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THE INDEPENDENT STUDY DEPARTMENT, THE UNIVERSITY OF OKLAHOMA: AN ANALYSIS OF STUDENT AND FACULTY PERCEPTIONS OF SELECTED AREAS ASSOCIATED WITH INDEPENDENT STUDY

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

by

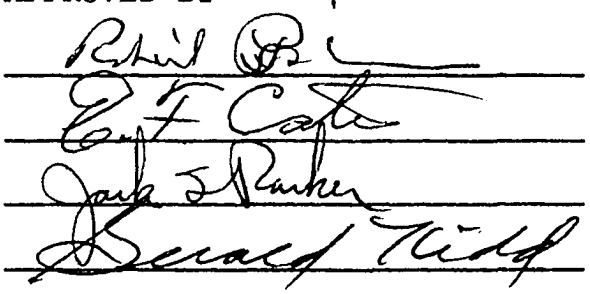
JOE THOMAS PACKNETT

Norman, Oklahoma

1973

THE INDEPENDENT STUDY DEPARTMENT, THE UNIVERSITY OF OKLAHOMA: AN ANALYSIS OF STUDENT AND FACULTY PERCEPTIONS OF SELECTED AREAS ASSOCIATED WITH INDEPENDENT STUDY

APPROVED BY



DISSERTATION COMMITTEE

ACKNOWLEDGEMENTS

The author of this study wishes to express his sincere appreciation to Dr. Robert F. Bibens, chairman of the doctoral committee, who assisted throughout the period of research and preparation with encouragement, advice, information and guidance. The author is also indebted to the other members of the committee, Dr. Eugene F. Cates, Dr. Gerald Kidd, and Dr. Jack F. Parker for their significant contributions during the research and writing process.

Appreciation is extended to the many University of Oklahoma faculty and students who assisted and contributed to this study and to the administrative leadership of Oscar Rose College.

A special expression of deepest gratitude is due my wife, Marguerite, my two children, Mike and Pam. Their patience, encouragement and understanding throughout the study provided inspiration and incentive; thus this dissertation is truly a family project.

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THE INDEPENDENT STUDY DEPARTMENT, THE UNIVERSITY OF OKLAHOMA: AN ANALYSIS OF STUDENT AND FACULTY PERCEPTIONS OF SELECTED AREAS ASSOCIATED WITH INDEPENDENT STUDY

CHAPTER I

INTRODUCTION

The Correspondence-study departments of educational institutions are making progress on many fronts. It is, however, probably safe to say that if one were to make a list of the areas of notable achievements in the correspondence study field, research would not head the list. Yet, while independent study departments are not noted for their research efforts, neither is the picture entirely discouraging. A survey of the many independent study departments of the nation's various colleges and universities would reveal that nearly all are attempting to conduct at least a limited evaluation. It is only by constant and continual evaluation and experimentation that can provide answers to questions--answers that can be accepted with a reasonable degree of assurance.

Research provides us with a basis for making decisions. Unless these decisions are made as the result of research,

decision makers are prone to give way to prejudices and preconceptions.[1]

This study was an attempt to conduct an evaluation of the Independent Study Department of The University of Oklahoma. The study encompassed two samples of subjects: (1) an evaluation of the department from the faculty's standpoint, and (2) an evaluation of the department from the college student's standpoint.

Statement of the Problem

The major thrust of this investigation was directed toward the collection and analysis of data to answer questions posed concerning the curricula, students, professors, and administrative services of the Independent Studies Department of The University of Oklahoma. The specific problem investigated may be stated as follows:

> The purpose of this study was to analyze data concerning the curricula, college students, professors, and administrative services of the Independent Studies Department of the Research and Public Service Division of The University of Oklahoma.

The problem statement can be easily divided into four distinct sections for further analysis. In particular, the study was concerned with four areas of analysis--curricula, students, professors, and administrative services.

---

[1]Gayle B. Childs, "Review of Research in Correspondence Study," The Brandenburg Memorial Essays on Correspondence Instruction - II (Madison: The University of Wisconsin, University Extension, 1966), p. 127.

The particular questions the researcher attempted to answer in this investigation are as follows:

1. What are the biographical profiles of the college students who enroll in courses offered by the Independent Studies Department at The University of Oklahoma?

2. What factors persuade on-campus college students to enroll in Independent Studies (I-S) courses?

3. Which courses, if any, do the present students plan to enroll in for future credit?

4. What things do students like and dislike about the courses they are taking?

5. What are the differences, if any, which exist between what the students expected concerning the course assignments, course instructor, and administrative services?

6. What are the biographical profiles of the professors who teach courses in the Independent Studies Department at The University of Oklahoma.

7. What are the differences, if any, that exist between what actually exists, and what the professors feel ought to be, concerning the teaching of correspondence study courses, the Independent Studies students, and the administrative services offered by the Independent Studies Department at The University of Oklahoma?

8. What adjectives did the professors use to describe the tasks they are asked to perform in connection with their teaching duties, the I-S students, and the administrative services offered by the I-S Department at The University of Oklahoma?

9. What suggestions, if any, did the professors make for the improvement of the I-S Department at The University of Oklahoma?

Several other questions were investigated in this study, but the questions stated above constitute the majority of the data collection instruments. Additional information was treated as secondary to that needed to answer the

questions posed above. The specific questions asked in the study of the participants are continued in the two questionnaires presented in Appendices A and B.

Hypotheses to be Tested

In order to answer the questions posed earlier, the researcher tested several hypotheses. The experimenter's version of these hypotheses actually tested in each case is presented in the following section. The null hypotheses actually tested in each case is presented in the Results section of the dissertation immediately preceding the results of each.

H_1 There is a difference in the importance attached to the various reasons participating students give for taking correspondence courses.

H_2 There is a significant difference in the number of times each of the various I-S course "dislikes" are chosen by the participating I-S students.

H_3 There is a significant difference in the number of times each of the various Independent-Studies course "likes" are chosen by the participating I-S students.

H_4 There are significant differences between the student's perceptions of the I-S course assignments as they actually exist and the way the course assignments were expected to be when they enrolled in the course.

H_5 There are significant differences between the student's perceptions of the I-S course instructors as they actually are and the way the course instructors were expected to be when they enrolled in the course.

H_6 There are significant differences between the student's perceptions of the I-S Department's

administrative services as they actually exist and the way the Department's administrative services were expected to be when they enrolled in the course.

H_7 There are significant differences between the instructor's perceptions of the teaching duties assigned to I-S courses the way the duties actually are and the way the duties ought to be.

H_8 There are significant differences between the instructor's perceptions of the I-S students the way they actually are and the way they ought to be.

H_9 There are significant differences between the instructor's perceptions of the administrative services offered by The University of Oklahoma I-S Department the way they actually are and the way the administrative services of the Department ought to be.

H_{10} There is a significant difference between the number of times the negative and positive adjectives describing the instructor's correspondence-study tasks are chosen by the participating instructors.

H_{11} There is a significant difference between the number of times the participating instructors choose the negative and positive adjectives describing the correspondence-study students.

H_{12} There is a significant difference between the number of times the participating instructors choose the negative and positive adjectives describing the administrative services offered by the Independent Studies Department of The University of Oklahoma.

H_{13} There are significant differences among the number of times the participating instructors choose the various reasons listed for improving the Independent Studies Department at The University of Oklahoma.

Definition of Terms

In order to avoid a misinterpretation of certain terms, the following definitions and explanations are proposed:

Independent/Correspondence Studies: Those academic courses offered by an educational institution which do not require the student and instructor to meet on a face-to-face basis, but allow the student to accumulate academic credits through lesson completion by correspondence. (Note: Prior to 1968, these departments or divisions of the educational institutions were referred to as Correspondence Study Departments. Since that time, however, they have been referred to as Independent Studies Departments.) In this study the Independent/Correspondence Studies are those courses offered by the Independent Studies Department of The University of Oklahoma at Norman.

Independent-Studies Students: Those students enrolled in the Independent Studies (I-S) courses at The University of Oklahoma, and who are also enrolled as regular students on campus.

Independent-Studies Instructors/Professors: Those instructors employed by the Independent Studies Department to teach the I-S courses, and to perform the duties normally associated with the course work of the Independent Studies Department. These duties usually include the developing of the course outlines and syllabi, the grading of completed lessons, informing students of test results and lesson results, and submitting a final grade for students completing a particular course.

Independent-Study Curricula: All curricula developed for the independent studies department of an educational institution. In this study the curricula are those which are being utilized by the professors and instructors participating in the I-S courses at The University of Oklahoma.

Administrative Services: Those services performed by The University of Oklahoma I-S Department for the faculty and students necessary for the enrollment, chronological account, and permanent recording of students enrolled in an I-S course. These services usually include the initial enrollment of the I-S students, the supplying of books and study materials, the orientation for completing the course, receiving and recording completed lessons, forwarding completed lessons

to the course instructors, returning graded lessons to the students, keeping the students and the instructors informed concerning the progress being made in the course, administering and scoring certain examinations, employing instructors for developing course outlines and syllabi, and posting student grades and credits with the Admission and Records Department at The University of Oklahoma.

Limitations of the Study

The present study has assumed certain limitations in order to make the investigation feasible. The instructor sample was limited to the fifty-three college instructors currently teaching I-S courses at The University of Oklahoma during the 1972-73 academic year. The I-S student sample was limited to those full or part-time college students enrolled at The University of Oklahoma's undergraduate level, and enrolled in at least one I-S course for the 1972-73 academic year, who had completed at least one-half of the lessons required to finish the course. Since there was a great number of students who met the established criteria, a sample of 102 students was randomly chosen. For this reason, the results of the responses given by the student sample could be generalized to the entire population from which the sample was chosen. These same results, however, cannot be logically generalized beyond the undergraduate college enrollment figures furnished by the Independent Studies Department of The University of Oklahoma.

Assumptions Being Made Concerning the Study

For the purposes of the present study, the following assumptions were made concerning the samples of subjects, the data collection instruments, the statistical tests used in testing the hypotheses, and the external validity of the results.

1. It was assumed that the sample of students is a random representation of the entire population of The University of Oklahoma students who meet the following criteria:
   a. Enrolled full or part-time for the 1972-73 academic year.
   b. Attending undergraduate college classes on the main campus of The University of Oklahoma.
   c. Enrolled in at least one Independent Study course at The University of Oklahoma's Independent Studies Department.
   d. Having completed at least one-half of the lessons assigned to their independent studies course.
2. It was assumed that the two data collection instruments shown in Appendices A and B have sufficient validity and reliability to collect the data needed for testing the hypotheses stated earlier.
3. It was assumed that the sample of instructors was representative of those professors who are teaching Independent Study courses at the college undergraduate level during the 1972-73 academic year in the Independent Studies Department of The University of Oklahoma.
4. It was assumed that the data collected from the two questionnaires meet the assumptions associated with the proposed testing statistics.
5. It was assumed that the samples of students and instructors were of adequate size to allow generalization of the study to the entire populations of students and instructors.

CHAPTER II

REVIEW OF RELATED RESEARCH

The extent of professional literature in the area of independent study is considered by many Independent Study directors, as well as others, to be non-existent. Wedemeyer has pointed out that by comparison to the serious research available in other educational fields, this may be a fair estimate.[1] A considerable amount of professional correspondence education material, however, has been written as is indicated by the bibliography prepared by the Research Committee of the Correspondence Division, National University Extension Association (NUEA), under the chairmanship of Childs in 1960.[2] Many of the research reports are difficult to locate and some are out of print or completely inaccessible. At the same time, a historical approach to the area may be beneficial.

Instruction by correspondence is as old as written communication. The letters of Cicero to his son Marcus and

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[1]Charles A. Wedemeyer, "World Trends in Correspondence Education," The Brandenburg Memorial Essays on Correspondence Instruction - II (Madison: The University of Wisconsin, University Extension, 1966), pp. 2-17.

[2]Gayle B. Childs, "Correspondence Study Research," Proceedings, Sixth International Conference (Oregon State System of Higher Education, 1962), pp. 114-20.

his brother Quintus are still studies for style and content. Lord Chesterfield's letters to his son on the behavior of a gentleman to his associates are of value. The didactic letters of Karl Phillip Moritz suggested the idea of correspondence instruction on an extensive scale to some Germans who founded the first modern correspondence schools.[1] The first instance of professional teaching by correspondence was probably the Toussaint-Langenscheidt School in 1856. Their plan was to send each pupil a monthly printed letter of about thirty-two pages. Pupils forwarded their written recitations to the instructors. At the end of the course (eighteen lessons) examinations were given. The success of the system was remarkable. The idea was imitated. In 1873 Reverand T. H. Vincent and Mr. Lewis Miller began the normal school training of Sunday School teachers in the United States, under the auspices of the Methodist Episcopal Church. The desirability of broader culture for Sunday School teachers led to the introduction of secular subjects. Other new features were added. The School of Languages was organized in 1879. Many sought to continue their studies, and correspondence with teachers followed. The plan for correspondence instruction was firmly established by 1882 through the Chautauqua Camp Meeting Association. The Chautauqua University was incorporated in 1883.

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[1]"Correspondence Schools," Annual Reports of the Department of Interior, Commissioner of Education (Washington, D. C.: Government Printing House, 1902), pp. 8-12.

In 1885 the name was changed to College of Liberal Arts. It ceased in 1900, but stock companies and universities are continuing it.

It is extremely difficult, if not impossible, to mark the beginnings of the correspondence study movement in the United States. Although the earliest recorded efforts are dated in the early 1880's, there is evidence of other efforts being conducted on a limited basis as far back as the early 1860's.[1]

Although continuing education has Old World antecedents, organized adult education is very largely indigenous to our American culture. The early town meetings in the New England colonies are sometimes cited as the first forms of adult education. However, education was not their primary purpose or activity. After the establishment of the republic, organizations such as the American Adademy of Arts and Sciences in Philadelphia (1780), the Lowell Institute in Boston (1836), the Smithsonian Institute in Washington (1846), and Cooper Union in New York (1859) arose in the cities, mainly for the purpose of extending knowledge of the physical sciences among adults. The American Lyceum, founded by Josiah Holbrook in Massachusetts (1831), is especially noteworthy because it eventuated in lecture-discussion groups in over three thousand towns. Although established "for the mutual improvement of

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[1]John H. Vincent, Chautauqua Movement (Boston: Chautauqua Press, 1886), pp. 183-93.

their members and the common benefit of society," the principal purpose of the Lyceum was to advance the public school movement and to foster free libraries. The International Correspondence Schools of Scranton, Pennsylvania, were founded in 1890 and remain in operation today.

Dr. William Rainey Harper, first President of the University of Chicago, was instrumental in giving correspondence studies the leadership, structure, and support it needed to become an effective force in the field of education.[1] Dr. Harper was the leader in organizing the system of correspondence teaching upon which the Chautauqua College of Liberal Arts depended to reach its scattered clientele during the early 1880's. At the same time, Harper's greatest contribution can be cited as his writings which gave definitions of correspondence study terms, the advantages of correspondence study, the disadvantages of correspondence study, and the proper role of the correspondence study method. In his earliest writings, Harper was able to allay many of the unfounded anxieties expressed by educators and administrators. The two classic statements which are attributed to Dr. Harper are as follows:

> The correspondence system would not, if it could, supplant oral instruction, or be regarded as its substitute. There is a field for each which the other cannot fill. Let each do its proper work.[2]

---

[1]Thomas W. Goodspeed, William Rainey Harper (Chicago: The University of Chicago Press, 1928), pp. 50-57, 78-79.

[2]William Rainey Harper, "The System of Correspondence," The Changing World of Correspondence Study, ed. by O. Mackinzie and E. L. Christenson (University Park, Penn.: The Pennsylvania State Press, 1971), pp. 12-13.

Harper's second statement was given as one of two summary statements regarding the accomplishments of correspondence work. He said:

> The day is coming when the work done by correspondence will be greater in amount than that done in the classrooms of our academies and colleges; when the students who shall recite by correspondence will far outnumber those who make oral recitations.[1]

From its earliest beginnings, correspondence study began to take on larger dimensions. This was especially true with the Chautauqua Movement.

The Chautauqua Movement

Perhaps the most ambitious and influential early correspondence study movement was the Chautauqua Movement, which eventually spawned the Chautauqua College of Liberal Arts, a publishing company, a printing press, and several lesser organizations and enterprises.[2] The Chautauqua Institution, founded in New York in 1874 for the original purpose of training Sunday School teachers, broadened its program in an attempt to raise the general cultural level of adults, particularly in rural communities, through local reading circles, correspondence courses, and traveling chautauquas.

Scope of the First Correspondence Study Programs

The first correspondence study programs covered a wide range of topics as well as a wide variety of students.

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[1] Ibid., pp. 12-13.

[2] Vincent, Chautauqua, p. 83.

Pioneers in the field developed and implemented programs for learners from early childhood to senescence.

Anna Eliot Ticknor founded the Society to Encourage Studies at Home in 1873. The Society had as its main objective to ". . . help those women of all classes who crave the advantages that learning would bring into their home." The Society's beneficient goals attracted a teaching and supervisory staff of over 200 volunteers. Otherwise, the Soceity's program was partially self-supporting.[1]

Thomas J. Foster, a newspaper editor and publisher of the Colliery Engineer in Scranton, Pennsylvania, started a crusade for coal mining safety which evolved into the establishment of the International Correspondence Schools in 1890.[2] Although the original schools were founded for the purpose of educating Pennsylvania coal miners, the ICS have expanded to many other areas. The ICS have schooled over eight and one-half million persons in their eighty-four years of continuous operation. Their primary emphasis is still for the working man.

In 1897 Virgil Hillyer opened a private school in Baltimore, Maryland, for the home instruction of pre-school students who could be monitored by their parents.[3]

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[1]E. C. Agassiz, Society to Encourage Studies at Home (Cambridge, Mass.: Riverside Press, 1897), pp. 1-17.

[2]Ray Gagnon, "The ICS Story," International Correspondence Schools (Scranton, Penn.: ICS Press, 1967), p. 38.

[3]Archibald Hart, The Calvert School (Baltimore: Calvert and Hillyer, 1947), pp. 56-59, 174-79.

The school, The Calvert School, offered home instruction for children with teachers serving in a supervisory-helper role. (Sir George Calvert founded the Colony of Maryland.)

In 1883, several of the well established universities attempted to establish a correspondence study program based on the concept of inter-institutional cooperation. The new institution, The Correspondence University, was to be staffed by professors from various universities such as Harvard, Yale, Johns Hopkins, Wisconsin, etc. Unfortunately the "participating" institutions failed to give the financial and administrative support needed, and the Correspondence University was disbanded a few years later.[1]

Extramural Programs Institutionalized

One of the chief barriers which the proponents of correspondence study had to overcome was the lack of enthusiasm shown by educational organizations. However, some farsighted educators in progressive universities were able to lead their institutions to a tolerance, if not an acceptance, of students and courses which were taught by mail. At the same time, the military services, business and industry, and private individuals have adopted correspondence studies so

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[1]"The Correspondence University," Harper's Weekly, October 17, 1883, p. 676.

readily that only about five percent of the total correspondence student enrollment is associated with educational institutions.[1]

Military Services

One of the major reasons for the success of correspondence studies has been its adoption by the United States Armed Forces Institute (USAFI), Madison, Wisconsin. USAFI was created in 1942 by the federal government as a means of providing military servicemen with educational opportunities. By the end of World War II (1945), USAFI was emerging as one of the largest correspondence institutions in the world. Since that time, the USAFI programs have experienced erratic, but steady growth. This has been especially true during the Vietnam War years.

Colleges and Universities

The University of Chicago under the leadership of William Rainey Harper, the President of Chicago University, established one of the first correspondence study departments in America and extended much expertise and assistance to the Chautauqua Movement.[2] Although the Chautauqua Movement was considered to be the best established and prestigious correspondence program of its time, it was soon overshadowed by the

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[1]National Home Study Council, 1971 Correspondence Education Survey (Washington, D. C.: March, 1972).

[2]Maxwell H. Goldbert, "Continuous Education as a Way of Life," Adult Education, XVI (Autumn, 1965), p. 6.

programs established at the University of Chicago, the State University of New York, and the University of Wisconsin.

In 1971, there were sixty-four correspondence study units affiliated with the National University Extension Association. In recent years, many of the correspondence study departments or units of the colleges and universities have changed their names to become departments of independnet study. Most of these units offer courses at both the secondary and college level. One offers courses at the elementary level as well. At least one university, the University of Nebraska, has been accredited so that it can award a high school diploma through its Extension High School.

Independent Studies at The University of Oklahoma

By no means a new development, independent study through correspondence has been an integral part of the program of The University of Oklahoma since 1910.[1] Twenty faculty members offered forty-nine courses during the first year, but only sixteen students enrolled in the courses. From these meager beginnings, the offerings ballooned to more than 700 in 1918-19 in a cooperative effort between The University of Oklahoma and the state normal schools. The Independent Study Department was one of three which survived the 1933 budget cuts, which eliminated the Extension Division.

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[1]Grace Jackson Penney, A History of the Extension Division of The University of Oklahoma (Norman: The University of Oklahoma, 1953), pp. 6-7.

High school course offerings were made through the Works Progress Administration (WPA) from 1936 to 1942. It was during this time also, that the course offerings were extended to the state's penal institutions.

In 1942, the Department of Correspondence Study furnished courses to men and women in the military services under an arrangement with the United States Armed Forces Institute (USAFI). At the request of the United States Office of Education, it constructed courses in pre-flight aeronautics for a pre-induction program utilizing military personnel.

In August, 1945, when GI benefits were extended to correspondence study, the department was able to enroll hundreds of veterans in high school and college courses. Many of these classes included instruction toward naturalization of citizens and the federal taxation of war veterans.

The correspondence study programs offered by the department cover a wide range of academic areas, and serve an even wider range of clientele. The following groups are now being served by the Independent Study Department of The University of Oklahoma.[1]

1. The "shut-ins" temporarily or permanently hospitalized, cripples, and persons in orphanages and penal institutions without facilities for schooling.

2. Oklahoma children temporarily in foreign countries whose parents are in diplomatic or consular service, missionary work, serving abroad with the armed forces, or employed abroad by oil companies, etc.

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[1] Ibid., p. 8.

3. Teachers in Oklahoma schools who must continue to advance educationally.

4. Students attending college or high school who have conflicts in class schedules and students who need for graduation only a subject or two, which may be taken by correspondence with their dean's or principal's permission.

5. Persons "on the job" who may gain promotion by extra training.

6. Housewives and mothers who can do the job better with training in household management, child psychology, etc.

7. Municipal employees and civic-minded individuals who profit by courses in their special fields of interest.

8. Those who take courses for personal satisfaction.

At the present time, course offerings and students include 315 courses in forty-four subjects serving more than 6,000 students in Oklahoma and throughout the world. The scope and quality of the services of the Independent Studies Department was the major area of investigation in the present study.

Need for the Study

Today there is an increased awareness of the need for formal research, investigation, and experimentation in independent study. An international journal for correspondence education would be an asset in stimulating and making reports available to researchers, experimenters, and correspondence educators generally. Together with this international journal, an international bibliography, fully annotated for the benefit of those interested in correspondence education is needed.

An ongoing program of research is necessary if progress is to be achieved in any area of human activity. The area of correspondence study is no exception. Indeed, in a field such as correspondence study in which the amount of previous research is somewhat limited, the need may be especially acute.

Needed research probably falls into two categories. One is immediate and continuing, the other has more long-range objectives. Short-range or immediate research could acquaint the researcher better with the day-to-day operation of correspondence programs. It could provide information about the kind of people served, the kinds of staff members employed, enrollment trends, salaries and fees paid, and change in rules and regulations.

Greatly needed, however, is research to provide answers to more fundamental problems. Independent Study personnel need to know how successful programs have been in dealing with gifted children. In addition, there has been little research on the methodology of correspondence study. What is the relative importance of the syllabus as compared to evaluation of student achievement? Do teachers' comments help? What kinds of comments are most effective? How detailed should a syllabus be to be most effective?

Why do students drop out of correspondence study courses? Can anything be done to increase the completion rate? Is intelligence related to completion in correspondence

study? What personal characteristics are related to success in correspondence study? What can be done to help develop these characteristics? How good, actually, is college correspondence study in terms of achievement relative to other forms of study?

The Brandenburg Memorial Essays I and II, published by the University of Wisconsin Extension Division, have made an important contribution to the professional literature in independent study. Carefully selected articles and speeches by recognized authorities in the field of independent study were included. The Home Study Review, a quarterly published by the National Home Council, served as an international journal to some extent for a brief period. From 1960 until its discontinuance in the summer of 1967, articles were contributed to professional journals by correspondence educators who possessed an international reputation in their areas.

The most recent step in providing access to research and investigations in the area of independent study was the Educational Resources Information Center (ERIC) operated by the Library of Continuing Education Division of Syracuse University in cooperation with the United States Office of Education. The ERIC Clearinghouse on Adult Education accumulates all the printed materials available, and distributes a listing on its acquisitions.

Present Attempts to Evaluate Independent Study Programs

Many, if not all, independent study departments have made some attempts to evaluate their programs. Some of these attempts by the various programs are as follows:

California - Comparison of completion rates for television-correspondence courses and regular correspondence courses has been undertaken.

Chicago - Four additions have been made to the series of Home-Study Administrative Reports in the past year:[1]

No. 5. "The Great Books Through Home-Study: The First Ten Years," by Franklyn H. Chidester, March, 1959.

No. 6. "Trends in Home-Study Registrations, 1952-1958," by Leonard S. Stein and Franklyn H. Chidester, March, 1959.

No. 7. "The Educated Common Sense Investor, A Four-Year Study," (a study of Business NC168, Common Sense for the Individual Investor), by Robert E. Allard, September, 1959.

No. 8. "Home Study Registration Data, 1959-1963," by Franklyn H. Chidester, December, 1959.

Two other Administrative Reports are now in the process of completion--one incidentally, on the cost of serving USAFI registrants.

Iowa - Research has been conducted on the learning possibilities courses in preparation. A few of the tapes will be used for instructional purposes to determine the values and

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[1]NUEA Newsletter; Correspondence Study Division, National University Extension Association, Vol. VI, No. I (Lawrence: The University of Kansas), p. 30.

needs for a variety of approaches. If these experiments are successful, tapes will be made for entire courses.

Utah State - Studies are being made of the percentage of correspondence papers returned on time by various departments and instructors, and of the percentage of "A's" and "B's" given by the various departments in home study courses.

Wisconsin - Two studies are currently being conducted. The first is a pilot study of a modified method of correspondence study in the teaching of foreign languages to high school students. Three schools are participating in this project, and five languages are being taught. The special features under study include (1) closely supervised study by a school appointed supervisor in a daily study session; (2) special tapes for oral work; (3) monthly visitations by university instructors.

The second study concerns the effectiveness of correspondence study in teaching high school level algebra to superior achieving elementary school children (eighth grade). The experimental group was drawn from cooperating schools in six Wisconsin counties.

NUEA Evaluation

In the recent questionnaire survey of NUEA Correspondence practices, the desirability of more standardization of procedures was demonstrated rather strikingly.

There is a wide discrepancy between the number of assignments needed to comprise one semester hour of credit

hour, $20 per course, $18 per student, $8 per semester hour; $2.50 per hour, $4.50 per semester hour for correcting assignment and grading examination, "monthly basis" (no figure given), and "varies." Three institutions deduct from 10 cents to 35 cents per assignment if the instructor delays the return of the results for more than 7 days. Three other institutions pay from 70 to 90 per cent of the enrollment fee.

Pay for grading correspondence examinations varied from nothing--6 institutions--to $5, with 11 institutions paying 96 cents to $1. Two institutions reported "regular faculty--no pay;" and 1 each, $6 per semester hour, $20 per course for correcting assignments and grading examination, $8 per semester hour for correcting assignments and grading examination, $2.50 per hour, $4.50 per semester hour for correcting assignments and grading examination, "monthly basis" (no figure given), and "varies."

Trends in Correspondence Study

A number of specific trends are noticable in correspondence study, which, when added to the general factors discussed earlier, reinforce the conclusions that suggest continuing vitality of correspondence study in the next half-century.[1]

1. The increase in adult learning by correspondence study will continue. Presently, adult, non-credit,

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[1]Chester Allen and Charles A. Wedemeyer, The Story of Correspondence Study at the University of Wisconsin (Madison: The University of Wisconsin, 1957), pp. 3-5.

in correspondnece study. Fifty-two member institutions varied from 4 to 13 assignments, with 17 institutions listing only 8 assignments. One institution reported that the number of assignments "varies" and two did not respond. Several institutions indicated that the number of assignments required per semester hour was too many.

Enrollment fees varied from $6 to $18 per semester hour, with 16 institutions listing $10. Fifteen institutions reported use of a non-resident fee--ranging from $1 to $3 per semester hour--in addition to the normal enrollment fee.

The pay of instructors (per semester hour) for preparing correspondence courses varied from nothing to $200 with 2 institutions reporting "regular faculty--no pay" (one of these indicated compensation by way of a reduction of teaching load). Only 7 institutions paid approximately the same per semester hour rate--$21 to $25.

Remuneration for preparing a correspondence course examination ranged from nothing--in 32 institutions--to $25. Two institutions reported "regular faculty--no pay;" one, $6 per semester hour for preparing course, examination, correcting assignments, and grading examination; and another, $2.50 per hour.

Pay for correcting each correspondence assignment varied from 25 cents to $2.50, with 10 institutions paying from 96 cents to $1. Two institutions reported "regular faculty--no pay;" and one institution each, $16 per semester

hour, $20 per course, $18 per student, $8 per semester hour; $2.50 per hour, $4.50 per semester hour for correcting assignment and grading examination, "monthly basis" (no figure given), and "varies." Three institutions deduct from 10 cents to 35 cents per assignment if the instructor delays the return of the results for more than 7 days. Three other institutions pay from 70 to 90 per cent of the enrollment fee.

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technical, and professional courses show the largest increases in enrollment.

2. Non-resident enrollments will continue to increase. Non-resident enrollments have increased more rapidly than resident enrollments in the past year. As the English language becomes the common language of much of the world, persons in countries lacking adequate educational opportunities can turn to American universities for correspondence educational programs. Improved mail service to many countries makes such service feasible. It is expected, however, that universities in underdeveloped countries will gradually become responsive to the needs that can be met by correspondence study, and assume local control of such programs. The translation of American courses into foreign languages will also assist.

3. Federal educational assistance for servicemen and veterans, if continued in the future, will have an important effect in encouraging such persons to continue their education by correspondence study.

4. Television instruction will come to occupy an important place in all education. Correspondence study will be combined with instructional TV in many programs for feedback purposes.

5. Correspondence study will be improved by use of instructional aids--materials, kits, audio-visual devices.

6. There will be increasing acceptance of correspondence study as an efficient method of learning, coupled with an increasing professionalization of correspondence study workers and increased production of research and writing in the correspondence study field.

7. There will be improvements in correspondence study format, readability, and educational method, based upon accelerated study of these problems.

8. The educational effectiveness of correspondence study in developing independent powers of learning, strengthening reading ability, study habits, and writing competence will be better recognized. Development of upper class and even graduate-level college courses will receive more favorable

consideration because of growing needs for such courses, and demonstrated effectiveness of this method of learning.

9. Correspondence study will find increasing use in schools and colleges as an efficient method of meeting some of the needs of exceptional and irregular students.

As college and university correspondence study programs enter the second half-century, it is evident that the need will continue for this method of "extending to the people" the effects of university instruction, and that factors and conditions affecting the use of this method will cause a large increase in the size of the program. Concurrently, it is expected that correspondence study will become increasingly effective because of improvements suggested by intensified research in the area.

The faith, wide vision, and restless energy of the founders and developers of independent study programs have created an instrument of education for all the people that, despite occasional setbacks, lean years, and temporary vicissitudes, is ready for the challenges of the twentieth century.

Washington University: A Self-Evaluation of the Independent Study Department

Perhaps the most extensive and intensive effort toward self-evaluation has been conducted by the University of Washington; Seattle, Washington.[1] In August of 1966, research

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[1]Sandra J. Ball, Han-Young Kim, and Allan D. Olmsted, "Research Consultants Institute for Sociological Research," (University of Washington, Correspondence Study Evaluation Project, Stage I, 1966).

consultants from the University of Washington's Institute of Sociological Research began a two-stage evaluation of the Independent Study Department of the University of Washington. This evaluation effort was terminated by a report termed "Stage I" which described a survey of student enrollment, completion rates, and the use students made of credits earned from participation in the Independent Study Program. The study was limited to the University of Washington's Division of Correspondence Study (since November 1969, this organization has been referred to as the Division of Independent Study).

A more extensive study was begun in 1968 by the University of Washington Institutional Educational Research. The results of this study, termed, "Phase I,"[1] were concerned with faculty attitudes toward correspondence study at the University of Washington, Washington State University, Eastern Washington State College, and Central Washington State College. Basically, this report was more of an extensive, rather than an intensive, effort toward self-evaluation of the Independent Study Programs of these institutions.

The third and final evaluation effort was concerned with the students' evaluations of correspondence work in three of the state's four-year institutions: University of Washington, Eastern Washington State College, and Central Washington

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[1]James K. Morishima, Ernest H. Schott, and Sidney S. Micek, "Correspondence Study: Faculty Evaluation," (Office of Institutional Educational Research, University of Washington, 1968).

State College. This evaluation effort Phase II,[1] was also conducted by the Office of Institutional Educational Research at the University of Washington. This final evaluation effort differed from the first two in one major way; it dealt with the attitudes and opinions of the correspondence study students who were, or had been, involved in the programs offered by the various Independent Study Departments of the four participating institutions.

There probably will never be another attempt to conduct such far-reaching evaluations as these three conducted by the University of Washington. On the other hand, however, if the results of the evaluations conducted by the University of Washington are utilized correctly, it will not be necessary to conduct such extensive efforts. The data collection instruments more than the statistical results are the most useful result of the University of Washington studies as far as other Independent Study Departments are concerned. With the revisions suggested by the University of Washington Independent Study Division, and the corrections and/or alterations necessary for making the instruments applicable to a particular independent study department, the self-evaluation instruments can become a useful part of the overall evaluation scheme. The present study utilized many of the ideas

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[1]James K. Morishima, "Correspondence Study: Student Evaluation Phase II, Part II, 1970," (Office of Institutional Educational Research, University of Washington).

and concepts shown in the data collection instruments from the University of Washington.

Previous Attempts to Evaluate the Independent Study Department of The University of Oklahoma

It would not be entirely accurate to say that there have been no attempts to evaluate the programs, courses, students, instructors, or services of the Independent Study Department of The University of Oklahoma. Certainly, attempts have been made to upgrade particular courses, either by written or oral suggestions, by instructors and/or students. By the same token, the Independent Study Department of The University of Oklahoma has made constant attempts to improve the services offered by incorporating student and faculty suggestions into their work program whenever possible. On the other hand, it would be accurate to say that the present evaluation effort was the most extensive and intensive evaluation effort ever to be undertaken by the department concerning questionnaires, areas represented on the data collection instruments, and using the student and faculty populations chosen for participation in the study. While the sample and instrument limitations restrict the findings of the study somewhat, the instruments can easily be adapted to fit other areas of the Independent Study Department's program.

CHAPTER III

METHODOLOGY

The questions researched in this study were investigated by using the survey research technique. Kerlinger defines survey research as follows:[1]

> Survey Research is that branch of social scientific investigation that studies large and small populations (or universes) by selecting and studying samples chosen from the populations to discover the relative incidence, distribution, and inter-relations of sociological and psychological variable.

Survey research has contributed much to the methodology of the social sciences.[2] Its most important contributions, perhaps, have been (1) to rigorous sampling procedures, (2) to the overall design and implementation of the design of studies, (3) to the unambiguous definition and specification of the research problem, and (4) to the analysis of the data.

Survey research is usually broken down into a series of well defined steps. These steps usually are taken in the following order: (1) specify and state the problem to be researched, (2) state the operational definitions of the terms

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[1]Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, Inc., 1964), p. 393.

[2]Ibid., p. 398.

(adjectives) which do not have a consensual definition, (3) show a chart of the sampling plan as it relates to the total population, (4) construction of the interview schedule, questionnaire, or other data collection instruments to be used, (5) collection of data from participants, (6) coding of the responses collected, (7) tabulation and analysis of the data, (8) presentation of results along with conclusions and recommendations for further research, and (9) preparation of the final document of the survey report. The researcher has stated the problem and defined certain terms in Chapter I. The remaining procedures, with the exception of the final two steps, are presented in this chapter of the dissertation.

The methods and procedures used in the conduct of the study were divided into three phases of areas; the pre-survey procedures, the data-collection procedures, and the data-analysis procedures. Each of these areas was subdivided into procedural steps. The three areas and the subdivisions of each are explained in the following sections of the dissertation. A narrative summary of the procedures is also presented at the end of the chapter.

Pre-Survey Procedures

The pre-survey procedures consisted of all those tasks which the researcher had to complete before the actual data collection began. These tasks included such operations as the choice of a research design, choice of student population,

choice of independent variables to be controlled in the study, selection/development of data collection instruments, and the choice of statistical analysis procedures.

Choice of Research Design

The first pre-survey procedure was to choose the proper research design for the conduct of the study. The words "research design" are intended to mean the plan, structure, and strategy of investigation conceived to obtain answers to research questions and to control external sources of variation. The Plan is the overall scheme of program of the evaluation problem; the Structure is the more specific of paradigm of the operation of the independent variables being controlled; and the Strategy as used here is even more specific than the structure--it is the actual method to be used in the gathering and analysis of the data.

A research design serves two basic purposes: (1) it provides answers to research questions posed by the investigator; and (2) it controls external sources (independent variables) of variation. In other words, it is through the design of a study that research is made effective and interpretable. Kerlinger makes the following statement in regard to research and evaluation designs:[1]

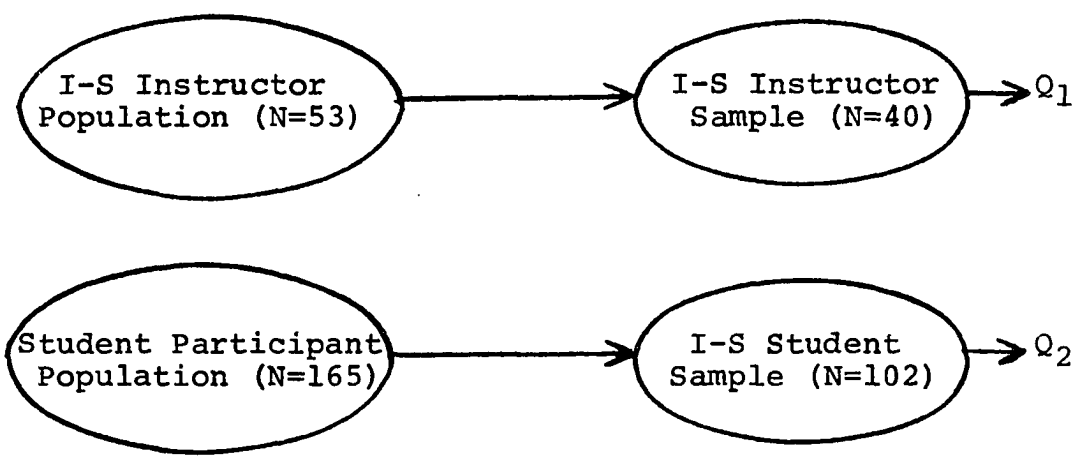
> . . . How does design accomplish this? Research designs set up the framework for 'adequate' tests of the relations among variables. The design tells us, in a sense, what observations (measurements) to make, how to

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[1] Ibid., p. 276.

make them, and how to analyze the quantitative representations (data) of the observations. Strictly speaking, design does not "tell" us precisely what to do, but rather suggests the directions of observation-making and analysis, how many observations should be made, and which variables (independent) are active variables, and which are assigned. We can then act to manipulate (control) the active variables and which are assigned. We can then act to manipulate (control) the active variables and to dichotomize or trichotomize or otherwise categorize the assigned variables. A design tells us what type of statistical analysis to use. Finally, an adequate (proper for the particular situation) design outlines possible conclusions to be drawn from the statistical analysis.

The research design chosen for the present study was a survey-type study supplemented by additional biographical data. A paradigm of this design is presented in Figure 1.



Explanation of Symbols

Q_1 = Observation number one made; Faculty questionnaire administered to the 40 faculty members

Q_2 = Observation number two made; Student questionnaire administered to the 102 student participants

Fig. 1.--Illustration of research design and sampling procedures.

Populations and Samples

The student population used in this study consisted of 165 undergraduate college students enrolled in courses offered by the Independent Studies Department of The University of Oklahoma who were also enrolled in courses on the main campus. The 102 Student respondents comprised the student sample since they respresented the total response to the student questionnaire (N=102; 61.82%).

The instructor population consisted of 53 professors presently teaching undergraduate college courses of the Independent Studies Department of The University of Oklahoma. The 40 (75.47%) faculty respondents comprised the instructor sample since they represented the total professor response to the faculty questionnaire. The data in Table 1 represents a typical enrollment in selected undergraduate courses for one month.

Approval to Conduct the Study

It was necessary for the researcher to secure the permission of the Independent Studies Department of The University of Oklahoma to conduct the study desired. The Correspondence shown in Appendix C was prepared and sent to Mr. Russell Myers, Director of the Independent Studies Program, seeking his permission to conduct the study.

TABLE 1

INDEPENDENT STUDY COURSE ENROLLMENT
FOR MARCH, 1973

Area of Study	Number of On-campus Student Enrollees
1. Arts and Humanities	25
2. Business	19
3. English	9
4. General Education	29
5. Geography	2
6. History	15
7. Language	13
8. Mathematics	10
9. Political Science	56
10. Science/Engineering	10
11. Speech	1
Totals	189

Development of the Data Collection Instruments

Two data collection instruments were developed for use in the study. The first, the student questionnaire, dealt with such areas as their (the students') reasons for enrolling in an I-S course, future plans, likes and dislikes about the course they were enrolled in, and the differences

between their expectations for the course before they enrolled and their perceptions of the course after they had completed at least one-half of the required lessons.

The second instrument, the faculty questionnaire, dealt with such areas as the instructor's biographical data, perceptions of the duties associated with I-S teaching, I-S students, and I-S administrative services. The instrument also asked for the instructor's opinions about future improvements for the department, faculty status of the I-S course professors, and the time and remuneration involved in preparing, teaching, and revising the lessons. The student questionnaire is shown in Appendix A, and the faculty questionnaire is shown in Appendix B.

Pursuant to the initial correspondence with the Director of the Independent Studies Program, a copy of the two instruments, and the researcher's prospectus were sent to him for his perusal.

The suggestions made by Mr. Myers were incorporated into the data collection instruments, and the researcher submitted the revised instruments to a panel of research specialists for their critique and suggestions. Several minor corrections were made and the instruments were reproduced for distribution to the study participants.

Flow Chart and Time Line of Activities

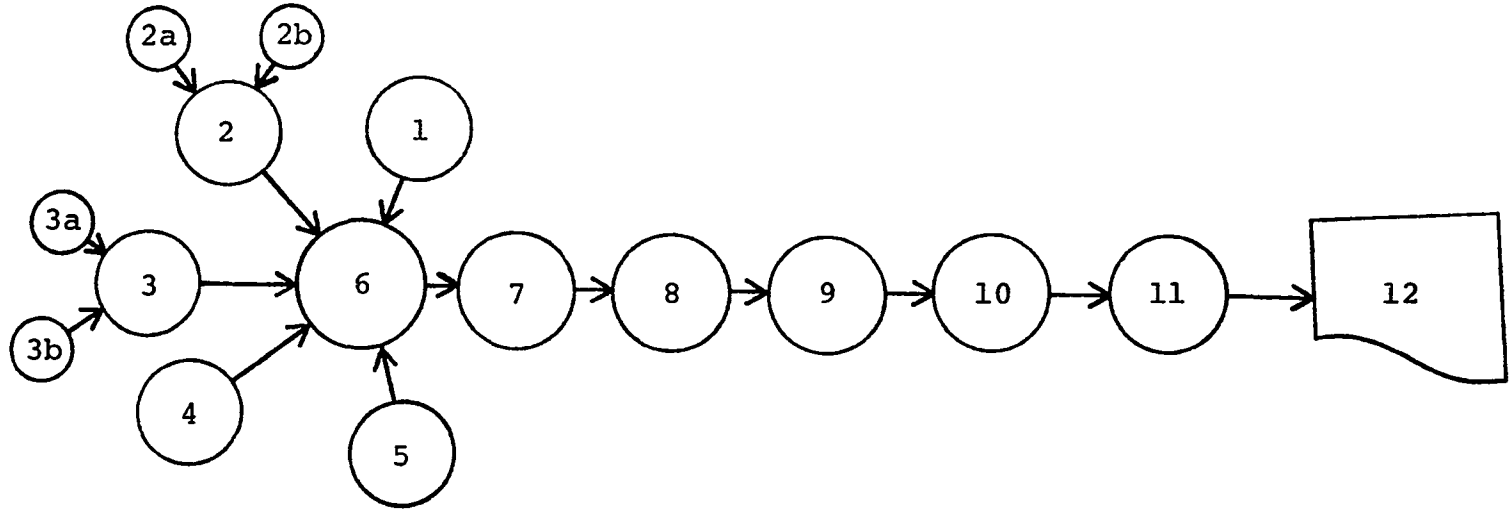
The researcher prepared a flow chart and time line of activities to be performed in the process of the study. This information is presented in Figure 2.

Data Collection Procedures

The second major area of methodology was the actual collection of the data from the faculty and student participants. These procedures involved sending the 53 instructors and the 165 students copies of the instruments presented in Appendices A and B. The student questionnaire accompanied the correspondence shown in Appendix D while the instructor's questionnaire accompanied the correspondence presented in Appendix E.

Fourteen days after the original mailing of questionnaires, follow-up correspondence was sent to the non-respondents of each group. This second mailing yielded several responses and the data collection was terminated six weeks after it had begun.

The 165 students showed a return percentage of 61.82 (N=102), while the 53 faculty members showed a return percentage of 75.47 (N=40). The data supplied by these two groups of participants were then coded and prepared for further analysis.



Explanation of Symbols

	ACTIVITY	START	COMPLETION
1.	Statement of Problem	Sept. 1, 1972	Sept. 1, 1972
2.	Choice of Population & Sample	Sept. 15, 1972	Oct. 15, 1972
	2a. Student population	Sept. 15, 1972	Sept. 30, 1972
	2b. Instructor population	Sept. 30, 1972	Oct. 15, 1972
3.	Preparation of Instrument	Oct. 1, 1972	Oct. 30, 1972
	3a. For students	Oct. 1, 1972	Oct. 15, 1972
	3b. For instructors	Oct. 15, 1972	Oct. 30, 1972
4.	Choice of Research Design	Oct. 15, 1972	Oct. 30, 1972
5.	Prepare Correspondence	Oct. 30, 1972	Nov. 15, 1972
6.	Prepare Prospectus of Study	Sept. 1, 1972	Dec. 20, 1972
7.	Collect Data	Jan. 1, 1973	Mar. 15, 1973
8.	Codify and Prepare Data	Feb. 15, 1973	Mar. 30, 1973
9.	Analyze Data	Apr. 1, 1973	Apr. 10, 1973
10.	Present Results	Apr. 10, 1973	Apr. 20, 1973
11.	Prepare Final Report	Apr. 20, 1973	Apr. 30, 1973
12.	Disseminate Results	May 1, 1973	May 30, 1973

Fig. 2.--Flow chart and time line activities.

Coding of Student and Faculty Responses

After the data had been collected they were entered on IBM cards for further analysis and computations. The card format used to enter the student data is presented in Figure 3, while the card format used to enter the faculty data is shown in Figure 4. A complete 80-80 listing of the data collected from both groups of participants is presented in Appendix F.

The student data resulted in 102 cards, since their responses could be contained on one card. However, the faculty data could not be contained on one card, and resulted in a total of 80 IBM cards for the 40 faculty participants. The data entered on the IBM cards were used to analyze the hypotheses which had been stated in Chapter I.

	Information	Card Columns
1.	Subject's number	1-3
2.	Group number	4
3.	Age	5-6
4.	Sex	7
5.	Number of years of education	8-9
6.	Marital status	10
7.	Previous enrollment	11
8.	I-S course credit hours	12-13
9.	Ratings of enrollment factors	14-20
10.	Plans for college	21
11.	Plans for more I-S courses	22
12.	I-S course number	23-26
13.	Number of course assignments	27
14.	Number of assignments completed	28
15.	Dislikes about the I-S course	29-31
16.	Likes about the I-S course	32-34
17.	Ratings of assignments	35-44
18.	Ratings of I-S course instructors	45-50
19.	Ratings of administrative services	51-68

Fig. 3.--Card format for entering student responses.

	Information	Card Columns
1.	Subject's number	1-3
2.	Group number	4
3.	Age	5-6
4.	Sex	7
5.	Title	8-9
6.	Highest degree held	10-11
7.	Academic area	12-13
8.	Years of experience	14-15
9.	Years experience in I-S studies	16-17
10.	Number of years at OU	18-19
11.	Number of I-S courses taught	20-21
12.	Marital status	22
13.	Ratings of teaching assignments	23-46
14.	Ratings of I-S students	47-62
15.	Ratings of I-S administrative services	63-80

SECOND CARD

16.	Duplicate of first card	1-4
17.	Ratings of adm. services (cont'd.)	5-26
18.	Descriptors of instructor's job	27-29
19.	Descriptors of I-S students	30-32
20.	Descriptors of I-S services	33-35
21.	Suggestions for improvement	36-40

Fig. 4.--Card format for entering instructor responses.

Analysis of the Data

The data collected from the questionnaires were analyzed by utilizing the facilities of the Merrick Computer Center located on the campus of The University of Oklahoma, Norman, Oklahoma. The Merrick Center is equipped with an IBM 360-50 computer and accompanying configuration. Part of this configuration is pre-written computer programs which will perform statistical analyses of data entered on cards, tape, or disc. A pre-written package of these statistical programs was purchased, and is currently operational at the

Center. The types of statistical tests performed on the data generally fell into the following two different categories--descriptive statistics, and inferential statistics.

The descriptive statistics performed on the data included the mean, standard deviation, and variance (whenever appropriate), frequency counts, percentiles, histograms, and ranges.

The inferential statistics performed included Chi Square (X^2) tests, tests of proportions, tests of percentages, and other appropriate comparisons which were applicable at the nominal and ordinal levels of measurement.

CHAPTER IV

ANALYSIS OF DATA

Questionnaire results submitted by 102 students and 40 faculty members were used to analyze the services and programs by the Independent Study Department of The University of Oklahoma at Norman, Oklahoma. The students' responses were analyzed in order to evaluate the various reasons given for enrolling in an independent study course, those areas of the courses which were liked most and least by the enrollees, various administrative services such as mailing, grading, testing, and the students' future plans concerning further correspondence courses.

The faculty questionnaire was oriented toward their overall evaluation of the independent study program. Questionnaire areas included the faculty's perceptions of the benefits of teaching independent study courses, their perceptions of the Independent Study (I-S) student, the Independent Study Department's administrative services, and possible improvements for the overall I-S program at The University of Oklahoma.

A Chi Square (goodness of fit) Test, a Contingency Coefficient, and a Chi Square (X^2) Test for percentages were used

to test thirteen hypotheses which had been stated in Chapter I. The first six of these hypotheses were tested by using the data collected from the participating students (N=102). The student sample was limited to those University of Oklahome students who were regularly enrolled on the main campus in college level courses for the 1972-73 academic year, and who had completed at least one-half (50 per cent) of the lessons required by the I-S course.

The last seven hypotheses were tested by using the data collected from the participating faculty members (N=40) who were teaching the courses being taken by the 102 student participants. The faculty sample was limited to this group in order to make the participants' responses to certain areas of the courses being offered more comparable.

This chapter contains the summary of the data analysis procedures. The questionnaire responses are not presented in an exact chronological order as they appear on the questionnaire. Instead, they are presented in an order which will best facilitate the overall interpretation of the results, and test the stated hypotheses. The results are divided into two major sections--the student data and the faculty data.

The student data are presented first since they constitute the first six hypotheses. The biographical data of the students are presented first, followed by the results of testing the first six hypotheses. Each hypothesis is presented independently with the exact null proposition tested being

stated immediately prior to the statistical results. The results of the hypotheses using the student data are then summarized along with ancillary findings, related information, and participants' quotes which are intended to further explain the results of the hypotheses.

The faculty data are presented in the next part of the chapter. They were used to analyze the final seven hypotheses. They are presented in much the same format as the student data with ancillary findings and participants' comments being presented at the end of the faculty data section. The results obtained from the testing of the hypotheses are then summarized and synthesized at the end of the chapter.

It should be noted that only the descriptive statistics necessary for testing a certain hypothesis are presented in the narrative of the results. A complete 80-80 listing of the raw data, along with the card format for each of the participating groups, has been presented in Appendix F.

Biographical Data of Student Participants

Several biographical measures were taken on the student participants. While these were not part of the data used in testing the stated hypotheses, they were a very necessary and meaningful part of the overall interpretation. The majority of the biographical data were collected from questionnaire items one through nine, but additional information was included from questionnaire items numbered 17 and 19a. The summary of the biographical information is presented in Table 2.

TABLE 2

BIOGRAPHICAL DATA OF STUDENT POPULATION

Biographical Measures		Descriptive Statistics	
1. Age		$\bar{X}$ = 23.31	SD = 3.71
2. Sex		M = 40.2%	F = 59.8%
3. Number of years of education		$\bar{X}$ = 13.72	SD = 1.51
4. Marital status	Single	59	57.8%
	Married	31	30.4%
	Divorced	9	8.8%
	Widowed	3	2.9%
5. Previous enrollments	Evening classes at OU	26	25.5%
	Another 4-yr. college	14	30.4%
	Junior college	2	1.9%
	I-S at another college	3	2.9%
6. Number of I-S credit hours	None	65	65.7%
	I-20	35	34.3%
7. Area of present I-S enrollment	Education	56	54.9%
	Arts/Humanities	9	8.8%
	Business	1	1.0%
	Mathematics	1	1.0%
	English	1	1.0%
	Political Science	2	1.9%
	Speech	1	1.0%
	Science/Engineering	4	3.9%
	Geography	2	1.9%
	History	1	1.0%
	Language	1	1.0%
8. Number of lessons in the present course	7-9	1	1.0%
	10-12	3	2.9%
	13-15	14	13.7%
	16-18	74	72.5%
	19-21	3	2.9%
	22-24	4	3.9%
	25-27	1	1.0%
9. Number of lessons completed	1-3	4	3.9%
	4-6	22	21.7%
	7-9	39	38.4%
	10-12	16	15.7%
	13-15	11	10.8%
	16-18	1	1.0%

Results of Testing Hypothesis Number One

The exact null proposition of hypothesis number one was as follows:

Ho_1 There will be no statistically significant difference in the amount of importance attached to the various reasons the 102 participating students gave for taking courses from the Independent Study Department of The University of Oklahoma.

The first null hypothesis was tested by using a Chi Square (X^2) Test of Goodness of Fit. This test compared the distribution of choices made on each of the factors being rated to a theoretical distribution of frequencies. The results of the statistical calculations are presented in Table 3.

TABLE 3

CHI SQUARE RESULTS OF FACTOR-RATING DISTRIBUTION

Factors	Total Rating Index
1. Your interest in the course material . . .	306
2. You needed the course to meet degree requirements	353
3. More time is given to complete correspondence study courses	229
4. Scheduling difficulties with on-campus classes	305
5. Trying to improve overall grade-point average	164
6. The quality of the correspondence study instructors	128
7. Other reasons (specify)	20

$X^2 = 86.39$; df = 5; $p < .00001$

These data showed a significant X^2 value ($X^2 = 86.39$; $df = 5$; $p < .0001$). The significance level of the Chi Square value led to the rejection of the first null hypothesis and the researcher concluded that there was a significant difference in the amount of importance attached to the various reasons the 102 student participants gave for taking I-S courses at The University of Oklahoma. The reasons given most often were that they needed the course to complete degree requirements, and their interest in the course material.

Results of Testing Hypothesis Number Two

The second null proposition tested in hypothesis number two was as follows:

Ho_2 There will be no statistically significant difference among the number of times each of the various independent study course "dislikes" were chosen by the 102 participating independent study students.

The second null hypothesis was tested by using a Chi Square test (goodness of fit) on the frequencies assigned to each of the listed dislikes associated with the independent study courses. The actual choices made by the participating students, along with the percentages, are presented in Table 4. This table also presents the results of the chi square calculations and the level of significance of the derived results.

The statistical results revealed a significant chi square value ($X^2 = 40.49$; $df = 6$; $p < .001$), and allowed the researcher to reject the second null hypothesis. Since the second null hypothesis was rejected, it was concluded that

there was a significant difference among the number of times each of the various independent study course "dislikes" were chosen by the 102 I-S students who were participating in the study. Students showed the most dislike for the lack of contact with the university community, and the lack of a classroom atmosphere. On the other hand, they showed the least amount of dislike for the low incentive to complete quickly, and the inconvenience of sending and receiving materials.

TABLE 4

CHI SQUARE RESULTS OF STUDENTS' DISLIKES ABOUT INDEPENDENT STUDY COURSES

Dislikes Being Rated	Number	Percent
1. Lack of contact with course instructor	37	36.3
2. Lack of contact with the university community	68	66.7
3. Course text and assigned materials	32	31.4
4. The inconvenience of sending and receiving materials	16	15.7
5. No feeling of personal reward	51	50.0
6. Lack of classroom atmosphere	61	59.8
7. Low incentive to complete quickly	11	10.8

$X^2 = 40.49$; df = 6; $p < .001$

Results of Testing Hypothesis Number Three

The exact null proposition tested in hypothesis number three was as follows:

Ho_3 There will be no statistically significant difference among the number of times each of the various independent study course "likes" were chosen by the 102 students who were enrolled in the independent study courses.

The third null hypothesis was also tested by using a Chi Square (goodness of fit) test. Results were computed on the differences among the various times the 102 participants chose the various "likes" associated with the independent study courses they were taking. The results of the calculations, along with the frequencies and the percentages are presented in Table 5.

TABLE 5

CHI SQUARE RESULTS OF STUDENTS' LIKES ABOUT INDEPENDENT STUDY COURSES

Likes Being Rated	Number	Percent
1. Opportunity for individual initiative .	49	48.0
2. Convenience of not having to attend class	6	5.9
3. Extra time to complete course work . .	11	10.8
4. Compatability with other responsibilities	9	8.8
5. Ability to stay up with your area without having to go back to college . .	13	12.7
6. Opportunity for job retraining	82	80.4
7. Ability to work toward a degree while receiving in-service training	42	41.7

$X^2 = 73.84$; df = 6; $p < .0001$

The chi square was significant beyond the .0001 level ($X^2 = 73.84$; df = 6). These data allowed the researcher to reject the third null hypothesis and conclude that there was a significant difference among the number of times each of the various I-S course "likes" were chosen by the 102 student participants. The students indicated that they liked the opportunity for job retraining, and the opportunity for

individual initiative the most. At the same time, these same students indicated that they liked the convenience of not having to attend class, and the compatibility of the I-S course with other responsibilities the least.

Results of Testing Hypothesis Number Four

The exact null proposition tested in hypothesis number four was as follows:

Ho_4 There is no statistically significant difference between the 102 students' ratings of the independent study course assignments as they actually are, and their rating of the independent study course assignments the way they expected them to be.

The fourth null hypothesis was tested by computing a Student's t-Test for two correlated means between the 102 students' ratings of the I-S courses as they actually are, and their rating of the I-S courses which they expected before they had completed over half of the assignments. The Actual scores were subtracted from the Expected scores, and the differences averaged, to arrive at a mean difference score. These mean difference scores and their standard deviations (SD) are presented in Table 6. The accompanying t-values show the magnitude of the mean differences. The highest t-values indicate the greatest discrepancies between the Actual and Expected ratings, while the lowest t-values indicate the least discrepancies between the Actual and Expected ratings of the five areas.

TABLE 6

A COMPARISON OF THE STUDENTS' ACTUAL AND EXPECTED RATINGS OF INDEPENDENT STUDY COURSE ASSIGNMENTS

Areas Being Considered	Mean	SD	t-Value
1. Course assignments were interesting	0.918	0.114	1.73
2. Course assignments were stimulating	1.103	0.214	2.17[a]
3. Course assignments were relevant	1.392	0.151	2.69[b]
4. Course assignments were adequate enough for the subject .	1.014	0.133	2.19[a]
5. Course assignments were clear and concise	0.881	0.067	1.48

[a]Significant; $p < .05$

[b]Significant; $p < .01$

This table showed that three of the five t-values were significant beyond the .05 level. The highest t-value, $t = 2.69$, was computed between the Actual and Expected ratings of the relevancy of course assignments. This significant t-value indicates that the student participants felt that there was more discrepancy between what they actually perceived and what they expected concerning the relevancy of the individual lessons prepared for the I-S course they were taking. There were also significant differences between the students' Actual and Expected ratings of the adequacy of the course assignments ($t = 2.19$; $df = 101$; $p < .05$), and the stimulating qualities of the course assignments ($t = 2.17$; $df = 101$; $p < .05$). Yet the interest and clarity of the lessons associated with

the I-S courses were about what the student participants expected; interest level of lessons--($t = 1.73$; $df = 101$; $p < .05$; clarity of lessons--($t = 1.48$; $df = 101$; $p < .05$).

Results of Testing Hypothesis Number Five

The exact null proposition tested in hypothesis number five was as follows:

Ho_5 There is no statistically significant difference between the 102 students' ratings of the Independent Study course instructors as they actually perceived them to be after completing at least half of the assigned lessons of the Independent Study course and the way they expected the Independent Study course instructors to be before they had enrolled in the course.

The fifth null hypothesis was tested by computing a t-test on each of the Actual/Ideal mean differences. The mean differences, standard deviations, and derived t-values are presented in Table 7. A t-value was computed for each of the three areas containing information about the Independent Study course Instructors.

In this table the data showed that two of the three t-values were significant beyond the .01 level. The highest t-value was concerned with the students' Actual-Expected ratings of the amount of interest shown by the course instructors ($t = 2.80$; $df = 101$; $p < .01$). The other significant t-value was concerned with the quality of the instructors' comments on the lessons returned ($t = 2.71$; $df = 101$; $p < .01$).

These results allowed the researcher to reject the null hypothesis of proposition number five, and conclude that

there were significant differences between the students' Actual-Expected ratings of certain qualities possessed by the I-S course instructors. The students seemed to be the most misled by the interest (or lack of it) shown by the I-S course instructors. At the same time, the speed with which the I-S course instructors returned the corrected assignments was about what the students expected ($t = 1.60$; $df = 101$; $p < .05$).

TABLE 7

A COMPARISON OF THE STUDENTS' ACTUAL AND EXPECTED RATINGS OF INDEPENDENT STUDY COURSE INSTRUCTORS

Areas Being Considered	Mean	SD	t-Value
1. Course instructors returned results quickly	0.775	0.147	1.60
2. Course instructors made clear and constructive comments . .	1.117	0.106	2.71[a]
3. Course instructors showed a lot of interest	1.147	0.112	2.80[a]

[a]Significant; $p < .01$

Results of Testing Hypothesis Number Six

The exact null proposition tested in hypothesis number six was as follows:

Ho_6 There is no statistically significant difference between the 102 students' Actual ratings of the Independent Study Department's administrative services and their ratings of the department's administrative services as they expected them to be prior to their enrollment in an Independent Study Course.

The sixth hypothesis was also tested by using a t-test for two correlated means. A t-test was computed for the administrative service areas of lesson results, information concerning test results, helpfulness in enrolling in the courses, making helpful suggestions, and promptness of mailing service. The means and standard deviations of the Actual/Expected ratings of each of these five areas are presented in Table 8. The magnitude of each computed t-value was tested for significance at the .05 level.

TABLE 8

A COMPARISON OF THE STUDENTS' ACTUAL AND EXPECTED RATINGS OF THE ADMINISTRATIVE SERVICES

Areas Being Considered	Mean	SD	t-Value
1. The administrative services kept me informed of lesson results	0.578	0.114	1.15
2. The administrative services kept me informed of test results	0.629	0.157	1.46
3. The administrative services were helpful in enrolling	0.923	0.161	1.87
4. The administrative services made helpful suggestions	1.092	0.151	2.11[a]
5. The administrative services gave prompt mailing service	0.644	0.134	1.37

[a]Significant beyond the .05 level

The information revealed in this table showed that only one of the comparisons made of the students' Actual-Expected ratings of the Independent Study Department's

administrative services was significant. The students felt that there was a significant discrepancy between the amount of help (suggestions) provided by the Independent Study Department and the amount of help they received after they had enrolled in the I-S course ($t = 2.11$; $df = 101$ $p < .05$). Yet their Actual-Expected ratings of four other administrative services were not significantly different; information concerning lesson results--($t = 1.15$; $df = 101$; $p < .05$); information concerning test results--($t = 1.46$; $df = 101$; $p < .05$); enrollment help--($t = 1.87$; $df = 101$; $p < .05$); mailing service--($t = 1.37$; $df = 101$; $p < .05$).

The results of testing hypothesis number six would not allow the rejection of the null hypothesis since the students' perceptions of the I-S Department's administrative services were commensurate with their expectations from these services in all areas except the helpfulness of the suggestions offered by the department personnel.

Summary of Testing Students' Hypotheses One Through Six

The first six hypotheses were concerned with the responses given by the 102 student participants. The statistical results obtained from testing the null propositions of these hypotheses and the ensuing conclusions of each, are presented in the following statements.

Ho_1 Null Hypothesis number one was REJECTED and it was concluded that there was a significant difference among the number of times the 102 student participants chose the various reasons for enrolling in an independent study course at The University of Oklahoma.

The most common reasons given for enrolling in I-S courses was that the student needed the course to complete degree requirements, and that students were interested in the course material.

Ho_2 Null hypothesis number two was REJECTED and it was concluded that there was a significant difference among the numbers of times each of the various I-S course "dislikes" were chosen by the 102 participating students.

The student participants showed the most dislike for (1) lack of contact with the university community, and (2) lack of a classroom atmosphere. Students showed the least amount of dislike for (1) the low incentive to complete quickly and (2) the inconvenience of sending and receiving materials.

Ho_3 Null hypothesis number three was REJECTED, and it was concluded that there was a significant difference among the numbers of times each of the various I-S course "likes" were chosen by the 102 participating students.

Student participants liked (1) the opportunity for job retraining, and (2) the opportunity for individual initiative the most. Still, these same participants indicated that they liked (1) the convenience of not having to attend class, and (2) the compatibility of I-S courses with other responsibilities the least.

Ho_4 Null hypothesis number four was REJECTED, and it was concluded that there was a significant difference between students' Actual-Expected ratings of various aspects of the I-S course assignments.

In particular, the students indicated discrepancies between their Actual-Expected ratings of (1) the stimulating

quality of course assignments, (2) the relevancy of course assignments, and (3) the adequacy of course assignments. Still, the students indicated less discrepancy between their Actual-Expected ratings of (1) the interest quality of course assignments, and (2) the clarity of course assignments.

Ho_5 Null hypothesis number five was REJECTED, and it was concluded that there was a significant difference between students' Actual-Expected ratings of the independent study course instructors.

The students felt there were major discrepancies between their Actual-Expected ratings of (1) the quality of the comments made by the course instructors, and (2) the amount of interest shown by the course instructor. At the same time, less discrepancy was noted between their Actual-Expected ratings of the speed with which the instructors returned completed assignments.

Ho_6 Null hypothesis number six was ACCEPTED and it was concluded that there were no significant differences among the students' Actual-Expected ratings of most of the administrative services offered by the Independent Study Department, and included on the students' questionnaire.

The only area of administrative services where the students indicated a significant discrepancy between their Actual-Expected ratings was in the helpfulness of the suggestions made by the I-S Department's personnel. At the same time, the student participants felt there was little discrepancy between their Actual-Expected ratings of I-S Department's (1) ability to keep them informed of lesson results, (2) ability to keep them informed of test results, (3) helpfulness in

enrolling in an independent study course, and (4) promptness of mailing services.

The results of testing the first six hypotheses may be summarized by saying that the students usually enroll in an I-S course because they need the course to complete degree requirements. While they appreciate the opportunity to retrain themselves, they also dislike the lack of contact with the university community. The participating students seemed to be somewhat misled by the I-S course assignments and instructors, but the administrative services offered by the I-S Department were about what they had expected when they enrolled in the courses.

Ancillary Findings with Students' Data

Some of the questionnaire data were not used in testing stated hypotheses. Most of these data dealt with the students' overall assessment of their educational experiences with the Independent Study Department of The University of Oklahoma and their plans concerning further independent study courses. The summarized results of their responses to these two areas are presented in Tables 9 and 10. Table 9 contains the students' Actual-Expected ratings of the educational value of their enrollment in an Independent Study Department course. Table 10 contains the data concerning the students' plans for a college degree, their intentions concerning further independent study courses, and the enrollment areas indicated by those who plan to take further course work with the

Independent Study Department at The University of Oklahoma. The actual numbers and percentages are shown in Table 10 while Table 9 contains the means, standard deviations, and t-values of the difference ratings.

TABLE 9

A COMPARISON OF THE STUDENTS' EXPECTED AND ACTUAL RATINGS OF THEIR INDEPENDENT STUDY COURSE EXPERIENCES

Areas Being Considered	Mean	SD	t-Value
1. My overall experience in the course was personally rewarding and satisfying	1.292	0.168	2.94[b]
2. The educational quality of the experience was high	1.204	0.153	3.15[b]
3. I felt a very personal association with The University of Oklahoma	1.312	0.142	2.97[b]
4. I think that the learning experience was beneficial	0.970	0.125	1.76
5. I think that the educational experience was motivating	1.044	0.117	2.01[a]

[a]Significant; $p < .05$

[b]Significant; $p < .01$

TABLE 10

STUDENTS' FUTURE PLANS CONCERNING FURTHER PLANS FOR INDEPENDENT STUDY COURSES

Questionnaire Item		Responses		
1. Do you plan to obtain a college degree?		Yes	61	59.8%
		No	27	26.5%
2. Do you plan to enroll in more I-S courses at OU?		Yes	26	25.5%
		No	40	39.2%
3. Which courses, if any, would you like to enroll?	Education		6	23.1%
	Arts/Humanities		9	34.6%
	Business		1	3.8%
	Mathematics		0	0.0%
	English		1	3.8%
	Political Science		2	7.7%
	Speech		0	0.0%
	Science/Engineering		4	15.4%
	Geography		2	7.7%
	History		1	3.8%
	Language		0	0.0%

Student Comments

The participating students made several comments which further explain and substantiate the results presented in Tables 2 through 10. Many of these statements are presented in Table 11.

TABLE 11

STUDENT COMMENTS CONCERNING THE INDEPENDENT STUDY COURSES

1. "I never felt like I was part of the University in Independent study course work."

2. "I feel that my negative attitude is due to the course material rather than any fault of the instructor."

TABLE 11--Continued

3. "I particularly dislike the fact that the course I am enrolled in has thirty lessons and only one exam, the final.

4. "I have taken two previous independent study courses and have enjoyed both of them; so I feel that I know the system pretty well by now."

5. "I have not finished my course due to lack of motivation on my part. No deadline concerning exams has made it difficult to discipline myself.

6. "I have enjoyed every aspect of the course and plan at least one more course prior to graduation."

7. "My instructor has made many helpful comments; however, the instructions are not as clear as regular classroom work."

8. "I needed five credit hours more to fill the minimum educational requirements for a better job, but I shall never attempt to do independent study course work again. I feel I am really missing out on the classroom lectures and particularly the discussions."

9. "The professor's comments have well been worth the cost of the course."

10. "I don't like anything about independent studies--it is the worst thing I have ever been through."

11. "I disliked the course. It was very boring but I need it for graduation and my degree means a great deal to me."

12. "I am having a difficult time keeping motivated to complete the lessons on time--too many other activities and lack of personal contact are two primary reasons for this lack of interest."

13. "The text is interesting, but the mundane repetitive lessons are a pain. Why can't you take it for fun?"

14. "Ridiculously wordy and mundane assignments."

Results of Testing Hypotheses Seven Through Thirteen

The final seven hypotheses, seven through thirteen, were tested by using the data collected from the faculty's questionnaires. The first three of these hypotheses were concerned with the faculty's Actual and Ideal ratings of correspondence study teaching, independent study students, and the services offered by the Independent Study Department at The University of Oklahoma. The next three hypotheses--hypotheses ten, eleven, and twelve--were concerned with the faculty's choice of positive and negative adjectives describing the teaching and I-S courses, I-S students, and the services offered by the I-S Department at The University of Oklahoma. The final hypothesis, number thirteen, was concerned with the faculty's suggestions for possible improvements of the Independent Study Department of The University of Oklahoma.

The null proposition of each of these hypotheses has been stated immediately prior to the statistical results. All hypotheses were tested for significance at the .05 level.

Biographical Data of Faculty Participants

There was a total of forty faculty participants in the present study. While this number represents approximately one-half of those who are presently teaching in the Independent Study Department at The University of Oklahoma, the faculty participants were restricted to those who had student participants included in the student population. In other

words, the forty faculty members included in this study were teaching the I-S courses which were being taken by the 102 student participants.

The biographical data collected on the faculty participants were not used in testing the seven hypotheses related to the faculty questionnaire. Still, they were a meaningful part of the overall results and interpretation. These biographical data are presented in Table 12.

TABLE 12

BIOGRAPHICAL DATA OF FACULTY PARTICIPANTS

Biographical Measures		Descriptive Statistics	
1. Age		$\bar{X}$ = 40.53	SD = 11.52
2. Number of years of teaching experience		$\bar{X}$ = 9.17	SD = 4.82
3. Number of years in correspondence		$\bar{X}$ = 7.04	SD = 5.77
4. Number of years at OU		$\bar{X}$ = 9.21	SD = 4.75
5. Sex		M = 87.0%	F = 13.0%
6. Official title	Professor	5	12.5%
	Associate Professor	13	32.5%
	Assistant Professor	11	27.5%
	Instructor	11	27.5%
7. Highest degree held	Doctorate	8	20.0%
	Masters	21	52.5%
	Bachelor	11	27.5%
8. Academic area	Education	11	27.5%
	Arts/Humanaties	9	22.5%
	Business	4	10.0%
	Mathematics	2	5.0%
	English	5	12.5%

TABLE 12--Continued

Biographical Measures	Descriptive Statistics		
(8. Academic area)	Political Science	3	7.5%
	Speech	1	2.5%
	Science/Engineering	2	5.0%
	Geography	1	2.5%
	History	1	2.5%
	Language	1	2.5%

Results of Testing Hypothesis Number Seven

The exact null proposition tested in hypothesis number seven was as follows:

Ho_7 There is no statistically significant difference between the faculty's Actual ratings of the teaching duties associated with Independent Study courses and their Ideal ratings of these same teaching duties.

Hypothesis number seven was tested by using a t-test for the means of two correlated groups of data. The t-test compared the faculty's ratings, both Actual and Ideal, of the various duties, advantages, and disadvantages of teaching courses in the Independent Studies Department at The University of Oklahoma. The means, standard deviations, and derived t-values are shown for each of the areas in Table 13. The Actual/Ideal discrepancy scores could be interpreted as a satisfaction/dissatisfaction index for the faculty participants. By the same token, it could also be shown that the largest t-value represented the greatest amount of dissatisfaction being expressed, and the least t-value can be interpreted as the

least amount of dissatisfaction with a certain area. This same interpretation may be used in evaluating hypotheses seven through nine.

These data showed that the faculty members had a significant difference between their Actual/Ideal ratings of two-thirds of the duties associated with teaching independent study courses. The forty faculty members showed major dissatisfaction with (1) the pay for curriculum development, (2) the pay for grading lessons, (3) the amount of prestige associated with teaching I-S courses, (4) the personal rewards of I-S teaching, (5) the skill levels of I-S instructors, (6) the challenge of I-S teaching, (7) the rigidity of I-S class schedules, and (8) the self-motivating qualities of I-S teaching.

Still, there was much less dissatisfaction with (1) the time needed for grading lessons, (2) the way I-S teaching improves the instructor's skills, (3) the time available for research, and (4) the professional recognition associated with teaching I-S courses.

These results allowed the researcher to reject the null proposition of hypothesis number seven, and conclude that there was considerable dissatisfaction associated with the teaching of independent study courses at The University of Oklahoma as reflected by the responses submitted by the forty faculty participants.

TABLE 13

A COMPARISON OF THE FACULTY'S ACTUAL AND IDEAL RATINGS OF INDEPENDENT STUDY TEACHING DUTIES

	Areas Being Considered	Mean	SD	t-Value
1.	There is adequate pay for curriculum development	2.70	0.15	4.18[b]
2.	There is adequate pay for grading lessons	2.39	0.12	3.67[b]
3.	Lesson grading is too time consuming	0.92	0.24	1.14
4.	Faculty members view correspondence teaching as prestigious	2.26	0.21	2.60[b]
5.	Teaching by correspondence is personally rewarding	1.27	0.11	2.15[a]
6.	Correspondence teaching requires professional skills	1.07	0.18	2.04[a]
7.	Correspondence teaching improves communication skills	0.62	0.21	0.98
8.	Correspondence teaching is professionally recognized . . .	1.03	0.15	1.89
9.	Correspondence teaching allows more time for research	0.64	0.09	1.08
10.	Correspondence teaching is more challenging than regular teaching	1.28	0.17	2.38[a]
11.	Correspondence teaching allows more flexibility in scheduling than regular on-campus classes	2.03	0.14	2.69[b]
12.	Correspondence teaching is self motivating	1.74	0.16	2.18[a]

[a]Significant; $p < .05$

[b]Significant; $p < .01$

Results of Testing Hypothesis Number Eight

The exact null proposition tested in hypothesis number eight was as follows:

Ho_8 There is no statistically significant difference between the faculty's ratings of the way they believe the Independent Study Course students to be and their Expected ratings of the I-S students.

Hypothesis number eight was also tested by using a t-test for two correlated means. The t-test was actually a comparison of the faculty's Actual and Ideal ratings of the 102 student participants in several different areas. The resulting t-test value for each of the areas being rated are presented in Table 14.

The resulting t-values showed that the faculty participants expressed a significant amount of dissatisfaction with three areas of their Actual/Ideal ratings of the I-S students enrolled in their courses, (1) the idea that I-S students are intellectually inferior, (2) inability to measure the motivation level of students, and (3) the lack of interaction between the I-S students and instructors.

The same faculty members showed less dissatisfaction with five other areas concerning the I-S students, (1) the amount learned by I-S students as compared to resident students, (2) the I-S student's opportunities to cheat, (3) the instructor's ability to check the progress of the I-S student, (4) the self-motivation level of the I-S student as compared to the resident student, and (5) the I-S student's lack of contact with the resident students.

The results of testing this hypothesis would not allow the researcher to reject the null hypothesis of proposition number eight, and it was concluded that there was not a significant amount of dissatisfaction with the I-S students as expressed by the participating faculty members.

TABLE 14

A COMPARISON OF THE FACULTY'S ACTUAL AND IDEAL RATINGS OF THE INDEPENDENT STUDY COURSE STUDENTS

Areas Being Considered	Mean	SD	t-Value
1. Students learn more by independent study than by resident classes	0.72	0.16	0.89
2. I-S students are intellectually inferior to resident students	1.10	0.11	2.04[a]
3. I-S students have more opportunity to cheat than resident students	1.04	0.24	1.88
4. It is difficult to check the progress of I-S students . .	0.89	0.09	0.65
5. The self-motivation of I-S students should be measured in some way	2.03	0.18	3.47[b]
6. I-S students are more self-motivated than resident students	1.03	0.12	1.66
7. I-S students should be required to interact with resident students for a certain period of time	0.89	0.35	0.87
8. I-S students should be required to have at least one one-hour meeting with the course instructor	1.29	0.19	2.17[a]

[a]Significant; $p < .05$

[b]Significant; $p < .01$

Results of Testing Hypothesis Number Nine

The exact null proposition tested in hypothesis number nine was as follows:

Ho_9 There is no statistically significant difference between the faculty's ratings of the administrative services offered by the Independent Study Department at The University of Oklahoma (Actual) and the way the faculty felt that the administrative services ought to be (Ideal).

As in the case of the two previous hypotheses, the ninth hypothesis was tested with a t-test for correlated groups of data. The faculty were asked to rate the I-S Department's mailing service, grade-and-lesson-recording service, information service, and enrollment service. The results of the t-test computations are presented in Table 15.

The information revealed in this table showed that the faculty participants were relatively satisfied with the administrative services offered by the Independent Study Department at The University of Oklahoma. There was only one area which reflected a significant amount of dissatisfaction--the timeliness of the information service. The remaining eleven areas failed to show any significant amounts of dissatisfaction. The faculty members indicated that the I-S Department's mailing service was fast, efficient, and accurate; they generally agreed that the Department's grade-and-lesson-recording service was fast, accurate, and comprehensive; they regarded the Department's information service as fast, and comprehensive; the faculty regarded the Department's enrollment service as fast, helpful, comprehensive, and thorough.

TABLE 15

A COMPARISON OF THE FACULTY'S ACTUAL AND IDEAL RATINGS OF THE INDEPENDENT STUDY DEPARTMENT'S SERVICES

Areas Being Considered	Mean	SD	t-Value
1. The I-S's mailing service is fast	0.47	0.11	1.08
2. The I-S's mailing service is efficient	0.62	0.15	1.13
3. The I-S's mailing service is accurate	0.81	0.28	1.16
4. The I-S's grade-and-lesson recording service is fast . . .	0.71	0.12	1.47
5. The I-S's grade-and-lesson recording service is accurate .	0.82	0.22	1.13
6. The I-S's grade-and-lesson recording service is comprehensive	0.73	0.14	1.08
7. The I-S's information service is fast	0.91	0.25	1.87
8. The I-S's information service is comprehensive	0.82	0.19	1.17
9. The I-S's information service is timely	1.20	0.13	2.15[a]
10. The I-S's enrollment service is fast.	0.44	0.16	0.98
11. The I-S's enrollment service is helpful	0.81	0.19	1.27
12. The I-S's enrollment service is comprehensive and thorough . .	0.54	0.11	1.03

[a]Significant; $p < .05$

The results of testing hypothesis number nine would not allow the rejection of the null proposition, and it was concluded that there were very few differences between the faculty's Actual ratings of the I-S department's administrative services. While these results could not be interpreted as a satisfaction index of the administrative services, they could be interpreted as showing a lack of significant amounts of dissatisfaction with the administrative services.

Results of Testing Hypothesis Number Ten

The exact null proposition tested in hypothesis number ten was as follows:

Ho_{10} There is no statistically significant difference between the rating indices computed for the faculty's ratings of the positive adjectives describing the Independent Study teaching duties, and the rating indices computed for the faculty's ratings of the negative adjectives describing the Independent Study teaching duties.

The tenth null hypothesis was tested by computing a Chi Square (X^2) Test between the total of the rating indices of the positive adjectives and the total of the negative rating indices. The method used in calculating the rating indices is explained as a footnote to Table 16. The rating index consisted of a summary of the first, second, and third choices attributed to each adjective.

The rating indices computed for each of the twelve adjectives is presented in Table 16 along with the rank order of each index, totals of the positive and negative indices,

TABLE 16

A COMPARISON OF THE FACULTY'S CHOICES OF THE ADJECTIVES DESCRIBING CORRESPONDENCE STUDY TEACHING TASKS

	Descriptive Adjectives	Rating Index[a]	Rank Order
Positive	1. Rewarding	30	1st
	2. Necessary	24	2nd
	3. Interesting	18	3rd
	4. Challenging	11	4th
	5. Exciting	4	5th
	6. Developmental	2	6th
	Total	89	
Negative	1. Menial	25	3rd
	2. Dull	23	4th
	3. Clerical	80	1st
	4. Drudgery	10	5th
	5. Trite	3	6th
	6. Redundant	50	2nd
	Total	191	

$X^2 = 37.16$; df = 1; $p < .001$

[a]The rating index for each adjective was determined by multiplying the values assigned to the 1st (3), 2nd (2), and 3rd (1) choice-points by the number of times each was chosen and summing the products. For instance, an adjective which had been chosen six times on the 1st choice-point, four times on the 2nd choice-point, and nine times on the 3rd choice-point would have a total rating index of 35. i.e. (6 x 3) + (4 x 2) + (9 x 1) = 35.

and the derived X^2 value. Hypotheses eleven and twelve were both tested in the same manner as hypothesis number ten.

The results of these data showed a significantly high chi square value ($X^2 = 37.16$; df = 1; $p < .001$). These results allowed the researcher to reject the null proposition

of hypothesis number ten, and conclude that the faculty participants chose the negative adjectives used to describe I-S teaching tasks significantly more often than they chose the positive adjectives. The negative adjectives chosen most often were clerical and redundant, while rewarding and necessary were the positive adjectives chosen most often.

These data substantiate the results presented in Table 13, hypothesis number seven. The results of hypothesis number seven showed that the faculty participants were generally dissatisfied with the teaching duties associated with I-S courses, and these results are commensurate with the information revealed in hypothesis number ten, since the instructors used significantly more negative adjectives to describe teaching duties than positive adjectives.

Results of Testing Hypothesis Number Eleven

The exact null proposition tested in hypothesis number eleven was as follows:

Ho_{11} There is no statistically significant difference between the rating indices computed for the faculty's ratings of the positive adjectives describing the Independent Studies students, and the rating indices computed for the faculty's ratings of the negative adjectives describing the Independent Study students.

The eleventh hypothesis was tested by computing a Chi Square between the negative (70) and positive (227) index totals. The results of the X^2 analysis are presented in Table 17.

TABLE 17

A COMPARISON OF THE FACULTY'S CHOICES OF THE ADJECTIVES DESCRIBING CORRESPONDENCE STUDY STUDENTS

	Descriptive Adjectives	Rating Index	Rank Order
Positive	1. Bright	10	5th
	2. Self-Motivated	71	1st
	3. Honest	53	2nd
	4. Challenging	43	3rd
	5. Erudite	9	6th
	6. Energetic	41	4th
	Total	227	
Negative	1. Lazy	18	2nd
	2. Dull	5	5th
	3. Lethargic	28	1st
	4. Dishonest	8	4th
	5. Scheming	0	6th
	6. Complacent	11	3rd
	Total	70	

$X^2 = 82.99$; df = 1; $p < .0001$

In this table the data showed a significantly high chi square value ($X^2 = 82.99$; df = 1; $p < .0001$), and allowed the researcher to reject the null proposition of hypothesis number eleven, and conclude that the faculty participants chose significantly more positive adjectives than negative adjectives in describing I-S students. There were about 3.25 times as many positive adjectives chosen as negative adjectives (Negative = 70; Positive = 227). The positive adjectives

chosen most frequently were self-motivated and honest. At the same time, the negative adjectives chosen most often were lethargic and lazy.

The information presented in this table tend to support the results of hypothesis number eight, presented in Table 14. The results presented in Table 14 showed that the faculty were not dissatisfied with the I-S students as a group. The results presented in Table 17 support this finding since the faculty members used significantly more positive adjectives than negative adjectives to describe the I-S students enrolled in their courses.

Results of Testing Hypothesis Number Twelve

The exact null proposition tested in Hypothesis number twelve was as follows:

Ho_{12} There is no statistically significant difference between the rating indices computed for the faculty's ratings of the positive adjectives describing the administrative services offered by the Independent Studies Department of The University of Oklahoma and the rating indices computed for the faculty's ratings of the negative adjectives describing these same services.

The twelfth null hypothesis was tested in much the same manner as that used in testing the tenth and eleventh null hypotheses. The results of the X^2 calculations are presented in Table 18.

The information revealed a significantly high chi square value ($X^2 = 61.36$; $df = 1$; $p < .0001$). This information allowed the researcher to reject the null proposition of

of hypothesis number twelve, and conclude that the faculty participants chose significantly more positive adjectives than negative adjectives to describe the administrative services offered by the Independent Study Department at The University of Oklahoma. The ratio of positive adjectives to negative adjectives was 2.21::1.00. The positive adjectives chosen most often were efficient and informative, while the negative adjectives chosen most often were incomplete and ineffective.

TABLE 18

A COMPARISON OF THE FACULTY'S CHOICES OF THE ADJECTIVES DESCRIBING THE ADMINISTRATIVE SERVICES OFFERED BY THE INDEPENDENT STUDY DEPARTMENTS

	Descriptive Adjectives	Rating Index	Rank Order
Positive	1. Complete	30	5th
	2. Efficient	105	1st
	3. Thorough	10	6th
	4. Effective	53	3rd
	5. Helpful	40	4th
	6. Informative	60	2nd
	Total	298	
Negative	1. Incomplete	78	1st
	2. Inefficient	15	3rd
	3. Scant	13	4th
	4. Ineffective	16	2nd
	5. Debilitating	5	6th
	6. Vague	8	5th
	Total	135	

$X^2 = 61.36$; df = 1; $p < .0001$

As in the case of the two previous hypotheses, these data are supportive of the data presented in Table 15, hypothesis number nine. The results of testing hypothesis number nine showed that the faculty participants were not significantly dissatisfied with the administrative services offered by the I-S Department. The results of testing hypothesis number nine since they showed that the faculty members used significantly more positive adjectives than negative adjectives to describe the administrative services offered by the Independent Study Department at The University of Oklahoma.

Results of Testing Hypothesis Number Thirteen

The exact null proposition tested in hypothesis number thirteen was as follows:

Ho_{13} There will be no statistically significant differences among the number of times the participating faculty members chose the various ways for improving the Independent Study Program at The University of Oklahoma.

The thirteenth null hypothesis was tested by computing a Chi Square among the various frequencies assigned to each of the improvement suggestions. The results of the Chi Square analysis are presented in Table 19.

These data showed a significantly high chi square value ($X^2 = 85.49$; $df = 19$; $p < .001$). The significance level of these results allowed the researcher to reject the null hypothesis number thirteen, and conclude that there was a significant difference among the numbers of times the faculty participants chose the various suggestions made for improving

TABLE 19

A COMPARISON OF THE FACULTY'S SUGGESTIONS FOR IMPROVING THE INDEPENDENT STUDIES DEPARTMENT AT OU

	Essence of Suggested Improvement	Rank Order	
1.	More administrative and faculty support for the Independent Studies Department	36	2nd
2.	I-S support at the departmental level	7	
3.	Full faculty participation in I-S program	4	
4.	Assistance in writing I-S materials	5	
5.	Scholarly recognition of I-S materials	13	
6.	Full-time faculty assigned to I-S duties	8	
7.	More realistic expectations for I-S students	4	
8.	Statement of behavioral objectives for I-S courses	29	3rd
9.	Use of the multi-media approach to instruction of I-S courses	12	
10.	Better understanding of I-S students	12	
11.	Regular revision of textbooks and materials.	3	
12.	Expert development of curriculum and tests	1	
13.	Referral of I-S students to two-year colleges	8	
14.	Active recruitment program for I-S courses	6	
15.	Better utilization of instructors' skills	24	4th

TABLE 19--Continued

Essence of Suggested Improvement		Rank Order	
16.	Solicit support from business and industry	19	5th
17.	Increase faculty's salaries	38	1st
18.	Regular evaluations of the I-S Department	4	
19.	Use mass media to promote the I-S program	3	
20.	Other (Specify)	24	
	$X^2 = 85.49$; df = 19; $p < .001$		

the Independent Study Department at The University of Oklahoma. The suggestions chosen most often were as follows: (1) increase faculty's salaries, (2) lend more administrative and faculty support to the I-S program, (3) state behavioral objectives for the I-S courses, (4) better utilization of the I-S instructor's skills, and (5) solicit support from business and industry. These five suggestions received the majority of the choices made by the forty faculty participants.

Summary of Testing Faculty's Hypotheses Seven Through Thirteen

The final seven hypotheses, seven through thirteen, were concerned with the faculty's responses to the instructor's questionnaire. The results obtained from testing these

hypotheses, the action taken concerning the null proposition, and the ensuing conclusions drawn are presented in the following statements.

Ho_7 Null hypothesis number seven was REJECTED, and it was concluded that there was a considerable amount of dissatisfaction with the duties associated with teaching I-S courses at The University of Oklahoma.

The areas that showed the most dissatisfaction were (1) pay for curriculum development, (2) pay for grading lessons, (3) rigidity of the I-S course schedules, (4) the amount of prestige associated with teaching I-S courses, (5) lack of challenge in teaching I-S courses, (6) the lack of self-motivation in teaching I-S courses, (7) the lack of personal rewards in teaching I-S courses, and (8) the level of skill required to teach I-S courses.

Ho_8 Null hypothesis number eight was ACCEPTED, and it was concluded that there was not a high degree of dissatisfaction with the I-S students as reflected in the questionnaire responses given by the forty faculty participants.

The only areas rated by the faculty participants where they expressed dissatisfaction with the I-S students were (1) the intellectual level of the I-S students, (2) the inability to measure the self-motivation of the I-S students, and (3) the lack of contact between the I-S student and the course instructor.

Ho_9 Null hypothesis number nine was ACCEPTED, and it was concluded that there was not a high degree of dissatisfaction with the administrative services offered by the Independent Study Department as reflected in the questionnaire responses given by the forty faculty participants.

The only area which reflected a significant amount of faculty dissatisfaction was the timeliness of the information service ($t = 2.15$; $df = 39$; p .05). None of the t-values computed for the remaining eleven areas was significant.

Ho_{10} Null hypothesis number ten was REJECTED, and it was concluded that the faculty participants chose the negative adjectives used to describe I-S teaching tasks significantly more often than they chose the positive adjectives.

The ratio of negative adjectives chosen to positive adjectives was 2.15::1.00.

Ho_{11} Null hypothesis number eleven was REJECTED, and it was concluded that the faculty participants chose the positive adjectives used to describe I-S students significantly more often than they chose the negative adjectives.

The ratio of positive adjectives chosen to negative adjectives chosen was 3.24::1.00.

Ho_{12} Null hypothesis number twelve was REJECTED, and it was concluded that the faculty participants chose the positive adjectives used to describe the administrative services offered by the I-S Department significantly more often than they chose the negative adjectives.

The ratio of positive adjectives chosen to negative adjectives chosen was 2.21::1.00.

Ho_{13} Null hypothesis number thirteen was REJECTED, and it was concluded that the faculty participants suggested faculty pay increases, administrative support for I-S programs, behavioral objective training for I-S faculty, and better utilization of the I-S instructors' skills significantly more often than they suggested any of the other fifteen possible improvements for the Independent Study Department at The University of Oklahoma.

The five suggestions listed above constituted approximately 60 percent of the total faculty response to the questionnaire item.

Faculty Comments

The participating faculty members made several comments which help to explain the results of the hypothesis testing presented in Tables 12 through 19. Some of these statements are presented in the following table.

TABLE 20

FACULTY COMMENTS CONCERNING THE INDEPENDENT STUDY COURSES

1. "Teaching via independent study is similar to TV teaching in that it is not the same creature as classroom teaching. Just as TV teaching, independent study takes more effort, energy and application on the part of the instructor to do a good job than does classroom teaching.

2. "Nobody, but nobody, is in it for the money! In fact, you would probably get better faculty response by forgetting the money and participating on a voluntary basis; 'for the good of the University' . . . sake."

3. "Independent study should be encouraged for students who cannot take a course in the classroom. Independent study is a substitute for classroom teaching but in my opinion the classroom is a much better method by which to learn."

4. "Independent study should be developed more fully in areas where it is possible and withdrawn from less effective areas."

5. "The independent study department should visit with the instructors at least one time each year to talk about the courses--whether they need revising, different readings, lessons, etc."

6. "Faculty who are interested should do this work as part of their regular job with a classroom teaching load reduction rather than as overload!!"

7. "Independent study courses should be revised anytime an evaluation of that course merits such change, whether or not a new text is chosen."

TABLE 20--Continued

8. "We need more micro-lessons--short terminal courses on how-to-do-it type of units."

9. "My observation has been that some independent study courses are much more demanding than the same on-campus courses while others are so easy they are absurd."

10. "I believe that I am adequately paid for the one course I teach in independent studies. However, if I taught a course that involved grading a number of essays or essay examinations, I would be pretty badly underpaid."

11. "Suggestions to students should be recorded on tape to be sent to the student (critiques)."

12. "Courses should be limited to those which require as little help from the instructor as possible. Some students try to coerce the instructor into giving a passing grade because they 'won't graduate', 'won't get a particular job, etc.' Such students deserve no attention."

Interpretation of Student Findings

The following sections of the results contain a non-statistical interpretation of the results obtained in testing the first six hypotheses, the hypotheses tested by using the students' data. The non-technical language of the interpretation would give a more applicable and understandable picture of the overall results.

The mean age of the student population was 23.31 years with 40.2 percent of the 102 students being male, and 59.8 percent being females. The majority of the students were also married, and had been enrolled at another four-year institution prior to their enrollment at The University of Oklahoma.

Enrollment in general education courses was the most prevalent, while enrollments in the Arts and Humanities

courses ranked second. The reasons the student participants gave for enrolling in these courses were that they needed the course for degree requirements, and they were interested in the course material.

The students also expressed some likes and dislikes about independent study courses in general, and about the courses they were enrolled in, in particular. Students liked the opportunity to retrain themselves through I-S courses, as well as the opportunities for individual initiative afforded by independent study. Yet, they expressed an extreme dislike for the absence of the classroom atmosphere, and the lack of contact with the university community.

The students indicated that there was a wide discrepancy between the amount of relevancy and stimulating quality expected from I-S course assignments, and the amount of relevancy and stimulating quality they indicated the assignments possessed after they had enrolled in the course and completed at least 50 percent of the required assignments. Still, most of the student participants felt that the course assignments were clear and concise.

The students expressed concern about the lack of interest shown by the I-S course instructors. They felt that this lack of interest was exemplified by the absence of clear, concise, and helpful comments on returned assignments. While the students were pleased with the prompt return of completed assignments, they felt that the I-S course instructors could

have given much more direction to their efforts if they had added constructive comments about the errors they were making on the course assignments.

Most of the students were well pleased with the administrative services offered by the Independent Study Department at The University of Oklahoma, and rated these services very high on the student questionnaire. At the same time, they responded that the office personnel employed by the I-S Department could be more helpful to those who are attempting to enroll in I-S courses.

In general, the student participants expressed considerable disappointment with the overall quality of the I-S courses, and the amount of personal satisfaction derived from participating in the I-S Program at The University of Oklahoma. They further indicated that, while they planned to obtain a college degree, most did not plan to enroll in further I-S courses. Those who did plan to take more I-S courses expressed a preference for the General Education, and Arts and Humanities courses.

Interpretation of Faculty Findings

Hypotheses seven through thirteen were related to the faculty data collected from the faculty questionnaire. A non-technical interpretation of the results obtained in testing these seven hypotheses is presented in the following section.

Faculty participants showed a mean age of 40.53 years, an average of 9.17 years of teaching experience, and an average of 7.04 years of teaching experience in the area of I-S courses.

Most instructors felt that inadequate pay for course development and the lack of prestige associated with teaching I-S courses were the most common causes of dissatisfaction among I-S course instructors. They further indicated that grading lessons was too time consuming, and that their teaching skills were not improved by teaching I-S courses.

For the most part, the faculty participants expressed a considerable amount of dissatisfaction with the duties associated with teaching I-S courses at The University of Oklahoma. At the same time, they did seem to agree that the teaching of Independent Study courses is a very necessary function at The University.

The sample of instructors had a very positive opinion about the independent study students. They disagreed with the idea that the I-S students are intellectually inferior to regular on-campus students, and expressed concern over their inability to measure the motivational level of the individual student. The faculty members also expressed dissatisfaction with the inability of the instructor and student to interact during the time the students are enrolled in I-S courses. However, it was the general consensus of the faculty

participants that I-S students could learn as much, if not more, through independent study as an on-campus student, if properly motivated.

The administrative services of the Independent Study Department, which include enrollment services, grade-and-lesson-recording services, and mailing services were satisfactory to the instructors. Their ratings of these services were comparable to those given by the student participants.

In a comparison of the instructors' choice of the adjectives used to describe correspondence study teaching tasks, the negative adjectives Clerical and Redundant were selected most frequestly while Rewarding and Necessary were the positive adjectives chosen most frequently. These results reinforced an earlier finding about the faculty's Actual/Ideal ratings of the I-S course teaching tasks.

The instructors were complimentary of the I-S students, and used such adjectives as self-motivated, honest, challenging, and energetic to describe the students. Of the few negative comments made about the I-S students, the adjectives lethargic and lazy were used most often.

The faculty participants were asked to make suggestions for the overall improvement of the Independent Study Department at The University of Oklahoma. The suggestions made most frequently were as follows: (1) increase faculty's salaries, (2) more administrative support for the I-S program, (3) accountability procedures for the I-S courses, (4) better

utilization of instructor's skills, and (5) seek the support of business and industry. The instructors indicated that the course content could be improved in most areas.

The overall results obtained from the faculty data showed that the instructors are quite dissatisfied with the teaching duties associated with the independent study courses at The University of Oklahoma, but they are very complimentary of the independent study students enrolled in their courses, and the administrative services offered by the Independent Study Department at The University. Faculty members were also concerned that the pay for developing I-S course materials and grading course assignments was so inadequate.

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

The purpose of the present study was to compare the Actual/Ideal perceptions of a group of University of Oklahoma students who are enrolled in correspondence study courses through the Independent Studies Department of The University of Oklahoma, and who are also enrolled in on-campus classes. A further purpose was to compare the Actual/Ideal perceptions of those faculty members who were teaching the Independent Study courses being taken by the student participants. One-hundred and two students and forty faculty members completed questionnaires concerning various aspects of the Independent Study (I-S) program as well as the administrative services offered by the I-S Department.

Student questionnaires were intended to determine the 102 student participants' ratings of the various administrative services, their reasons for enrolling in the I-S course, and choices of the various advantages and disadvantages, which are usually associated with I-S courses. The faculty questionnaires were oriented more toward an Actual/Ideal rating of such areas as their perceptions of the tasks involved in teaching independent study courses, the opinions of the faculty at

large concerning the prestige and rewards associated with teaching I-S courses, their perceptions of the I-S students, their ratings of the administrative services offered by the Independent Study Department, and their suggestions for possible improvements of the Independent Study Department at The University of Oklahoma.

A Chi Square Test (goodness of fit), a Chi Square Test (X^2) for percentages, and a Student's t-test for correlated data (Student, 1927) were used to test thirteen hypotheses are presented in Chapter IV of this report. The statistical results presented in the Tables of Chapter IV are further expanded in Chapter V in the form of conclusions drawn from the statistical calculations.

Findings

1. More I-S students enroll in correspondence courses because they need the course to meet degree requirements than for any other reason. However, the students' interest in the I-S course material and scheduling difficulties on campus caused several participants to enroll in the courses they were taking.

2. The I-S students disliked the lack of contact with the university community, lack of a classroom atmosphere, and the lack of a feeling of personal reward more than any of the other listed disadvantages.

3. The 102 student participants liked the opportunities for job retraining through the I-S courses, opportunities for individual initiative, and the ability to work toward a degree while receiving in-service training more than any of the other four advantages listed on the student's questionnaire.

4. The students felt that the I-S courses they were enrolled in were interesting, and that the course assignments were clear and concise. At the same time, they felt that the course assignments were not relevant, were not stimulating, and were not adequate enough for the subject being taken.

5. The students felt that the I-S course instructors returned the lesson results quickly, but they were not satisfied with the comments the instructors made on the results, nor the amount of interest the instructors showed in their work.

6. The 102 student participants were disappointed in the I-S Department's ability to give helpful suggestions to the student enrollees. However, the information, enrolling, and mailing services were about what the students expected them to be before they enrolled in the I-S course.

7. The forty faculty participants were the most dissatisfied with the amount of pay given for grading lessons and curriculum development. They showed significant dissatisfaction with eight of the twelve teaching areas presented on the faculty questionnaire.

8. The faculty were dissatisfied with the I-S students in only three areas. They felt that the I-S students were intellectually inferior to the resident students; they felt that the self-motivation of the I-S students should be measured in some way; and they felt that the students should be required to have at least one one-hour meeting with the course instructor.

9. The faculty participants were dissatisfied with only one of the twelve areas listed on the questionnaire. They did not believe that the information service was timely.

10. The faculty appeared to have had a negative attitude about the teaching duties. The two negative adjectives used most often to describe the teaching duties were Clerical and Redundant. The positive adjectives chosen most often to describe the teaching tasks were Rewarding and Necessary.

11. The faculty had a very positive attitude about the students. The adjectives most commonly associated with student participants were self-motivated,

honest, challenging, and energetic. The only negative adjective which received any attention at all was lethargic.

12. The forty faculty members had a very positive opinion of the services offered. The adjectives most commonly associated with the administrative services offered by the I-S Department were efficient, effective, informative, and helpful. The only negative adjective receiving any noticeable selection was incomplete.

13. The faculty believed that an increase in the salary would do more to improve the overall quality of the I-S Program than anything else. Other frequently-made suggestions included advocating administrative and faculty support for the I-S Program at the Departmental level, stating behavioral objectives for the classes being taught, better and more complete utilization of the I-S instructors' skills, and soliciting financial support for the Independent Studies Department through business and industry. The least chosen suggestions were for expert development of course curriculum, and using mass media such as radio, television, newspapers, etc., to recruit students for the I-S Department's courses.

The results obtained in testing the thirteen hypotheses allowed the researcher to REJECT the following null hypotheses:

Ho_1 There is no statistically significant difference in the amount of importance attached to the various reasons the 102 participating students gave for taking courses from the Independent Study Department of The University of Oklahoma.

Ho_2 There is no statistically significant difference among the number of times each of the various independent study course "dislikes" were chosen by the 102 participating independent study students.

Ho_3 There is no statistically significant difference among the number of times each of the various independent study course "likes" were chosen by the 102 participating in the study who were enrolled in the I-S courses.

Ho_4 There is no statistically significant difference between the 102 students' ratings of the Independent Study course assignments as they actually are, and

their ratings of the Independent Study course assignments the way they expected them to be prior to their enrollment in the course.

Ho_5 There is no statistically significant difference between the 102 students' ratings of the Independent Study course instructors as they actually perceived them to be after completing at least half of the assigned lessons of the course, and the way they expected the Independent Study course instructors to be before they had enrolled in the course.

Ho_7 There is no statistically significant difference between the faculty's Actual ratings of the teaching duties associated with Independent Study courses, and their Ideal (the way the teaching duties ought to be) ratings of these same teaching duties.

Ho_{10} There is no statistically significant difference between the rating indices computed for the faculty's ratings of the positive adjectives describing the Independent Study teaching duties, and the rating indices computed for the faculty's ratings of the negative adjectives describing the Independent Study Teaching duties.

Ho_{11} There is no statistically significant difference between the rating indices computed for the faculty's ratings of the positive adjectives describing the Independent Studies students, and the rating indices computed for the faculty's ratings of the negative adjectives describing the Independent Study students.

Ho_{12} There is no statistically significant difference between the rating indices computed for the faculty's ratings of the positive adjectives describing the administrative services offered by the Independent Study Department of The University of Oklahoma, and the ratings of the negative adjectives describing these same administrative services.

Ho_{13} There is no statistically significant difference among the number of times the participating faculty members chose the various ways for improving the Independent Study Program at The University of Oklahoma.

The results obtained in testing the thirteen hypotheses would not allow the rejection of the null in all cases--the null proposition of the following hypotheses had to be ACCEPTED.

Ho_6 There is no statistically significant difference between the 102 students' Actual ratings of the Independent Study Department's administrative services, and their ratings of the Department's administrative services as they expected them to be prior to their enrollment in an Independent Study course.

Ho_8 There is no statistically significant difference between the faculty's ratings of the way they believe the Independent Study course students actually are, and their Ideal ratings of the way they thought the I-S students ought to be.

Ho_9 There is no statistically significant difference between the faculty's ratings of the administrative services offered by the Independent Study Department of The University of Oklahoma (Actual rating), and the way the faculty felt that the administrative services ought to be (Ideal).

Conclusions

The findings presented in the previous sections led to the conclusion that the I-S students as well as the I-S instructors indicate that the Independent Study Department, The University of Oklahoma, is an important and worthwhile mode of educational endeavor. However both the student and instructor agree that certain inadequacies must be corrected if this I-S approach to academic achievement is to attain the status desired by the I-S student, I-S instructor, and I-S Department.

The major concerns of the I-S faculty are the inadequate pay for instructional services and curriculum development plus the lack of University support in the academic area. These two areas of concern are prime factors in the dissatisfaction indicated by the I-S instructors. The lack of personal contact with the I-S instructor and the negative experiences

with I-S course requirements were primary areas of concern by the I-S student.

The other findings of the study warrant the following conclusions within limitations of the investigation:

> It was concluded by the I-S student and the I-S instructor that the efficient and comprehensive administrative services of the Independent Study Department, The University of Oklahoma, lessen the dissatisfaction of the traditional instruction-by-mail concepts.
>
> The fact that I-S instructors indicated dissatisfaction with inadequate pay, plus the lack of professional prestige, their positive opinion of the I-S student lead to the conclusion that instructors received some gratification in teaching the self-motivated I-S student.
>
> It was finally concluded that the I-S student and the I-S instructors mutually agree that independent study cannot replace the classroom atmosphere and personal contact with the course instructor.

Implications

Implications of the study indicated that the I-S Department of The University of Oklahoma was a vital academic service of The University and should be given adequate financial assistance as well as academic recognition for greater faculty participation in order to assure that the I-S student will be provided with a comparable educational opportunity to that of on-campus students.

Since this study was limited to undergraduate I-S students who were also enrolled in regular on-campus classes, further studies could be conducted using the same data collection instruments as those used in the present study, but using different groups of I-S students. For example, the student

questionnaires could be sent to I-S students enrolled in high school courses or graduate level courses. Another group of student participants could be the I-S students who are not enrolled on-campus at The University of Oklahoma. Results obtained from such a study could easily be compared to the results obtained in the present study, and would constitute a meaningful evaluation of the Independent Studies Department at The University of Oklahoma.

Another area for possible research in the future would be to expand the sample to include the Independent Study Department of another university in the State of Oklahoma and to conduct a similar study in selected areas of that department.

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APPENDIX A

STUDENT QUESTIONNAIRE

STUDENT QUESTIONNAIRE

Independent Studies Department
University of Oklahoma

1. Name:_____ 2. Age:_____ 3. Sex: Male Female

4. Address:_____ 5. Phone: _____
(street) (city) (state) (zip code)

6. Number of years of education completed (circle): less than 13 13 14 15 16 17 18 more than 18

7. Marital status: single married divorced widowed (Circle one)

8. Have you ever been enrolled in . . . (Check those that apply)
   a. Evening classes at OU?
   b. At another 4-year college or university?
   c. Regular day sessions at a junior college?
   d. Correspondence study at another 4-year college or university?

9. Number of correspondence-course credit hours completed: None 1-20 21-40 41-60 61-80 81-100hrs.

Rate the importance of each of the following factors in your decision to enroll in independent study.

Number Codes —
5 = Very Important
4 = Important
3 = I Don't Know
2 = Unimportant
1 = Very Unimportant

10. Your interest in the course material	5	4	3	2	1
11. You needed the course to meet degree requirements	5	4	3	2	1
12. You have more time to complete correspondence study courses	5	4	3	2	1
13. You had scheduling difficulties with on-campus classes	5	4	3	2	1
14. You were trying to improve your overall grade-point average (GPA)	5	4	3	2	1
15. You liked the quality of the correspondence study instructors	5	4	3	2	1
16. Other reasons (Specify)_____	5	4	3	2	1

---

17. Do you plan to obtain a college degree? YES NO (Circle one)

18. Do you plan to enroll in more independent-study courses at OU? YES NO (Circle one)

19. Which courses, if any, would you like to enroll in? a._____ b._____

PERSONAL OPINIONS concerning independent study courses you are presently enrolled in:

Course Title:_____ Course Instructor:_____

Course No:_____ No. of Lessons in Course:_____ No. of Lessons Completed:_____

20. From the following list, select the three things which you dislike most about the course you are taking.

1st_____
2nd_____
3rd_____

a. Lack of contact with the course instructor
b. Lack of contact with the university community
c. Course text and assigned materials
d. The inconvenience of sending and receiving materials
e. No feeling of personal reward
f. Lack of classroom atmosphere
g. Low incentive to complete quickly

21. From the following list, select the three things which you like best about the course you are taking.

1st_____
2nd_____
3rd_____

a. Opportunity for individual initiative
b. The convenience of not having to attend class
c. Extra time to complete coursework
d. Compatibility with other responsibilities
e. Ability to stay abreast of your area without returning to college
f. Ability to work toward a degree while receiving in-service training
g. Opportunity for job re-training

Directions: Using the number codes shown below, give your opinions of the COURSE ASSIGNMENTS, COURSE INSTRUCTOR, and ADMINISTRATIVE SERVICES associated with the course you are now taking. In the left margin indicate your opinions of the areas as they Actually appear to you. In the right margin indicate your opinions of the areas as you Expected them to be.

Number Codes

5	= Excellent
4	= Good
3	= Average
2	= Below Average
1	= Poor

The way the areas ACTUALLY are	Areas Being Considered	The way you EXPECTED the areas to be
5 4 3 2 1	1. The course assignments were interesting	5 4 3 2 1
5 4 3 2 1	2. The course assignments were stimulating	5 4 3 2 1
5 4 3 2 1	3. The course assignments were relevant	5 4 3 2 1
5 4 3 2 1	4. The course assignments were adequate enough for the subject	5 4 3 2 1
5 4 3 2 1	5. The course assignments were clear and concise	5 4 3 2 1
5 4 3 2 1	6. The course instructor returned results quickly	5 4 3 2 1
5 4 3 2 1	7. The course instructor made clear and constructive comments	5 4 3 2 1
5 4 3 2 1	8. The course instructor showed a lot of interest	5 4 3 2 1
5 4 3 2 1	9. The administrative services kept me informed of lesson results	5 4 3 2 1
5 4 3 2 1	10. The administrative services kept me informed of test results	5 4 3 2 1
5 4 3 2 1	11. The administrative services were helpful in enrolling	5 4 3 2 1
5 4 3 2 1	12. The administrative services made helpful suggestions	5 4 3 2 1
5 4 3 2 1	13. The administrative services gave prompt mailing service	5 4 3 2 1
5 4 3 2 1	14. My overall experience in the course was personnally rewarding and satisfying	5 4 3 2 1
5 4 3 2 1	15. The educational quality of the experience was high	5 4 3 2 1
5 4 3 2 1	16. I felt a very personal association with OU	5 4 3 2 1
5 4 3 2 1	17. I think that the learning experience was beneficial	5 4 3 2 1
5 4 3 2 1	18. I think that the educational experience was motivating	5 4 3 2 1

APPENDIX B

FACULTY QUESTIONNAIRE

FACULTY QUESTIONNAIRE

Independent Studies Department
University of Oklahoma

80

1. Name:_____ 2. Age:_____ 3. Sex: M F 4. Title:_____

5. Address:_____ 6. Phone:_____
(street) (city) (state) (zip code)

7. Highest degree held:_____ 8. Academic Area:_____ 9. Years of Experience:_____

10. Years of Experience teaching correspondence courses:_____ 11. Number of years at OU:_____

12. Number of correspondence courses taught:_____ Marital Status: single married divorced widowed

---

Directions: Using the number codes shown below, give your opinions of the TEACHING, STUDENTS, and ADMINISTRATIVE SERVICES of the Independent Studies Department at OU. In the left margin indicate your opinions of the areas as they actually appear to you. In the right margin indicate your opinions of the areas as you think they Ought to be. Be sure to circle one of the numbers before and after each statement.

Number Codes —
5 = Strongly Agree
4 = Agree
3 = No Opinion
2 = Disagree
1 = Strongly Disagree

The way the areas ACTUALLY ARE	Areas Being Considered	The way the areas OUGHT TO BE
5 4 3 2 1	13. There is adequate pay for curriculum development	5 4 3 2 1
5 4 3 2 1	14. There is adequate pay for grading lessons	5 4 3 2 1
5 4 3 2 1	15. Lesson grading is too time consuming	5 4 3 2 1
5 4 3 2 1	16. Faculty members view correspondence teaching as prestigious	5 4 3 2 1
5 4 3 2 1	17. Teaching by correspondence is personnally rewarding	5 4 3 2 1
5 4 3 2 1	18. Correspondence teaching requires professional skills	5 4 3 2 1
5 4 3 2 1	19. Correspondence teaching improves communication skills	5 4 3 2 1
5 4 3 2 1	20. Correspondence teaching is professionally recognized	5 4 3 2 1
5 4 3 2 1	21. Correspondence teaching allows more time for research	5 4 3 2 1
5 4 3 2 1	22. Correspondence teaching is more challenging than regular classroom teaching	5 4 3 2 1
5 4 3 2 1	23. Correspondence teaching allows more flexibility in scheduling than on-campus classes	5 4 3 2 1
5 4 3 2 1	24. Correspondence teaching is self-motivating	5 4 3 2 1
5 4 3 2 1	25. Students learn more by independent study than by resident classes	5 4 3 2 1
5 4 3 2 1	26. Independent-studies (IS) students are intellectually inferior to resident students	5 4 3 2 1
5 4 3 2 1	27. IS students have more opportunity to cheat than resident students	5 4 3 2 1
5 4 3 2 1	28. It is difficult to check the progress of I-S students	5 4 3 2 1
5 4 3 2 1	29. The self-motivation of I-S students should be measured in some way	5 4 3 2 1
5 4 3 2 1	30. I-S students are more self-motivated than resident students	5 4 3 2 1
5 4 3 2 1	31. I-S students should be required to interact with resident students for a certain period of time	5 4 3 2 1
5 4 3 2 1	32. I-S students should be required to have at least one 1-hour meeting with the course instructor	5 4 3 2 1

47. From the list of adjectives provided, check the three (3) which most accurately describe the administrative services offered by OU's Independent Studies Department.

1st_____
2nd_____
3rd_____

a. Complete
b. Incomplete
c. Efficient
d. Inefficient
e. Thorough
f. Scant
g. Effective
h. Ineffective
i. Helpful
j. Debilitating
k. Informative
l. Vague

Directions: The following is a list of suggested improvements for the Independent Studies Department of OU. Check the five (5) which you believe to be the best suggestions or make suggestions of your own.

1. The role of the Independent Studies Department should be defined and supported by the administration, departmental chairmen, and faculty.
2. The idea of independent studies should be promoted the strongest at the departmental level.
3. Independent-Study teaching should be a regular part of every faculty member's teaching load.
4. Instructors should receive expert help in writing correspondence materials the first time.
5. Correspondence-course materials should receive the same scholarly recognition as journal publications.
6. Each academic department whould have a full-time faculty member for developing and coordinating correspondence-study courses.
7. The difference in expectations for I-S students and resident students should be resolved.
8. The general and specific goals of I-S courses should be stated as behavioral objectives by each department.
9. The method of transmitting information to students should be expanded to include other media than just readin
10. Course instructors need to know more about the student's goals and motivational levels.
11. I-S courses should be revised and new texts chosen at least every four (4) years.
12. Test-construction and curriculum specialists should develop the tests used in the courses.
13. Junior and community colleges should be encouraged to enroll as many of the I-S students as possible.
14. The University of Oklahoma should have an active recruitment program for I-S students.
15. Methods should be developed to better utilize the expertise and training of I-S instructors.
16. Courses should be developed for particular interest groups in order for the I-S Department to obtain subsidies from business and industry.
17. Increased payment to faculty is the number one priority for OU's Independent-Studies Department.
18. Regular and systematic evaluations should be conducted of the I-S Department at OU.
19. The mass media (newspapers, radio, etc.) should be utilized in promoting OU's I-S Department.
20. Other? (Please Specify) _____

Number Codes
5 = Strongly Agree
4 = Agree
3 = No Opinion
2 = Disagree
1 = Strongly Disagree

The way the areas ACTUALLY ARE						The way the areas OUGHT TO BE				
5	4	3	2	1	33. The independent-study (I-S) mailing service is fast	5	4	3	2	1
5	4	3	2	1	34. The I-S mailing service is efficient	5	4	3	2	1
5	4	3	2	1	35. The I-S mailing service is accurate	5	4	3	2	1
5	4	3	2	1	36. The I-S grade-and-lesson recording service is fast	5	4	3	2	1
5	4	3	2	1	37. The I-S grade-and-lesson recording service is accurate	5	4	3	2	1
5	4	3	2	1	38. The I-S grade-and-lesson recording service is comprehensive	5	4	3	2	1
5	4	3	2	1	39. The I-S information service is fast	5	4	3	2	1
5	4	3	2	1	40. The I-S information service is comprehensive	5	4	3	2	1
5	4	3	2	1	41. The I-S information service is timely	5	4	3	2	1
5	4	3	2	1	42. The I-S enrollment service is fast	5	4	3	2	1
5	4	3	2	1	43. The I-S enrollment service is helpful	5	4	3	2	1
5	4	3	2	1	44. The I-S enrollment service is comprehensive and thorough	5	4	3	2	1

45. From the list of adjectives provided, check the three (3) which most accurately describe the instructor's correspondence-study tasks.

1st_____
2nd_____
3rd_____

a. Menial
b. Dull
c. Clerical
d. Drudgery
e. Trite
f. Redundant
g. Rewarding
h. Necessary
i. Interesting
j. Challenging
k. Exciting
l. Developmental

46. From the list of adjectives provided, check the three (3) which most accurately describe correspondence-study students.

1st_____
2nd_____
3rd_____

a. Bright
b. Self-motivated
c. Honest
d. Challenging
e. Lazy
f. Erudite
g. Dull
h. Lethargic
i. Dishonest
j. Energetic
k. Scheming
l. Complacent

APPENDIX C

APPROVAL TO CONDUCT THE STUDY

OSCAR ROSE JUNIOR COLLEGE
6420 SOUTHEAST FIFTEENTH
MIDWEST CITY, OKLAHOMA 73110

October 6, 1971

Mr. Russell Meyers, Director
Independent Studies Department
School Services Division
Research and Continuing Education
University of Oklahoma 73069

Dear Mr. Meyers:

I recently began work on my dissertation in the Doctoral program at the University of Oklahoma. As an area of research for my dissertation I have chosen Independent (Correspondence) Study programs at the university level. I am particularly interested in the University of Oklahoma's Independent Studies Department.

This letter is a request for your permission to conduct a study of the students, curricula, professors, and services of the department. In essence this study would involve about 300 students enrolled in college courses and all of the college-course instructors of the Independent Study department. A questionnaire would be sent to each participant asking for a rating of various services, courses, and overall experiences with independent study course work. If I am allowed to proceed with this investigation, a prospectus complete with data-collection instruments would be submitted for your critique and/or approval.

Please consider this an attempt to up grade the Independent Studies Department of the University of Oklahoma since all data will be made available for the development of future courses and services.

Respectfully submitted,

Joe Thomas Packnett

Joe Thomas Packnett
Financial Aid Director
Oscar Rose Junior College
Midwest City, OK 73110
Phone: AC (405) 737-6611

APPENDIX D

CORRESPONDENCE ACCOMPANYING STUDENT QUESTIONNAIRE

OSCAR ROSE JUNIOR COLLEGE
6420 SOUTHEAST FIFTEENTH
MIDWEST CITY, OKLAHOMA 73110

January 22, 1973

ASSISTANT TO THE PRESIDENT
RESEARCH AND DEVELOPMENT

Dear University Student:

This letter is to solicit your participation in a study of the services of the Independent Study Department, Oklahoma University.

The purpose of this study is to gather pertinent information to be used in completing requirements for the doctoral degree. The data collected will also be analyzed by the Independent Study Department, Oklahoma University, to improve their services where possible, so your cooperation in this project will benefit future Independent Study students.

I realize your time is budgeted, however I would appreciate your completing and returning the attached questionnaire at your earliest convenience. A stamped, self-addressed envelope is provided.

You may be assured that no attempt will be made to identify names with questionnaires, and that any personal information will be kept confidential. (Names and addresses are optional.) The value of this study depends on your conscientious participation.

Please let me hear from you soon. Thank you for your interest and time.

Sincerely,

Joe T. Packnett

Joe T. Packnett
Assistant to President
Research and Development

JP/ps
enc.

APPENDIX E

CORRESPONDENCE ACCOMPANYING FACULTY QUESTIONNAIRE

OSCAR ROSE JUNIOR COLLEGE
6420 SOUTHEAST FIFTEENTH
MIDWEST CITY, OKLAHOMA 73110

January 22, 1973

ASSISTANT TO THE PRESIDENT
RESEARCH AND DEVELOPMENT

Dear Independent Study Department Faculty:

This letter is to seek your assistance in an analysis of the services provided by the Independent Study Department, University of Oklahoma. The purpose of this project is to gather pertinent information to be used in completing a dissertation for the Doctor of Education degree.

As a faculty member of the Independent Study Department, University of Oklahoma, you have already demonstrated a professional quality rare among a majority of university faculties. Your participation in this study will be beneficial in upgrading the overall status of Independent Study through correspondence and the services of the Independent Study Department, University of Oklahoma.

I realize your schedule is a busy one, but I would appreciate your completing and returning the accompanying questionnaire at your earliest convenience. A stamped, self-addressed envelope is provided.

You may be assured that no attempt will be made to identify names with questionnaires, and that any personal information will be kept confidential. (Name and address optional)

The value of this study depends upon your conscientious participation. Please let me hear from you soon. Thank you for your interest and time.

Most Sincerely,

Joe Packnett

Joe Packnett
Assistant to President
Research and Development

JP/ps
enclosure

APPENDIX F

LISTING OF RAW DATA: FACULTY AND STUDENT

EXHIBIT 1

FACULTY RAW DATA

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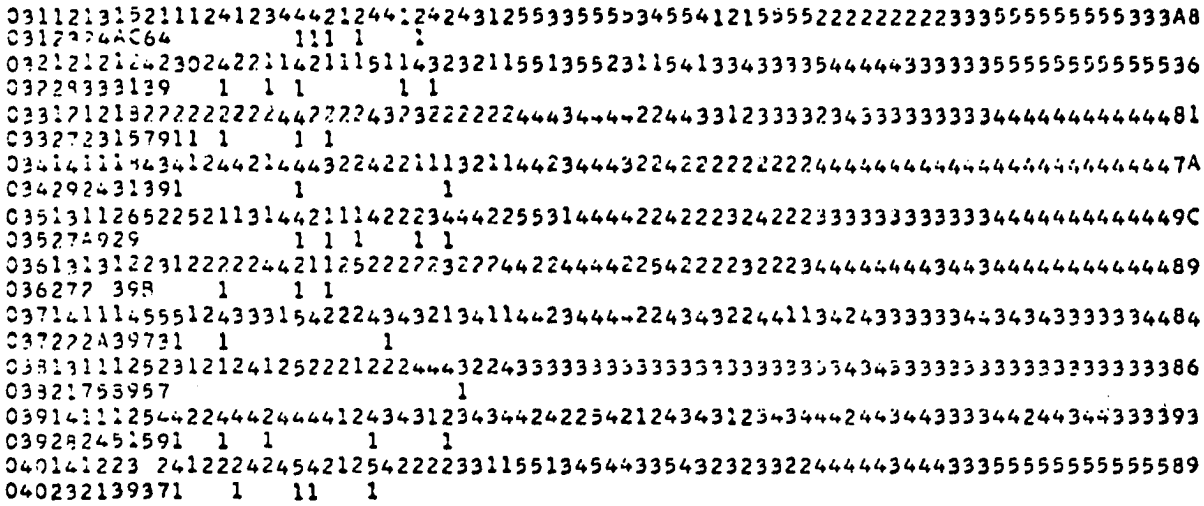


EXHIBIT 2

STUDENT RAW DATA

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