in their teaching technique.

Nineteen students identified "teacher-pupil planning" as a specific change in their teaching techniques and methods as a result of off-campus classes. This desirable democratic practice could have been included in a previous paragraph,¹ but it was mentioned so frequently and definitely by this number of individuals that it was thought desirable to report on it separately here.

"Additional subjects" are taught in the school rooms of seven students as a result of having taken off-campus college credit courses. Biology and Agriculture were the two subjects used as illustrations, and one person said that introducing additional subject matter in the classroom "creates more interest" in the pupils.

Six students use "integration" and "correlation of subjects" now where they made no use of these teaching techniques before taking off-campus college credit courses. Examples quoted were "Health and Safety," "Speech," "Dramatics," "Art and Handicraft," and "Geography and Conservation."

Changes in Methods of Evaluating Pupil Progress as a Result of Off-campus Classes. One-third of the students taking off-campus college credit courses changed their method of evaluating pupil progress as a result of these classes.

¹ See page 67.

About 70 percent of those students making changes in evaluating pupil progress consider their pupils as individuals. The most frequently mentioned comment was "I mark the pupil as an individual instead of comparing him with the group." Other remarks were "I mark them on what they have learned instead of subject matter," "I consider their effort," "ability is a factor," and "social accomplishments." As many students said that the "growth and development" of the individual student was their basis for evaluating pupil progress.

Eleven students are "easier" or "more liberal" or "more tolerant" or "fairer" or "more flexible" in evaluating the progress of their pupils. Six students use "testing devices" and "give more standardized tests." One student "gives standardized tests so I can compare my pupils with those in other schools." Six make use of "student conferences" for developing "self-evaluation" and one student uses individual folder-files to help her in making evaluations.

Changes in Methods of Reporting to the Parents as a Result of Off-campus Classes. Changes in the methods of reporting to the parents as a result of off-campus college credit courses were made by 63 of the two hundred fourteen cases selected for analysis. Slightly more than one-half of these students are now using direct "parent conferences" as the method of reporting the progress of their pupils to

the parents.

Twenty-four students, or about 40 percent, have changed to written forms other than the traditional type of report card for communicating pupil progress to parents. These "new type of reports" include "letters," "booklets," "profile charts," and "sample materials of the pupils' work." Some of these devices provide for "comments" and "details" incorporated in the forms used. Three students are reporting to the parents on "citizenship" as a result of having taken off-campus college credit courses. Scattering comments include "no regular time for reporting," "reporting early on failures," "changed from letters to S-U," "tried a change but the parents didn't like it and neither did I," and "I would like to change but the Superintendent in the school where I teach thinks that we should keep the report cards we have now."

New and Different Teaching Materials Which Are Used in Teaching as a Result of Off-campus Classes. For this question the students were asked to list the changes which they had made in new and different teaching materials for their teaching as a result of the off-campus classes they had taken. Sixty-five students replied. This represents 30 percent of the students sampled. Various types of visual aids materials were added by 57 percent of the students using new and different teaching materials as a result of having had courses off-campus. The visual materials include

charts, Art and Crafts, plants, books, "objects," bulletin boards, projects, character dolls, relief maps, flannel graphs, and nature study materials.

About 20 percent of the off-campus college credit course students making changes obtained new books for their class rooms as a result of their off-campus classes. These books include library books, books for Music, Science, Conservation, Nature Study, History, Crafts, "Readers of different levels," and "outside books." Three students now "make use of the local library."

Twenty-four students reported on various kinds of materials and equipments with four now using "standardized tests." Others use "drama games," trips, community resources, free materials, hand work, outlines, a tape recorder, a radio, records, music, outlines, and "experiences."

Reactions Toward the Study and a Report of the Study.

The last question on the student questionnaire form was: "Would you like a report on the results of this study?" One hundred twenty-four students, or 59 percent, checked the space indicating that they would like a report. Ten students, representing 4 percent of the group, would not like a report. Eighty students made no response to this question.

A few of the thirty-three comments made by the students in the space provided following question 27 were additional favorable and unfavorable criticisms of the total off-campus college credit course programs. Most of the comments,

however, were regarding this study and a report of the results to the students. Generally, students requested an opportunity "to exchange ideas on the report" so that they could "share the opinions of others." Several were curious to know whether "I agree or disagree with the majority" and wondered "what changes are going to result due to the group's planning." Three students asked directly: "What are you going to do as a result of this study?" One student is "chairman of a teacher's section and therefore would like a report for discussion by the group." There was a feeling in some of the comments that the students appreciated this "opportunity to let off steam," and that "a study is worth-while only with a report to those who made the survey possible."

One student wrote: "It would be interesting to know whether the College really is interested in teachers' reactions to the courses not only as an outgrowth of teaching but also the allowing of credits." Another student "sincerely hopes that this survey will warrant the continuation of off-campus classes so that the profession may benefit and teachers with homes to keep will be able to have the classes and do a better job of teaching."

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

1. Instructors are of some help or great help in helping students meet and solve teaching problems.

2. Their feelings and opinions about the values of these courses, since taking them, are more favorable.

3. Instructors mark students the same in off-campus classes as in on-campus classes.

4. The "difficulty" of work in off-campus classes is the same compared to similar work on-campus.

5. Off-campus classes are more valuable or much more valuable than correspondence courses.

6. The maximum number of semester hours for which a student should be able to enroll each semester is six.

7. Although some courses are helpful, too many are impractical and do not help elementary and rural teachers.

8. The greatest defect of off-campus courses is poor instructors and poor teaching.

9. The most positive values are the information and skills which teachers acquire in learning new teaching methods and techniques.

10. The greatest improvement could be made by making the classes more practical for elementary and rural teachers.

11. The off-campus program should be expanded by offering a greater variety of courses.

Regarding the modifications in teaching practices as a result of off-campus college credit courses, students who are enrolled in these classes are of the opinion that:

1. More use is made of community resources.

2. There is more pupil participation in school planning.

3. The greatest change is toward a more democratic organization and operation in the school room.

4. Pupil progress is evaluated in terms of the individual instead of the group.

5. Changes are made in reporting to parents by using parent conferences.

6. The greatest change in the use of new and different teaching materials is by adding visual aids.

Students generally would like a report made to them on the results of this study.

CHAPTER V

OPINIONS OF FACULTY

Introduction. Following the pattern which was established in Chapter IV, the analysis of the opinions of instructors who teach off-campus college credit courses regarding the values of these classes are presented in two sections in this chapter. Five questions were constructed on five-point scales, and correspond with five of the scales on the student questionnaire form.¹ Analyses of the responses to these questions can be presented effectively by means of quantitative treatment, and are therefore grouped in Section 1.

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 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. This technique was used to be consistent with the reporting in the previous chapter. Teachers were given an opportunity

¹ See Appendix II for a copy of the questionnaire.

to comment on each of the first five questions, and reports of these comments follow each table.

Nine open-ended questions asked for responses from off-campus college course instructors concerning their opinions regarding the values of these classes and modifications which they might make in course content or teaching methods used when conducting these classes. These nine rather unstructured questions are treated in Section 2 of this chapter.

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

Thirteen teachers returned questionnaires without responding because they had never taught an off-campus college credit course. No completed questionnaires were received from teachers who had not had off-campus teaching experiences. The distribution of the returns from the faculties is shown in Table II, page 16; and Appendix I, Section B.

Section 1

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. All except seven of the teachers of off-campus college credit courses returning questionnaires replied to this question, as shown in Table XX.

TABLE XX

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

Changes in Opinions	Number	Percent of Total	Percent of Responses
Much less favorable	1	1	1
Less favorable	8	4	6
Remained the same	48	32	33
More favorable	74	49	51
Much more favorable	13	8	9
No response	7	5	--
Total	151	100	100

One-third of the teachers responding indicated that there was no change in their opinions and feelings about the values of off-campus college credit classes since having taught these classes. Seven percent said that their opinions were less favorable or much less favorable about their values, and 60 percent replied that opinions were more favorable or much more favorable.

Written comments were made by 53 teachers. The only comment by one teacher, who indicated that her opinion and feeling remained the same, was that she had "always considered this as a form of missionary work." Three teachers have less favorable attitudes because "teachers stay too close to their work so a summer on campus would be better," "because of Special Certificates the pressure for easy credit is increased," and because off-campus college credit course students are "inferior students."

The opinions and feelings of teachers of off-campus college credit courses have become more favorable to most teachers because of an improvement in the quality of work done by the students. "Off-campus work is now better than at first." "Students are seeking nurture instead of credit, as at first," and "the quality of work is steadily improved." One teacher believes that "because of labor-saving devices in the home, students do better work," and another one thinks that "students' earnestness compensates for handicaps."

The next largest factor which results in more favorable opinions about the values of off-campus classes by the teachers of these classes is the practical application of the work undertaken. "There is more effort in application rather than throwing stuff at them," and "these refreshers to teachers result in improved work in schools." "The background of experiences of class makes the work more practical," and one teacher is "surprised to find that I am interested in the

problems of students." "Even though students are inferior" there is "evidence of progress" and teachers have "more respect for persons."

"Definite needs are met" by off-campus classes, and teachers are "more readily aware of the needs of students." "Meeting the needs keeps the teacher on her toes."

How Teachers Think Instructors Mark Students in Off-campus Classes Compared with the Way They Mark Students on Campus. In order to obtain some opinions for comparisons of on and off-campus college credit classes, teachers were asked to indicate how they felt instructors mark students in both classes. This question also makes it possible to compare certain opinions and feelings of the teachers with those of the students. The five-point scale ranged from "much lower than on campus" to "much higher than on campus" and the results of the tabulations are shown in Table XXI.

TABLE XXI

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

Students' Opinions	Number	Percent of Total	Percent of Responses
Much lower than on campus	0	0	0
Somewhat lower than on campus	7	5	5
Same	38	25	27
Somewhat higher than on campus	88	58	63
Much higher than on campus	7	5	5
No response	11	7	--
Total	151	100	100

No teacher thought that teachers mark students much lower in off-campus classes compared with the way they mark students on campus, and only five percent were of the opinion that teachers marked somewhat lower than on campus. Sixty-eight percent believed that the marks off campus are somewhat higher or much higher than on campus.

Of the 66 written comments only one was made by a teacher who thought the marks off-campus were somewhat lower than on campus. The reaction was qualified by writing: "but not lower for same students on campus."

Five comments were made by teachers who felt that marks on or off the campus are the same. These five comments were: "instructors are fair," "there are fewer failures off-campus because of the time and money of the students," "use same exams -- marks the same," "I do not believe in marking differently," and "marks are the same as on-campus adult classes."

Twenty-four of the 60 comments made by teachers who thought that instructors mark higher or much higher in off-campus classes compared with the way they mark on campus were to the effect that higher marks off campus were the result of more and better work and greater maturity of the off-campus students. "Better students do more work" and "they know what they want and need." The "more selected group" with a "pre-disposition for work put forth more effort" and "show more improvement." These same students

"participate more" and "contribute more to the discussion."

Eighteen teachers attributed the higher marks off campus to sympathy on the part of the instructor. "Students are given the benefit of the doubt" because teachers "realize the student's first consideration is to their school." This "job-protection to the student" is given because "a flunk is such a tragedy to the student." Others feel that "pressure forces them to be "lenient" because teachers are not "as well acquainted with student."

According to three teachers, comparative studies of marks on and off campus for their colleges have been made by faculty committees and "it's a fact," "extension and correspondence courses are higher."

How Teachers Think the "Difficulty" of Work in Off-campus Classes Compares with Similar Work on 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. Seventeen teachers failed to respond to this question. Tabulations for the others, ranging from "off-campus classes much easier" to "off-campus classes much harder" are shown in Table XXII on the following page.

Slightly less than one-half of the teachers responding to this question thought that there is no difference in the difficulty of work on or off the campus. Forty-six percent were in this category. Below the mid-point on the scale,

38 percent felt that off-campus classes are much easier or easier compared with classes on campus. Sixteen percent of the teachers indicated that in their opinion off-campus classes are somewhat harder or much harder.

TABLE XXII

HOW TEACHERS THINK THE "DIFFICULTY" OF WORK IN OFF-CAMPUS CLASSES COMPARED TO SIMILAR WORK ON CAMPUS

Students' Opinions	Number	Percent of Total	Percent of Responses
Off-campus classes much easier	5	3	4
Off-campus classes somewhat easier	46	30	34
Same	62	41	46
Off-campus classes somewhat harder	15	10	11
Off-campus classes much harder	6	5	5
No response	17	11	--
Total	151	100	100

Seventy-one teachers added comments to this question. Seven of the teachers commenting were of the opinion that the difficulty of work in off-campus classes is the same as in on-campus classes. Four of these teachers reported that they "use the same materials so difficulty is the same." "Older students are not as adaptive" but "students show more interest" and "students think it is harder." One teacher

wrote that "those who work, work wherever they are."

The teachers who thought that the work was harder have this feeling because "there is not so much commonality" and "reference materials for group problems are more difficult" and "too time consuming." With "more emphasis on experience" the work is more meaningful so students work harder." Five teachers also mentioned that the work was harder on the instructors because of the necessity for "transporting materials" and "travel time consumed."

The two reasons most often mentioned by the teachers which causes them to feel that the difficulty of work off-campus is easier than similar work on campus are that "teachers are more sympathetic" and "facilities are lacking" especially for "consultation." Classes are also easier off campus because of the "time element," including "less preparation time," which makes it "impossible to require more." In addition to the work being easier off campus, some teachers felt that "the quality of the teaching programs is poorer" because "some instructors give watered-down courses" and "require less." Application and practice make it easier "to this homogenous group" with "less background."

Value of Off-campus Classes Compared with Correspondence Courses. Many of the instructors who teach off-campus college credit classes are also the instructors for the correspondence courses which are offered to students through

the Divisions of Extension and Field Services of the four Colleges of Education. 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 Bachelors Degrees. Teachers were asked to indicate whether they thought off-campus classes have more or less value to the student than correspondence courses. One hundred thirty-nine teachers replied with the results shown in Table XXIII.

TABLE XXIII

VALUE OF OFF-CAMPUS CLASSES COMPARED TO
CORRESPONDENCE COURSES

Value Comparisons	Number	Percent of Total	Percent of Responses
Off-campus classes much less valuable	2	2	2
Off-campus classes less valuable	5	3	4
Same value	1	1	1
Off-campus classes more valuable	45	30	32
Off-campus classes much more valuable	86	57	61
No response	12	7	--
Total	151	100	100

Only one teacher thought that off-campus college credit

courses and correspondence courses have the same value. Six percent of those responding to the question have the opinion that off-campus courses have less value or much less value than correspondence courses. Of the teachers who replied to this question, 93 percent felt that off-campus courses are more valuable or much more valuable than correspondence courses, and of this group about twice as many are in the latter classification.

Slightly more than one-half of the teachers who indicated their reaction on the scale made written comments in the space provided. Almost every one of 79 commenting referred to the lack of "personal contact" as the factor which caused them to think that off-campus classes are more or much more valuable than correspondence courses. In addition to the facts that "correspondence has no social value," "no local value," and "no inspiration," teachers felt that "correspondence is credit giving," and "we all know that there is copying" in correspondence courses.

Four of the seven teachers who thought that off-campus college credit courses are less valuable or much less valuable than correspondence courses commented that "the student does all the work" and "there is more personal effort in correspondence." Because "correspondence requires more work and more effort" these classes are "good for the more capable student."

Maximum Number of Semester Hours for Which a Student

Should Be Able to Enroll Each Semester. Individual faculty members and faculty committees have discussed many times the matter of the maximum number of college credit hours for which a student who is teaching full time should be able to enroll each semester. Present regulations of the four Colleges of Education prohibit a student who is teaching full time from enrolling for more than six hours of college credit in a semester.

Instructors were asked to indicate on a five-point scale what they thought the maximum number of semester hours for which a teacher, as a student in off-campus classes, should be able to enroll each semester. The scale ranged from not more than 3 to not more than 6 hours. The last space on the scale was constructed in a way to permit the respondents an opportunity to specify the number of hours they thought should be the maximum. Table XXIV, on the following page, shows the results of the tabulations to this question.

More than one-third of the teachers responding to this question felt that three hours 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. Twenty-seven percent thought that the maximum should be set at four semester hours. Less than one-quarter of the teachers were of the opinion that the maximum should be set at six hours, which is the present maximum number of hours allowed.

TABLE XXIV

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

Number of Hours	Number	Percent of Total	Percent of Responses
3 hours	47	30	36
4 hours	36	24	27
5 hours	16	11	12
6 hours	30	20	23
Other	3	2	2
No response	19	13	--
Total	151	100	100

The three instructors who wrote in the last column of the scale indicated that the number of hours should be variable but limited to one course. One of them said that it should, however, be limited to seven hours per semester.

Almost 60 percent of the teachers commented on this question, which was the largest number of remarks made on any of the scales. The 87 comments were grouped under headings representing the number of hours which instructors thought should be the maximum number for which a teacher, as a student in off-campus classes, should be able to enroll each semester. The comments were in the form of statements supporting the number of hours which had been checked on the

scale.

Three reasons appeared in all five columns of the work sheet and were the ones most frequently mentioned. In the order of frequency, the reasons given for the number of hours checked were home and teaching responsibilities, the number of hours should be variable depending upon the student, and the limit should be one course rather than in terms of college credit hours. From the "learning standpoint" more hours would make "too long a day" for the "tired teachers" with all their "home responsibilities" and "other duties." "Beginning teachers should take less" and "teachers could all take more hours if the workshop technique were used."

Section 2

In this section of the chapter an analysis and report is made on the eight open-ended 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 mentioned only once or by a relatively few number of people are reported if they seem to be pertinent to this study. In many cases, direct quotations are made to illustrate the opinions of the teachers who replied to the questionnaire.

Alteration in Content and Approach to Content in Order to Meet the Needs of the Students When College Courses Are Taught Off-campus. One teacher of the 151 returning questionnaires failed to respond to this question. From the 150 comments received, 164 items were classified because in several instances two or more opinions were expressed by the same individual. One hundred forty-six items were in favor of altering content and approach to content in order to meet the needs of the students in off-campus college credit courses. More than one-half of these teachers wrote as their reasons for altering content when college courses are taught off-campus that it was necessary "to be practical," "to meet problems," "to be functional," "to meet the level of the student," "to take work to the children," and "to meet the interests."

Thirty teachers said that the "background," "maturity" and "experience" of students call for alterations in content and approach to content in order to meet the needs of the students involved in off-campus college credit courses. Almost as many teachers believed that when college courses are taught off-campus, course content should be altered "to use local resources," "to meet community needs," and "to create and use interest in local problems." The "use of materials" also requires that content and approach to content be altered in these off-campus classes.

The students were also mentioned in connection with the

alteration of course content in off-campus college credit classes. Seven teachers felt that the content and approach to content should be "easier for students." "Students should not be held to prerequisites" because of the "time element" and these "more specialized students lack ability" and are "fatigued."

Individual comments were "that content should be altered but not to lose basic content" and "to change habits and attitudes of teachers." "Standards need not be lowered" for "different goals" and "good teaching requires it."

Not all the teachers felt that content and approach to content should be altered to meet the needs of the students involved. Nine teachers were of the opinion that no alteration should occur because we "must be consistent" and "subject matter requires no alteration." "On-campus courses meet the needs" so they should be taught the "same on or off." An equal number of teachers felt that the replies to this question were variable, depending upon "individual courses," "individual differences" and "with materials."

Defects Observed in Off-campus College Credit Courses.

One hundred seventy-seven items were classified from the 145 comments made in response to this question. The two most frequently tabulated items were in respect to the fatigue of the students and the lack of teaching materials and library books for the classes. About one-third of the comments referred to the physical "fatigue" of the "busy"

students who have "heavy teaching duties" and "too many home responsibilities." Almost one-fourth of the teachers who have taught off-campus college credit courses said that the defects they had observed were inadequate reference books and lack of teaching materials. The need for more "library books" was expressed by 28 teachers.

The next two most mentioned responses pertained to the length of time of the sessions or class meetings and the credit-hour load of the students enrolled in the classes. In the opinions of some of the teachers "not as much work can be done" in "sixteen meetings of the class" which "do not equal eighteen weeks on campus." "One, two and one-half hour" or "one, three-hour session" per week is "not as productive as three, one-hour meetings a week on campus." Suggested remedies to rectify the defect of "too short a time" were to "extend the number of meetings to seventeen" or "eighteen," or "meet the students twice a week."

"Poor physical facilities for instruction" was another weakness observed in off-campus college credit courses by teachers of these classes. Specifically cited examples were "run-down court rooms," "no black-boards," and "poor rooms" with "dim lights."

Eleven teachers wrote about the ineptness of the students themselves as a weakness in off-campus college classes. Students in these classes were characterized by these teachers

as "lacking in background" and being "less flexible" because of the age. It is "harder to teach them" because of the "experience range" and "lack of prerequisites."

Miscellaneously classified reactions regarding the defects or weaknesses in off-campus classes related to "lack of consultation time with the students," "instructional time used for organization and administration," "too large classes," and "less reading by students." Comments made by too few teachers to classify or tabulate were: "some instructors make courses easier," "credit to student -- not value," "relative absence of graduate standards," "too much driving," "spoon feeding," "some courses not designed for off-campus," "students desire lower standards," "no graduate credit," "college intended for research," "bad weather," and "some teachers do not use local resources." Three of the teachers wrote in the word "none," or "same as on the campus."

Changes or Improvements Which Should Be Made to Make Off-campus Courses More Effective. One hundred twenty-six teachers made 145 suggestions for changes or improvements which should be made to make off-campus courses more effective. The change mentioned most frequently and most specifically was to "limit the number of hours" for which students could register at one time in these classes. There should be "fewer credit hours" for students, and the suggestions for accomplishing this was to permit the students

to register for "only one course."

Almost an equal number of teachers thought that "changes in organization" would improve the effectiveness of off-campus college credit courses. There should be "smaller groups" and the classes should be "planned ahead" for each off-campus center to provide a "sequence of courses" "scheduled in advance" "for maybe a year or two." This would provide "a more flexible curriculum" to "meet the needs of the students." The off-campus schedule should "be synchronized with the semesters on campus even though it creates a hardship to the off-campus students."

Practically as many teachers felt that changes should be made in the time schedules of the class meetings as in the organization of the course programs. "More time is needed," "maybe 17" "or 18 meetings." Classes could meet for a "longer time" by meeting "twice a week" with "shorter class periods." It was also suggested that classes meet "on Fridays" or "on Saturdays" or "during the summertime."

The teachers of the off-campus college credit courses seemed to be concerned about the instruction in these classes as well as the organization of the programs and the schedules. About 20 instructors felt that to make the courses more effective, teachers should "use more workshops," and "plan together for uniform assignments." The use of "more visual aids," "more demonstrations," and "community resources" would further improve the effectiveness

of these classes. "Teachers should be selected with care," too, and "when they teach off-campus their teaching load should be reduced." Perhaps "full-time" teachers might be employed because "the students should be visited on the job more often."

The same number are of the opinion that "more reference books" and "more library books" would be a desirable change. "Separate" or "departmental libraries" "circulated like book-mobiles," perhaps on a "rental system," were suggested as possibilities.

Eleven teachers reacted to the question of changes or improvements to make off-campus college courses more effective by stating that there should be "more guidance to the group." "Students should know more about the regulations of the college" and "more consultation time" should be provided for the off-campus teacher and student. One teacher said that "the Superintendent should approve the classes."

Nine teachers are of the opinion that "no change is necessary" or they "don't know of any" because the "classes are very effective as they are."

Individual responses were that "teachers should be able to travel separately," "there should be more cooperation with local schools," and that the "students should be encouraged to attend classes on campus."

Positive Values or Strong Points Observed in Off-campus College Credit Courses. This question brought out more

concentrated responses than any of the open-ended questions thus far in this study. One hundred forty-two teachers commented on the positive values or strong points observed in the off-campus college credit courses they had taught. Sixty-nine teachers thought that the strongest points of these classes were in the "practical application" of the course content. Illustrations cited of how instruction was "put to use" referred "to the job," "to problems," "to individual research," and "to needs." This application "with concrete meaning" "results in change" "to children" and "to the individual."

Maturity of the students was the strongest point mentioned by 64 instructors of off-campus classes. These "mature students" with "interest," "eagerness," "seriousness" and "enthusiasm" "want to learn" "more than on campus." Their "experience" and "background" "contribute materially to the class" and "to the discussion."

Eight teachers of off-campus classes felt that the strongest point in favor of these courses was that "it takes the college off campus," and "extends the college opportunity" to "people who couldn't otherwise get the work." Five other comments, none mentioned by more than two people, were that "off-campus classes have better instruction," they "help instruction on campus," "use community resources," and "provide social contact for the students." "Visitation of students on the job by the instructor" seemed to be desirable.

How or in What Ways the Off-campus College Credit Course Program Should Be Expanded to Become More Effective. One hundred seven teachers responded to this question but many of the comments contained no specific suggestions for expanding the off-campus college credit course program to increase its effectiveness. In many instances the teachers reiterated strong points, weaknesses or criticisms of the off-campus college programs which they had mentioned in their reactions to previous questions on the questionnaire. Twenty-two areas for possible expansion were mentioned by 70 teachers, however, with 11 instructors suggesting that "off-campus classes should offer graduate credit" or that "graduate classes should be offered off-campus."

Five or more teachers felt that the off-campus program would be more effective if "more opportunities for consultation" or "visitation with the students" were possible; if "more courses to meet practical needs" were offered off-campus; and if "full-time instructors" for off-campus teaching were employed "by the college" or the "Divisions of Field Services."

Four faculty members questioned the advisability of considering the expansion of off-campus college credit course programs because "expansion does not necessarily imply becoming more effective." Perhaps there should be "an overhauling of courses" so that "present classes become more intensive." Expansion of the off-campus program "might reduce campus

enrollment"; therefore, one teacher said that the off-campus "should not be" expanded.

Four other instructors who had taught off-campus college credit courses were of the opinion that the program would be more effective if "special summer courses" were arranged for the off-campus students.

The following suggestions for expansion were made by two or three teachers: there should be "longer sessions" so that instructors could "spend more time in the community"; "full-time centers" should be established "maybe something like Junior Colleges to help those communities too small to run one of their own"; "all departments on campus should be represented off-campus"; "new courses to give greater variety" should be developed; and "the credit in all courses on or off campus should be the same."

Individual reactions to this question indicated that off-campus college credit course programs should be expanded to "include required courses"; "offer avocational courses"; "provide in-service training of college faculty"; "furnish several instructors for workshops"; "provide resources for classes"; "publish syllabi of courses offered"; "contribute to local in-service training programs" and "design more travel courses" "in all areas where needed" with "more common goals."

Courses which should be expanded to make the off-campus college credit course program more effective are: Art,

Business Education, Conservation, Elementary Science, Geography, Grammar, and Industrial Arts.

How Teachers Feel About the Adequacy of Giving the Courses in Their Department Off-campus. This was the first of two questions on the faculty questionnaire form which could be answered with a yes or no response, and many of the comments had nothing more added. Of the 140 teachers who reacted to this question, about two-thirds were classified affirmatively and slightly less than one-third were tabulated negatively. Eleven instructors were so noncommittal in their answers that it was not possible to include them in either grouping. Most of these teachers said that "it depends on the facilities" available off-campus before they could make a definite statement.

Instructors who felt that the offerings in their department could be given off-campus as adequately as on campus explained that they "can and do provide the necessary materials" "for the most part." By "using community resources" the classes are "more practical" and "meet the needs" "on a different basis." Fourteen of the 97 responses supporting the adequacy of the courses in their department off-campus stated that the classes were "better" or "definitely better" off campus.

Eleven of the 38 teachers who felt that the offerings in their department could not be given off-campus as adequately as on campus gave "lack of library facilities" as

the reason. Ten other instructors mentioned "lack of materials" and "inadequate facilities" as the reason the courses in their departments could not be offered off-campus as adequately as on campus. Other reactions were "not Industrial Art," "certainly not -- not my course," and "practice teaching -- never." One teacher replied that her course "was better on campus."

How Teachers Feel About the Adequacy of Testing in Off-campus College Credit Courses. This was the second of two questions of the faculty questionnaire form which could be answered by a yes or no response, and as in the previous paragraphs, many teachers replied with no further comment. With only a few variables, more than two-third of 131 comments were classified affirmatively and about one-third were tabulated negatively. The results of this and the previous question are almost identical. Two teachers wrote that they "don't know" and one teacher is "not satisfied anywhere" with the adequacy of testing programs.

Of the 88 instructors stating that they felt that testing, or evaluation of achievement, of off-campus courses is as adequate as for on-campus courses, nine indicated that "it's the same" because they "use the same exams." Others remarked that there is "no difference" or "at least as adequate" "if standardized tests are used." Five teachers said that evaluation of achievement of off-campus courses is "more adequate" than of on-campus classes.

Forty teachers felt that testing, or evaluation of achievement, of off-campus courses is not as adequate as for on-campus courses. In commenting upon this question, six teachers are of the opinion that testing is "not quite" or "probably not" or they "doubt" that evaluation of achievement is as adequate off-campus as for on-campus classes. Other instructors felt that testing off-campus is not as adequate as on-campus because of the "lack of background" of the students. Teachers off-campus "don't know students" as well, and the "methods and techniques of testing are poorer" because there is "less control" and "fewer contacts." Three instructors said that testing, or evaluation of achievement, of off-campus courses is "definitely not" as adequate as for on-campus courses because "it can't be."

How Methods of Teaching and Materials Are Modified for Off-campus College Credit Courses. One hundred forty comments were made in response to this question but ten reactions did not pertain to the modification of teaching methods or materials for off-campus college credit courses. Of the 130 remarks made by teachers of off-campus classes, one hundred eighteen indicated that they modified methods of teaching and materials for these classes. Twelve teachers felt that it was not desirable to make modifications. Slightly less than one-half of the 118 teachers who modify methods or materials for off-campus college credit courses

make adjustments "to the problems," "to the experience," "to the vocabulary," "to the interest" and "to the needs" of the off-campus students. This is done by "projects" and "special materials" for these classes.

Twenty teachers "use community resources" and "local resource persons" in their off-campus college credit courses. Almost as many instructors "use democratic procedures" in their off-campus classes by "dividing the class into smaller groups"; "arranging special seminars for the students"; and "encouraging discussion" on "problems of the students." In other classes the work is "student planned," and the "classes are informal."

Seven teachers are "less demanding" in their off-campus college credit courses. The work is "easier" or "more simple" and "less outside reading is required."

Other modifications of methods of teaching and materials for off-campus college credit courses mentioned by four or fewer teachers are "to lecture more," "to omit details," "to make more demonstrations," "to hold more personal conferences," "to adjust if needed," "to require more oral reports," "to furnish more supplementary material," "to rely more on the text," "to use more visual aids," "to use fewer visual aids," and "to use workshops."

Twelve instructors make "no change" in their off-campus college credit courses. Their classes are "the same" as on-campus classes. If modifications were made

there would be "less achievement" and the "work would be more elementary." One of these teachers, however, "believe they need more help."

Additional Comments Regarding the Off-campus College Credit Course Program. Ninety-seven of the 151 off-campus college credit course instructors who returned the questionnaires used in this study commented in this space provided on the form. Many of their reactions had been mentioned before and were treated in previous paragraphs in this chapter. Forty opinions expressed by 53 instructors were grouped together under broad and general categories for ease of reporting and convenience in reading in this report.

Off-campus college credit courses are "unequaled for in-service training" and "it is the duty of the college to provide these classes."

Teachers "find the work more challenging" and a "wonderful experience" which "expands our outlook" and "enriches instruction on campus" through "valuable contacts" "just like Dr. Poor's."¹

These classes "get people to summer school," but they "result in fewer students on campus."

"Why is there different credit" when "students do the same work as on campus" but "there should not be 'resident

¹ Gerald L. Poor, "Off-campus Teaching is Fun," Michigan Education Journal, XXX, No. 7, (February, 1953), p. 340.

credit'" in these "diploma mills."

Suggestions regarding the organization of off-campus classes included the thoughts that "if two classes are offered, one should be lighter," there should be "no admission of students after the second meeting of the class," there should be "more non-credit classes so that people could register as auditors," and "credit-non-credit should be used to mark students rather than A-B etc." Classes "should be made more attractive" and "when centers are established the distance should be considered."

Teaching assignments off-campus should be "rotated among the faculty," so that "all faculty should teach off-campus." Opportunities "should be voluntary" with "no classes to heads of departments." "Faculty load should be reduced" and it would be "swell if included in load." "Pay should be reconsidered" because there should be "increased pay to faculty" and they should "receive the same pay regardless of miles." Assistance should be given to "help teachers transport materials," and it is the duty of the instructors to "do research on campus -- teach off."

"Tests should be given frequently" in off-campus college credit courses, and "the teacher should counsel more with the student." The class work is "less academic and should be." "Use should be made of local newspapers."

"Tuition is too high" so "the state should subsidize these programs to reduce the pressures."

"A conference of off-campus teachers, the administration, and county superintendents" was suggested because "there is room for expansion" and "need for research like this study."

Reactions Toward the Study and a Report of the Study.

The last question of the faculty questionnaire form was:

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

Nine of the 151 teachers who returned their questionnaires failed to respond to this question. This number represents 6 percent of the total tabulations. Three faculty members, or 2 percent of the group would not like a report of the results of this study. Ninety-two percent, which represents 139 instructors, indicated that they would like a report.

Five teachers of off-campus college credit courses wrote comments to this question, but two of these comments did not pertain directly to either this study or a report of this study. The other reactions were that "the questionnaire is biased -- toward practical courses"; that "the investigator is obligated to report"; and that "a copy of the results of this study should be sent to the counseling services of the colleges."

Summary. Teachers of off-campus college credit courses are of the opinion that:

1. Since having taught off-campus classes, their opinions and feelings about their value are more favorable.
2. Instructors mark students in off-campus classes

somewhat higher compared with the way they mark students on campus.

3. The "difficulty" of work in off-campus classes is the same or somewhat easier compared with similar work on campus.

4. The value of off-campus classes is 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 college courses are taught off-campus.

7. The greatest defects or weaknesses observed in the off-campus college credit courses they have taught are in respect to the fatigue of the students and the lack of teaching materials and library books.

8. The greatest change or improvement which should be made to make off-campus college credit courses more effective would be to limit the number of hours for which a student could register at one time.

9. The most positive value or strongest point observed in the off-campus college credit courses they have taught is the practical application of the course content by the students in their teaching situations.

10. The off-campus college credit course program should

be expanded by offering graduate credit courses to become more effective.

11. For the courses in their departments, these offerings may be given off-campus as adequately as on campus.

12. From their standpoint, testing, or evaluation of achievement, is as adequate as for on-campus courses.

The teachers of off-campus college credit courses:

1. Modify methods of teaching and materials for these classes by making adjustments to the students and the students' teaching situations.

2. Would like a report on the results of this study.

CHAPTER VI

OPINIONS OF COUNTY SUPERINTENDENTS

Introduction. Opinions from the County Superintendents of Schools in Michigan were considered important to this study because many of the students in the off-campus college credit courses are under the supervision and administration of county superintendents. The four Divisions of Extension and Field Services of the Colleges of Education in Michigan and the county superintendents in each assigned area cooperate on county-wide and area-wide educational programs. Conferences for county superintendents are held periodically on each of the college campuses and the county superintendents rotate their annual state convention among the four institutions.

Analyses of the opinions of county superintendents regarding the values of off-campus college 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.¹ Analyses

¹ See Appendix II for a copy of the questionnaire.

of the responses to these questions can be presented effectively by means of quantitative treatment, and are therefore grouped in Section 1.

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 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. County superintendents were given an opportunity to comment on each of these questions, and these comments are reported on following each table. This technique was used to be consistent with the reporting in the previous two chapters.

Seven open-ended questions asked for responses from the county 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 rather unstructured questions are treated in Section 2 of this chapter.

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

The distribution of the returns from the county superintendents is shown in Table III on page 17.

Section 1

Changes in Opinion and Feeling About the Values of Off-campus College Classes Since Having Had These Classes. The first scale which requested reactions from county superintendents was: "Since off-campus college 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-nine of the 53 county superintendents of schools who returned questionnaires expressed opinions as shown in Table XXV.

TABLE XXV

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

Changes in Opinions	Number	Percent of Total	Percent of Responses
Much less favorable	0	0	0
Less favorable	1	2	2
Remained the same	5	10	10
More favorable	22	42	45
Much more favorable	21	40	43
No response	3	6	--
Total	52	100	100

No county superintendent of schools had a much less favorable opinion or feeling about the value of off-campus college credit courses since having had them taught in his area, and only one had a less favorable attitude. Of the forty-nine returns, 88 percent of the county superintendents had more favorable or much more favorable opinions and feelings about these classes.

Comments were made to this question by 16 county superintendents. The person marking the scale "less favorable" made no remark and only one of the five whose opinions "remained the same" wrote: "Good to begin with."

County superintendents had more favorable or much more favorable opinions and feelings about the value of off-campus college credit courses because "the results are evident in the classroom," there are "changes in subject matter" and "changes in methods of teaching," "the classes are practical -- down to earth" and "meet the needs of the group." These classes are "of great value" because they "keep teachers" and "create more interest." Their opinions "were always good" but are "growing in favor" and "are appreciated."

How County Superintendents Think Instructors Mark Students in Off-campus Classes Compared with the Way They Mark Students on Campus. Two questions were asked the county superintendents of schools regarding comparisons between on-campus and off-campus classes. The first question asked

their opinion 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." Five county superintendents did not reply. Table XXVI shows the 47 responses.

TABLE XXVI

HOW COUNTY SUPERINTENDENTS THINK INSTRUCTORS MARK STUDENTS IN OFF-CAMPUS CLASSES COMPARED TO THE WAY THEY MARK STUDENTS ON CAMPUS

Degree of Opinion	Number	Percent of Total	Percent of Responses
Much lower than on campus	0	0	0
Somewhat lower than on campus	5	10	10
Same	24	46	50
Somewhat higher than on campus	18	34	40
Much higher than on campus	0	0	0
No response	5	10	0
Total	52	100	100

All of the responses were within the three middle points on the scale and one-half of the county superintendents thought that instructors mark students the same in off-campus classes compared with the way they mark students on campus. Forty percent of those who replied felt that the marks off-campus are somewhat higher than on campus.

Two of the 16 county superintendents of schools who wrote comments to this question indicated that they had no

opinion because they "don't know" how instructors generally mark students in off-campus classes compared to the way they grade students on campus. Those who were of the opinion that instructors mark somewhat lower gave that reaction because "there is no point in being too close in marking" but "teachers are fair." "Marks do not compare because work is more difficult in off-campus classes." Another county superintendent is "probably influenced by my own grades. On campus, my marks were higher."

Three comments were made by county superintendents who have the opinion that instructors mark the same. They felt they were the same because "those who have taken classes say they are the same," but "maybe a little higher." One superintendent said "the scale is unfair" because the present marking system is unfair, and he suggested a new grading system.

Marks are somewhat higher off-campus because "instructors take into account the student's load" and "give the benefit of doubt." "More work is required off-campus." "More informal classes off-campus provide an opportunity to get better acquainted" and "poorer students get better grades than on campus." One county superintendent suggested that "marks should be 'credit' or 'non-credit'."

How County Superintendents Think the "Difficulty" of Work in Off-campus Classes Compares with Similar Work on Campus. The second question asked county superintendents

pertaining to their opinions regarding comparisons between on-campus and off-campus classes related to the difficulty of work. Responses to the question ranged from "off-campus classes much easier" to "off-campus classes much harder." Table XXVII shows the tabulations of how the county superintendents think the difficulty of work in off-campus classes compares to similar work on campus. Five of the county superintendents of schools who returned questionnaires did not react to this question.

TABLE XXVII

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

Opinions of County Supts.	Number	Percent of Total	Percent of Responses
Off-campus classes much easier	1	2	2
Off-campus classes somewhat easier	9	17	20
Same	25	48	53
Off-campus classes somewhat harder	11	21	23
Off-campus classes much harder	1	2	2
No response	5	10	0
Total	52	100	100

Slightly more than one-half of the 47 county superintendents who responded to this question felt that the difficulty of work in off-campus classes, compared with similar

work on campus, is the same. The other one-half are almost equally divided in their opinions. Twenty-two percent believed that the work off-campus is somewhat or much easier compared with similar work on campus, and 24 percent felt that the work is somewhat harder or much harder.

Nineteen comments to this question were made by the 52 county superintendents who returned questionnaires. Two superintendents who made no response to the scale wrote that there is "more work on campus because of library" and "teachers say they are harder." No comments were written by those who thought that the work off campus was much easier or much harder.

Off-campus classes are somewhat easier because "students are not able to spend as much time as they would like" because "they are limited with family and homes." "Written assignments are less strenuous, but more practical to classroom and community." The "longer time between classes for preparation" also helps to make off-campus classes somewhat easier.

The difficulty of work is the same because "instructors make courses comparable" "if references are available." Off-campus classes have "less busy work -- more practical" but "I have heard that some classes require less preparation." "Five years ago I would have said much easier."

County superintendents thought that off-campus classes are somewhat harder than on-campus classes because it is

"more difficult to secure reference material." "Students do not know where to get material" because "aids and materials are limited" and "libraries are inadequate." "The work is along more experienced lines" and "those with experience do a better job than those without." "Students have less time" because "they are influenced by many more things than on-campus students."

Value of Off-campus Classes Compared with Correspondence Courses. The county 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 the schools under the jurisdiction of these superintendents. Some of the county superintendents have also been enrolled as students in both off-campus college credit courses and correspondence courses.

Three superintendents did not react to the question. Table XXVIII shows the results of the 49 responses from the county superintendents who answered the question. Table XXVIII is on the following page.

Comments were made by 23 county superintendents, but none of the three individuals who thought that off-campus college credit courses and correspondence courses have the same value wrote remarks.

Off-campus classes are more valuable or much more valuable than correspondence courses because of the "interaction"

of the individuals in off-campus courses. The "personality of the instructor," with the "exchange of experiences of the students" and the "available materials" bring the students "close to the problems." One superintendent said that "off-campus classes are also more valuable than Saturday classes."

TABLE XXVIII

VALUE OF OFF-CAMPUS CLASSES COMPARED TO
CORRESPONDENCE COURSES

Value Comparisons	Number	Percent of Total	Percent of Responses
Off-campus classes much less valuable	0	0	0
Off-campus classes less valuable	0	0	0
Same value	3	6	6
Off-campus classes more valuable	11	21	22
Off-campus classes much more valuable	35	67	72
No response	3	6	--
Total	52	100	100

Several county superintendents of schools said that "correspondence courses are out of the picture." They hold "small regard" for the "credit snatching courses" and take a "dim view of correspondence" because "there is no comparison."

One superintendent "recommends correspondence to students" because, as two of them said: "It depends on the individual."

Maximum Number of Semester Hours for Which a Student Should Be Able to Enroll Each Semester. County superintendents of schools have discussed the matter of the maximum number of semester hours for which a student should be able to enroll each semester on several occasions. It has been considered in some of the area meetings, and experimental limitations have been imposed in a few counties.

County superintendents were asked to indicate on a five-point scale what they thought the maximum number of semester hours for which a teacher, as a student in off-campus classes, should be able to enroll each semester. The scale ranged from not more than 3 hours to not more than 6 hours. The last space on the scale was constructed in a way to permit the respondents an opportunity to specify the number of hours they thought should be the maximum. Table XXIX on page 118 shows the results of the tabulations to this question. Seven superintendents did not reply to this question.

Sixty percent of the county superintendents who responded to this question were of the opinion that the maximum number of semester hours for which a student should be able to enroll each semester is six. One out of five of these superintendents felt that three hours should be

the maximum number allowed.

TABLE XXIX

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

Number of Hours	Number	Percent of Total	Percent of Responses
3 hours	9	17	20
4 hours	4	8	9
5 hours	3	6	7
6 hours	27	52	60
Other	2	4	4
No response	7	13	--
Total	52	100	100

One superintendent indicated that the maximum number of semester hours should be nine, and one other wrote that he felt the maximum should be six semester hours per year.

Twenty-six comments were made by county superintendents of schools regarding the maximum number of semester hours for which a student should be able to enroll each semester. Several of the superintendents qualified the responses which they had made on the scale by writing "variables" in the space provided for comments. Other superintendents felt that the maximum number of hours "depends on the home" or "the school" or "the courses." One had the

opinion that the maximum number of hours should be "decided by a college committee."

The county superintendents of schools who thought that three hours should be the maximum number allowed each semester felt that students "should not attempt more" because they "might not have enough time for social activities" and "their families." Therefore, three hours "is enough."

One county superintendent of schools had the opinion that the maximum number of hours should be four because getting more would be "just for credit."

Five hours each semester is "enough" and "sufficient" "but practice teaching should be limited to three."

Students would be "overloaded if more than six" hours of college credit were allowed each semester in off-campus college credit courses. "More would be excessive" but "six hours are required" and "needed for certification." "Teachers like six" and "the best teachers take six." Some of the county superintendents who indicated that six semester hours of college credit should be the maximum number of hours for which a teacher, as a student in off-campus classes, should be able to enroll each semester thought that "three was enough" and "three is ideal." Some also said that it was "variable," "depending upon the distance" and "the individuals." One superintendent had the opinion that "students should have a 'B' average" to take six hours.

One county superintendent can "see no difference" if

the maximum number of semester hours were to be nine.

Section 2

In this section of the chapter an analysis and report is made on the six open-ended questions and one space for additional comments on the county 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 a relatively few number of people are reported if they seem to be pertinent to this study. In many cases, direct quotations are made to illustrate the opinions of the county superintendents of schools who replied to the questionnaire.

How Off-campus Courses Are Meeting the Needs of Teachers. The first question on the questionnaire form for county superintendents of schools asked: "How are the off-campus college credit courses which are offered meeting the needs of teachers in your area?" Fifty of the 52 county superintendents who returned questionnaires answered this question with sixty-three comments. Fifteen county superintendents are of the opinion that the off-campus college credit courses in their areas are meeting the needs of teachers by "being practical" and "effecting changes." These classes "help with teaching" and "show improvement" "in the elementary grades especially." The "refresher" and "workshop" "in-service

training" "help teachers with their problems," "keeps them up on their toes" and creates "interest."

Thirteen county superintendents felt that off-campus classes are meeting the needs of teachers by "helping them secure credit for certification." This "preparation" assists "the older teachers" to "maintain their legal status," "to get the State Limited" certificate, and encourages "staying in the profession."

Six county superintendents answered the question by writing: "very well"; and others added: "satisfactory," "well satisfied," "apparently o.k.," and "quite well, I would say."

These classes represent a "splendid job by the college" and "are the only means," even "better than on campus."

Two unfavorable comments were written by county superintendents. One of them said that off-campus college credit courses which are offered are "not always" meeting the needs of teachers in his area: and the other one replied that needs were being met "not too fast."

Defects or Weaknesses Observed in Off-campus College Credit Courses. Sixty-three comments were made by 44 county superintendents. Eight superintendents did not reply. The two defects or weaknesses mentioned most frequently by the county superintendents of schools which they had observed in the off-campus college credit courses which have been taught in their areas are that the classes are "not meeting

needs" and that there is "poor instruction" of these classes. Thirteen comments were reported for each of these general classifications. Off-campus classes are not meeting the needs because they are "impractical" and "taught as classes on campus."

County superintendents of schools were of the opinion that the weakness of poor instruction is present in the off-campus college credit courses which have been taught in their areas because of "the way classes are taught." "Instructors use poor methods" and "have no appreciation" and "no consideration" for the students. They are "unreasonable" "too lenient" and "too demanding." Some of the instruction "lacks depth" and "needs organization and planning." There should be "more individual assignments" by "surveying the groups."

Six superintendents thought that the defects they had observed were "lack of facilities." There are "not enough library materials" or "visual education," and the "social life" is inadequate. Almost as many superintendents believed that there are "too many hours of credit" available for the students.

Comments made by one or two county superintendents of schools indicated that "there should be more variety," "evaluation is not the same as on campus," "class records are poor," "classes are too large," "there is no follow-up when classes are completed," "there should be more workshops --

more demonstration," "there are sometimes poor combinations of classes," and "they should be more academic" and "not so much education."

No weaknesses or defects were mentioned by ten county superintendents, especially "when the county superintendent is on the job."

Changes or Improvements Which Should Be Made to Make Off-campus Courses More Effective. Thirty-eight county superintendents made 35 suggestions for changes or improvements which should be made to make off-campus college credit courses more effective. Fourteen superintendents indicated no reactions to this question. The greatest number of suggestions were made by 18 superintendents who recommended "changes in teaching technique" by using "projects instead of term papers," and "workshops" which would consider the "problems" and "needs" of the "every day work" in "rural" and "elementary" education.

"More required courses" should be offered off-campus, and "more subjects" made available for "greater variety." Specific requests made by the eight county superintendents of schools were for "sequence" courses and "directed teaching."

Seven superintendents referred to the activity of having the instructors of the off-campus college credit course visit the students while on the job. They "like visiting" and thought there "should be more" because "it helps." Five

superintendents felt that to improve the effectiveness of off-campus college credit courses a "more careful selection of teachers" should be made and that teachers should be "alerted to the needs."

Other changes or improvements which should be made to make off-campus college credit courses more effective were to "have resident credit equal to campus credit"; "have smaller groups"; "have more library facilities"; and have classes "start earlier." There should be "more social" activities, "more use made of community resources," "more centers," and "more publicity to Boards of Education on the values of off-campus classes." Colleges should "be more lenient to accept credit."

Positive Values or Strong Points Observed in Off-campus College Credit Courses. County superintendents of schools are of the opinion that the most positive value or strongest point they had observed in the off-campus college credit courses which have been taught in their areas is that these classes "result in better teachers." "In-services" create "better attitudes," "improved philosophy" and "increased efficiency." The students are "more alert" to the "recognition of problems" and "make application" of "new methods" and "new materials." Areas of instruction which were specifically mentioned as being helpful were: Arithmetic, Art, Biology, Conservation, Guidance, and Health. Twenty-three of the 55 comments made by forty-eight county

superintendents related to the improvement of teachers in their areas as a result of the off-campus college credit courses which they had observed.

Nine county superintendents of schools thought that the strongest points of off-campus college credit courses are that the classes are "better off-campus than on." Reasons cited for this opinion were "the use made of local resources" and the opportunity for "instructors becoming acquainted" with the students. The instructors "work through and with our teachers" by offering "workshops" which consider the "needs and problems" of "elementary teachers." "Area studies" enable the students to take information "back to the classrooms."

The "interaction of the group" was another strong point of off-campus college credit courses reported by the county superintendents of schools. The "social" and "professional" relationships encouraged "expressions of ideas" on "curriculum" which enabled the students to put "theory" into "practice."

About as many county superintendents had the belief that the strong point of off-campus college credit courses was "good instruction." The teachers of these classes "demonstrated" "material" and "supplies" and "used outlines." They "did try to make the classes practical," although "sometimes the teachers are unsympathetic."

Other positive values observed by county superintendents

of the off-campus college credit courses were "the cooperation of the college with the county superintendent" which "develops a loyalty to the college"; the "convenience" of these classes for the students; and the fact that "some of the credit is residence credit."

Ways the Off-campus College Credit Course Program Should Be Expanded to Become More Effective. Forty-three county superintendents made 48 comments which indicated how or in what ways the off-campus college credit course program should be expanded to become more effective. The heaviest concentration of responses was nine superintendents who suggested that the expansion of the program should be by adding "more practical subjects" to the offering. The only specific suggestion was "practice teaching" which was mentioned by five of these county superintendents.

Six county superintendents think that "more visitation" by the instructors of the off-campus college credit courses would increase the effectiveness of these classes. In the opinion of these six superintendents, "on-the-job" visitation is a desirable activity which should be expanded.

More "follow-up of classes" should be made to increase the effectiveness of the off-campus college credit course programs. There should be a "survey of needs" to determine the necessary classes, and "county committees" should be organized as a means for conducting these surveys. There should be a "greater variety" of classes offered off-campus,

and "more required courses" should be made available.

Four county superintendents thought that the off-campus college credit course program is "sufficient" and "good" or "99% good."

Suggestions for expanding the off-campus college credit course program to increase its effectiveness which were made by three or fewer county superintendents were that "the newer methods of teaching should be used more in the classes." References were made to "workshops" and various types of "discussion" methods. There should be a "new degree" for the off-campus college credit course student, and this degree should be "more flexible" in its requirements for completion. "More teachers" and "more centers" should be added to the program. Perhaps the addition of "branch" and "community colleges" in those locations "too small to have their own" would provide "more time for the instructors" to be present in the off-campus centers. The addition of faculty members to be used as "helping teachers" was also suggested.

Off-campus college credit courses should offer "residence credit" and "graduate credit," and there should be "transfer of credit from one college to another without penalty." Classes should "start earlier in the Fall" and college faculty members should have "relief from their load" for off-campus teaching assignments.

Real Problems that May Be Alleviated by Off-campus

College Credit Courses. County superintendents of schools were asked to indicate some of the real problems that they face that may be alleviated by off-campus college credit courses. Forty remarks were made by forty superintendents, with three of them writing "none." From the 37 problems mentioned, almost one-half of the county superintendents said that "more teachers are needed" and that off-campus college credit courses alleviate somewhat this problem. These classes "provide an opportunity" and "offer refreshers" to "the older teachers" for "renewal of certificates" and meeting "certification requirements." The implementation of "newer techniques" "raise standards."

Another problem of county superintendents was the need for "more in-service training." Off-campus college credit courses may alleviate the urgency of this situation by offering "more classes in Guidance," "Child Psychology," and "Remedial Reading."

Although off-campus college credit courses "should be more flexible," they do "provide the needed" and "required" courses. This "provides teachers" by "extending the college" and "replaces the lack of a Junior College."

Three county superintendents of schools felt that off-campus college credit courses alleviate the problem of "distance" which is a handicap in "in-service training."

Additional Comments Regarding the Off-campus College Credit Course Program. Thirty-six of the 52 county school

superintendents who returned questionnaires wrote additional comments in the space provided regarding the off-campus college credit course program. There was one area of consistency in these remarks and that area was in relation to "the requirements for graduation." These requirements "should be re-examined" and "liberalized" because "all classes should count." "All the credit should be the same" because "these classes result in better teachers." The off-campus college credit classes "provide teachers" which "means more teachers" because off-campus classes are "more convenient." This additional supply of teachers "keeps the schools open" and is the "only way to compensate for sub-certificated teachers" and "provide better education for the boys and girls in Michigan."

There has been a "great improvement" in the off-campus college credit course program; but "required courses" and a "greater variety" of courses "should be designed for off-campus" because "all the courses should help teachers."

There should be "a \$100 bonus for six hours" to the students but "these classes should not be during the school year."

It was also suggested that there be "more coordination between colleges in the same area," and the "transfer of credit" was mentioned again.

One county superintendent felt that "these classes provide in-service training for the college faculty."

It was the "hope that these classes continue" because "they are appreciated" by the county superintendents of schools.

Reactions Toward the Study and a Report of the Study.

The last question on the questionnaire form for county superintendents asked if they would like a report on the results of this study. Five superintendents did not respond. One county superintendent would not like a report and 46 would like a report. This represents 88 percent of the county superintendents of schools who returned the questionnaires which were used in this study.

Only three comments were made. One county superintendent who would like a report on the study wrote "certainly." One other one said "yes, and would like to see a change in the marking system." The third one asked: "Isn't the real purpose of extension classes defeated somewhat when too much credit is given?"

Summary. County 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 in off-campus classes the same or somewhat higher compared with the way they mark students on campus.

3. The "difficulty" of work in off-campus classes is the same compared with similar work on campus.

4. Off-campus classes are much more valuable than correspondence courses.

5. Six semester hours should be the maximum number of hours for which a teacher, as a student in off-campus classes, should be able to enroll each semester.

6. Off-campus classes are meeting the needs of teachers in their areas by being practical and effecting changes.

7. The defects or weaknesses they have observed in the off-campus college credit courses which have been taught in their areas are that the classes are not meeting the needs and that there is poor instruction in the classes.

8. The change or improvement which should be made to make off-campus college credit courses more effective would be changes in teaching technique.

9. The positive value or strong point they have observed in the off-campus college credit courses which have been taught in their areas is that they result in better teachers.

10. The way the off-campus college credit course program should be expanded to become more effective is to offer more practical courses.

11. The real problems that may be alleviated by off-campus college credit courses is the need for more teachers.

12. The requirements for graduation should be reexamined and liberalized.

13. They would like a report of the results of this study.

CHAPTER VII

FINDINGS, CONCLUSIONS, AND IMPLICATIONS
FOR FURTHER STUDY

This study was concerned with determining opinions of students, teachers, and county superintendents of schools regarding certain values of the off-campus college credit course programs which are conducted in Michigan by the four Colleges of Education. To some extent, an attempt was made to determine what effect, if any, these off-campus college credit classes 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 Colleges of Education 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 college 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 college credit classes during the fall semester, 1952-'53,

members of the faculties of the four Colleges of Education, and the County Superintendents of Schools in Michigan.

Findings. The following points of information concerning the off-campus college credit course students were revealed by the results of this study:

1. Ninety-five percent of the students are female.
2. Seventy-four percent of the students are married, 13 percent are single, 8 percent are widowed, and 5 percent are divorced or separated.
3. Forty-three percent of the students are between 45 and 59 years of age and forty-two percent are between 25 and 44 years of age. Ten percent are younger than 25 years and five percent are older than 59 years.
4. Fifty-two percent of the students have taught school from five to fourteen years, 20 percent have taught school from fifteen to twenty-four years, and 16 percent have taught school from one to four years.
5. Thirty-one percent of the students have earned from ninety to one hundred nineteen semester hours of college credit, 30 percent have earned from sixty to eighty-nine semester hours of credit, and 25 percent have earned from thirty to fifty-nine semester hours of credit. Ten percent have earned Bachelors Degrees and 3 percent have earned less than thirty hours of college credit.
6. Thirty-one percent of the students have earned from sixty to eighty-nine semester hours of college credit on

college campuses. Twenty-five percent have earned from thirty to fifty-nine semester hours of credit on campus and 25 percent have earned less than thirty semester hours of credit on campus. Seven percent have earned from ninety to one hundred nineteen hours on campus and 7 percent have earned Bachelors Degrees on campus. Four percent of the students have not earned college credit on a college campus.

7. Fifty-three percent of the students have earned less than thirty semester hours of college credit in off-campus courses and 36 percent have earned from thirty to fifty-nine semester hours of college credit in off-campus classes. Six percent have earned from sixty to eighty-nine semester hours in off-campus classes. No students have earned more than eighty-nine semester hours of college credit in off-campus classes and 3 percent have not earned any college credit off-campus.

8. Forty-four percent of the students have not earned semester hours of college credit by correspondence. Thirty-three percent have earned from one to seven semester hours of college credit by correspondence and 14 percent have earned from eight to fifteen semester hours by correspondence. Four percent have earned from sixteen to thirty semester hours by correspondence courses.

9. Thirty-seven percent of the students are teaching with a Special teaching certificate and 23 percent hold

State Limited certificates. Twenty-one percent of the students have been granted Two-year Life certificates and 8 percent hold Provisional certificates. Six percent of the students are teaching with County Normal certificates.

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

1. Since having had experiences with off-campus college credit courses, the opinions of students and faculty are more favorable and the opinions of county superintendents are more favorable or much more favorable.

2. Students think instructors mark the same; faculty members think instructors mark somewhat higher; and county superintendents think instructors mark the same or somewhat higher compared with the way instructors grade their students on campus. Instructors explained the somewhat higher marks off-campus as the result of more and better work and greater maturity of the off-campus students.

3. Students and county superintendents think the difficulty of work is the same and faculty members think the difficulty of work is the same or somewhat easier compared with similar work on campus.

4. Students think that off-campus classes are more

or much more valuable, and faculty members and county superintendents think that off-campus classes are much more valuable than correspondence courses.

5. Faculty members think the maximum number of hours should be three or four, and students and county superintendents think the maximum number of hours should be six for which a teacher should be able to enroll each semester.

Five-point scales also revealed that students felt that instructors of off-campus classes are of some help or great help in helping them 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 more use of community resources.
2. They have encouraged more participation of their students in school planning.

Analyses of responses to open-ended questions revealed the following opinions held by students, faculty, and county superintendents of schools regarding certain values of the off-campus college credit course programs. Reactions further revealed certain opinions expressing criticisms of the off-campus college 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 off-campus college credit classes are impractical and not meeting their curriculum or teaching needs.

2. The defect in off-campus college credit courses observed by students and county superintendents of schools is that the instruction in the classes is poor or unsatisfactory. The teachers of these classes reported that the greatest defects were the physical fatigue of the students and inadequate reference material.

3. Students of off-campus college credit courses are of the opinion that the information and skills obtained for new teaching methods and techniques are the most positive values of off-campus classes. The teachers thought that the positive value was the maturity of the students and the practical application which is made of the subject matter. The positive value mentioned by the county superintendents is that the off-campus classes result in better teaching by the students in their own teaching situations.

4. The change or improvement which should be made to make the off-campus college credit course programs more effective for students is to make the courses more practical for rural and elementary schools. Teachers would limit the number of hours for which a student could enroll, and county superintendents of schools thought that changes should be made in the teaching techniques used in the off-

campus classes.

5. The students felt that the off-campus college credit course program should be expanded by increasing the variety of classes offered and the number of off-campus centers. Teachers felt that the off-campus classes should offer graduate credit and county superintendents suggested that more practical subjects should be offered off-campus. Both the teachers and the county superintendents were of the opinion that the teachers should have more opportunity for consultation and visitation with the students.

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

1. The students have improved their teaching techniques by using modern methods and being more democratic.


2. They have changed their basis for evaluating pupil progress by recognizing individual growth and development.

3. They have changed their methods of reporting pupil progress to parents by using parent conferences.

4. They have added new and different teaching materials by adding visual aids and reference materials.

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

1. 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.



2. They felt that the testing, or evaluation of achievement, of off-campus courses is as adequate as for on campus courses.

3. They felt that for the courses in their departments, those offerings may be given off-campus as adequately as on campus.

4. They modify methods of teaching and materials for off-campus college credit courses by adjusting to the experiences, needs, and problems of the students.

The following opinions were expressed by county superintendents of schools.

1. The off-campus college credit courses which are offered are meeting the needs of teachers in their areas by being practical and effecting changes in teaching practices.

2. The need for more teachers is the real problem which they face that may be alleviated by off-campus college credit courses.

Two additional comments regarding the off-campus college credit course programs were added by students, teachers, and county superintendents.

1. Students would like an opportunity to exchange ideas on the results of this study. The faculty felt that these classes are unequalled for in-service training and that it is the duty of Colleges to provide these services. County superintendents of schools would like to have the requirements for graduation re-examined.

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

Conclusions. The following conclusions may be drawn from the results of the findings of this study. These conclusions are concerned with the off-campus college credit programs of the four Colleges of Education in Michigan.

1. The off-campus college 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 college credit courses as a student, teacher, or county superintendent of schools generally result in more favorable attitudes toward these off-campus college 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 college credit each semester, it can be concluded that it is desirable that a limit be set. The present regulation which limits the number of semester hours to six for which a teacher, as a student in an off-campus class may enroll, is justified.

4. Consultative and visitation services to the students in off-campus college credit classes should be extended. Visitation by the teacher to the student in her class

room seems to be desired and beneficial.

5. Consideration should be given to the feasibility of extending classes offering graduate credit off-campus. It appears that the interests expressed for graduate credit courses off-campus would justify this consideration.

6. The correspondence college 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 classes compared with the way these instructors grade their students on 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 compared with similar work on campus. The work off-campus is somewhat easier because the teachers 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 on and off-campus.

12. The requirements for graduation from college 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 college credit which will apply toward a higher teaching certificate because of certain college restrictions.

13. Instructors of off-campus college credit courses are quite effective in helping students meet and solve some of their teaching problems.

14. There should be attempts made to improve the instruction in the off-campus college credit courses because instruction in off-campus college credit classes is sometimes poor or unsatisfactory.

15. Off-campus college credit classes should be designed to be practical and to meet the curriculum and teaching needs of the students. This is particularly desirable for the students who are teachers in rural and elementary schools. Consideration should be given to the feasibility of offering

a greater variety and more practical classes off-campus to meet the needs of these students.

16. Many off-campus college credit courses are practical and meeting the needs of the students.

17. Off-campus college credit course programs result in changes, and new and different teaching techniques are used by the students in their classrooms as a result of these classes. They use more community resources and encourage more participation of their pupils in school planning. Many students, as teachers, use more democratic methods, have changed their basis for evaluating pupil progress, and have changed their methods of reporting pupil progress to the parents. They use new and different teaching materials in their classrooms.

18. On the basis of the expressed reactions, some attempts should be made to report the results of this study to the students, teachers, and county superintendents of schools who furnished the data for this study.

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

1. The results of this study showed certain comparisons of opinions regarding selected aspects of college credit course work on campus and off campus. Opinions

were expressed by some people in all three of the groups surveyed in this study that differences in kinds of credit issued by colleges should be reexamined. This would seem worthy of investigation.

2. Another area which would seem to lend itself to research would be an analysis of the values of college credit by correspondence courses in relation to in-service training of rural and elementary teachers.

3. An attempt was made in this study to determine what modifications if any were made in the teaching practices of students enrolled in off-campus college credit courses as a result of these classes. Students, faculty, and county superintendents of schools were of the opinion that certain changes resulted. It appears desirable to study further and rather intensively by case study, perhaps, the changes which actually take place in the classrooms and the communities represented by students enrolled in off-campus college credit courses.

4. A fourth area of research which has been implied by the present study would be an investigation of training programs for the preparation and in-service training of college faculty members for teaching off-campus college credit classes.

APPENDIX I

SECTION A

TABLE I

OFF-CAMPUS COLLEGE CREDIT COURSE ENROLLMENTS, FALL, '52
NUMBER OF QUESTIONNAIRES RETURNED AND NUMBER OF SAMPLES

CENTRAL MICHIGAN COLLEGE OF EDUCATION

Centers	Enrollments	Number Returned	Number of Samples
Alpena	71	52	5
Bad Axe	62	60	6
Bay City	59	34	3
Benzonia	33	19	2
Cadillac	43	40	4
Caro	77	68	7
Charlevoix	32	23	2
Cheboygan	37	6	1
Clare	41	15	2
Evart	33	31	3
Gaylord	34	23	2
Gladwin	31	22	2
Ithaca	61	32	3
Midland	35	34	3
Owosso	90	58	6
Rose City	41	21	2
Saginaw	70	45	5
St. Johns	50	42	4
Standish	51	41	4
Stanton	40	30	3
Tawas City	28	22	2
Traverse City	49	36	4
Totals	1068	754	75

TABLE II

OFF-CAMPUS COLLEGE CREDIT COURSE ENROLLMENTS, FALL, '52
NUMBER OF QUESTIONNAIRES RETURNED AND NUMBER OF SAMPLES

MICHIGAN STATE NORMAL COLLEGE

Centers	Enrollments	Number Returned	Number of Samples
Adrian	67	22	2
Capac	37	20	2
Fenton	35	28	3
Flint	225	91	9
Fowlerville	36	23	2
Genesee County	28		
Heintzen School	59	14	1
Howell	15	8	1
Jackson	117	54	5
Jonesville	39	22	2
Lansing	22	22	2
Lapeer	86	28	3
Monroe	74	28	3
Mt. Clemens	52	21	2
Pontiac	89	39	4
Port Huron	46	11	1
Sandusky	25	23	2
Washtenaw County	15	14	1
Pinckney	22	18	2
Totals	1089	486	47

TABLE III

OFF-CAMPUS COLLEGE CREDIT COURSE ENROLLMENTS, FALL, '52
NUMBER OF QUESTIONNAIRES RETURNED AND NUMBER OF SAMPLES

NORTHERN MICHIGAN COLLEGE OF EDUCATION

Centers	Enrollments	Number Returned	Number of Samples
Gladstone	13	11	1
Hancock	20	9	1
Iron Mountain	72	29	3
Ishpeming	11	10	1
L'Anse	17	13	2
Manistique	20	20	2
Newberry	17	17	2
Sault Ste. Marie	46	33	3
Stephenson	15	15	2
Totals	231	159	17

TABLE IV

OFF-CAMPUS COLLEGE CREDIT COURSE ENROLLMENTS, FALL, '52
NUMBER OF QUESTIONNAIRES RETURNED AND NUMBER OF SAMPLES

WESTERN MICHIGAN COLLEGE OF EDUCATION

Centers	Enrollments	Number Returned	Number of Samples
Battle Creek	19	16	2
	12	4	1
	82	72	7
Benton Harbor	19	17	2
	36	16	2
Byron Center	13	10	1
Cassopolis	14	10	1
Centerville	33	26	3
Charlotte	36	27	3
Coldwater	31	27	3
Grand Haven	23	23	2
Grand Rapids	19		
	24	6	1
	31	28	3
	26	26	3
Hastings	40	37	4
Homer	50	37	4
Kent City	53	49	5
	16	12	1
Marshall	37	20	2
Muskegon	25	24	2
	16	13	1
	36	22	2
	38	27	3
Newaygo	23	23	2
Paw Paw	76	23	2
Richland	9	8	1
St. Joseph	30	13	2
Saranac	41	10	1
	30	28	3
Shelby	16	10	1
South Haven	35	24	2
Zeeland	39	27	3
Totals	1028	715	75

APPENDIX I

SECTION B

TABLE V

RETURNS OF FACULTY QUESTIONNAIRES
CENTRAL MICHIGAN COLLEGE OF EDUCATION

Department	Number of Returns	Semesters Taught Off Campus
Agriculture	1	12
Art	5	25-16-15-6-3
Biology	3	5-3-2
English	9	40-12-10-8-5-5 4-3-3
Geography	1	8
Industrial Arts	4	33-14-1-1
Personnel	5	22-5-4-3-2
Physical and Health Education	4	12-10-6-1
Psychology and Education	21	44-40-40-21-18 16-10-8-8-6-5-5 4-4-3-3-2-1-1-x x
Social Science	7	40-12-9-9-5-1-1
Speech	3	11-8-8
No Response		
Total	63	

x Number of semesters not reported in the returned questionnaire.

TABLE VI
RETURNS OF FACULTY QUESTIONNAIRES
MICHIGAN STATE NORMAL COLLEGE

Department	Number of Returns	Semesters Taught Off Campus
Art	2	5-5
English	1	20
Extension	1	10
Physical and Health Education	1	4
Psychology and Education	4	4-4-3-1
Social Science	2	6-6
No Response	3	30-14-x
Total	14	

x Number of semesters not reported in the returned questionnaire.

TABLE VII

RETURNS OF FACULTY QUESTIONNAIRES
NORTHERN MICHIGAN COLLEGE OF EDUCATION

Department	Number of Returns	Semesters Taught Off Campus
Agriculture	2	6-3
English	2	4-1
Geography	1	5
Mathematics	1	4
Music	2	4-3
Psychology and Education	4	12-12-8-5
Social Science	4	4-3-3-1
Speech	2	3-4
No Response	1	x
Total	19	

x Number of semesters not reported in the returned questionnaire.

TABLE VIII

RETURNS OF FACULTY QUESTIONNAIRES
WESTERN MICHIGAN COLLEGE OF EDUCATION

Department	Number of Returns	Semesters Taught Off Campus
Agriculture	1	8
Art	1	6
Biology	4	8-1-1-x
Business	2	1-x
English	7	33-25-16-12-12-1-x
Extension	1	5
Geography	4	37-30-10-4
Industrial Arts	2	8-6
Language	1	1
Library	1	5
Mathematics	1	1
Music	1	5
Occupational Therapy	1	2
Physical & Health Ed.	1	1
Physics	2	7-x
Psychology & Education	12	51-40-14-10-9-8 8-8-4-4-3-1
Social Science	10	66-45-40-29-28-16 15-12-9-5
Speech	3	7-6-2
Total	55	

x Number of semesters not reported in the returned questionnaire.

APPENDIX II

Dear Student:

The Divisions of Extension and Field Services of the four Michigan Colleges of Education are anxious to improve their off-campus college 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 experiences 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 college credit courses conducted by the Colleges of Education in Michigan during the Fall 1952 semester.

Please feel free to comment about any or all phases of the off-campus college 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 College of Education
Michigan State Normal College
Northern Michigan College of Education
Western Michigan College of Education

APPENDIX II

Student Questionnaire

PERSONAL INFORMATION

155

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

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

	v					
	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	Provi- sional Perma- nent 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 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:

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:

APPENDIX II

Dear Faculty Member:

The Divisions of Extension and Field Services of the four Michigan Colleges of Education are anxious to improve their off-campus college 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 experiences 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 college 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 college 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 College of Education
Michigan State Normal College
Northern Michigan College of Education
Western Michigan College of Education

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 following questions.

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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?

<input type="checkbox"/>	<input type="checkbox"/>
no	yes

APPENDIX II

Dear County Superintendent:

The Divisions of Extension and Field Services of the four Michigan Colleges of Education are anxious to improve their off-campus college 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 experiences with such courses so that the evaluation will be as complete as possible.

This questionnaire is being sent to all the county superintendents in the state.

Please feel free to comment about any or all phases of the off-campus college 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 College of Education
Michigan State Normal College
Northern Michigan College of Education
Western Michigan College of Education

County 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 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
----	-----

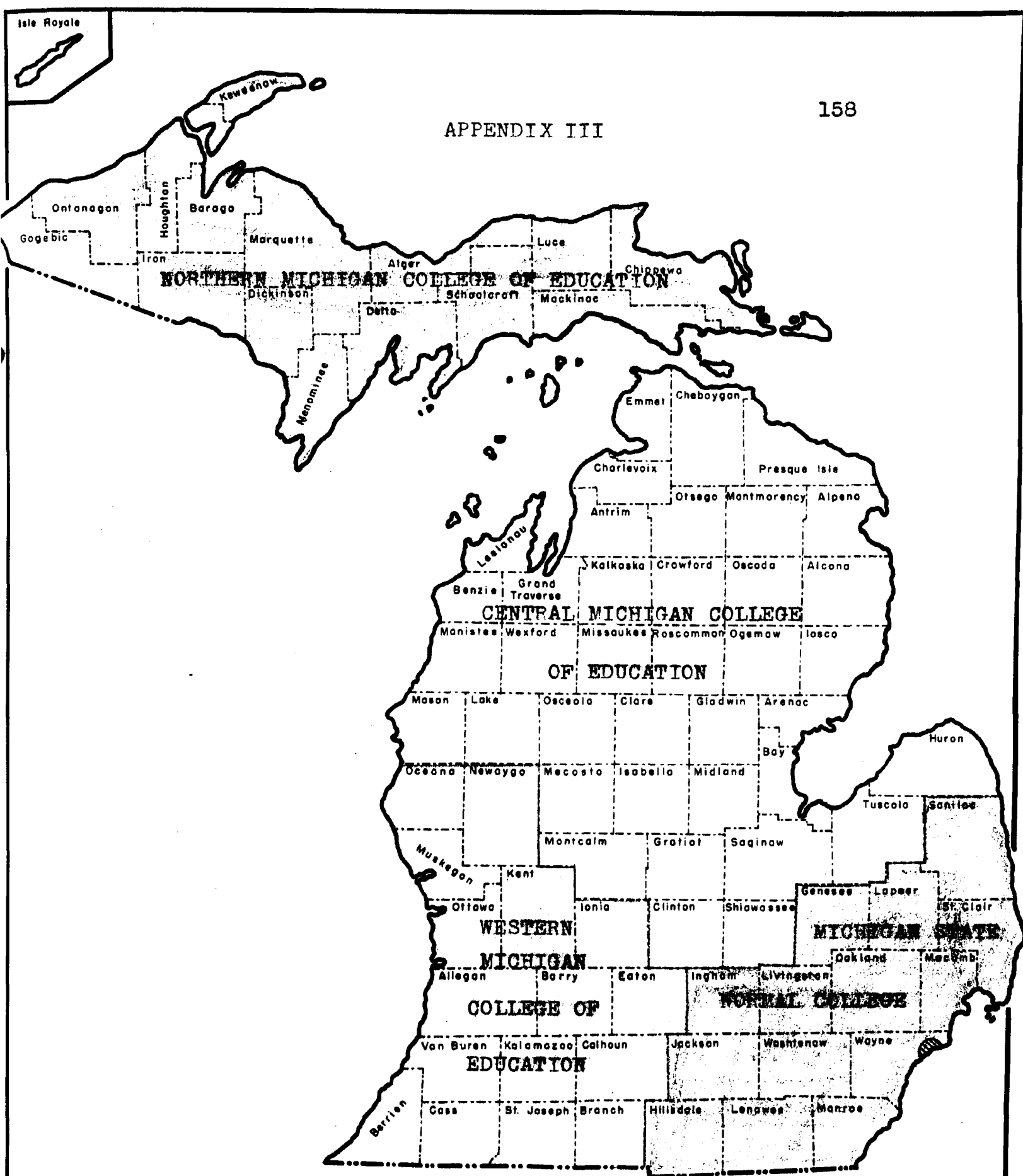
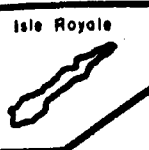


Figure 1. Counties Assigned to the Four Michigan Colleges of Education.

APPENDIX IV

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

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 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 College of Education
Michigan State Normal College
Northern Michigan College of Education
Western Michigan College of Education

BIBLIOGRAPHY

- Allen, C. H., "In-Service Training of Teachers." Review of Educational Research, X (June, 1940). pp. 210-215.
- Broady, K. O., "Special Extension Courses." Phi Delta Kappan, XXIII (December, 1940). pp. 148-149.
- Cole, James Ellis, A Study of School Service Bureaus in Selected Colleges and Universities in the United States, Puerto Rico, and Hawaii. Unpublished Ph. D. thesis. University of Utah, 1952. Seen in abstract only.
- Conrad, Herbert S., "Some Principles of Attitude Measurement: A Reply to Opinion - Attitude Methodology." Psychological Bulletin, XLIII, No. 6 (November, 1946). pp. 570-589.
- Cottner, T. E., "In-Service Training Programs for Teachers from Other American Republics." School Life, XXXII (February, 1950). pp. 68-71.
- Crespi, Leo P., "Opinion - Attitude Methodology and the Polls -- A Rejoinder." Psychological Bulletin, XLIII, No. 6 (November, 1946). pp. 562-569.
- Dent, Charles H., "If the Colleges Asked the Teachers ..."
Educational Leadership, IX (October, 1951). pp. 22-26.
- Dexter, Ralph W., "A Questionnaire for the Criticism and Evaluation of a College Course." School Science and Mathematics, XLIV (October, 1944). pp. 640-645.
- Ellis, Albert and Raymond J. Gerberich, "Interest and Attitudes." Review of Educational Research, XVII, No. 1 (February, 1947). pp. 64-77.
- Ferguson, L. W., "A Study of the Likert Technique of Attitude Scale Construction." Journal of Social Psychology, XIII (1941). pp. 51-57.

- Garrett, Henry E., Statistics in Psychology and Education. New York: Longmans, Green and Company, 1947. 317 pp.
- General School Laws, Revision of 1952. Lansing, Michigan: Secretary of State. 429 pp.
- Good, Carter V., A. S. Barr, and Douglas E. Scates, The Methodology of Educational Research. New York: D. Appleton Century Company, 1941. 822 pp.
- Groneman, C. H., "In-Service Development of Industrial Arts Teachers." Industrial Arts and Vocational Education, XXXVIII (May, 1949). pp. 186-188.
- Hall, E. E. and G. Bronwell, "Rural In-Service Extension Program at Southern Illinois Normal University at Carbondale." Peabody Journal of Education, XVIII (January, 1941). pp. 245-247.
- Hayes, Wayland J., The Small Community Looks Ahead. New York: Harcourt, Brace and Company, 1947. 276 pp.
- Jardine, Alex, (Supt. of Schools, Moline, Illinois) "Current Practices in In-Service Education." Nation's Schools, XLVI (July, 1950). p. 36.
- Lingren, Vernon C., "Criteria for Evaluation of In-Service Activities in Teacher Education." Journal of Educational Research, XLII, No. 1 (September, 1948). pp. 62-69.
- Lins, Joseph, "Origin of Teacher Improvement Service in the United States." Journal of Educational Research, XXXVIII (May, 1945). pp. 697-707.
- Loughran, Elizabeth W., "In-Service Education -- What Form Should It Take?" Educational Administration and Supervision, XXXVI, No. 6 (October, 1950). pp. 359-366.
- May, M. A. and H. Hartshorne, "First Steps Toward a Scale for Measuring Attitudes." Journal of Educational Psychology, XVII (1926). pp. 145-162.
- McNemar, Quinn, "Opinion -- Attitude Methodology." Psychological Bulletin, XLIII, No. 4 (July, 1946). pp. 289-374.
- Michigan Teachers' Certification Code, Bulletin No. 601, 1942 Revision. Lansing, Michigan: Superintendent of Public Instruction. 24 pp.

- Pace, C. Robert, "Opinion and Action -- A Study in Validity of Attitude Measurement." Educational and Psychological Measurement, X, No. 3, Part 1 (Autumn, 1950). pp. 411-419.
- Poor, Gerald L., "Off-campus Teaching is Fun." Michigan Education Journal, XXX, No. 7 (February, 1953). p. 340.
- Proshansky, H. M., "A Projective Method for the Study of Attitudes." Journal of Abnormal Social Psychology, XXXVIII (1943). pp. 393-395.
- Remmers, H. H. and E. B. Silance, "Generalized Attitude Scales." Journal of Social Psychology, V (1934). pp. 298-312.
- Remmers, H. H., et. al., "Studies in Attitudes." Purdue University Studies of Higher Education, XXV.
- Riker, B. L., "A Comparison of Methods Used in Attitude Research." Journal of Abnormal Social Psychology, XXXIX (1944). pp. 24-42.
- Riker, B. L., "Comparison of Attitude Scales - A Correction." Journal of Abnormal Social Psychology, XLVI (1945). pp. 102-103.
- Romie, Stephen, "Criteria for a Better Questionnaire." Journal of Educational Research, XLII, No. 1 (September, 1946). pp. 69-71.
- Seashore, Robert H. and Kate Hevner, "A Time-Solving Device for the Construction of Attitude Scales." Journal of Social Psychology, IV (1933). pp. 366-372.
- Strange, Ruth, "Major Limitations in Current Evaluation Studies." Educational and Psychological Measurement, X, No. 3, Part 2, (Autumn, 1950). pp. 531-536.
- Taylor, W. S., Frank H. Hankins, and Alice A. Lazerowitz, "Students' Ratings of Instructor." Journal of Higher Education, XVIII (April, 1947). pp. 202-206.
- Thurstone, L. L. and E. J. Chave, "Attitudes Can Be Measured." American Journal of Sociology, XXXIII (1938). pp. 529-554.

Troyer, Maurice E., James E. Allen, Jr., and William E. Young, "In-Service Teacher Education." Review of Educational Research, XVI, No. 3 (June, 1946). pp. 240-254.

Wang, Charles K. A., "Suggested Criteria for writing Attitude Statements." Journal of Social Psychology, III (1932). pp. 367-373.

Wrightstone, J. Wayne, Fred P. Frutchey, and Irving Robbins, "Evaluation, Trend, and Survey Studies." Review of Educational Research, XVIII, No. 5, (December, 1948). pp. 396-409.