AN ANALYSIS OF THE PERCEPTIONS OF TELECOURSE STUDENTS, FACULTY, AND ADMINISTRATORS AT TULSA JUNIOR COLLEGE

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CHAPTER I

INTRODUCTION

Although instructional television has existed in the formal sense for the past 30 years, its involvement with cable television has been limited. During the recent past, telecourses have been developed to serve as another mode of instruction to meet the needs of some adult learners. These courses are credit courses, which for the most part satisfy general education requirements for an Associate in Arts or Associate in Science Degree. The development of telecourses along with the cooperation of Tulsa Cable Television has enabled Tulsa Junior College to offer this innovative avenue of instruction to Tulsa County residents. Tulsa Cable Television provides Channel 19 for the access of Tulsa Junior College telecourses and serves the metropolitan Tulsa area.

The need for the study developed as a result of the production of telecourses, increased telecourse offerings by Tulsa Junior College, and the expansion of cable television both locally and nationally. Tulsa Cable Television has grown from 45,000 subscribers in the Fall of 1979 when telecourses were first offered at Tulsa Junior College to over 100,000 subscribers in the Fall of 1981. Nationally, cable television has grown from 70 franchises in January 1952 to 4,225 franchises in January 1980.

Additionally, adults are now demanding different modes of instruction to meet their needs. Another factor which is affecting the increased use of cable television is that adults are now looking for convenient access to higher education and cable television reaches a large population.

Statement of Problem

Since telecourses are relatively new to Tulsa Junior College and the national education scene, it was important to evaluate and analyze the experience by students, faculty and administrators at Tulsa Junior College. There has been very little or no information regarding the analysis and evaluation of telecourses offered via cable television.

Purpose of Study

The purpose of this study was to evaluate and analyze the perceptions of those involved with telecourses at Tulsa Junior College for future decision-making purposes to improve telecourse offerings and student services. The study sought to answer the following questions:

1. How do students (both completers and non-completers) view the telecourse experience?

2. How do Tulsa Junior College telecourse instructors view the telecourse experience?

3. How do Tulsa Junior College administrators view the telecourse experience?

4. How do the grades of students enrolled in telecourses compare to the grades of students enrolled in the same on-campus course?

5. What are the perceived advantages of telecourses?

6. What type of students have the greatest success in telecourses?

7. What does the demographic data reveal about students enrolled in telecourses?

8. What are the recommendations for the future regarding telecourses?

Limitations

The study had the following limitations:

1. The study did not critique the content of telecourses.

2. The study was limited to telecourses offered in the Tulsa Cable Television service area during the Spring Semester, 1981.

Assumptions

The study made the following assumptions:

1. Accurate information was obtained from all response groups of the study.

2. The quality of the content of telecourse offerings was high.

Definitions

The following is a list of terms that are used throughout this study:

Administrator -- persons with the titles of Assistant to the Dean, Director, Chairman, Dean, Vice-President, or President.

Cable Television/Community Antenna Television/CATV

> A redistribution system, now in widespread use, that receives television programs from regular broadcasting stations by means of a common antenna and then relays them via an educational television, closed-circuit system to cable service subscribers in a particular area. CATV systems initiate television programs on magnetic tape film, or live for local viewing. CATV is characterized by high quality and reliable reception, but most importantly, cable service can transmit as many as thirty separate programs simultaneously (Association of Educational Communication and Technology, 1979, p. 246).

Community College, Junior College, Community-Junior College

> These terms are used interchangeably to designate institutions of higher education authorized to offer courses no higher than sophomore level. These two-year programs would normally include transfer, vocational, remedial, adult and continuing education (Price, 1981, p. 6).

Completer -- a student who completes a telecourse and earns a grade of A, B, C, D, F, Audit, or Satisfactory.

Delivery -- the set of support activities associated with offering telecourses.

Educational Television

> Any television programming, broadcast or closed-circuit, designed to cover a broad range of educational and cultural subjects for information enrichment (Association of Educational Communication and Technology, 1979, p. 251).

Grade Analysis -- a computer printout listing grades of students by course for a given semester.

Instructional Television

> Any television program, broadcast or closed-circuit, developed specifically for instructional purposes; usually in conjunction with a specific course or set of lessons (Association of Educational Communication and Technology, 1979, p. 257).

Non-Completer -- a student who registers but does not complete a telecourse and is assigned a WN (administrative withdrawal, non-attendance), W (withdrawal), WP (withdraw passing), WF (withdraw failing, or I (incomplete).

Student -- any person enrolled in one or more telecourses.

Student Enrollment -- an enrollment in a class. For example, if a student is enrolled in 3 classes this is 3 student enrollments.

Student Profile Analysis -- a computer generated printout that shows various data about a group of students enrolled in a particular area such as telecourses.

Telecourse

> An integrated learning system that employs television and various printed materials, i.e., textbook, study guide, book of readings, etc. This process sometimes provides for interaction between students enrolled in the telecourse and the faculty supervising the course (An Administrator's Guide to Telecourses, 1979, p. 3).

Telecourse Instructor -- a full-time faculty member who is responsible for coordinating a telecourse.

Tulsa Cable Television -- a local cable television company serving Tulsa and Tulsa County currently having approximately 100,000 subscribers.

Organization of the Study

Chapter I introduces the study, presents the problem, purpose, limitations, assumptions, definitions, and organization of the study. Chapter II includes a

a review of related literature focusing on the areas of (1) Community/Junior Colleges, which includes a general overview and specifically Tulsa Junior College; (2) Instructional Media, which consists of television as a medium of instruction, instructional television, telecourses in general, and telecourses offered via cable television. Chapter III reports the return rate, selection of the subjects, development of the instrument, collection of the data, and analysis of the data. Chapter IV includes the presentation of findings along with discussion of the findings. Chapter V includes a summary of the study, statement of conclusions, and implications for practice and further research.

CHAPTER II

REVIEW OF THE LITERATURE

Chapter II is organized as follows: (1) Community/Junior College, which includes general overview and Tulsa Junior College; (2) Instructional Media which contains television as a medium of instruction, instructional television, telecourses in general, and telecourses offered on cable television; and (3) Summary.

Community/Junior Colleges

General Overview

The American public community college movement has experienced phenomenal growth in the past few years after a modest start near the turn of the last century. During the post World War II years, adults who had never before considered a "college" education looked increasingly to local colleges as community centers which could provide a wide spectrum of educational and cultural activities (Medsker, 1971).

The growth of the Community/Junior Colleges in the 1960's and 1970's was particularly significant since two-year colleges began reaching more adults than ever before. Statistics indicate 2,051,493 students were enrolled in public two-year colleges in 1969. In addition, 134,779 individuals were

enrolled in private two-year colleges. This makes a grand total of 2,185,272 students enrolled in two-year colleges in 1969. In 1979 there were a total of 4,487,272 students enrolled in two-year colleges. This is a 205.37 percent increase in ten years. Included in the 1979 statistics were 2,750,013 students which were enrolled on a part-time basis (Gilbert, 1980).

One primary reason that Community/Junior Colleges have experienced growth is related to being open-door institutions.

> A major contribution of the community college to maintenance of educational opportunity is its growing commitment to offer its services to all persons without regard to their previous educational experience or accomplishments who can demonstrate that the educational programs available will be of value to them (Gleazer, 1968, p. 5).

The Community/Junior College is basically seen as an open-door comprehensive institution that offers technical-occupational programs, transfer programs in various disciplines, career exploration programs, community service, continuing education, and in-service type programs. The following statement indicates some future challenges for the Community/Junior College.

> As the college adapts to the learner and the community, programs will increasingly go to the people by means of alternative teaching environments (television, correspondence, dial access, meandering mini-college, go-any-where courses, etc). This will deinstitutionalize the community college and hopefully, reduce the need and cost of fixed facilities as found on a traditional campus (Pallinchak, 1973, p. 259).

The future for the Community/Junior Colleges can be summed up in the statement, "More students and greater variety." This is substantiated by the following statement:

> More students and greater variety, these are the prospects. It is likely that the impressive, sometimes confusing mixtures of persons now served by community colleges will diversify even more. No educational institution will confront a broader range of human talent, not even the comprehensive high school. For what adds another dimension of variety is that the community college cuts across many high school districts and reaches an older population (Gleazer, 1973, p. 11).

Tulsa Junior College

Tulsa Junior College opened its doors in the fall of 1970. The initial enrollment was 2,796 students. Since that time, Tulsa Junior College has become the largest junior college in the state of Oklahoma and the third largest college in the state, ranking behind Oklahoma State University and The University of Oklahoma. During the Fall Semester, 1981, enrollment at Tulsa Junior College totaled 13,751 students in credit programs. The college also served another 3,000 students in the special programs, or non-credit area.

The college has two permanent campuses. The Metro Campus is located in the downtown area at 909 South Boston Avenue. The Northeast Campus is located at 3727 East Apache Avenue. Land for the Southeast Campus has already been purchased. This eighty acre parcel is located between Mingo Road and Garnett on 81st Street. The projected opening for this campus is Fall, 1983.

Tulsa Junior College currently serves 2,485 full-time students (twelve credit hours or more) and 11,266 part-time students (eleven credit hours or fewer). The average student age is currently 28.5 years (Philips, 1981).

Instructional Media

Television as a Medium of Instruction

Television as a medium of instruction offers many advantages to educational institutions. Onder (1979) cites several reasons for these advantages as follows: Television can motivate, present information, stimulate discussion, direct learner activities, conduct drill and practice, test learner progress, take the learner anywhere, be replaced by videotape, transmit live material to the classroom, present context in many forms, direct or focus attention on the subject at hand, be used for classroom follow-up, and help enlarge the training facility.

Instructional Television

The use of educational television for instruction in the United States began on a formal basis in 1953 through station KHUT in Houston, Texas (Arms, 1980). Most of the instructional television has been conducted through the avenue of Public Education Television Network (PBS). This instruction was targeted largely toward public school students and for adults who preferred an alternative to commercial television. Basically, all public instructional television was either non-credit or was used to supplement classroom credit instruction.

Another utilization of instructional television was the production of videotapes to be used in the classroom. Most of these tapes are used to supplement or augment the traditional lecture type credit class. Related to

videotape production, several important ideas need to be considered. No program, no matter how good, has any value unless it is presented in the right classroom, at the right time, every time. Every program should have the highest educational value possible. It is better to make fewer programs and be sure they are of high quality, than too many programs of doubtful value. The business of a production and playback facility is producing a service, not paper work. Every production and playback request should require minimum effort on the part of the lesson requester (Turek, 1979).

Instructional television programs at the Air University of Maxwell Air Force Base in Alabama were developed with four basic elements in mind. It was the Air Force's opinion that these elements would make the most effective use of television in any educational institution. These elements are as follows:

1. Television must be closely integrated into the basic curriculum of institutions.

2. People with knowledge to impart must be made available to prepare and present the video lesson.

3. Every lesson must be of the highest technical and artistic quality possible.

4. Effective means of delivering the finished product to the student is vital (Turek, 1979).

One of the challenges involved with instructional television is resistance from instructors regarding the use of television. There are several reasons why instructors have this attitude according to Gordon (1970).

First, there is the common fear of being ultimately replaced by television. Second, on the basis of their experience with commercial television, the instructors were not convinced that an image on a tube is able to fulfill a more complex function than those involved in entertainment and salesmanship. Third, most of the television tapes they had been exposed to had been dull, confused and disorganized. Fourth, most instructors remained convinced that they did, or were doing better in their live classrooms with human interaction between students and teachers and between students themselves.

The other side of faculty fear of instructional television is brought to light with the following quote:

> The teacher need have only one principal fear from using television in the classroom. When the TV program is over and the child's orientation is back to the classroom teacher, how inadequate will the classroom teacher seem by comparison? The teacher who still teaches information instead of teaching children has cause to worry about that! (Field, Hilliare, 1978, p. 11).

Very few school systems have initiated the avenue of instructional television of any magnitude into their systems. One of these efforts was undertaken in El Salvador. El Salvador from 1968 to 1972 utilized instructional television for grades seven through nine and served some 10,000 students. As part of El Salvador's educational reform it was found that students learned more under the reform with instructional television than they had under the traditional system (Mayo, Hornik, McAnary, 1976).

Telecourses in General

Several studies were reviewed on telecourses in general, and most of the studies looked at feasibility, instructor involvement, student attitudes, or perceptions.

One study (Dietrich, 1978) dealt with the potential of telecourses as offered by traditional senior colleges of higher learning and also looked at the need for establishing a national television university. The data for this study was collected from the chief administrators of senior institutions of higher learning. A survey instrument was mailed to 1,913 chief administrators. Some of the findings of the study are listed as follows:

1. Credit telecourses should be transferable to other colleges and universities.

2. Students taking telecourses should have tutorial sessions available in local centers.

3. The evaluation of the courses should be controlled by the institutions offering the course for credit.

4. The decision of an institution to use public television programming for credit telecourses should be determined by a faculty committee.

5. Programs broadcast by national centers and offered for credit by individual institutions should be presented at the time that best fits the schedule of the individual institutions by using off-the air-taping.

6. Telecourses produced by a national agency should be available to all institutions of higher learning as well as to state networks and area consortia.

The two conclusions that were justified by the study are as follows:

1. Telecourses for credit, under the auspices of individual colleges and universities, are an acceptable and worthwhile part of higher education.

2. A national television university should not be established (Dietrich, 1978) because the telecourses should fit in the curriculum of each local institution and each institution is accredited separately. The aforementioned study would seem to substantiate the national trend to control telecourse courses offered at the local institutional level. This allows feasibility within the individual institutions to offer and coordinate their own telecourses.

Another related telecourse study (Hegar, 1977) was the comparison of the "Introduction to Business" telecourse students with their "on-campus" counterparts. The sample included 102 "on-campus" students and 279 telecourse students.

The conclusion was that both groups showed positive attitudes toward business, believed that some control resided within themselves, and proportionally choose business careers. The telecourse group experienced a greater number of significant changes during the semester and scored a higher mean on the achievement posttest than the "on-campus" group.

Chief recommendations included the following ideas:

1. Offer Introduction to Business for credit in community colleges both by traditional and telecourse methods.

2. Revise the course to reflect current changes that affect business operations.

3. Use community resources.

4. Emphasize positive attitudes toward business.

5. Share career information with students.

Another study (Frazer, 1979) that related to the attitudes and preferences of students enrolled in library-based telecourses at a community college. The purpose of the study was to determine the attitudes and achievements of students in courses offered on a self-paced, individualized basis through the use of video-cassettes in comparison to the traditional lecture approach. The population for the study included 150 randomly selected students, equally divided between telecourses and the traditional classroom approach.

The results indicated there was no significant difference in the attitudes of the two groups of students. No significant difference was found in the average test scores of the two groups. No significant difference was found in attitudes of those completing the course and those not completing the course.

Another study (Fernandez, 1976) related to the role of the campus instructor in student achievement in community college telecourses. The study looked at two groups of students. One group was exposed to the

service of a campus instructor while taking a specific class on television. The second, or control, group were students of comparable background, who were exposed to television only.

No significant difference appeared in the achievement level and course completion rate between the two groups. Females achieved at a higher rate than males; mature students achieved a higher level than young college-age students; and, students with substantial college units completed, achieved higher than students with limited college experience.

In a recent publication by Munshi, (1980) there is a chapter entitled, "Telecourse: Benefits and Problems." This chapter spoke to the benefits and problems for both the colleges and the airing stations. One of the benefits for the colleges is that telecourses reach audiences that would not otherwise be able to attend college, that is, housewives with small children, handicapped individuals, senior citizens, or distance learners. Some other benefits are that telecourses draw students into the regular programs, offer flexibility scheduling or the ability to schedule classes at off hours, and provide ability to repeat programs for students who might miss a lecture. Telecourses also are a pacing device, offer an alternative learning approach, stretch faculty resources, and provide publicity for the institutional district.

One of the problems for colleges that offer telecourses is that telecourses threaten faculty, either in their job security or in their perception of a "quality" education. Some other problems are the inability to predict telecourse enrollments; lack of suitable courseware; difficulty in using an unfamiliar educational system for administration, faculty, and students;

difficulty of scheduling in some systems; and the amount of administrative time necessary to offer telecourse relationships with stations, and supplying services to off-campus students.

Benefits for airing stations include such things as telecourses reach new audiences, perform a public service, increase subscribers, and provide diversity of programming. Reaching new audiences would include people searching for different types of programming on television. These new audiences may or may not be interested in credit. The public service a cable station performs relates to part of the station's responsibility to provide a channel for colleges and universities. Subscribers would be increased by those persons interested in telecourses for credit that may not otherwise subscribe to cable television. The diversity of programming stems from the fact that most telecourses provide additional programs that might not otherwise be shown on cable.

Some problems for the airing stations are lack of air time, telecourses preempt more rewarding programming, unreasonable scheduling requests from colleges, staff time spent in answering questions on lessons, and requests for publicity. Regarding lack of air time, the telecourses may take up a major portion of the educational channel. Telecourses at times may preempt a program that could better fit on the college and university channel. Colleges may request several repeat airings of telecourse segments for the students advantage. This would require additional time for cable television technicians to air these segments. Cable television clerical personnel may be required to handle additional inquiries about telecourses. Colleges may ask the

airing stations for an additional amount of publicity regarding telecourses.

Telecourses Offered on Cable

There are approximately 4,000 cable companies in the United States today, serving 9,000 communities and reaching some thirteen million subscribers. Twenty-two percent of all television homes now have cable, and cable saturation is constantly increasing. The 1972 "Cable Television Report and Order" required cable systems in major markets to maintain, "At least one channel each for public, educational, government, and leased access" (Munshi, p. 57, 1980).

Individuals or groups that might want to air a cable program as a public service would have access to the public channel. For example, the league of women voters may present a program urging people to get out and vote. Educational channels would be for educational institutions to use for programming such as telecourses. The airing of legislative sessions, or city commission meetings would be presented on the government channel. The leased access channel could be leased by an individual or organization for his/her own purpose as long as the guidelines of the cable systems were met. Organizations could also be accessible to this channel.

The experimental QUBE cable system in Columbus, Ohio opened new possibilities for cable television use by educators and adult learners. QUBE is a two-way cable system that enables viewers to, "talkback" to their television sets by means of response buttons on the home control panel. Responses are registered on a computer at the systems control center

(Munshi, 1980). Computer printouts can then be generated for the benefit of the instructor.

In the study conducted at Texas Technical University (Clay, 1977) some interesting facts were reported. This study indicated that education via cable television had been used with success from elementary schools through the college level. A literature search also revealed hundreds of studies reporting no significant difference between teaching by television or teaching by "face to face" traditional classroom methods. The study concluded that it was feasible to offer courses on the doctoral level to in-service higher education faculty via cable television.

During 1978-1979, one survey revealed that out of a total of 1,824 colleges, 163 were already offering telecourses via cable television. Of these 81 were two-year colleges, 45 were public four-year colleges and 37 were private four-year colleges (Dirr, Katz, and Pedone, 1981).

Summary

Two-year colleges are experiencing a rapid growth in serving increasing numbers of adult students. Tulsa Junior College appears to be following a similar growth pattern. In an effort to expand its service, and reach new audiences, Tulsa Junior College is providing telecourses for persons in Tulsa County.

A review of the literature had indicated that television is a viable means of instruction. Reasons for this viability are included in the following: Television reaches a number of people that may not otherwise be

reached; television provides independent study concept for students, television allows faculty to serve additional students, and television offers flexibility of scheduling for the students.

Cable television is also experiencing a phenomenal growth pattern that should continue in the future. Little, if any, research is available in the areas of telecourses that involves delivery by cable television. Producing additional quality telecourses should allow more students to be served by this mode of instruction.

CHAPTER III

METHODOLOGY

The purpose of the study was to evaluate and analyze the perceptions of those involved with telecourses at Tulsa Junior College for future decision-making purposes to improve telecourse offerings and student services. Spring Semester, 1981 was used as the basis for this study. This chapter outlines the methodology used in the study presenting selection of the subjects, development of the instruments, collection of the data, and analysis of the data.

Selection of the Subjects

The population for this study was the 479 students enrolled in telecourses at Tulsa Junior College for the Spring Semester, 1981. These students were enrolled in the following telecourses:

BUS	1053	Introduction to Business
ECO	1353	Personal Finance
ENG	1113	Freshman Composition I
ENG	1213	Freshman Composition II
HIS	1483	American History, 1492-1865
HIS	1493	American History, 1865-Present
POS	1113	American Federal Government
PSY	1113	General Psychology.

The population for the faculty questionnaire was the 12 telecourse instructors for the Spring Semester, 1981. For six of the telecourses only one

instructor was involved in coordinating the individual course. In Freshman Composition I and Freshman Composition II there were three instructors involved in each course.

The 10 administrators were selected by the research for their past contact and familiarization with telecourses. For example, three Division Chairmen were asked to respond because all eight telecourses were housed in these divisions. The Director of Media Services was asked to participate because of his involvement with telecourses in the dubbing of tapes and interaction with telecourse students and faculty. The Vice-President of Business and Auxiliary Services was asked to be involved because of his knowledge of telecourses for the budget and funding process.

Development of the Instruments

Questionnaires were developed both for students who completed a telecourse (completers) and for those students who registered but did not complete a telecourse (non-completers). The questionnaires for the completers (see Appendix A for the final copy of the questionnaire) and non-completers (see Appendix B for the final copy of that questionnaire) were developed using some of the same areas that were used in Tulsa Junior College's current form for student evaluation of faculty. Other areas of the questionnaires were developed from areas that were unique to telecourses. Suggestions were sought from faculty members, administrators, and telecourse students in developing the questionnaires. Two telecourse students were asked to do a trial run of both student questionnaires for clarity and ease of reading. The final copy

of the questionnaires reflected the revisions suggested by these students.

The faculty questionnaire (see Appendix C for the final copy) was developed with input from administrators and faculty. This instrument was field tested with members of the two groups. The final copy reflected the revisions suggested by both administrators and faculty.

The administrator questionnaire (see Appendix D for the final copy) was developed with input from administrators. This instrument was field tested with the administrators. Minor revisions as suggested by the administrators are reflected in the changes incorporated into the final version.

Also used in the study was a Student Profile Analysis which lists various information about telecourse students in summary form. See Appendix E for copy of a sample Student Profile Analysis. This printout includes such information as: sex, age categories, ACT scores, zip code, transfer status, day or evening student, race, admission status, hours employed per week, previous degree, etc. In addition, students' transcripts were used to glean more information about telecourse students. See Appendix F for a sample copy of a student transcript. Grade Analysis printouts were also used in this study. See Appendix G for a sample of the Grade Analysis. This analysis simply provided a summary of the grade breakdown of telecourse students and regular students. This analysis also provided the number of withdrawals within a given semester.

Collection of the Data

The data for the telecourse completers was gathered at the time the students came to campus for their final examination. The data for the telecourse non-completers was gathered from two mailings. The first mailing was June 10, 1981 and the second was August 3, 1981. It was decided not to complete a third mailing because some resentment was evident from the non-completers.

The questionnaire for telecourse faculty was hand delivered and returned in person to the researcher's office. The questionnaire for administrators was also hand delivered and returned to the researcher's office. The Student Profile Analysis, the telecourse students' transcripts, and the telecourse student Grade Analysis were all computer printouts that were generated in the Computer Center at Tulsa Junior College.

Analysis of the Data

In analyzing the data for the questionnaire for the telecourse students, both completers and non-completers, a percentage method was used on the objective-type statement. This percentage method was used for the specific classes and also as a percentage summary for the total telecourse offerings.

Questions that required a written response by the students were analyzed in a narrative form. These narrative responses were grouped in common categories prior to the final written narrative form.

The questionnaire for the telecourse faculty was analyzed in

percentage form for the objective-type question and a narrative summary for the written responses. Since the administrative questionnaire required only written responses, it therefore was analyzed and reported in narrative form.

The telecourse Student Profile Analysis and the telecourse students' transcripts were used to gather specific data about the student. This data was analyzed and reported in various ways. Grade point averages were reported for all students plus an analysis of grade point averages by sex and number of students with previous degrees was gathered from this data. Comparison of grades of telecourse students with their regular on-campus counterparts enrolled in the equivalent on-campus class was accomplished by using the Grade Analysis printout.

CHAPTER IV

PRESENTATION AND DISCUSSION OF FINDINGS

This chapter is organized in the following manner: Return Rates, Profile of Students, Grade Analysis, Instructor Evaluation, and Administrative Evaluation.

Return Rates

There were four different types of questionnaires used in this study. There was a telecourse completer questionnaire, telecourse non-completer questionnaire, telecourse instructor questionnaire, and an administrator questionnaire.

Telecourse Completer Questionnaire

The questionnaire was administered during the final examination period on May 1, 2, and 3, 1981 when the students were on campus. The return rates by course for the telecourse completers are presented in Table I. The total number of respondents were 339 out of 393 telecourse student enrollments for a return rate of 86.26 percent.

Telecourse Non-Completers Questionnaire

The telecourse non-completers questionnaire was initially mailed on

June 10, 1981. The questionnaires were coded to identify those not responding. On August 3, 1981 a second mailing was completed to those who had not yet responded. As a result of both mailings, there were 86 respondents out of 224 telecourse non-completer enrollments for a return rate of 38.39 percent. A further presentation of the results as broken down by each course is listed in Table II. After two mailings it was decided not to mail out a third time because some resentment was evident from individuals after the second mailing.

TABLE I

RESPONSE OF TELECOURSE COMPLETERS BY COURSE

Telecourse		Number of Telecourse Completers	Number Responding	Percent Responding
BUS	1053	46	34	73.91
ECO	1353	38	36	94.74
ENG	1113	59	55	93.22
ENG	1213	54	37	68.52
HIS	1483	36	33	91.67
HIS	1493	46	15	32.61
POS	1113	57	48	84.42
PSY	1113	56	46	82.14
TOTAL		393	339	86.26

TABLE II

RESPONSE OF TELECOURSE NON-COMPLETERS BY COURSE

Telecourse		Number of Questionnaires Distributed	Responses Received	Received Letters But Did Not Respond
BUS	1053	16	6	9
ECO	1353	19	7	11
ENG	1113	34	8	22
ENG	1213	42	22	16
HIS	1483	29	13	12
HIS	1493	38	12	12
POS	1113	23	10	9
PSY	1113	33	8	22
TOTAL		224	86	113

Instructor Questionnaire

The instructor questionnaire was delivered personally to each of the telecourse instructors. The instructors were given one week in which to respond and return the questionnaire. Questionnaires were delivered to 12 telecourse instructors with all 12 returned for a return rate of 100 percent.

Administrator Questionnaire

The administrator questionnaire was personally delivered to administrators

who had some knowledge of telecourses. The administrators were given one week in which to respond and return the questionnaire. If they did not respond a personal call was made to the individual and the form was then returned. There were 10 administrators selected and 10 responded for a return rate of 100 percent.

Profile of Students

The Student Profile Analysis, student's transcripts, and Student Grade Analysis were all computer generated printouts that provided information on the profile of the telecourse students. The raw data were compiled on each of the 479 telecourse students listing age, previous degree, transfer status, total hours earned previous to Spring Semester, 1981, grade point average after Spring Semester, 1981, grades in each telecourse, and whether or not the student had taken a previous telecourse.

In the study there were 339 women and 140 men enrolled in telecourses for a total of 479 students. The mean age for the women was 30.00 years and for the men the mean age was 28.34 years. The combined mean age for all students was 29.52 years with the median age being 25 years.

This profile also indicated that 48.97 percent of the women were enrolled in telecourses only. Thirty-five percent of the men were enrolled in telecourses only. This reflects 44.89 percent of the students who were enrolled solely in telecourses. The study indicated that 30 students, or 6.26 percent, had a previous degree; of these 30 students, 23 were women and 7 were men.

It should be noted that 146 students, consisting of 108 women and 38 men, had taken at least one previous telecourse which is 74 percent. The study also indicated that telecourse students had a combined grade point average of 2.46. The women had a grade point average of 2.53 while the men earned a grade point average of 2.32. In Table III the majors of all telecourse students are presented. It should be noted that most of the telecourses that were offered met the general education requirements needed by most majors.

TABLE III

TELECOURSE STUDENTS BY MAJORS

	N	%		N	%
Liberal Arts	130	27.1%	Chemistry	2	.4%
Business Administration	53	11.1%	Home Economics	2	.4%
Nursing Applicant	32	6.7%	Journalism	2	.4%
Accounting	27	5.6%	Medical Doctor	2	.4%
Computer Programmer	24	5.0%	Music	2	.4%
Nursing	16	3.3%	Physical Therapy	2	.4%
Engineering	13	2.7%	Bio-Medical Equipment Technology	1	.2%
Accounting Associate	10	2.1%	Electro-Mechanical Technology	1	.2%
Banking	10	2.1%	Electronics Technology	1	.2%
Legal Assistant	10	2.1%	Finance	2	.2%
Education (Elementary)	10	2.1%	General Office Assistant	1	.2%
Psychology	9	1.9%	Industrial Security	1	.2%
Administrative Management	8	1.7%	Lodging/Food Service Management	1	.2%
Marketing	8	1.7%	Bookkeeping	1	.2%
Education (Secondary)	7	1.5%	Labor Studies	1	.2%
Business Education	4	.8%	Machinist Technology	1	.2%
English	4	.8%	Medical Secretary Applicant	1	.2%
Geology	4	.8%	Medical Secretary	1	.2%
Law	4	.8%	Personnel Assistant	1	.2%
None	4	.8%	Professional Secretary	1	.2%
Computer Operator	3	.6%	Real Estate	1	.2%
Drafting/Design Technology	3	.6%	Small Business Management	1	.2%
Fire Protection Technology	3	.6%	Surveying Technology	1	.2%
Horticulture Technology	3	.6%	Transportation/Traffic Management	1	.2%
Medical Laboratory Technology	3	.6%	Safety Technology	1	.2%
Police Science	3	.6%	Drama	1	.2%
Programmer Analyst	3	.6%	Health Education	1	.2%
Purchasing/Materials Management	3	.6%	History	1	.2%
Pharmacy	3	.6%	Library Science	1	.2%
Physical Education	3	.6%	Mathematics	1	.2%
Physical Science	3	.6%	Oceanographic	1	.2%
Dental Assistant	2	.4%	Philosophy	1	.2%
Insurance	2	.4%	Political Science	1	.2%
Medical Lab Technology Applicant	2	.4%	Radio	1	.2%
Respiratory Therapy	2	.4%	Religion	1	.2%
Word Processing Technology	2	.4%	Sociology	1	.2%
Architecture	2	.4%	Speech & Drama	1	.2%
Art	2	.4%	Veterinary Medicine	1	.2%

Analysis of Telecourse Student Questionnaire

Completers

Table IV presents the information and the method of registration for the telecourse completers. It should be noted that most students (45.50%) registered by telephone. The least amount registered through the group advisement center. Tables V through XXI indicate the completers response to the individual questions on the questionnaire. These tables reflect the total responses on all eight telecourses.

TABLE IV

METHOD OF REGISTRATION
OF TELECOURSE
COMPLETERS

	N	%
Telephone	138	45.4
Self-Advised On-Campus	118	38.8
Counseling Center	17	5.6
No Answer	14	4.6
Faculty	12	3.9
Group Advisement Center	5	1.6

As shown in Table V, 82.90 percent of the students, agreed or strongly agreed that the telecourse programs were interesting. Only 11.19 percent disagreed or strongly disagreed that the telecourse programs were interesting.

TABLE V

RESPONSES OF TELECOURSE COMPLETERS TO QUESTION CONCERNING T.V. PROGRAMS BEING INTERESTING

	N	%
Strongly Agree	78	25.66
Agree	174	57.24
No Opinion	14	4.61
Disagree	30	9.87
Strongly Disagree	4	1.32
No Answer	4	1.32

Table VI indicated that 91.12 percent of the telecourse completer respondents either agreed or strongly agreed that telecourse programs were informative. The table also indicates that 4.61 percent of the respondents disagreed or strongly disagreed on the programs being informative.

TABLE VI

RESPONSES TO QUESTIONS CONCERNING INFORMATIVE PROGRAMS

	N	%
Strongly Agree	80	26.32
Agree	197	64.80
No Opinion	11	3.62
Disagree	11	3.62
Strongly Disagree	3	.99
No Answer	2	.66

Table VII indicates that 93.75 percent of telecourse completer respondents agreed or strongly agreed that the telecourse programs were understandable. Also, 2.63 percent disagreed that the programs were understandable.

Table VIII indicates that 83.32 percent of the telecourse completer respondents either agreed or strongly agreed that the textbook was appropriate for the course. Ten and fifty-eight hundredths percent of the respondents disagreed or strongly disagreed that the textbook was appropriate for the telecourse.

Table IX indicates that 87.17 percent of the telecourse completer respondents either agreed or strongly agreed that the study guide helped them organize their studies as they went through the telecourse. Table IX also indicated that 7.57 percent either disagreed or strongly disagreed that the

study guide was helpful.

TABLE VII

RESPONSES TO QUESTION CONCERNING UNDERSTANDABILITY OF PROGRAMS

	N	%
Strongly Agree	70	23.03
Agree	215	70.72
No Opinion	8	2.63
Disagree	8	2.63
Strongly Disagree	0	0
No Answer	3	.99

Table X indicates that 86.51 percent of the telecourse completer respondents either agreed or strongly agreed that the exercises and readings in the study guide helped them improve their knowledge of the telecourse. The table also shows that 6.25 percent either disagreed or strongly disagreed that the study guide helped them improve their knowledge of the course.

Table XI indicates that 53.29 percent of the telecourse completer respondents either agreed or strongly agreed on finding their on-campus telecourse instructor helpful. The table also shows that 5.92 percent of the respondents either disagreed or strongly disagreed that on-campus telecourse

instructors was helpful. It should be noted that 39.15 percent had no opinion on this question.

TABLE VIII

RESPONSES TO QUESTION CONCERNING APPROPRIATENESS OF TEXTBOOK

	N	%
Strongly Agree	85	27.96
Agree	168	55.26
No Opinion	16	5.26
Disagree	26	8.55
Strongly Disagree	7	2.03
No Answer	2	.66

Table XII indicates that 85.53 percent of the telecourse completer respondents agreed or strongly agreed that the examination covered the material in the telecourse.

Table XIII indicates that 60.53 percent of the telecourse completer respondents had no opinion on the telecourse hotline being helpful. The table also indicates that 31.25 percent either agreed or strongly agreed that the hotline is helpful. Also 5.26 percent of the respondents either disagreed of strongly disagreed on the hotline being helpful.

TABLE IX

RESPONSES TO QUESTION CONCERNING
HELPFULNESS OF STUDY GUIDE

	N	%
Strongly Agree	115	37.83
Agree	150	49.34
No Opinion	13	4.28
Disagree	21	6.91
Strongly Disagree	2	.65
No Answer	3	.99

TABLE X

RESPONSES TO QUESTION CONCERNING
HELPFULNESS OF STUDY GUIDE
EXERCISES AND READINGS

	N	%
Strongly Agree	103	33.88
Agree	160	52.63
No Opinion	18	5.92
Disagree	14	4.61
Strongly Disagree	5	1.64
No Answer	4	1.32

TABLE XI

RESPONSES TO QUESTION CONCERNING
HELPFULNESS OF INSTRUCTOR

	N	%
Strongly Agree	60	19.74
Agree	102	33.55
No Opinion	119	39.14
Disagree	10	3.29
Strongly Disagree	8	2.63
No Answer	5	1.64

TABLE XII

RESPONSES TO QUESTION CONCERNING
EXAMINATIONS

	N	%
Strongly Agree	68	22.37
Agree	192	63.16
No Opinion	20	6.58
Disagree	16	5.26
Strongly Disagree	5	1.64
No Answer	3	.99

TABLE XIII

RESPONSES TO QUESTION CONCERNING
HELPFULNESS OF HOTLINE

	N	%
Strongly Agree	27	8.88
Agree	68	22.37
No Opinion	184	60.53
Disagree	10	3.29
Strongly Disagree	6	1.97
No Answer	9	2.96

Table XIV indicates that 82.89 percent of the telecourse completer respondents agreed or strongly agreed while 9.87 percent either disagreed or strongly disagreed on being satisfied with the course overall.

TABLE XIV

RESPONSES TO QUESTION CONCERNING
OVERALL COURSE SATISFACTION

	N	%
Strongly Agree	63	20.72
Agree	189	62.17
No Opinion	17	5.59
Disagree	19	6.25
Strongly Disagree	11	3.62
No Answer	5	1.64

Table XV indicates that 17.76 percent of the telecourse completer respondents had no opinion on their current grade reflecting mastery of the course material while 12.50 percent either disagreed or strongly disagreed.

TABLE XV

RESPONSES TO QUESTION CONCERNING MASTERY AND GRADE REFLECTION

	N	%
Strongly Agree	36	11.84
Agree	154	50.66
No Opinion	54	17.76
Disagree	33	10.86
Strongly Disagree	5	1.64
No Answer	22	7.24

Table XVI indicates that 26 students enrolled primarily for the convenience of telecourses, while 16 enrolled for the reason of saving time, gas, and money.

The majority of the responses in Table XVII related to the telecourse programs being interesting, while the next highest response indicated the telecourse provided information.

Dislikes about the telecourse, as indicated in Table XVIII included testing, the study guide, and the fact that they missed conversation and explanation from the instructors.

TABLE XVI

RESPONSES TO QUESTION CONCERNING WHY ENROLLED IN A TELECOURSE

	N
Convenient	26
To save time, gas, and money	16
To remain at home with child (children)	10
Curriculum requirement	7
None of the courses offered on-campus fit into my schedule	7
Could not meet class on a regular basis	6
Flexible times	3
Needed for teaching certificate	3
Self-improvement	3
All other English classes were closed	3
Transportation not available	2
Because I enjoy studying History	1
Business often takes me out of state for lengthy periods	1
I thought it would be a different source of learning and may be more helpful to me	1
Investment and money management	1
Student at Tulsa University, work full-time and course is required at Tulsa University for graduation	1
To avoid parking difficulties at Tulsa Junior College	1
Wanted to assure myself I had the ability to study after being out of school 21 years	1

Non-Completers

As part of the analysis of the non-completers responses, three tables are utilized for the presentation of findings. Table XXII indicates the student status of the telecourse non-completer. As indicated, the majority or 80.23 percent of the non-completers are part-time students. Table XXIII indicates the method of registration of the non-completers. As the table indicates the majority of the non-completers registered by telephone. Table XXIV on the

non-completers lists the reasons why the non-completers did not finish the course. As indicated, most non-completers stated that the telecourse took more time than they had anticipated. The second most frequent answer was that the student was unable to keep up with the assignments.

TABLE XVII

RESPONSES TO QUESTION CONCERNING
WHAT WAS LIKED ABOUT THE TELECOURSE

	N
Interesting	30
Information	26
Independent Study	9
I can study at home after work	7
I learned a lot	6
The text	5
I can study at my own pace and watch the lesson more than once	4
The instructors, the attitude that they really want to help you	4
I feel more confident about my writing	2
Love the talks and workbooks	2
The author of the book doing the show	2
Different historian's views	1
Do not have to listen to teachers personal problems in class	1
I have to be honest and not say anything	1
I really like the way the study guide was written	1
Interesting "on-spot" history presentation	1
It has me more involved in family financial matters	1
Learning about the stockmarket	1
Reading of the plays	1

TABLE XVIII

RESPONSES TO QUESTION CONCERNING
WHAT WAS DISLIKED ABOUT
THIS COURSE

	N
Testing	19
Nothing	15
Study Guide	12
Miss conversation and explanations from instructor	10
Textbook	9
Too much reading	7
Lack of classroom participation	6
Not convenient	6
Each program covers subject too fast	5
No class discussion	3
Too lax, takes too much discipline, too easy to let classes go	3
Long periods between tests	2
Sometimes correct program was not shown on TV	2
It was too easy for me to skip lessons	1
Lack of personal contact	1
Not interesting	1
Poetry	1

Table XXV reveals the response to the question concerning why students enrolled in the telecourse. Responses indicated the major reasons for enrolling related to needing the telecourse credit for a degree, convenience of staying at home, and saving gas, time, and money.

Table XXVI indicates that not having time for the telecourse was the leading "other" reason for not having completed the telecourse. It should be noted that several specific individual reasons are listed in Table XXVI.

TABLE XIX

RESPONSES TO QUESTION CONCERNING
WHAT WAYS THE TELECOURSE COULD
BE MORE EFFECTIVE

	N
Improve tests and feedback on tests	16
Better study guide and textbook	10
Have a few required sessions with on-campus instructor	10
Improve TV programs	7
Less reading	3
More contact with instructors	3
Offer a greater selection of courses	2
Better hotline	1
Know instructor better	1

TABLE XX

RESPONSES TO QUESTION CONCERNING
WHAT TIME OF DAY WAS MOST
CONVENIENT FOR VIEWING
TELECOURSES

	N
Evening	125
Morning	42
Week-ends	18
Afternoon	11
Around the clock	2

TABLE XXI

RESPONSES TO QUESTION CONCERNING
COMMENTS, AND/OR SUGGESTIONS
FOR IMPROVING THE COURSE
OVERALL

	N
Improve textbook	9
Improve study guide	6
Have some type of test review	5
Update TV programs	4
Make sure the tapes come on as scheduled	3
Change the music played on the introduction	2
Have homework to turn in to help improve grade	1
Improve orientation	1
To have a more personable contact with the class, for example study partner and better contact with the instructor	1

TABLE XXII

STUDENT STATUS OF TELECOURSE
NON-COMPLETERS

	N	%
Full-Time Student (12 hours or more)	15	17.44
Part-Time Student (less than 12 hours)	69	80.23
No Answer	2	2.33

TABLE XXIII

METHOD OF REGISTRATION FOR
TELECOURSE NON-COMPLETERS

	N	%
Telephone	40	46.0
Self-Advised On-Campus	35	40.2
Counseling Center	6	6.9
No Answer	4	4.6
Faculty	2	2.3
Group Advisement Center	0	0

Grade Analysis

Table XXVIII through XXXV present the grade analysis comparison on each individual telecourse with the total grade analysis of the same on-campus course. Table XXXVI reflects the comparison of total telecourse offerings with the total on-campus courses.

In analyzing these findings, it was found that the telecourses had fewer completers in all cases than the on-campus counterpart. The mean indicated 13.15 percent fewer completers in the telecourses than in the same on-campus courses. This difference ranged from a low difference of 4.48 percent in ENG 1113, Freshman Composition I, to a high difference of 20.18 percent in HIS 1483, American History 1492-1865.

TABLE XXIV

REASONS FOR NOT COMPLETING TELECOURSE
BY TELECOURSE NON-COMPLETERS

	N	%
The telecourse required more time than I had anticipated	27	12.0%
Was unable to keep up with assignments	25	11.1%
Overall course load too heavy	19	8.4%
Broadcast schedule was not convenient	13	5.8%
Did not like TV course	13	5.8%
Was not motivated for this type of instruction	11	4.9%
Job Transfer	11	4.9%
Illness (self)	10	4.4%
Job difficulty	9	4.0%
Grades earned were unacceptable	9	4.0%
Dissatisfied with video tape programs	8	3.6%
Dissatisfied with the study guide	8	3.6%
Dissatisfied with on-campus telecourse instructor	7	3.1%
Dissatisfied with course assignments (quantity or quality)	7	3.1%
Moved	7	3.1%
Family problems	7	3.1%
Exams were too difficult	7	3.1%
Dissatisfied with the textbook	6	2.7%
Illness (family)	6	2.7%
Not interested in the course	6	2.7%
Cable service not available	4	1.8%
Orientation was not sufficient	2	.9%
Unable to contact telecourse instructor	2	.9%
Did not attend orientation	1	.4%
Enrolled in the wrong class	0	

Table XXVIII indicates that 21.93 percent of the on-campus students received A's as compared to 14.51 percent in the telecourse. Also, 17.74 percent of the students received F's in the telecourse as compared to 12.62 percent in the on-campus course. This table indicates that 10.86 percent more students completed the on-campus course as opposed to the telecourse.

TABLE XXV

RESPONSES TO QUESTION CONCERNING
WHY ENROLLED IN THE TELECOURSE

	N
Needed credit for degree	14
Convenience of staying at home	10
Save gas, time, and money	8
Needed prerequisite for B.S. degree in nursing	4
Small children at home	4
To obtain 3 credits	4
Self-improvement	3
Interested in convenience and home study	2
Telecourses fit into schedule better than on-campus courses	2
For additional information in personal money management	1
Increase my business knowledge	1

Table XXIX reveals that 26.79 percent of the students enrolled in the on-campus class received A's as compared to 14.03 percent A's in the telecourse. Also, 33.33 percent of the students enrolled did not complete the telecourse as compared to 24.22 percent not completing the on-campus course.

Table XXX indicates that 32.25 percent of the students received B's in the telecourse as contrasted to 18.58 percent B's in the on-campus class. Also, there were 36.55 percent non-completers in the telecourse and 32.08 percent non-completers in the on-campus course.

Reflected in Table XXXI is the fact that 8.32 percent of the on-campus course students received F's. This compares to almost the same percent (8.33) receiving F's in the telecourse. The table further indicates 23.66 percent of the on-campus students did not complete the course as compared to a 43.75

percent non-completion rate in the telecourse.

TABLE XXVI

RESPONSES TO QUESTION CONCERNING
OTHER REASONS WHY COURSE
NOT COMPLETED

	N
Didn't have time for course	4
Hospitalized relative	3
Car accident	2
Hospitalized during final examination	2
Job load and course load too heavy	2
Making wedding preparations	2
Didn't like grading or testing system	2
Didn't provide additional information as expected, simply a review of already known information	1
Divorced with a 5 year old child, work full-time	1
Needed even later TV cable service	1
Out of town due to job travel	1

Table XXXII reveals that 23.82 percent of the students received B's in the on-campus course as compared to 12.30 percent receiving B's in the telecourse. The table also indicates 55.38 percent of the students completed the telecourse and 75.50 percent of the students completed the on-campus course.

Eighteen and twenty-three hundredths percent of the students enrolled in the on-campus course received A's as compared to 5.40 percent receiving A's in the History 1493 telecourse, as indicated in Table XXXIII. Table XXXIII further reveals 37.83 percent of the students enrolled in the telecourse were

non-completers and 20.50 percent of the enrollees were non-completers in the on-campus course.

TABLE XXVII

RESPONSES TO QUESTION CONCERNING ENROLLING IN A TELECOURSE IN THE FUTURE

	N
Yes	59
No	20
Maybe	1
No Answer	6

Table XXXIV indicates 8.86 percent of the on-campus students earned D's as compared to 1.25 percent D's in the telecourse. Table XXXIV further reveals that 81.28 percent of the on-campus students were completers. This compares with 71.25 percent completers in the telecourse.

Table XXXV reveals that in PSY 1113 23.26 percent of the students earned C's in the on-campus course. This compares with 15.73 percent earning C's in the telecourse. This table also shows that 7.51 percent of the on-campus students reveived F's as compared to 12.35 percent receiving F's in the telecourse.

TABLE XXVIII

COMPARISON OF BUS 1053 TELECOURSE AND ON-CAMPUS GRADES

Grades		On-Campus N	On-Campus %	Telecourse N	Telecourse %
A		66	21.93	9	14.51
B		73	24.25	15	24.19
C		61	20.26	10	15.12
D		18	5.98	1	1.61
F		38	12.62	11	17.74
Audit	AU	0	0	0	0
Satisfactory	S	0	0	0	0
Total Completers		256	85.05	46	74.19
Withdrawal	W	19	6.31	4	6.45
Withdrawal (Passing)	WP	19	6.31	5	8.06
Administrative Withdrawal	WN	3	.99	1	1.61
Incomplete	I	2	.66	2	3.22
Withdrawal (Failing)	WF	2	.66	4	6.45
No Grade	NG	0	0	0	0
No Credit	NC	0	0	0	0
Total Non-Completers		45	14.95	16	25.80
Grand Total		301		62	

As shown in Table XXXVI, there were 76.92 percent completers in the total on-campus courses. The same table reveals that 66.11 percent of the students completed the total telecourses.

TABLE XXIX

COMPARISON OF ECO 1353 TELECOURSE AND ON-CAMPUS GRADES

Grades		On-Campus N	On-Campus %	Telecourse N	Telecourse %
A		30	26.79	8	14.03
B		24	21.43	19	33.33
C		21	18.75	10	17.54
D		3	2.68	0	0
F		6	5.36	1	1.75
Audit	AU	1	.89	0	0
Satisfactory	S	0	0	0	0
Total Completers		85	75.89	38	66.66
Withdrawal	W	11	9.82	8	14.03
Withdrawal (Passing)	WD	9	8.04	9	15.78
Administrative Withdrawal	WN	5	4.46	0	0
Incomplete	I	2	1.79	2	3.50
Withdrawal (Failing)	WF	0	0	0	0
No Grade	NG	0	0	0	0
No Credit	NC	0	0	0	0
Total Non-Completers		27	24.22	19	33.33
Grand Total		112		57	

Instructor Evaluation of Telecourses

Tables XXXVII through XLVI indicates the responses of the telecourse instructors to questions 1 - 10 on the instructor questionnaire.

In Table XXXVII the instructors either agreed or strongly agreed at a rate of 66.66 percent on Question 1, which related to the non-completion

rate. In the same table, 25 percent of the instructors disagreed with the statement about the non-completion rate of students being higher with telecourses.

TABLE XXX

COMPARISON OF ENG 1113 TELECOURSE AND ON-CAMPUS GRADES

Grades		On-Campus N	On-Campus %	Telecourse N	Telecourse %
A		83	12.44	12	12.90
B		124	18.59	30	32.25
C		117	17.54	11	11.82
D		45	6.75	0	0
F		1	12.44	6	6.45
Audit	AU	1	.15	0	0
Satisfactory	S	0	0	0	0
Total Completers		453	67.93	59	63.44
Withdrawal	W	84	12.59	11	11.82
Withdrawal (Passing)	WP	78	11.69	22	23.65
Administrative Withdrawal	WN	29	4.53	1	1.07
Incomplete	I	9	1.35	0	0
Withdrawal (Failing)	WF	14	2.10	0	0
No Grade	NG	0	0	0	0
No Credit	NC	0	0	0	0
Total Non-Completers		214	32.08	34	36.55
Grand Total		667		67	

TABLE XXXI

COMPARISON OF ENG 1213 TELECOURSE
AND ON-CAMPUS GRADES

Grades		On-Campus N	On-Campus %	Telecourse N	Telecourse %
A		109	12.96	8	8.33
B		205	24.38	25	26.05
C		204	24.26	10	10.41
D		54	6.42	3	3.12
F		70	8.32	8	8.33
Audit	AU	0	0	0	0
Satisfactory	S	0	0	0	0
Total Completers		642	76.34	54	56.25
Withdrawal	W	79	9.39	20	20.83
Withdrawal (Passing)	WP	75	8.92	8	8.33
Administrative Withdrawal	WN	11	1.31	0	0
Incomplete	I	12	1.43	0	0
Withdrawal (Failing)	WF	22	2.62	14	14.58
No Grade	NG	0	0	0	0
No Credit	NC	0	0	0	0
Total Non-Completers		199	23.66	42	43.75
Grand Total		841		96	

As indicated in Table XXXVIII, 75 percent of the instructors either agreed or strongly agreed on the idea that telecasts present comprehensive information on the subject, while 25 percent of the instructors either disagreed, strongly disagreed, or indicated no answer.

The findings presented in Table XXXIX indicates that 91.66 percent of the instructors felt that the study guide was helpful to the student. On the same question, 8.33 percent had no opinion and not one instructor either

disagreed or strongly disagreed.

TABLE XXXII

COMPARISON OF HIS 1483 TELECOURSE AND ON-CAMPUS GRADES

Grades		On-Campus N	On-Campus %	Telecourse N	Telecourse %
A		79	16.22	7	10.76
B		116	23.82	8	12.30
C		78	16.02	12	18.46
D		44	9.03	4	6.15
F		51	10.47	5	7.69
Audit	AU	0	0	0	0
Satisfactory	S	0	0	0	0
Total Completers		368	75.56	36	55.38
Withdrawal	W	41	8.42	13	20.00
Withdrawal (Passing)	WP	35	7.19	7	10.76
Administrative Withdrawal	WN	10	2.50	0	0
Incomplete	I	5	1.03	1	1.53
Withdrawal (Failing)	WF	28	5.75	8	12.30
No Grade	NG	0	0	0	0
No Credit	NC	0	0	0	0
Total Non-Completers		119	24.44	29	44.61
Grand Total		487		65	

Eighty-three and thirty-four hundredths percent of the instructors either agreed or strongly agreed in Table XL that the textbook presents material in an understandable manner. Only 8.33 percent of the instructors disagreed on this same question.

TABLE XXXIII

COMPARISON OF HIS 1493 TELECOURSE AND ON-CAMPUS GRADES

Grades		On-Campus N	On-Campus %	Telecourse N	Telecourse %
A		101	18.23	4	5.40
B		96	17.33	14	18.91
C		120	21.66	16	21.62
D		54	9.75	10	13.51
F		68	12.27	2	2.70
Audit	AU	2	.36	0	0
Satisfactory	S	0	0	0	0
Total Completers		441	79.60	46	62.16
Withdrawal	W	48	8.66	10	13.51
Withdrawal (Passing)	WP	27	4.87	13	17.56
Administrative Withdrawal	WN	9	1.62	2	2.70
Incomplete	I	7	1.26	0	0
Withdrawal (Failing)	WF	22	3.97	3	4.05
No Grade	NG	0	0	0	0
No Credit	NC	0	0	0	0
Total Non-Completers		113	20.40	28	37.83
Grand Total		554		74	

Table XLI, regarding outside assignments, indicated that 58.33 percent of the instructors either agreed or strongly agreed that these assignments were helpful to the student. Thirty-three and thirty-three hundreths percent of the instructors indicated that this question was not applicable to their course.

In Table XLII on the optional study sessions, 66.66 percent of the instructors either agreed or strongly agreed that these sessions were helpful to the student. Sixteen and sixty-seven hundredths percent had no opinion and

16.67 percent of the instructors indicated that this was not applicable to their course.

TABLE XXXIV

COMPARISON OF POS 1113 TELECOURSE AND ON-CAMPUS GRADES

Grades		On-Campus N	On-Campus %	Telecourse N	Telecourse %
A		221	24.47	16	20.00
B		194	21.48	20	25.00
C		152	16.83	14	17.50
D		80	8.86	1	1.25
F		87	9.63	6	7.50
Audit	AU	0	0	0	0
Satisfactory	S	0	0	0	0
Total Completers		437	81.28	57	71.25
Withdrawal	W	42	4.68	9	11.25
Withdrawal (Passing)	WP	74	8.19	8	10.00
Administrative Withdrawal	WN	15	1.66	0	0
Incomplete	I	11	1.22	6	7.50
Withdrawal (Failing)	WF	0	0	0	0
No Grade	NG	0	0	0	0
No Credit	NC	0	0	0	0
Total Non-Completers		169	18.72	23	28.75
Grand Total		903		80	

TABLE XXXV

COMPARISON OF PSY 1113 TELECOURSE
AND ON-CAMPUS GRADES

Grades		On-Campus N	On-Campus %	Telecourse N	Telecourse %
A		93	17.03	18	20.22
B		122	22.34	11	12.35
C		127	23.26	14	15.73
D		31	5.68	2	2.24
F		41	7.51	11	12.35
Audit	AU	0	0	0	0
Satisfactory	S	0	0	0	0
Total Completers		414	75.82	56	62.92
Withdrawal	W	47	8.61	12	13.48
Withdrawal (Passing)	WP	59	10.81	19	21.34
Administrative Withdrawal	WN	16	2.93	0	0
Incomplete	I	2	.37	2	2.24
Withdrawal (Failing)	WF	8	1.47	0	0
No Grade	NG	0	0	0	0
No Credit	NC	0	0	0	0
Total Non-Completers		132	24.18	33	37.07
Grand Total		546		89	

In Table XLIII, regarding periodic newsletters, 75 percent of the instructors indicated that they either agreed or strongly agreed the newsletter would be useful to the student. Sixteen and sixty-seven percent of the instructors had no opinion on this item.

Table XLIV presents the fact that 100 percent of the instructors either agreed or strongly agreed that the telecourse hotline is helpful to the student.

TABLE XXXVI

COMPARISON OF TOTAL TELECOURSE AND ON-CAMPUS GRADES

Grades		On-Campus N	On-Campus %	Telecourse N	Telecourse %
A		782	17.72	82	12.41
B		954	21.63	142	21.48
C		680	19.95	97	14.67
D		329	7.46	21	3.18
F		444	10.07	95	14.37
Audit	AU	4	.09	0	0
Satisfactory	S	0	0	0	0
Total Completers		3393	76.92	437	66.11
Withdrawal	W	371	8.41	87	13.16
Withdrawal (Passing)	WP	376	8.52	91	13.77
Administrative Withdrawal	WN	98	2.22	4	.61
Incomplete	I	50	1.13	13	1.97
Withdrawal (Failing)	WF	123	2.79	29	4.39
No Grade	NG	0	0	0	0
No Credit	NC	0	0	0	0
Total Non-Completers		1018	23.08	224	33.89
Grand Total		4411		661	

Question 9, regarding the testing procedure and listed in Table XLV, 91.67 percent of the instructors either agreed or strongly agreed that the testing procedure was adequate for the student. On the same question, 8.33 percent of instructors strongly disagreed.

As reflected in Table XLVI, 91.66 percent of the instructors felt that the make-up test procedure was adequate for the student.

TABLE XXXVII

INSTRUCTOR PERCEPTIONS OF TELECOURSE
NON-COMPLETION RATE

	N	%
Strongly Agree	4	33.33
Agree	4	33.33
No Opinion	1	8.33
Disagree	3	25.00
Strongly Disagree	0	0
No Answer	0	0

TABLE XXXVIII

INSTRUCTOR PERCEPTIONS OF TELECOURSE
COMPREHENSIVENESS

	N	%
Strongly Agree	2	16.67
Agree	7	58.33
No Opinion	0	0
Disagree	1	8.33
Strongly Disagree	1	8.33
No Answer	0	8.33

TABLE XXXIX

INSTRUCTOR PERCEPTIONS OF STUDY GUIDE HELPFULNESS

	N	%
Strongly Agree	4	33.33
Agree	7	58.33
No Opinion	1	8.33
Disagree	0	0
Strongly Disagree	0	0
No Answer	0	0

TABLE XL

INSTRUCTOR PERCEPTIONS OF TEXTBOOK MATERIAL

	N	%
Strongly Agree	2	16.67
Agree	8	66.67
No Opinion	1	8.33
Disagree	1	8.33
Strongly Disagree	0	0
No Answer	0	0

TABLE XLI

INSTRUCTOR PERCEPTIONS OF HELPFULNESS
OF OUTSIDE ASSIGNMENTS

	N	%
Strongly Agree	3	25.00
Agree	4	33.33
No Opinion	1	8.33
Disagree	0	0
Strongly Disagree	0	0
No Answer	0	0
Not Applicable	4	33.33

TABLE XLII

INSTRUCTOR PERCEPTIONS OF HELPFULNESS
OF OPTIONAL STUDY SESSIONS

	N	%
Strongly Agree	1	8.33
Agree	7	58.33
No Opinion	2	16.67
Disagree	0	0
Strongly Disagree	0	0
No Answer	0	0
Not Applicable	2	16.67

TABLE XLIII

INSTRUCTOR PERCEPTIONS OF USEFULNESS OF PERIODIC NEWSLETTERS

	N	%
Strongly Agree	1	8.33
Agree	8	66.67
No Opinion	2	16.67
Disagree	1	8.33
Strongly Disagree	0	0
No Answer	0	0

TABLE XLIV

INSTRUCTOR PERCEPTIONS OF HELPFULNESS OF HOTLINE

	N	%
Strongly Agree	5	41.67
Agree	7	58.33
No Opinion	0	0
Disagree	0	0
Strongly Disagree	0	0
No Answer	0	0

TABLE XLV

INSTRUCTOR PERCEPTIONS OF ADEQUACY
OF TESTING PROCEDURE

	N	%
Strongly Agree	3	25.00
Agree	8	66.67
No Opinion	0	0
Disagree	0	0
Strongly Disagree	1	8.33
No Answer	0	0

TABLE XLVI

INSTRUCTOR PERCEPTIONS OF ADEQUACY
OF MAKE-UP TEST PROCEDURE

	N	%
Strongly Agree	4	33.33
Agree	7	58.33
No Opinion	0	0
Disagree	0	0
Strongly Disagree	1	8.33
No Answer	0	0

Further Instructor Evaluation of Telecourses

Question 11 related to whether the instructor would like to continue to coordinate a telecourse. All 12 instructors indicated they would like to continue to coordinate a telecourse.

Questions 12 - 18 required a written response and are summarized for each question separately. On question 12, which was, "Of the supplemental material, which is the most helpful to the students?" The results revealed the study guide was the most frequently mentioned. Instructors also stated that review or study sessions on-campus were helpful to students. The telecourse booklet was also identified as being beneficial supplementary material for students. The telecourse syllabus was listed several times as being helpful to students. The telecourse textbook was also mentioned, but not as often as the other material.

Question 13 was, "Of the supplemental material, which is the least helpful to the student?" Most instructors felt that all the supplemental material was helpful to the student. There were, however, some comments that the textbooks may be somewhat difficult and the brochure could be improved.

There was quite a variety of responses to question 14, "What areas do you think need to be improved?" On two of the courses, Personal Finance and Freshman Composition II, the suggestion was made that these courses be revised somewhat. The telecourse orientation sessions were mentioned as still being a problem for some students. This comment would seem to relate to

the statement that communication needs to be improved. Another comment had to do with insuring that the students do their own work. Also, much more writing practice is needed. One quote was, "Much more course emphasis on how to compose, rather than how to love good writing."

Question 15 was, "What are the most frequent comments the students offer to you concerning telecourses?" These comments were widely varied. The students seemed to want closer contact with the instructors and miss the opportunity for class discussion and exchanges with other students. The students also mentioned the fact that it is hard to have enough self-discipline to stay with the course. But yet other students indicate there is no one to push them and they like it this way. Others say the time demands are too great on them, that is, working, going to school, family, and so on.

Question 16 was, "Is the grade distribution in the telecourse the same as the on-campus course?" The perception of the instructor on this question was that the grade distribution was either slightly higher or about the same in the telecourses as in their on-campus class. One observation was that the telecourse student appeared to drop the course, where on-campus students would try to hang on for a D grade.

On question 17, "What percent of the telecourse students communicate with you?" provided quite a range of answers. This question was broken down into three classifications, by phone, by mail, and in person. The range on "by phone" was from 5 percent to 33 1/3 percent for a mean of 21.89 percent. The range on "by mail" was from 1 percent to 100 percent

for a mean of 23.3 percent. The "in person" range was from 0 percent to 100 percent for a mean of 15.45 percent.

The last question, question 18 was, "What additional comments and/or suggestions for improvement do you have?" Comments related to release time for faculty to revise some courses, some type of group discussion or telephone buddy system for students, and better coordination of telecourses and the same on-campus course.

Administrative Evaluation

The presentation of findings for the Administrative Evaluation of telecourses will be summarized for each question on the questionnaire. The first question related to the value of the telecourse experience for students. Some of the comments were very brief but indicated in their opinion the experience for students was excellent, very valuable and good. One commented that the experience should be for the student with a high degree of self-motivation with the obvious drawback being the lack of interaction between student and instructor, and student and other students. Another interesting comment was that telecourses may be the, "Flicker of flame" that will enable many students to keep their educational lifetime flame burning until they can either return to the traditional learning environment or until education develops more learning delivery systems.

The second question was, "What is the value of telecourse offerings to Tulsa Junior College?" The brief responses indicated excellent to very good.

One response suggested that telecourse added another dimension to Tulsa Junior College's instructional services and are meeting the needs of certain adults who are unable to fit into a traditional schedule because they work odd hours or have other conflicts. Another comment was that telecourses serve certain handicapped students. Another observation was that telecourses allows Tulsa Junior College to serve more students than could be accommodated in present facilities. Also, a person commented that the offering of telecourses had generated additional publicity for the college.

Question 3 considered the value of telecourses to the community. The comment was made that telecourses are excellent enrichment of the community whether taken for credit or just viewing as a program. Telecourses are a means of bringing higher education to the home. Telecourses may be the best mode of learning for some adults and of the approximately 500 students taking telecourses, 225 would not be taking any course if not for telecourses.

Question 4 asked about the cost effectiveness of telecourses. The responses indicated telecourses were very cost effective with Tulsa Junior College having a potential cable television market of 100,000 homes. Also, it was mentioned that other areas of the college benefited cost wise from telecourses, that is, areas such as advertising and publicity.

In response to question 5 which was, "Should other colleges become involved with telecourses?" Most administrators recommended that other colleges become involved in telecourses. The indication was positive if

duplication of courses was avoided and superior quality of courses was maintained.

Question 6 was, "What has been the faculty reaction to telecourses?" According to the administrators, the faculty reaction has been quite positive after some initial apprehension. There was one response that after the apprehension was over, faculty either approved of or became apathic about telecourse offerings.

The last question, question 7, asked the administrator to comment on the offering of telecourses in the future for higher education. All of the respondents felt that telecourses would definitely be offered in the future. One person stated that telecourses would serve between 10 and 20 percent of the adults enrolled in higher education by 1990. Another indicated that telecourses are only a, "Tip of the iceberg" of the possibilities in utilizing the electronic media as an educational delivery system. One observation was that telecourses will probably be more effective at the graduate level since the motivation levels and self-directed learning skills of the advanced students should be greater.

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Discussion of this chapter is divided into three sections. The first section presents a summary of the study. The conclusions of the study are presented next, and the implications for research and practice are discussed in the last portion of the chapter.

Summary

The purpose of this study was to evaluate and analyze the perceptions of those involved with telecourses at Tulsa Junior College for future decision-making purposes to improve telecourse offerings and student services. The study sought to answer the following questions:

1. How do students (both completers and non-completers) view the telecourse experience?

2. How do Tulsa Junior College telecourse instructors view the telecourse experience?

3. How do Tulsa Junior College administrators view the telecourse experience?

4. How do the grades of students enrolled in telecourses compare to the grades of students enrolled in the same on-campus courses?

5. What are the perceived advantages of telecourses?

6. What type of students have the greatest success in telecourses?

7. What does the demographic data reveal about students enrolled in telecourses?

8. What are the recommendations for the future regarding telecourses?

A comprehensive review of the literature was conducted by the researcher. This review indicated the growth of the Community/Junior College movement and more specifically Tulsa Junior College. The review also presented the growth of cable television, both locally and nationally. The study further revealed television to be a viable means of instruction. Also, it appears that not much research has been done with telecourses offered via cable television.

The subjects selected were the students enrolled in the telecourses for the Spring Semester, 1981. The faculty selected were the twelve faculty involved in the eight Spring Semester telecourses. Administrators were selected by the researcher for their past contact and familiarization with telecourses.

Questionnaires were developed and field tested for students (both completers and non-completers), faculty, and administrators. Also used in the study were a Student Profile Analysis, students' transcripts, and the Grade Analysis.

The questionnaire was administered to the telecourse completers on campus. Non-completer results were compiled as a result of two mailings. Faculty and administrators questionnaires were hand delivered and returned to the researcher's office.

Data were analyzed using the percentage concept on the objective-type responses. The questions that required written responses were reported in narrative form.

The Student Profile Analysis and the students' transcripts were used to gather specific data about individual students. Grade point averages were reported for all students including an analysis of grade point averages by sex. Students with previous college degrees were compiled from this data. Comparison of grades of telecourse students with their on-campus counterparts was accomplished by using the Grade Analysis printout.

Conclusions

The conclusions for this study are listed following each specific question the study sought to answer.

How Do Students (Both Completers and Non-Completers) View the Telecourse Experience?

The telecourse experience for the most part was viewed as a positive experience for both completers and non-completers. This was evidenced, in part, by the fact that the majority of the non-completers indicated they would enroll in a telecourse in the future.

How Do Tulsa Junior College Telecourse Instructors View the Telecourse Experience?

The instructors basically felt the telecourse experience was an effective

mode of instruction as long as quality control was maintained for the course. Without exception the instructors indicated they would like to coordinate telecourses in the future.

How Do Tulsa Junior College Administrators View the Telecourse Experience?

The administrators felt very positive toward the telecourse experience for students. Like the instructors, the administrators also felt that quality must be maintained. They also felt this was an excellent mode of instruction to meet the needs of the adult learner.

How Do the Grades of Students Enrolled in Telecourses Compare to the Grades of Students Enrolled in the Same On-Campus Courses?

In the majority of the grade comparisons, the on-campus student received higher grades. The total Grade Analysis reflected the fact that 10 percent more of the students complete the on-campus course as compared to the telecourse.

What are the Perceived Advantages of Telecourses?

It was indicated in the study that some perceived advantages of telecourses were that the courses fit into a degree plan, the courses were con-

venient, and the student could save gas, time, and money. Another perceived advantage was the independent study aspect of the telecourse. Some of the students thought the independent study aspect was a very good approach to meet their learning style.

Implications for Research and Practice

Implications for Practice

The implications for practice from the results of this study are as follows:

Course Revisions

The study indicated that two of the telecourses might need some revision to better meet the needs of the students. This basically would include some updating of the telecourse tapes and revamping the study guides.

Communication

Another implication of the study would be to reconsider the communication with telecourse students. The study revealed that students desired not only more contact with the telecourse instructor, but also with other students. Orientation sessions should be looked at closely for possible revision. More on-campus sessions may be required. A newsletter may be desirable for all telecourse students.

Scheduling

Efforts should be made to assure that all telecourse segments be shown during the evening hours as this was by far the most desirable time for students to view telecourses.

What Type of Students Have the Greatest Success in Telecourses?

It appears from the study that a student with an adequate grade point average in previous courses should be successful in telecourses. Also, if a student has been successful in a previous telecourse, the chance of being successful in another telecourse is good. In addition, the female student appeared to have been more successful than the male student. Further, if a student was admitted on special approval his/her chances of being successful were greater.

What Does the Demographic Data Reveal About Students Enrolled in Telecourses?

Demographic data revealed that the majority of the students enrolled in telecourses were female. The mean age of all students enrolled in telecourses was 30 years of age. However, ages ranged from the youngest student at 17 years of age to the oldest person at 62 years of age.

What Are the Recommendations for the Future Regarding Telecourses?

Recommendations for the future for telecourses would be to maintain high quality telecourses. There should be a continuing demand for this mode of instruction. As the growth of Tulsa Junior College and Tulsa Cable Television continues, increasing numbers of adults should be served via telecourses. Future recommendations would also seem to dictate development of additional telecourses.

Implications for Further Research

Grades

Further research would seem to be appropriate in the area of grades A study of the comparison of students taking an on-campus class of Freshman Composition I and the next semester enrolling in the Freshman Composition II telecourse would be useful.

Communication Follow-Up

A follow-up study concerning the communication with telecourse students would be in order after some of the aforementioned changes have been implemented.

National Junior College Telecourse Study

Two-year colleges throughout the nation are beginning to get in the telecourse business. A national study related to the perception of students, faculty, and administrators would be in order.

Telecourse Content

Studies could be conducted related to an evaluation of the content and quality of telecourses.

Student Follow-up

A study would be appropriate to follow-up on telecourse students completing a degree or transferring to another institution.

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APPENDICES

APPENDIX A

TELECOURSE COMPLETER QUESTIONNAIRE

PLEASE COMPLETE THIS EVALUATION FOR EACH TELECOURSE IN WHICH YOU ARE ENROLLED.

This evaluation is for the following telecourse:

( ) Introduction to Business
( ) Personal Finance
( ) Freshman Composition I
( ) Freshman Composition II
( ) American History, 1492-1865
( ) American History, 1865-Present
( ) Humanities I
( ) American Federal Government
( ) General Psychology

Please indicate how you registered for the course:

( ) Counseling Center
( ) Faculty
( ) Group Advisement Center
( ) Self-Advised On Campus
( ) Telephone

DIRECTIONS: In order to improve the course in future semesters, we are asking for your reaction of the course up to this time. Please put a check in the box telling whether you Strongly Agree, Agree, have No Opinion, Disagree, or Strongly Disagree with each of the following statements.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1. I find the T.V. programs interesting.	( )	( )	( )	( )	( )
2. I find the T.V. programs informative.	( )	( )	( )	( )	( )
3. I find the T.V. programs understandable.	( )	( )	( )	( )	( )
4. The textbook is appropriate for this course.	( )	( )	( )	( )	( )
5. The study guide helps me organize my studies as I go through this course.	( )	( )	( )	( )	( )
6. The exercises and readings in the study guide help me improve my knowledge of this course.	( )	( )	( )	( )	( )
7. I find my on-campus telecourse instructor helpful.	( )	( )	( )	( )	( )
8. The examinations cover the material in the course.	( )	( )	( )	( )	( )
9. The hotline is helpful.	( )	( )	( )	( )	( )
10. I am satisfied with the course overall.	( )	( )	( )	( )	( )

(OVER)

		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
11.	My current grade in the class accurately reflects my mastery of the course material.	( )	( )	( )	( )	( )

DIRECTIONS: Please give the following requests your thoughtful consideration.

1. Why did you enroll in the telecourse?

2. What do you like about this course?

3. What do you dislike about this course?

4. In what ways do you think this course could be more effective?

5. What time of day was most convenient for viewing telecourses for you?

6. Please list your comments, and/or suggestions for improving the course overall.

7. Would you enroll in another telecourse? Yes ( ) No ( )

8. Did you ever use the Hotline? Yes ( ) No ( )

9. Did you ever contact the on-campus instructor:

   by phone, Yes ( ) No ( )
   by mail, Yes ( ) No ( )
   in person, Yes ( ) No ( )

10. Was the communication between you and the on-campus instructor adequate in order for you to successfully complete this course?

    Yes ( ) No ( )

APPENDIX B

TELECOURSE NON-COMPLETER QUESTIONNAIRE

Questionnaire For Telecourse Student

Full-Time Student (12 hours or more) ( )
Part-Time Student (less than 12 hours) ( )

How did you register for the course:

( ) Counseling Center
( ) Faculty
( ) Group Advisement Center
( ) Self-Advised On Campus
( ) Telephone

Why did you enroll in the telecourse? _____

Please indicate the reason(s) why you were unable to complete the telecourse:

Overall course load too heavy	( )
The telecourse required more time than I had anticipated	( )
Was not motivated for this type of instruction	( )
Dissatisfied with on-campus telecourse instructor	( )
Dissatisfied with video tape programs	( )
Dissatisfied with the study guide	( )
Dissatisfied with the textbook	( )
Dissatisfied with course assignments (quantity or quality)	( )
Enrolled in the wrong class	( )
Moved	( )
Job Transfer	( )
Job difficulty	( )
Family problems	( )
Illness (self)	( )
Illness (family)	( )
Orientation was not sufficient	( )
Not interested in the course	( )
Was unable to keep up with assignments	( )
Exams were too difficult	( )
Cable service not available	( )
Broadcast schedule was not convenient	( )
Did not attend orientation	( )
Unable to contact telecourse instructor	( )
Did not like TV course	( )
Grades earned were unacceptable	( )
Other _____	

Would you enroll in a telecourse in the future? Yes ( ) No ( )

Please return to: William F. Sutterfield
Tulsa Junior College
909 South Boston
Tulsa, Oklahoma 74119

APPENDIX C

TELECOURSE INSTRUCTOR QUESTIONNAIRE

Instructor Evaluation of Telecourses

I coordinate the following telecourses:

( ) Introduction to Business
( ) Personal Finance
( ) Freshman Composition I
( ) Freshman Composition II
( ) American History, 1492-1865
( ) American History, 1865-Present
( ) Humanities I
( ) American Federal Government
( ) General Psychology

DIRECTION: Please indicate the degree to which you agree or disagree with each of the following statements by placing a check mark in the appropriate column. If an item is not applicable for your particular telecourse please indicate this by checking the column to the left of the item.

Not Applicable			Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
	1.	The non-completion rate is higher in my telecourse than my on campus class.	( )	( )	( )	( )	( )
	2.	The telecasts present comprehensive information on the subject.	( )	( )	( )	( )	( )
	3.	The study guide seems helpful to the student.	( )	( )	( )	( )	( )
	4.	The textbook presents the material in an understandable manner.	( )	( )	( )	( )	( )
( )	5.	The outside assignments, if required, seem helpful to the student.	( )	( )	( )	( )	( )
( )	6.	The optional study sessions, if available, seem helpful to the student.	( )	( )	( )	( )	( )
	7.	Periodic newsletters would be a useful communication contact with the students.	( )	( )	( )	( )	( )
	8.	The telecourse hotline is helpful to the student.	( )	( )	( )	( )	( )
	9.	The testing procedure is adequate for the student.	( )	( )	( )	( )	( )
	10.	The make-up test procedure is adequate for the student.	( )	( )	( )	( )	( )

11. Would you like to continue coordinating a telecourse?
Yes ( ) No ( )

12. Of the supplemental material, which is the most helpful to the student?

13. Of the supplemental material, which is the least helpful to the student?

14. What areas do you think need to be improved?

15. What are the most frequent comments the students offer to you concerning telecourses?

16. Is the grade distribution in you telecourse (s) the same as your on-campus courses? If no, please explain.

17. Approximately what per-cent of the students communicate with you by phone _____, by mail _____, in person _____?

18. What additional comment and/or suggestions for improvement do you have?

APPENDIX D

ADMINISTRATOR QUESTIONNAIRE

Administration Evaluation of Telecourses

1. How would you rate the value of the telecourse experience for students?

2. What is the value of telecourse offerings to Tulsa Junior College?

3. What is the value of telecourse offerings to the community?

4. Comment on the cost effectiveness of offering telecourses.

5. Would you recommend that other colleges become involved in telecourses?

6. What has been the faculty reaction to telecourses?

7. Comment on the offering of telecourses in the future for Higher Education.

APPENDIX E

STUDENT PROFILE ANALYSIS

TULSA JUNIOR COLLEGE
PROFILE ANALYSIS
ALL REPORT

ATTEND	DAY 279 35%I	NIGHT 166 33%I	DAY-NITE 59 12%I	I	I	I	I	I	NO ANSWER	INVALID
OBJECTIVE	UNIV 318 63%I	TECH 186 37%I	I	I	I	I	I	I	NO ANSWER	INVALID
HOURS	F-T 72 14%I	P-T 432 86%I	I	I	I	I	I	I	NO ANSWER	INVALID
CAMPUS	METRO 449 89%I	NORTHEAST 42 08%I	MEMORIAL 13 03%I	I	I	I	I	I	NO ANSWER	INVALID
AGE	OVER 71 1	62-71 1 0%I	52-61 10 02%I	42-51 41 08%I	32-41 139 28%I	22-31 242 48%I	16-21 71 14%I	I	NO ANSWER	INVALID
SEX	MALE 154 31%I	FEMALE 350 69%I	I	I	I	I	I	I	NO ANSWER	INVALID
RACE	WHITE 455 90%I	BLACK 22 04%I	ORIENTAL 2 0%I	A. INDIAN 12 02%I	LATIN A 7 01%I	OTHER 6 01%I	I	I	NO ANSWER	INVALID
HRS-EMP	0 74 15%I	1-10 3 01%I	11-20 23 05%I	21-30 20 04%I	31-40 275 55%I	OVER 40 19 04%I	I	I	NO ANSWER 93 18%I	INVALID
AD-BASIS	HS-GRAD 157 31%I	RENT TRNS 78 15%I	GED 21 04%I	RE-ENTR 112 22%I	COLL TRANS 100 20%I	COND-ENT 9 02%I	INDIV APPRGRD 3 01%I	DA/BS 19 04%I	NO ANSWER	INVALID 5 01%I
AD-STATUS	GOOD 216 43%I	PROBATION 39 08%I	REJECTED I	NOT ADMIT 249 49%I	I	I	I	I	NO ANSWER	INVALID

CUR-STAT	GOOD 354 70%	PROB-ACAD 69 14%	SUSP-ACAD 12 02%	PROB-DISC	SUSP-DISC				NO ANSWER 69 14%	INVALID
HRS-ERN	0-27 341 68%	28-39 41 08%	40-49 43 09%	50-59 22 04%	60-69 30 06%	ABOVE 69 27 05%			NO ANSWER	INVALID
GR-PTS	.0-.5 20 04%	.6-1.0 14 03%	1.1-1.5 19 04%	1.6-1.9 23 05%	2.0-2.5 105 21%	2.6-2.9 79 16%	3.0-3.5 138 27%	3.6-4.0 73 14%	NO ANSWER 33 07%	INVALID
MAR-STAT	SINGLE 150 30%	MARRIED 280 58%	WIDOWED 8 01%	DIVORCED 53 11%					NO ANSWER 15 03%	INVALID
HRS-ENR	OVER 18 1	15-18 16 03%	12-14 47 09%	9-11 79 16%	6-8 169 34%	3-5 191 38%	1-2 2 0%	0	NO ANSWER	INVALID
MAJOR-INT	ART-SCI 184 37%	BUSINESS 80 16%	EDUCATION 25 05%	FINE ARTS 5 01%	ENGIN 15 03%	HOME ECON 2 10%	LAW 4 01%	TECH 186 37%	NO ANSWER 3 01%	INVALID
ZIP	SE 268 53%	NE 26 05%	NW 57 11%	SW 58 12%	DT 83 16%	OTHER 12 02%			NO ANSWER	INVALID
EDUC OBJ.	CERT 19 04%	DEG 269 53%	INT 197 39%	AUDIT					NO ANSWER 19 04%	INVALID
SEM ENROL	SEMI 223 44%	SEM2 245 49%	SEM3 36 07%						NO ANSWER	INVALID
ACT ENG.	0 - 6 3 01%	7 - 11 14 03%	12 - 16 37 07%	17 - 21 78 15%	22 - 26 35 07%	27 - 29 3 01%	OVER 29 3 01%		NO ANSWER 326 65%	INVALID 5 01%

ACT MATH	0 - 6 11 02%	7 - 11 37 07%	12 - 16 66 13%	17 - 21 37 07%	22 - 26 16 03%	27 - 29 3 01%	OVER 29 3 01%	NO ANSWER 326 65%	INVALID 5 01%
ACT S. S.	0 - 6 6 01%	7 - 11 29 06%	12 - 16 39 08%	17 - 21 27 05%	22 - 26 53 11%	27 - 29 10 02%	OVER 29 9 02%	NO ANSWER 326 65%	INVALID 5 01%
ACT NAT.S	0 - 6 1 0%	7 - 11 12 02%	12 - 16 31 06%	17 - 21 62 12%	22 - 26 39 08%	27 - 29 17 03%	OVER 29 11 02%	NO ANSWER 326 65%	INVALID 5 01%
ACT COMP.	0 - 6	7 - 11 18 04%	12 - 16 48 10%	17 - 21 67 13%	22 - 26 31 06%	27 - 29 8 02%	OVER 29 1 0%	NO ANSWER 326 65%	INVALID 5 01%
VET FALL	VET 1 0%	CHILD-VET	DIS. VET 15 03%	NON VET 484 96%				NO ANSWER	INVALID 4 01%
VET SPG	VET 33 07%	CHILD-VET	DIS. VET 1 0%	NON VET 470 93%				NO ANSWER	INVALID
VET SUMM	VET 13 03%	CHILD-VET	DIS. VET	NON VET 491 97%				NO ANSWER	INVALID
DEGREE	ARTS 9 02%	SCIENCE 2 0%	ASC. TECH	CERT ACHV 3 01%	ASC. APPL 25 05%	ACC APPL	ACC TECH	MULTIPLE	NO ANSWER 465 92%	INVALID
DEG. DATE	PRESENT 21 04%	79 4 01%	78 1 0%	77 3 01%	76 2 0%	75	74	73 & LESS 2 0%	NO ANSWER 469 93%	INVALID 2 0%
FUT. COL.	TU 1 0%	ORU	OSU	OU	NE STATE 3 01%	ARKANSAS	LANGSTON	OTHER 192 38%	NO ANSWER 308 61%	INVALID
TOTAL	504								

END PROFILE ANALYSIS - LKP

RE-ENT TRANS 081880

052	1	62			NORTHEASTERN STATE-OK				1	63			PASS SOPH ENG PROF TE				075
053	1	62	PSC	1114	0001 GEN PHYS SCI	4.0	B		1	63	HRS	ATT	17.0 EARN 17.0 OPTS 57.0 GPA 3.35				
054	1	62	POS	1113	0002 AMER GOVT	3.0	C		TOTL	HRS	ATT	52.0 EARN 52.0 OPTS 167.0 GPA 3.21					
055	1	62	SPE	UNC	0003 INTRO TO SPCH	2.0	B										
056	1	62	ENG	1113	0004 FRESH COMP	3.0	A		2	76			TULSA JUNIOR COLLEGE				000
057	1	62	PSY	UNC	0005 FRESH ORIENT	1.0	C		2	76	ACC	1013	A020 PRIN/ACCTG 1	3.0	A		591
058	1	62	HTH	2413	0006 BAS HTH	3.0	A		2	76	HRS	ATT	3.0 EARN 3.0 OPTS 12.0 GPA 4.00				
	1	62	HRS	ATT	16.0 EARN 16.0 OPTS 50.0 GPA 3.12				TOTL	HRS	ATT	55.0 EARN 55.0 OPTS 179.0 GPA 3.25					
	TOTL	HRS	ATT	16.0 EARN 16.0 OPTS 50.0 GPA 3.12													
									1	77	ACC	1023	0123 PRIN/ACCTG 2	3.0	A		592
059	2	62	HIS	1063	0007 MOD WEST CIV	3.0	B		1	77	HRS	ATT	3.0 EARN 3.0 OPTS 12.0 GPA 4.00				
061	2	62	ENG	2413	0008 INTRO TO LIT	3.0	A		TOTL	HRS	ATT	58.0 EARN 58.0 OPTS 191.0 GPA 3.29					
062	2	62	HIS	1493	0009 US TO PRES	3.0	B										
063	2	62	ENG	1213	0010 FRESH COMP	3.0	A		2	77	ACC	2313	A101 INTER/ACCTG 1	3.0	A		593
064	2	62	PE	1112	0011 PERS HYGIENE	2.0	C		2	77	HRS	ATT	3.0 EARN 3.0 OPTS 12.0 GPA 4.00				
065	2	62	SOC	1063	0012 SOC PROB	3.0	C		TOTL	HRS	ATT	61.0 EARN 61.0 OPTS 203.0 GPA 3.32					
066	2	62	ENG	UNC	0013 FUND OF LIT *	2.0	A										
067	2	62			* - CORRESPONDENCE				1	81	BUS	1053	TY01 INTRO BUSINESS	3.0	A		594
	2	62	HRS	ATT	19.0 EARN 19.0 OPTS 60.0 GPA 3.15				1	81	HRS	ATT	3.0 EARN 3.0 OPTS 12.0 GPA 4.00				
	TOTL	HRS	ATT	35.0 EARN 35.0 OPTS 110.0 GPA 3.14					TOTL	HRS	ATT	64.0 EARN 64.0 OPTS 215.0 GPA 3.35					
068	1	63	PE	UNC	0014 HYGIENE OF CHI	2.0	A		2	81	ECO	1353	TY22 PERSNL FINANCE	3.0	A		595
069	1	63	ENG	UNC	0015 ENGL LIT	2.0	B		2	81	HRS	ATT	3.0 EARN 3.0 OPTS 12.0 GPA 4.00				
071	1	63	ENG	UNC	0016 SHAKESPEARE	3.0	B		TOTL	HRS	ATT	67.0 EARN 67.0 OPTS 227.0 GPA 3.38				
072	1	63	HIS	1483	0017 US TO 1865	3.0	C										
073	1	63	BIO	1114	0018 GEN BIOL SCI	4.0	A		TJC	HRS	ATT	15.0 EARN 15.0 OPTS 60.0 GPA 4.00					
074	1	63	PSY	1113	0019 INTRO TO PSYCH	3.0	A										

COWETA COWETA OK 5-61

05/27/81 LIBERAL ARTS METRO FEMALE

HASKELL OK 12-21-44

ADV CODE 0150

APPENDIX F

STUDENT TRANSCRIPT

TULSA JUNIOR COLLEGE
GRADE ANALYSIS
SPRING SEMESTER, 1980-81

COURSE ZAP	A	B	C	D	F	AU	S	TOTALS	W	WP	WN	I	WF	NG	NC	TOTAL	TOTAL
BUS 1053 TV21	9 14.51	15 24.19	10 16.12	1 1.61	11 17.74	0 0.00	0 0.00	46 74.19	4 6.45	5 8.06	1 1.61	2 3.22	4 6.45	0 0.00	0 0.00	16 25.80	62
ECO 1353 TV22	8 14.03	19 33.33	10 17.54	0 0.00	1 1.75	0 0.00	0 0.00	38 66.66	8 14.03	9 15.78	0 0.00	2 3.50	0 0.00	0 0.00	0 0.00	19 33.33	57
ENG 1113 TV23	12 12.90	30 32.25	11 11.82	0 0.00	6 6.45	0 0.00	0 0.00	59 63.44	11 11.82	22 23.65	1 1.07	0 0.00	0 0.00	0 0.00	0 0.00	34 36.55	93
ENG 1213 TV24	8 8.33	25 26.04	10 10.41	3 3.12	8 8.33	0 0.00	0 0.00	54 56.25	20 20.83	8 8.33	0 0.00	0 0.00	14 14.58	0 0.00	0 0.00	42 43.75	96
HIS 1483 TV25	7 10.76	8 12.30	12 18.46	4 6.15	5 7.69	0 0.00	0 0.00	36 55.38	13 20.00	7 10.76	0 0.00	1 1.53	8 12.30	0 0.00	0 0.00	29 44.61	65
HIS 1493 TV26	4 5.40	14 18.91	16 21.62	10 13.51	2 2.70	0 0.00	0 0.00	46 62.16	10 13.51	13 17.56	2 2.70	0 0.00	3 4.05	0 0.00	0 0.00	28 37.83	74
POS 1113 TV28	16 20.00	20 25.00	14 17.50	1 1.25	6 7.50	0 0.00	0 0.00	57 71.25	9 11.25	8 10.00	0 0.00	6 7.50	0 0.00	0 0.00	0 0.00	23 28.75	80
PSY 1113 TV29	18 20.22	11 12.35	14 15.73	2 2.24	11 12.35	0 0.00	0 0.00	56 62.92	12 13.48	19 21.34	0 0.00	2 2.24	0 0.00	0 0.00	0 0.00	33 37.07	89

APPENDIX G

GRADE ANALYSIS

TULSA JUNIOR COLLEGE
GRADE ANALYSIS
SPRING SEMESTER, 1980-81

COURSE	ZAP	A	B	C	D	F	AU	S	TOTALS	W	WP	WN	I	WF	NG	NC	TOTAL	TOTAL
BUS 1053	TV21	9 14.51	15 24.19	10 16.12	1 1.61	11 17.74	0 0.00	0 0.00	46 74.19	4 6.45	5 8.06	1 1.61	2 3.22	4 6.45	0 0.00	0 0.00	16 25.80	62
ECO 1353	TV22	8 14.03	19 33.33	10 17.54	0 0.00	1 1.75	0 0.00	0 0.00	38 66.66	8 14.03	9 15.78	0 0.00	2 3.50	0 0.00	0 0.00	0 0.00	19 33.33	57
ENG 1113	TV23	12 12.90	30 32.25	11 11.82	0 0.00	6 6.45	0 0.00	0 0.00	59 63.44	11 11.82	22 23.65	1 1.07	0 0.00	0 0.00	0 0.00	0 0.00	34 36.55	93
ENG 1213	TV24	8 8.33	25 26.04	10 10.41	3 3.12	8 8.33	0 0.00	0 0.00	54 56.25	20 20.83	8 8.33	0 0.00	0 0.00	14 14.58	0 0.00	0 0.00	42 43.75	96
HIS 1483	TV25	7 10.76	8 12.30	12 18.46	4 6.15	5 7.69	0 0.00	0 0.00	36 55.38	13 20.00	7 10.76	0 0.00	1 1.53	8 12.30	0 0.00	0 0.00	29 44.61	65
HIS 1493	TV26	4 5.40	14 18.91	16 21.62	10 13.51	2 2.70	0 0.00	0 0.00	46 62.16	10 13.51	13 17.56	2 2.70	0 0.00	3 4.05	0 0.00	0 0.00	28 37.83	74
POS 1113	TV28	16 20.00	20 25.00	14 17.50	1 1.25	6 7.50	0 0.00	0 0.00	57 71.25	9 11.25	8 10.00	0 0.00	6 7.50	0 0.00	0 0.00	0 0.00	23 28.75	80
PSY 1113	TV29	18 20.22	11 12.35	14 15.73	2 2.24	11 12.35	0 0.00	0 0.00	56 62.92	12 13.48	19 21.34	0 0.00	2 2.24	0 0.00	0 0.00	0 0.00	33 37.07	89

VITA

William F. Sutterfield

Candidate for the Degree of

Doctor of Education

Thesis: AN ANALYSIS OF THE PERCEPTIONS OF TELECOURSE STUDENTS, FACULTY AND ADMINISTRATORS AT TULSA JUNIOR COLLEGE

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Fort Smith, Arkansas, August 5, 1938, the son of William F. Sutterfield, Sr. and Mary Ellen Sutterfield; two boys William Christopher (Chris) Sutterfield and Michael Armon (Mike) Sutterfield.

Education: Graduated from Poteau High School, Poteau, Oklahoma in May, 1956, received Bachelor of Science in Education degree from Northeastern Oklahoma State University in 1960; received Master of Teaching degree from Northeastern Oklahoma State University in 1964; received Master of Science Teaching degree from the University of Arizona in 1970; completed requirements for the Doctor of Education degree in December, 1981.

Professional Experience: Instructor of Mathematics, Berryhill High School, 1960-1970; Instructor of Mathematics and Division Chairman of the Scientific and Medical Services Division, Tulsa Junior College, 1970-1973; Dean of Instruction, Metro Campus, Tulsa Junior College, 1973-1981.