

AN EVALUATION OF STUDENT AND FACULTY  
VIEWS CONCERNING THE 1975 COLLEGE  
OF EDUCATION SUMMER SESSION  
AT OKLAHOMA STATE  
UNIVERSITY

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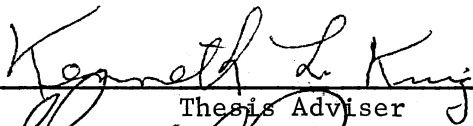
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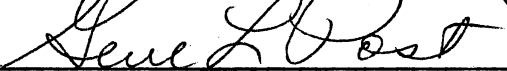
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## PREFACE

This study is concerned with analyzing questionnaires given to the 1975 College of Education Summer Session students and faculty members at Oklahoma State University. The primary objective is to synthesize the data as reported by the students and faculty members. The Student Summer Session Questionnaire and the Faculty Summer Session Questionnaire were used in the collection of the data. These two instruments appear in Appendix A and Appendix B.

The author wishes to express his appreciation to his major advisor, Dr. Kenneth L. King, for his assistance throughout this study. Appreciation is also expressed to the other committee members, Dr. Gene L. Post and Dr. Bill F. Elsom, for their assistance.

A note of thanks is given to the students and faculty members of the 1975 College of Education Summer Session questionnaires.

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## CHAPTER I

### INTRODUCTION TO THE STUDY

#### Rationale

In 1973, Oklahoma State University established a committee to study the total University's Summer Session program with a view toward ways in which it might be improved. Concurrently, the College of Education established the College of Education Summer Session Committee to look particularly at programs within the College's structure.

In late 1974, the College of Education Summer Session Committee recommended that 1975 Summer Session students be surveyed.

In early 1975, the College of Education appointed a quarter-time Director of Summer Sessions. This Director reports directly to the Dean of the College of Education.

Before the start of the 1975 Summer Session, the administration of the College of Education and the new Director of Summer Sessions asked that a survey be administered to the upcoming Summer Session students and faculty.

It is the intent of this study to analyze the questionnaires that were administered to the 1975 College of Education Summer Session students and faculty.

#### Statement of the Problem

The problem to be undertaken by this study is to interpret

information collected from Summer Session students and faculty to be used to improve future Summer Sessions in the College of Education at Oklahoma State University.

#### Purpose of the Study

There is one major purpose to this study. The purpose is to synthesize data relevant to the College of Education Summer Session as reported by students and faculty on two survey instruments.

#### Research Questions

1. What are the characteristics of the students (sex, years of teaching, area of pursuit, etc.) attending the College of Education Summer Session?
2. Why do these students attend the College of Education Summer Session?
3. What are the types and duration of courses and the term of the Summer Session that should be provided in the College of Education Summer Session, according to students?
4. Which faculty members (rank, degree held, years of teaching or professional experience, area and percentage of appointment, etc.) teach during the College of Education Summer Session?
5. What are the types and duration of courses and the term of the Summer Session that should be provided in the College of Education Summer Session, according to faculty members?

#### Operational Definitions

Summer Session. The period of time designated by an institution



which includes all individual summer terms. For the purpose of this study, this period of time was from May 15, 1975, to August 22, 1975.

#### Population

The population of this study consisted of all students enrolled in courses, and of all faculty members who taught courses offered by the College of Education during the summer of 1975. Twelve-hundred student questionnaires were distributed to College of Education students. All College of Education faculty members were mailed a faculty questionnaire. The twelve-hundred student questionnaires were a rough estimate of the number of students that would be attending the 1975 College of Education Summer Session based on previous years' enrollment figures.

## CHAPTER II

### A REVIEW OF SELECTED LITERATURE

The American university is the direct product of three separate but complementary academic backgrounds: the Crown academy, with its emphasis on liberal education; the German university, with its emphasis on research and advanced study; and the land-grant college, with its emphasis on vocational and community service. This inheritance has dictated the evolution of the summer session and is most clearly evident today in the activities of the university in summer. While its roots may reach to nineteenth-century Europe, the summer university is essentially a twentieth-century American invention (Schoenfeld, 1967).

It is difficult to say exactly when and where the true university summer session was born. Historians generally agree that Harvard began the first program of systematic, specialized, short-term summer instruction in 1869 (Warner, Retzlaff, and Haswell, 1963). By 1879, the U.S. Commissioner of Education was mentioning summer schools in his annual report, and the universities of Virginia and North Carolina were offering summer normal courses for teachers. However, not until 1899 did state universities such as Wisconsin begin to incorporate the summer session into the regular work of the institution (Schoenfeld, 1967).

By the early years of the twentieth-century, American institutions of higher education were becoming more striated as a result of their different traditions, circumstances, and leadership. As a result,

there was considerable variation in the nature and scope of activities in the five hundred or so summer sessions in existence by 1910. In general, there were three main characteristics: the public service theme, the research theme, and the regular teaching theme. Concerning the public service theme, summer work started as an informal summer institute or summer normal school for teachers on the typical campus. This leaning towards providing specialized education for other than regular students continues as a significant aspect of summer session endeavor. In terms of the research theme, summer science camp or experiment station activity pre-dated formal summer instruction. Year-round graduate training continues to be of major importance throughout the history of summer sessions. Somewhat grudgingly, universities added to their summer service and research programs a curriculum for regular students, incorporating the regular teaching theme. As the summer session sought status, regular work came to dominate its literature and is often mistaken for the entire operation (Schoenfeld, 1967).

Stecklein, Corcoran, and Ziebarth (1958) support these three characteristics by saying that early summer sessions provided educational work for three groups: teachers, regular students, and nonteaching adults with a professional or personal interest in continuing their education.

Certain common aims have prevailed among universities in this country from the beginning of the summer movement. The single basic aim of university summer session has been to make university resources available and useful to as many people as possible throughout the entire year. A correlative aim has been to encourage and help individuals to develop themselves to the fullest of their capacity. Moved

either by liberal ideals concerning the nature of man or by the pressure of everyday affairs, the prescription of the summer session pioneer was the application of knowledge. The widespread diffusion of knowledge was an imperative and urgent goal. This sense of urgency and necessity is reflected in the literature of the summer session at the turn of the century (Schoenfeld, 1967).

In 1911, the U.S. Office of Education began to publish summer school statistics in an organized fashion. The Commissioner reported that 477 of more than 500 summer schools held had submitted information about their programs. The summer schools had enrolled 118,307 students, taught by more than 8,000 faculty members, in courses for which 180 of the institutions gave degree credits (Schoenfeld, 1967).

By 1916, 734 summer schools were attended by 298,219 regularly enrolled students (Warner, Retzlaff, and Haswell, 1963). Then came the First World War. Almost overnight the summer university duffed its civilian garb and abandoned its state or regional orientations to stand in national formation. By 1918, the summer university, designed for peace time, proved to be a potent, flexible weapon in the arsenal of democracy. Some summer schools folded for the duration of the war. Although all experienced a drop in enrollment, the summer university did not have a drop in morale. The 1921 to 1931, the formal enrollment of the summer university nearly doubled to 414,260 (Schoenfeld, 1967).

The Great Depression was a time of trial. Colleges, pressed for money, insisted that summer schools be self-supporting. Faculty members had to donate their services or accept miserable salaries. Even as the depression reached its depth, the flow of students away from colleges reversed, largely because unemployed teachers came back to the

campus to improve their competitive positions by taking graduate work. In 1937, 869 summer sessions enrolled 429,864 credit students and served a significant number of noncredit adults and youngsters (Schoenfeld, 1967).

The summer university went to the Second World War early, acquiring money, men, and a mission in 1940. The money, millions for emergency manpower training, came through the U.S. Office of Education. The men and women came from all walks of life; in just one year, 900,000 people had gone through summer and winter courses. The mission was a combination of high strategy, fear, imperialism, and missionary zeal. Summer School attendance actually increased during the war, after an initial decline from 456,679 credit students in 1939 to 426,849 in 1941. In 1943, it rose to 479,326 students, and again to 515,602 students in 1945, in large part because of accelerated military programs on the summer university campus (Schoenfeld, 1967).

The years immediately following World War II brought growth at a breathless pace. The flood of GI's to the campus in 1946-47 was symptomatic of a general American thirst for knowledge and a deep American conviction that knowledge was power. Regular summer enrollment soared from 515,602 in 1945 to an incredible 955,429 students in 1947--an increase of eighty-five percent. A gradual decline to 796,970 students in 1953 merely accentuated the rapid climb to more extreme heights in 1955, when registrations exceeded the one million mark. Research and public service activities were growing apace with instruction on the summer campus. It was difficult to disagree with the assessment that the summer session had come of age as a multi-purpose institution serving varied clientele (Warner, Retzlaff, and Haswell, 1963).

In 1956, one of the first institutional analyses of a summer program was done at the University of Minnesota. Comprehensive surveys were made of three aspects of the 1956 summer program: the student body--the type of students who attend the summer session, their reasons for attending, and evaluation of their experience; the faculty--their characteristics, responsibilities, and appraisals of summer session teaching; and the courses offered--their scope, similarity to and difference from academic-year work, and trends in offerings in recent years (Stecklein, Corcoran, and Ziebarth, 1958). Since this study at the University of Minnesota, several institutional analyses of summer session programs have been done at colleges and universities throughout this nation.

In the 1960s, one of the most pressing problems for the summer session was the lack of self-knowledge (Schoenfeld, 1967). Haswell (1964) called for a major action-oriented research program that would gather summer session facts, plus a dissemination program that would see that these summer session facts got to educators and the public alike. Schoenfeld (1967) reported that one of the trends of future summer sessions would be that of having constant evaluation of the summer programs. During the 1960s, the National Association of College and University Summer Sessions (later to become the National Association of Summer Sessions) started compiling summer session data on a national basis. Other summer session organizations followed suit or used only data from institutions within their structure.

In the 1970s, the 1974 Statistical Committee Report for the North Central Conference on Summer Schools revealed new trends for summer sessions within their structure. Williams (1974) pointed out several

new audiences for summer session programs at different institutions. Cosand (1974) pointed out the following problems of today's summer sessions: little or no advisory input from existing and potential constituencies and inadequate evaluation of summer sessions. He also said that student evaluations are even more essential in summer sessions than in regular sessions, since the summer offerings are too often a mixture of faculty desires and institutional experiences.

Evaluation processes appear to play an important role in maintaining an effective summer session. An example is the University of Nebraska at Lincoln. In 1972, its summer session experienced a decline in enrollment. Therefore, the Summer Sessions Office of the University of Nebraska at Lincoln evaluated their program and decided to revise its summer session calendar in an effort to better serve student needs and raise enrollments. In the summer of 1973, the university introduced the three week pre-session before the two five week main sessions. Through questionnaires, the university found that the students liked the pre-session, and it also increased enrollment during the entire summer session (The Three Week Pre-Session, 1973).

It is the intent of this study to provide another part of research in the area of summer sessions. This study will be an analysis of questionnaires given to students and faculty members of the 1975 College of Education Summer Session at Oklahoma State University.

## CHAPTER III

### METHODOLOGY

#### Instruments

Student Summer Session Questionnaire. This is the instrument used to survey students attending the 1975 College of Education Summer Session at Oklahoma State University. It was developed by Kenneth L. King, Director of the College of Education Summer Sessions; Bill F. Elsom, Director of the Bureau of Tests and Measurements; and this author. A copy of the instrument is included in Appendix A.

Faculty Summer Session Questionnaire. This is the instrument used to survey faculty members during the 1975 College of Education Summer Session at Oklahoma State University. It was revised from the Student Summer Session Questionnaire by Kenneth L. King and this author. A copy of this instrument is included in Appendix B.

#### Data Collection Procedures

In the four departments and one school in the College of Education, each head of the department or school was contacted and asked for his cooperation. Each head of the department or school was given Student Summer Session Questionnaires and asked to distribute them to students attending courses offered by his department or school. These heads of the departments or school were asked to obtain a completed questionnaire from each student who had not completed a questionnaire in



another class. The head of the department or school was then asked to return the completed questionnaires to the Office of the Director of Summer Sessions. The final returned Student Summer Session Questionnaire was received approximately four weeks after the first ones were given out.

In regard to the Faculty Summer Session Questionnaire, each individual faculty member in the College of Education was contacted by a written memorandum. Each faculty member received a cover letter describing the questionnaire, the questionnaire, and an envelope to return the completed questionnaire to the Office of the Director of Summer Sessions. The final returned Faculty Summer Session Questionnaire was received approximately four weeks after they were first delivered.

#### Data Analysis Procedures

The responses on the Student Summer Session Questionnaire and the Faculty Summer Session Questionnaire were tabulated for each individual category. The number of responses to all items on either questionnaire were not equal because respondents were directed to check all categories that were applicable to them. This information was analyzed by stating the exact number of responses in each category under individual items on both questionnaires.

The first five items on the Student Summer Session Questionnaire are grouped under the first research question in Chapter I. This grouping, as with the groupings that follow, has been done because the items from the questionnaires pertain or relate to one of the research questions in Chapter I. Also, the groupings add convenience and

simplicity to the research. Only item six from the Student Summer Session Questionnaire is considered under the second research question. The final four items on the Student Summer Session Questionnaire are grouped under the third research question in Chapter I.

The first seven items on the Faculty Summer Session Questionnaire are grouped under the fourth research question in Chapter I. The final four items on the Faculty Summer Session Questionnaire are grouped under the fifth and final research question in Chapter I.

## CHAPTER IV

### ANALYSIS OF DATA OBTAINED FROM THE SUMMER SESSION QUESTIONNAIRES

The design of the first three chapters has been an introduction to the study, a review of selected literature, and a discussion of the methodology of the study.

In this chapter, a presentation of the findings from the Student and Faculty Summer Session Questionnaires will be presented. Data in this chapter is presented in terms of total number of responses to individual items on both questionnaires. Specific items on both questionnaires are grouped or considered under the specific research questions to which they relate.

#### Student Summer Session Questionnaire

Only data from the Student Summer Session Questionnaire will be presented in this portion of Chapter IV. The Student Summer Session Questionnaire will be analyzed as it relates to the first three research questions presented in Chapter I. Information concerning these three research questions can be found in Tables I through XI.

#### Research Question Number One

What are the characteristics of students (sex, years of teaching, area of pursuit, etc.) attending the College of Education Summer Session?

To obtain data to answer this question, items one through five of the student questionnaire were analyzed (see Appendix A).

In regard to item one, shown in Table I, 533 respondents (students) indicate that they are female, while 352 respondents indicate that they are male. There were 885 total students responding to the questionnaire with 181 more female students responding in the 1975 College of Education Summer Session than male students.

TABLE I  
SEX OF STUDENT RESPONDENTS

Category	No. of Respondents
Female	533
Male	<u>352</u>
Total	885

In reference to item two of the student questionnaire, shown in Table II, 461 responses (only item one and three of the Student Summer Session Questionnaire represent actual respondents since students could check all categories applicable to them; the other eight items represent only responses by students) indicate zero years of teaching experience, while 249 responses indicate one to five years of teaching experience. There were 98 responses indicating six to ten years of teaching experience. Item two also shows 58 responses indicating ten or more years of teaching experience.

It appears the most significant finding in item two is that out of 866 total responses that 461 responses indicate students with zero years of teaching experience.

TABLE II  
YEARS TEACHING EXPERIENCE AS REPORTED  
BY STUDENTS

Category	No. of Responses
0	461
1-5	249
6-10	98
10 or more	<u>58</u>
	Total <u>866</u>

In regard to item three of the student questionnaire, shown in Table III, 224 respondents indicate Applied Behavioral Studies in Education as their area of pursuit. There were 241 respondents indicating Curriculum and Instruction as the area of their pursuit, while 88 respondents indicate Educational Administration and Higher Education as their area of pursuit. There were 58 respondents indicating Psychology, while 41 respondents indicate the School of Occupational and Adult Education as their area of pursuit. It should be observed that 233 respondents indicate a major not in the College of Education as their area of pursuit. There were 885 respondents to item three.

TABLE III  
RESPONDENTS' MAJOR AREA OF PURSUIT

Category	No. of Responses
ABSED	224
C&IED	241
EAHED	88
PSYCH	58
OAED	41
Major not in College of Education	<u>233</u>
	Total 885

In reference to item four of the student questionnaire, shown in Table IV, 57 responses by students indicate parents or spouse as the most influential people in their decision to attend Summer Session at Oklahoma State University. There were 31 responses indicating friends or relatives as most influential, while 13 responses indicate a high school teacher, counselor, or administrator as the most influential. Item four shows 21 responses indicating a college professor or administrator, not at Oklahoma State University, as the most influential person in their decision to attend Summer Session at Oklahoma State University, while 90 responses by students indicate a professor or administrator at Oklahoma State University as the most influential. Employer was indicated by 58 responses by students as the most influential person in their decision. However, there were 706 responses by students indicating that it was their own decision to attend Summer Session at Oklahoma State University.

TABLE IV  
STUDENT INFLUENCE TO ATTEND 1975 SUMMER  
SESSION AT OKLAHOMA STATE UNIVERSITY

Category	No. of Responses
Parents or spouse	57
Friends or relatives	31
High School teacher	13
Professor not at O.S.U.	21
O.S.U. professor	90
Employer	58
It was your own decision	<u>706</u>
	Total 976

In regard to item five of the student questionnaire, shown in Table V, 247 responses by students indicate before September 1974 as the time period when the final decision about attending Summer Session at Oklahoma State University was made. There were 112 responses indicating September through December of 1974 as the time period of final decision, while 245 responses by students indicate January through March of 1975 as the time period of final decision. There were 274 responses indicating April through June of 1975 as the time period when the final decision about attending Summer Session at Oklahoma State University was made. It is apparent that out of 878 total responses that all four categories in item five of the student questionnaire were similar in the number of responses received.

TABLE V  
 TIME PERIOD OF DECISION TO ATTEND 1975  
 SUMMER SESSION AT OKLAHOMA STATE  
 UNIVERSITY

Category	No. of Responses
Before September 1974	247
September - December 1974	112
January - March 1975	245
April - June 1975	<u>274</u>
	Total 878

Research Question Number Two

Why do these students attend the College of Education Summer Session?

To obtain data to answer this question, item six of the student questionnaire was analyzed.

In regard to the first portion of item six of the student questionnaire, shown in Table VI, 670 responses by students indicate working toward a degree as the reason for attending the 1975 Summer Session at Oklahoma State University. There were 124 responses indicating self-improvement, while 121 responses by students indicate certification renewal. 42 responses by students indicate salary as the reason, while 16 responses indicate a sponsored workshop as the reason for attending the 1975 Summer Session at Oklahoma State University.

It appears the most significant finding is a very large majority of the responses indicate working toward a degree as the reason for attending the Summer Session.



TABLE VI  
 REASONS WHY RESPONDENTS ATTENDED THE 1975  
 SUMMER SESSION AT OKLAHOMA STATE  
 UNIVERSITY

Category	No. of Responses
Working toward degree	670
Self-improvement	124
Certification (renewal)	121
Salary	42
Sponsored workshop	16
Total	<u>973</u>

In reference to the second portion of item six of the student questionnaire, shown in Table VII, 297 responses by students indicate Bachelor of Science or Arts as the degree they were pursuing. There were 307 responses indicating Master of Science or Arts as the degree, while 42 responses by students indicate a specialist degree as the degree they were pursuing. Also, 86 responses indicate a Doctor of Education or Doctor of Philosophy as the degree they were pursuing.

It appears the most significant finding is the large number of responses indicating Bachelor of Science or Arts and Master of Science or Arts as the degrees they were pursuing.

TABLE VII  
DEGREES BEING PURSUED BY RESPONDENTS

Category	No. of Responses
Bachelor of Science or Arts	297
Master of Science or Arts	307
A specialist degree	42
Doctor of Education or Philosophy	86
Total	732

Research Question Number Three

What are the types and duration of courses and the term of the Summer Session that should be provided in the College of Education Summer Session, according to students?

To obtain data to answer this question, items seven through ten of the student questionnaire were analyzed.

In regard to item seven of the student questionnaire, shown in Table VIII, 47 responses by students indicate one week courses as the schedule of time that would best suit their needs for a Summer Session. There were 105 responses indicating two week courses, while 47 responses by students indicate three week courses. Also, 132 responses indicate four week courses as the schedule of time that would best suit their needs for a Summer Session. Item seven also indicates 151 responses would prefer two separate five week sessions as the best schedule of time that would best suit their needs for a Summer Session. 407 responses indicate a single eight week session as best time schedule.

It appears the most significant finding in item seven is the large number of responses indicating two week courses, four week courses, and a single eight week session out of the 889 total responses.

TABLE VIII  
SCHEDULES OF TIME BEST SUITING  
A SUMMER SESSION

Category	No. of Responses
One week courses	47
Two week courses	105
Three week courses	47
Four week courses	132
Two separate five week sessions	151
Single eight week session	<u>407</u>
	Total 889

In reference to item eight of the student questionnaire, shown in Table IX, 721 responses by students indicate on-campus degree oriented courses as the type of course best suiting their needs during a Summer Session. There were 67 responses indicating off-campus degree oriented courses, while 26 responses by students indicate Educational Television degree oriented courses. Also, 72 responses indicate special problems degree oriented courses as the type of course best suiting their needs during a Summer Session. Item eight also shows 443 responses by

students indicating on-campus individual studies courses as the best type of course for a Summer Session, while 253 responses indicate off-campus individual studies courses as the best type of course. Finally, item eight shows 353 responses by students indicating on-campus professional development activities courses as the type of course best suiting their needs during a Summer Session. There were 271 responses indicating off-campus professional development activities courses as the type of course best suiting their needs during a Summer Session.

It appears the most significant finding in item eight is the very large number of responses indicating on-campus types of courses, in the three major areas, as the types of courses best suiting their needs during a Summer Session. Out of 2206 total responses, 1517 responses indicate on-campus types of courses as the ones that best suit their needs for a Summer Session.

TABLE IX  
TYPES OF COURSES PREFERRED DURING  
A SUMMER SESSION

Category	No. of Responses
<u>Degree oriented courses</u>	
on-campus	721
off-campus	67
Educational Television	26
Special problems	72
<u>Individual studies courses</u>	
on-campus	443
off-campus	253
<u>Professional development activities courses</u>	
on-campus	353
off-campus	271
Total	2206

In regard to item nine of the student questionnaire, shown in Table X, 261 responses by students indicate Program A (Short-term session at Stillwater campus followed by planned activities at the local school) as the study program that they would be interested in participating in. There were 76 responses indicating Program B (Orientation session at local school followed by planned activities and a short-term session at Stillwater campus), while 110 responses by students indicate Program C (Short-term session at local school followed by planned activities) as the study program that they would be interested in. Item nine also shows 191 responses indicating Program D (Short-term session at Stillwater campus followed by individual activities), and there were 99 responses by students indicating Program E (Short-term session at local school followed by individual activities) as the study program that they would be interested in participating in.

It appears the most significant finding in item nine is only 727 total responses were received on item nine with 452 responses going to Programs A and D which are somewhat similar in nature. However, students with no teaching experience might have been limited into choosing either Program A or D or both, because they would not be associated with a local school. Since students with no teaching experience would not be associated with a local school, they would be limited to Programs A and D which indicate the proposed study programs would be held on the Stillwater campus. Therefore, this may be the reason that Programs A and D received a large majority of the responses obtained in item nine of the student questionnaire.

TABLE X  
RESPONDENTS' INTEREST IN PROPOSED  
STUDY PROGRAMS

Category	No. of Responses
Program A	261
Program B	76
Program C	110
Program D	191
Program E	<u>99</u>
Total	727

In reference to item ten of the student questionnaire, shown in Table XI, 425 responses by students indicate degree courses as the content of the proposed study programs in item nine. There were 371 responses indicating professional skills as the content of the study programs, while 298 responses by students indicate personal development should be the content of the proposed study programs. Item ten also shows 172 responses indicating specific problems at local school should be the content of the proposed study program in item nine. Also, the category Other under item ten received six responses, mainly from persons not understanding the item or the categories.

It appears the most significant finding in item ten is out of 1272 total responses most of the students indicate degree courses, professional skills, and personal development as their choices.

TABLE XI  
CONTENT OF PROPOSED STUDY PROGRAMS

Category	No. of Responses
Degree courses	425
Professional skills	371
Personal development	298
Specific problems at local school	172
Other	6
	Total 1272

#### Faculty Summer Session Questionnaire

Only data from the Faculty Summer Session Questionnaire will be presented in this portions of Chapter IV. The Faculty Summer Session Questionnaire will be analyzed as it relates to the last two research questions presented in Chapter I. Information concerning these two research questions can be found in Tables XII through XXII.

#### Research Question Number Four

Which faculty members (rank, degree held, years of teaching or professional experience, area and percentage of appointment, etc.) teach during the College of Education Summer Session?

To obtain data to answer this question, items one through seven of the faculty questionnaire were analyzed (see Appendix B).

In regard to item one of the faculty questionnaire, shown in Table XII, 21 respondents indicate that they have the rank of professor.

There were 20 respondents indicating that they were associate professors, while 16 respondents indicate that they were assistant professors. Also, two respondents indicate that they were instructors, while no respondents indicate that they were graduate assistants. One respondent checked the category Other and indicated that he was a counselor.

It appears the most significant finding in item one is there is approximately an equal number of professors, associate professors, and assistant professors.

TABLE XII  
FACULTY RANK

Category	No. of Respondents
Professor	21
Associate Professor	20
Assistant Professor	16
Instructor	2
Graduate Assistant	0
Other	<u>1</u>
Total	60

In reference to item two of the faculty questionnaire, shown in Table XIII, 26 responses (only item one represents actual respondents since faculty members could check all categories applicable to them; the other ten items represent only responses by faculty members)



indicate Doctor of Education as their highest degree held. There were 23 responses by faculty members indicating Doctor of Philosophy as the highest degree they hold, while three responses indicate Masters degree, and one response indicates a Bachelors degree as the highest degree held.

It appears the most significant finding in item two is almost all of the faculty members hold a Doctor of Education or Doctor of Philosophy degree. There were only 53 responses to item two of the faculty questionnaire out of 60 respondents.

TABLE XIII  
HIGHEST DEGREE HELD BY FACULTY

Category	No. of Responses
Doctor of Education	26
Doctor of Philosophy	23
Masters	3
Bachelors	1
Other	0
Total	53

In regard to item three of the faculty questionnaire, shown in Table XIV, four responses by faculty members indicate zero years of public school teaching or professional experience. There were seven responses indicating one to three years of experience, while 14

responses by faculty members indicate four to six years of experience. There were three responses indicating seven to ten years of public school teaching or professional experience, while 31 responses by faculty members indicate more than ten years of experience.

It appears the most significant finding in item three is the large number of faculty members that have more than ten years of public school teaching or professional experience out of the 59 total responses to item three of the faculty questionnaire.

TABLE XIV  
YEARS PUBLIC SCHOOL TEACHING OR  
PROFESSIONAL EXPERIENCE

Category	No. of Responses
0	4
1-3	7
4-6	14
7-10	3
10 or more	<u>31</u>
	Total 59

In reference to item four of the faculty questionnaire, shown in Table XV, no responses by faculty members indicate zero years of college or university teaching. There were seven responses indicating one to three years of teaching, while 16 responses by faculty members

indicate four to six years of teaching. There were 16 responses indicating seven to ten years of college or university teaching, while 22 responses by faculty members indicate more than ten years of college or university teaching.

It appears the most significant finding is almost all of the responses indicate faculty members with more than three years of college or university teaching.

TABLE XV  
YEARS COLLEGE OR UNIVERSITY TEACHING

Category	No. of Responses
0	None
1-3	7
4-6	16
7-10	16
10 or more	<u>22</u>
	Total 61

In regard to item five of the faculty questionnaire, shown in Table XVI, ten responses by faculty members indicate Applied Behavioral Studies in Education as the area in which they hold their appointment. There were 17 responses indicating Curriculum and Instruction as their area of appointment, while seven responses by faculty members indicate Educational Administration and Higher Education. Also, there were 15

responses indicating Psychology as their area of appointment, while ten responses by faculty members indicate the School of Occupational and Adult Education. Item five also shows three responses indicating other departments with the faculty members naming Speech and Student Services as the other departments.

TABLE XVI  
FACULTY APPOINTMENT BY AREA

Category	No. of Responses
ABSED	10
C&IED	17
EAHED	7
PSYCH	15
OAED	10
Other departments	<u>3</u>
	Total 62

In reference to item six of the faculty questionnaire, shown in Table XVII, 51 responses by faculty members indicate full-time as the percentage of their appointment for the Summer Session. There were five responses indicating half-time as the percentage of appointment. Also, there were five responses by faculty members indicating other percentages as far as their appointment was concerned. These responses included such things as one-quarter time in one field and

three-quarters time in another field to federal, state, or special grants.

It appears the most significant finding in item six is a large number of the 61 total responses indicate full-time as their percentage of appointment.

TABLE XVII  
PERCENTAGE OF FACULTY APPOINTMENT

Category	No. of Responses
Full-time	51
Half-time	5
Other	$\frac{5}{61}$
	Total

In regard to item seven of the faculty questionnaire, shown in Table XVIII, 30 responses by faculty members indicate full-time teaching as their primary assignment for the Summer Session. There were 16 responses indicating half-time teaching as their primary assignment, while one response indicates full-time research as primary assignment. Item seven also shows three responses indicating half-time research by the faculty members. There were five responses by faculty members indicating full-time administration as their primary assignment for the Summer Session, while nine responses indicate half-time administration as primary assignment. There were no responses by faculty members

indicating assisting in teaching or sponsored workshop as their primary assignment for the Summer Session. Also, 11 responses by faculty members indicate the category Other as their primary assignment. Listed under this category were such things as working with a junior college and being on leave to do research to one-quarter time assignments.

TABLE XVIII  
FACULTY ASSIGNMENT FOR THE SUMMER SESSION

<u>Category</u>	<u>No. of Responses</u>
Full-time teaching	30
Half-time teaching	16
Assisting in teaching	0
Full-time research	1
Half-time research	3
Sponsored workshop	0
Full-time administration	5
Half-time administration	9
Other	<u>11</u>
Total	<u>75</u>

Research Question Number Five

What are the types and duration of courses and the term of the Summer Session that should be provided in the College of Education Summer Session, according to faculty members?

To obtain data to answer this question, items eight through eleven of the faculty questionnaire were analyzed.

In reference to item eight of the faculty questionnaire, shown in Table XIX, two responses indicate one week courses as the schedule of time most appropriate for a Summer Session. There were five responses indicating two week courses as the most appropriate, one response indicating three week courses as the most appropriate, and 15 responses indicating four week courses as the schedule of time most appropriate for a Summer Session. Item eight also shows 15 responses by faculty members indicating two separate five week sessions as the schedule of time most appropriate, while 22 responses indicate a single eight week session as the schedule of time most appropriate for a Summer Session. Also, 20 responses by faculty members indicate the category Combination under which they list combinations of the previous categories and state that the schedule of time depends upon the nature of the course. Finally, five responses by faculty members indicate the category Other under which they list mainly various multi-level sessions and various multi-level courses especially in the area of length.

It appears the most significant finding in item eight is the large number of responses indicating four week courses and a single eight week session as the schedules of time most appropriate for a Summer Session. Also, a large number of responses was received indicating two separate five week sessions and the category Combination as the time schedules most appropriate for a Summer Session.

TABLE XIX  
SCHEDULES OF TIME MOST DESIRED  
FOR A SUMMER SESSION

Category	No. of Responses
One week courses	2
Two week courses	5
Three week courses	1
Four week courses	15
Two separate five week sessions	15
Single eight week session	22
Combination	20
Other	<u>5</u>
Total	85

In regard to item nine of the faculty questionnaire, shown in Table XX, 54 responses by faculty members indicate on-campus degree oriented courses as the type of course they would be willing to assume responsibility for during a Summer Session. There were 26 responses indicating off-campus degree oriented courses, while ten responses by faculty members indicate Educational Television degree oriented courses. Also, 31 responses indicate special problems degree oriented courses as the type of course they would be willing to assume responsibility for during a Summer Session. Item nine also shows 43 responses by faculty members indicating on-campus individual studies courses as the type they would assume responsibility for, while 22 responses indicate off-campus individual studies courses as the type they would assume



responsibility for. Finally, item nine shows 41 responses by faculty members indicating on-campus professional development activities courses as the type of course they would assume responsibility for. There were 33 responses indicating off-campus professional development activities courses as the type of course they would be willing to assume responsibility for during a Summer Session.

It appears the most significant finding in item nine is the large number of responses indicating on-campus types of courses, in the three major areas, as the types of courses the faculty members would be willing to assume responsibility for. Out of 301 total responses, 138 responses indicate on-campus types of courses.

TABLE XX  
TYPES OF COURSES FACULTY MEMBERS WISH  
TO BE RESPONSIBLE FOR

<u>Category</u>	<u>No. of Responses</u>
<u>Degree oriented courses</u>	
on-campus	54
off-campus	26
Educational Television	10
Special problems	72
<u>Individual studies courses</u>	
on-campus	43
off-campus	22
<u>Professional development activities courses</u>	
on-campus	41
off-campus	33
	<u>Total 301</u>

In reference to item ten of the faculty questionnaire, shown in Table XXI, 27 responses by faculty members indicate Program A (Short-term session at Stillwater campus followed by planned activities at the local school or firm) as the study program having the potential for improving the Summer Session. There were 12 responses indicating Program B (Orientation session at local school or firm followed by planned activities and a short-term session at Stillwater campus), while 12 responses by faculty members indicate Program C (Short-term session at local school or firm followed by planned activities) as the study program having the potential for improving the Summer Session. Item ten shows 20 responses indicating Program D (Short-term session at Stillwater campus followed by individual activities), and there were eight responses by faculty members indicating Program E (Short-term session at local school or firm followed by individual activities) as the study program having the potential for improving the Summer Session.

It appears the most significant finding in item ten is a majority of responses indicate Programs A and D as having the potential of improving the Summer Session, both of which are similar in nature.

TABLE XXI

## FACULTY INTEREST IN PROPOSED STUDY PROGRAMS

Category	No. of Responses
Program A	27
Program B	12
Program C	12
Program D	20
Program E	8
Total	79

In regard to item eleven of the faculty questionnaire, shown in Table XXII, 30 responses by faculty members indicate degree courses as the content of the proposed study programs in item ten. There were 31 responses indicating professional skills as the content of the study programs, while 28 responses by faculty members indicate that personal development should be the content of the proposed study programs. Item eleven also show 28 responses by faculty members indicating specific problems at local school or firm should be the content of the proposed study programs in item ten. Also, the category Other under item eleven received three responses, mainly from persons not understanding the item or the categories.

It appears the most significant finding in item eleven is how equally the responses were distributed among the categories.

TABLE XXII  
CONTENT OF PROPOSED STUDY PROGRAMS

Category	No. of Responses
Degree courses	30
Professional skills	31
Personal development	28
Specific problems at local school or firm	28
Other	<u>3</u>
	Total 120

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter is to review the purpose and procedures of the study, to state conclusions, and to make recommendations in accordance with the study.

#### Summary

This study is a synthesization of data collected from students attending and faculty members teaching during the 1975 College of Education Summer Session. The Student Summer Session Questionnaire and the Faculty Summer Session Questionnaire were used to obtain the data from the students and faculty members in College of Education Summer Session courses. The instruments used in the collection of data appear in Appendix A and Appendix B.

#### Conclusions

From the data presented in Chapter IV, the following conclusions seem warranted.

1. Female respondents to the student questionnaire outnumber male respondents by a considerable margin. Student responses show that a large majority of students have little or no teaching experience. Applied Behavioral Studies in Education is the area of pursuit with the highest number of student responses. Third highest area of pursuit is

Curriculum and Instruction. However, the second highest area of pursuit was majors not in the College of Education. Most student responses indicate that it was the students' own decision to attend Summer Session at Oklahoma State University. Finally the time period of the students' final decision to attend the 1975 Summer Session at Oklahoma State University ranged equally from before September 1974 to June 1975.

2. A very large majority of the student responses reveal working toward degree as the reason for attending the 1975 Summer Session at Oklahoma State University. Also, a Bachelor of Science or Arts degree and a Master of Science or Arts degree are the degrees being pursued most frequently by Summer Session students.

3. The present College of Education Summer Session and its courses seem to be liked by the students. Student responses indicate a single eight week session containing four week and two week courses as the best schedules of time for a Summer Session. The findings show that on-campus courses are the best type of course during a Summer Session, whether it is a degree oriented, individual studies, or a professional development activities course. Program A and Program D are the two proposed study programs that most students are interested in participating in. It should be noted that these two study programs are somewhat similar in nature. Also, the content of these proposed study programs should be degree courses, although professional skills and personal development received a large number of student responses.

4. Respondents to the faculty questionnaire were divided approximately equally between professors, associate professors, and assistant professors. Faculty members' responses show an approximately equal number of Doctors of Education and Doctors of Philosophy with a few

Masters or Bachelors of Science or Arts. The findings show a majority of faculty members with ten or more years of public school teaching or professional experience. Also, faculty members' responses reveal that almost all have more than three years of college or university teaching. All four departments and the one school in the College of Education indicate a somewhat equal number of responses revealing themselves as the area in which the faculty members hold appointments. Full-time was indicated by most faculty members for their percentage of appointment during the Summer Session. Faculty members' responses reveal full-time teaching and half-time teaching as the most numerous primary assignments for the Summer Session.

5. The present College of Education Summer Session and its courses seem to be liked by the faculty members. However, the categories Two separate five week sessions and Combination received a large number of faculty members' responses. Under the category Combination were listed various multi-level sessions and courses. The findings also show that on-campus courses are the type of course that faculty members would assume responsibility for during a Summer Session, whether it is degree oriented, individual studies, or a professional development activities course. However, all categories, except one, received a large number of responses concerning the item asking about the type of course that faculty members would assume responsibility for during a Summer Session. Program A and Program D are the two proposed study programs that most faculty members are interested in. Once again, it should be noted that these two study programs are somewhat similar in nature. Also, the content of these proposed study programs should be degree courses, although professional skills, personal development, and

specific problems at local school or firm received a large number of faculty members' responses.

It is noteworthy to observe that on the last four items of both questionnaires, which are similar in nature, both student and faculty member's responses indicate somewhat similar interests.

#### Recommendations

Drawing from the findings of the Student and Faculty Summer Session Questionnaires and this author's work during the 1975 College of Education Summer Session, the following recommendations are proposed.

1. Courses offered by the College of Education during its Summer Session should be designed more for regular students working toward a degree, rather than for teachers returning for inservice training. As a secondary focus, inservice courses should remain a viable portion of the College of Education Summer Session.

2. Courses offered by the College of Education during its Summer Session should be taught on-campus. As a secondary focus, off-campus courses possibly should be developed, especially in regard to individual studies and professional development.

3. The length of courses and Summer Session provided in the College of Education Summer Session should remain as two week and four week courses within an eight week Summer Session. As a secondary focus, experimental length courses and sessions should be conducted on a small scale within the College of Education during the Summer Session.

4. Annual surveys of the College of Education Summer Session students and faculty members should be conducted to detect any trends or changes by either group. This information could be used in decision making in regard to the College of Education Summer Session.

5. A comprehensive study of the College of Education Summer Session is needed. This study should include: the surveying of College of Education students and faculty members during the Summer Session; surveys of possible audiences of the Summer Session to see what types and lengths of courses should be offered; an evaluation of Summer Session courses to see if they are meeting the needs of the students attending them; an evaluation of faculty members in regard to courses taught, teaching load, and other professional activities; a report on ways to best promote the College of Education Summer Session; recommendations from other colleges at Oklahoma State University on courses that should be offered; and a cost analysis report on individual courses and the Summer Session itself.



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APPENDIX A  
STUDENT SUMMER SESSION  
QUESTIONNAIRE

## OKLAHOMA STATE UNIVERSITY COLLEGE OF EDUCATION

## Student Summer Session Questionnaire

Directions: Please check all items that are applicable

1. Respondent's sex:
  - Female
  - Male
2. Check the appropriate category that describes your number of years of teaching experience.
  - 0
  - 1-5
  - 6-10
  - 10 or more
3. In which of the following areas are you pursuing work?
  - Applied Behavioral Studies in Education (ABSED)
  - Curriculum and Instruction in Education (C&IED)
  - Educational Administration and Higher Education (EAHED)
  - Psychology (PSYCH)
  - School of Occupational and Adult Education (OAED)
  - Major not in College of Education
4. Who was most influential in your decision to attend the 1975 Summer Session at Oklahoma State University?
  - Parents or spouse
  - Friends or relatives
  - High School teacher, counselor, or administrator
  - A college professor or administrator not at O.S.U.
  - A professor or administrator at O.S.U.
  - Your employer
  - It was own decision--little influence from others
5. When did you make your final decision about attending the 1975 Summer Session at O.S.U.?
  - Before September 1974
  - September, October, November, or December 1974
  - January, February, or March of this year
  - April, May, or June of this year
6. Why are you attending the 1975 Summer Session at O.S.U.?
  - Working toward degree...Which of the following degrees are you pursuing?
  - Self-improvement
  - Certification (renewal)
  - Salary
  - Sponsored workshop
  - Bachelor of Science or Arts
  - Master of Science or Arts
  - A specialist degree
  - Doctor of Education or Philosophy
7. Which of the following schedules of time would best suit your needs for a Summer Session?
  - One week courses
  - Two week courses
  - Three week courses
  - Four week courses
  - Two separate five week sessions
  - Single eight week session

8. What types of courses best suit your needs during a Summer Session?

Degree oriented courses

- On-campus  
 Off-campus  
 Educational Television  
 Special problems courses

Individual studies

- On-campus  
 Off-campus

Professional development activities (Inservice)

- On-campus  
 Off-campus

9. Would you or people you know be interested in participating in the following proposed study programs?

Program A

Intensive short-term group session during summer to take place on the Stillwater campus followed by planned activities conducted at your school during the school year.

Program B

Orientation session at your school followed by planned activities at your school and completed with an intensive short-term group session at the Stillwater campus.

Program C

Short-term intensive group session at local school followed by planned activities at your school.

Program D

Short-term intensive session at Stillwater campus followed by individually prescribed activity at a local school.

Program E

Short-term intensive session at local school followed by individually prescribed activity at a local school.

10. The content of the preceding proposed programs should be:

- Degree courses  
 Professional skills  
 Personal development  
 Specific problems at your school  
 Others (please specify) \_\_\_\_\_
-

APPENDIX B

FACULTY SUMMER SESSION

QUESTIONNAIRE

## OKLAHOMA STATE UNIVERSITY COLLEGE OF EDUCATION

## Faculty Summer Session Questionnaire

Directions: Please check all items that are applicable.

1. Respondent's rank:
  - Professor
  - Assoc. Prof.
  - Asst. Prof.
  - Instructor
  - Grad. Asst.
  - Other (specify) \_\_\_\_\_
2. What is your highest degree held?
  - Ed.D.
  - Ph.D.
  - Masters
  - Bachelors
  - Other (specify) \_\_\_\_\_
3. Check the appropriate category that describes your number of years of public school teaching experience or professional experience.
  - 0
  - 1-3
  - 4-6
  - 7-10
  - 10 or more
4. Check the appropriate category that describes your number of years of college or university teaching.
  - 0
  - 1-3
  - 4-6
  - 7-10
  - 10 or more
5. In which of the following areas do you hold appointment?
  - Applied Behavioral Studies in Education (ABSED)
  - Curriculum and Instruction in Education (C&IED)
  - Educational Administration and Higher Education (EAHED)
  - Psychology (PSYCH)
  - School of Occupational and Adult Education (OAED)
  - Other department
6. What is your appointment for the Summer Session?
  - Full-time
  - Half-time
  - Other (specify) \_\_\_\_\_
7. What is your primary assignment for the Summer Session?
  - Full-time teaching
  - Half-time teaching
  - Assisting in teaching
  - Full-time research
  - Half-time research
  - Sponsored workshop
  - Full-time administration
  - Half-time administration
  - Other (specify) \_\_\_\_\_
8. Which of the following schedules of time seem most appropriate for a Summer Session?
  - One week courses
  - Two week courses
  - Three week courses
  - Four week courses
  - Two separate five week sessions
  - Single eight week session
  - Combination (specify) \_\_\_\_\_
  - Other (specify) \_\_\_\_\_

9. What types of courses or other responsibilities would you be willing to assume during a Summer Session?

Degree oriented courses

- On-campus  
 Off-campus  
 Educational Television  
 Special problems courses

Individual studies

- On-campus  
 Off-campus

Professional development activities (Inservice)

- On-campus  
 Off-campus

10. Which of the following proposed study programs appear to you to have the potential for improving or expanding our Summer Session?

Program A

Intensive short-term group session during summer to take place on the Stillwater campus followed by planned activities conducted at a local school or firm during the school year.

Program B

Orientation session at a local school or firm followed by planned activities at the same site and completed with an intensive short-term group session at the Stillwater campus.

Program C

Short-term intensive group session at local school or firm followed by planned activities at a local school or firm.

Program D

Short-term intensive session at Stillwater campus followed by individually prescribed activity at a local school or firm.

Program E

Short-term intensive session at local school or firm followed by individually prescribed activity at the same site.

11. The content of the preceding proposed programs should be:

- Degree courses  
 Professional skills  
 Personal development  
 Specific problems at local school or firm  
 Other (specify) \_\_\_\_\_
-

VITA

Joe Leon Stricklin

Candidate for the Degree of

Master of Science

**Thesis:** AN EVALUATION OF STUDENT AND FACULTY VIEWS CONCERNING THE  
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