INFORMATION TO USERS

This material was produced from a microfilm copy of the original document. While the most advanced technological means to photograph and reproduce this document have been used, the quality is heavily dependent upon the quality of the original submitted.

The following explanation of techniques is provided to help you understand markings or patterns which may appear on this reproduction.

1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting thru an image and duplicating adjacent pages to insure you complete continuity.

2. When an image on the film is obliterated with a large round black mark, it is an indication that the photographer suspected that the copy may have moved during exposure and thus cause a blurred image. You will find a good image of the page in the adjacent frame.

3. When a map, drawing or chart, etc., was part of the material being photographed the photographer followed a definite method in "sectioning" the material. It is customary to begin photoing at the upper left hand corner of a large sheet and to continue photoing from left to right in equal sections with a small overlap. If necessary, sectioning is continued again — beginning below the first row and continuing on until complete.

4. The majority of users indicate that the textual content is of greatest value, however, a somewhat higher quality reproduction could be made from "photographs" if essential to the understanding of the dissertation. Silver prints of "photographs" may be ordered at additional charge by writing the Order Department, giving the catalog number, title, author and specific pages you wish reproduced.

5. PLEASE NOTE: Some pages may have indistinct print. Filmed as received.

University Microfilms International
300 North Zeeb Road
Ann Arbor, Michigan 48106 USA
St. John's Road, Tyler's Green
High Wycombe, Bucks, England HP10 8HR

Downloaded from SHAREOK. Persistent Handle URL: https://hdl.handle.net/11244/4480

7824616

STUDEBAKER, PAUL JOSEPH
A COMPARATIVE ATTITUDINAL ANALYSIS OF
STUDENTS PARTICIPATING IN CONDENSED PROGRAMS
SPONSORED BY THE UNIVERSITY OF OKLAHOMA.

THE UNIVERSITY OF OKLAHOMA, ED.D., 1978

University
Microfilms
International 300 N. ZEEB ROAD, ANN ARBOR, MI 48106

THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

A COMPARATIVE ATTITUDINAL ANALYSIS OF STUDENTS PARTICIPATING IN CONDENSED PROGRAMS SPONSORED BY THE UNIVERSITY OF OKLAHOMA

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirement for the

degree of

DOCTOR OF EDUCATION

By

PAUL J. STUDEBAKER

Norman, Oklahoma

1978

A COMPARATIVE ATTITUDINAL ANALYSIS OF STUDENTS PARTICIPATING IN CONDENSED PROGRAMS SPONSORED BY THE UNIVERSITY OF OKLAHOMA

APPROVED BY

Dissertation Committee

ACKNOWLEDGEMENTS

My sincere appreciation is extended to my Chairman, Dr. Gene Shepherd, who has encouraged, and supported me through my doctoral degree. Similarly, gratitude goes to Dr. Charlyce King, Dr. Thomas Wiggins and Dr. Richard Gorton who provided invaluable guidance and assistance throughout the entire study.

I am deeply indebted to a large number of University faculty and colleagues who have contributed in various ways and made it possible to continue my educational career, and to the typist, whose services mean so much. My gratitude, Peggy Gorton, for the many long hours you've devoted to this dissertation.

A very special thanks to my wife, Mary Beth, for her faithful support and encouragement through many years, for only through her constructive criticism and loving devotion has it been possible for me to continue my educational objectives.

TABLE OF CONTENTS

CHAPTER I	Page
Introduction.	1
Theoretical Framework	3
Background and Need for Study	5
Statement of the Problem.	7
Purpose of the Study.	8
Assumptions and Limitations	8
Hypotheses.	9
Definition of Terms	10
Design of Study	12
Instrumentation	13
Analysis of Data.	14
CHAPTER II	
Review of Related Literature.	15
CHAPTER III	
Methodology	21
Pre-Study	21
Choice of Instrument.	21
Choice of Samples of Participants	22
Choice of Program Areas to be Compared.	23
Data Collection	23
Choice of Time Schedules to be Compared	24
CHAPTER IV	
Analysis of Data.	27
Descriptive Statistics.	28
Gender, Age, Years Since Undergraduate Degree Completion and Graduate Major	28
Summary of Description Data	35
Results of Testing Hypotheses	36
Results of Testing Hypothesis One	36
Results of Testing Hypothesis Two	42
Results of Testing Hypothesis Three	43
Results of Testing Hypothesis Four.	50
Results of Testing Hypothesis Five.	51
Results of Testing Hypothesis Six	54
Additional Findings	62

CHAPTER V Page

Summary, Conclusions, Implications and Recommendations. 65
Summary of Hypotheses. 67
Conclusions. 69
Recommendations and Further Implications 70

APPENDICES

APPENDIX A - Questionnaire. 72
APPENDIX B - Univariate Frequency Distribution of Questionnaire Responses 76

REFERENCES. 80

LIST OF TABLES

TABLE		Page
I	Instructional Time Schedules for Condensed Programs. . . .	24
II	Questionnaire Items Selected for Statistical Analysis	25
III	Gender Distribution of Sample.	29
IV	Credit Hours Completed, by Age	31
V	Credit Hours Completed, by Years Since BA Completion . . .	32
VI	Major Graduate Areas, by Admission Status.	34
VII	Types of Degree Programs Available	35
VIII	Educational Objectives	35
IX	Response to Items 48, 49 and 50.	37
X	Attitude Toward Condensed Format, by Attitude Toward Single Course Enrollment.	39
XI	Attitude Toward Condensed Format, by Attitude Toward Instructor-Student Rapport.	40
XII	Attitude Toward Condensed Format, by Attitude Toward Student Participation	41
XIII	Percentage and Numerical Distribution of Attitudes Toward Six Instructional Time Frames	43
XIV	Attitude Toward Condensed Format, by Attitude Toward Term Papers	45
XV	Attitude Toward Condensed Format, by Attitude Toward Individual Initiative	46

TABLE Page

XVI Attitude Toward Condensed Format, by Attitude Toward Research Projects. 48

XVII Attitude Toward Condensed Format, by Attitude Toward Classroom Facilities 49

XVIII Attitude Toward Condensed Format, by Attitude Toward Library Utilization. 51

XIX Attitude Toward Condensed Format, by Attitude Toward Enrollment Procedures. 53

XX Attitude Toward Condensed Format, by Attitude Toward Administrative Services. 55

XXI Attitude Toward Condensed Format, by Attitude Toward Timeliness of Textbook Delivery. 56

XXII Attitude Toward Condensed Format, by Attitude Toward Course Scheduling. 57

XXIII Attitude Toward Condensed Format, by Attitude Toward Practicality 59

XXIV Attitude Toward Condensed Format, by Attitude Toward Redundancy 60

XXV Attitude Toward Condensed Format, by Attitude Toward Practicums and Internship. 61

XXVI Attitude Toward Condensed Format, by Attitude Toward Residency Work 63

XXVII Attitude Toward Condensed Format, by Attitude Toward Admission Requirements 64

A COMPARATIVE ATTITUDINAL ANALYSIS OF STUDENTS PARTICIPATING IN CONDENSED PROGRAMS SPONSORED BY THE UNIVERSITY OF OKLAHOMA

CHAPTER I

Introduction

A major problem of institutions of higher education today is how best to meet the ever increasing needs of the part-time adult student population at the graduate level. The National Board of Graduate Education (1975) emphasized the need to devise alternative delivery systems and instructional formats to cope with urgent, newly emerging societal problems and changing bodies of technical knowledge.

The report "Outlook and Opportunities for Graduate Education" by the National Board on Graduate Education (1975) indicated that most university programs have been designed primarily for the residential student and contended little provision has been made for teachers, civil service, military, etc., who desired to obtain degrees while engaged in full-time employment. Spear (1976) reported that in 1972 the number of part-time adult students began to surpass the full-time resident students three to one. He implied that this dramatic change was a result of the part-time adult student's expectations and life styles which has prompted educators to develop innovative approaches to the organization of time, finances, and curricula to meet the needs of this era.

Frandson (1976) and Spears (1976) attributed the willingness of colleges and universities to devote time, money, and energy to develop and implement off-campus and extended programs to several factors. They

spoke of the increased emphasis on the need for continued learning throughout life and the growing acceptance of the educational philosophy that learning cannot be solely restricted to an on-campus classroom, as well as the implementation of extended programs as a means of generating power and financial support.

The University of Oklahoma, in 1965, was among the first to give consideration to an innovative way to implement graduate courses for the part-time adult student away from the University of Oklahoma campus. The challenge was to make available to individuals an opportunity to further their educational career without reducing academic standards or requirements. After considerable study, the University of Oklahoma faculty developed an alternative instructional format which reduced the traditional sixteen-week semester to a one-week concentration of academic work, referred to in this study as the condensed instructional format. This concentration of academic work required advanced preparation on the part of the student, yet retained the academic quality of instruction and contact with the instructor normally found in the traditional semester.

In the summer of 1965, President George L. Cross (now retired) and Vice President Thurman J. White worked with key faculty members and gained approval from Chancellor E. T. Dunlap, Oklahoma State Regents for Higher Education to offer two courses in Governmental Studies at the U.S. Naval Weapons Laboratory in the Washington, D. C. area. An administrative unit, known as Advanced Programs, was created to administer and deliver graduate education to part-time adult students at the Oklahoma Center of Continuing Education and to other auxiliary areas. This adjustment of the traditional semester format allowed many part-time students to continue their educational objectives and minimized the time

away from employment and family. Since that time, Advanced Programs has expanded its offerings of graduate courses and degree options to over 10,000 part-time adult students.

Over a decade has elapsed since the inception of Advanced Programs and the use of condensed instructional format for delivery of graduate education to a part-time adult student population. The original system has remained relatively stable with only minor adjustments in the instructional time frame arrangement; therefore, it appeared an appropriate time to examine the attitudes of the participants regarding the over-all effectiveness and desirability of the condensed instructional format for use in future planning.

Theoretical Framework: Attitudinal studies are not new, but have expanded and become more refined since the noteworthy work done by Thurstone in 1929. Thurstone (1959) suggested that it is just as legitimate to measure attitudes as it is to measure tables or men. Thurstone's theory of attitude measurement was supported by Anastasi (1968) in her statement, "attitude scales may provide an index for evaluating different instructional procedures and measuring changes in student attitudes." p. 480. According to Thurstone's theory, four (4) types of descriptions can be used on an attitude scale: (1) a mean or average attitude of a particular individual on a specific issue, (2) an opinion range can be accepted or rejected, (3) the relative popularity of each attitude or issue, and (4) the homogeneity or heterogeneity of issues and attitudes. p. 222.

In recent studies, Anderson (1975) stressed the importance of carefully evaluating how a student or individual felt toward a program and maintained that new techniques have shown that college environments

and major fields of study can affect students' value systems. Anderson reminded researchers that student attitudes were essential ingredients in any decision to continue, modify or terminate a program or to realign systems. He said an attitude was something within an individual which is not seen, felt, touched or observed in any direct fashion, but certain inferences can be drawn; however, it always remains an inference to the observer. Morris (1973) identified an attitude as a state of mind or feeling with regard to some matter.

Jarrett (1975) evaluated off-campus classes at the University of Oklahoma in regard to participating student's judgements pertaining to teaching effectiveness and the quality of administrative services. He used the questionnaire method to obtain information concerning student attitudes about their experiences, expectations, likes and dislikes.

Similar studies by Painter (1973), Cross and Valley (1974), and the National Board of Graduate Education (1975) have established a precedent and served as the theoretical basis for this study. These studies have been used as a guide for this research concerning condensed instructional format utilized by the University of Oklahoma Advanced Programs. In comparing courses within and between disciplines Frey (1973) has stressed the importance of a questionnaire being sufficiently general to be applicable.

Nicely and Wiens (1975) at Penn State conducted a comprehensive study utilizing a student opinion survey to determine feelings about what education courses should be in reference to content and conduct and to determine if students would be interested in courses offered under a format different from the traditional one night a week for fifteen weeks.

The summary of the study indicated that 82% of a population of 1387 would prefer to have several half-day instructional sessions on Saturday instead of the traditional arrangement. Sixty-nine per cent of those responding indicated that they would be interested in enrolling for courses if they could do their study independently and attend classes less.

Background and Need for Study: Models of condensed instructional formats for delivery of graduate education have emerged in all sections of the nation and have utilized many types of time frame arrangements to meet the needs of a part-time student body. Factors which have contributed to this phenomenon have been returning veterans, the obsolescence of learning, societal changes, lateral mobility, and the growing trend to upgrade skills and proficiency in industry and the military. To date, there has been little research concerning student attitudes toward the various condensed instructional formats, time arrangement, and the means of delivery utilized by many universities and colleges. Partial surveys have been presented to student groups by some instructors who were seeking new means of improving performance and quality as it related to the adult part-time student population. However, it is essential to analyze all segments of the whole, if one is to justify and insure that professional and individual needs are being fulfilled as condensed instructional formats continue to expand.

Although the concept of "life-long" learning has not been accepted in practice by every college, Harrington (1977) contended it has become more commonplace and acceptable as increased opportunities become available for the adult part-time student. According to Cross and Valley (1975) approximately one-third of all American colleges have offered non-traditional degree credit programs with a variety of instructional time

frames. Non-traditional formats of graduate education have modified the resident requirements and increased educational opportunities by utilization of condensed instructional formats. Most non-traditional programs are less rigid in course sequence because of student mobility and geographical location. Today, colleges and universities are providing an educational opportunity for the part-time adult student to enter and withdraw as personal responsibilities permit, thus affording greater flexibility in class participation.

Possibly the most important innovation in extended degree programs has involved instructional time frames. Advanced Programs has modified the traditional sixteen week instructional time frame to coincide with the requirements of a clientele who could not, for one or more reasons, attend full time programs geared to the usual campus tempo. There has been a variety of instructional time frames within the condensed format. They have included a Monday through Friday sequence, Sunday through Saturday sequence, Saturday through Sunday sequence, two weekend sequence, Wednesday through Sunday sequence and the traditional sixteen week sequence. Regardless of the time frame arrangement for classes, a minimum of thirty instructional hours has been maintained to equate with two "Carnegie units or two credit hours."

The National Board of Graduate Education (1975) has identified three purposes for all graduate education programs: "(1) education and development of skilled individuals, (2) knowledge production, and (3) preservation and transmission of knowledge." p. 3. The board said there was a need for innovative programs to provide more flexible admission procedures, alter residency requirements and course offerings to more convenient times and locations to meet the needs of the part-time adult student.

Statement of the Problem

Do graduate students enrolled in the University of Oklahoma's Advanced Programs prefer condensed instructional formats as compared to the traditional semester format encountered in undergraduate and other graduate programs? Furthermore, was there evidence to provide insight into the perceived general effectiveness of the University of Oklahoma's Advanced Programs? This study sought to answer the following questions:

1. Is there a difference in attitudes of students to support the conclusion that condensed instructional formats are educationally sound when compared to a traditional sixteen week format?

2. Is there a difference in attitudes of students enrolled in condensed instructional formats to support a preference for a specific time frame when compared to the traditional sixteen week format?

3. Is there a difference in attitudes of students enrolled in condensed instructional formats toward facilities, materials, and required research when compared to the traditional sixteen week format?

4. Is there a difference in attitudes of students to indicate that condensed instructional formats' administrative services are more "student oriented" than administrative services associated with the traditional sixteen week format?

5. Is there a difference in attitudes of students to indicate that students involved in condensed instructional formats utilize library facilities as much or more than those in the traditional sixteen week format?

6. Is there a difference in attitudes of students which reflects a difference in instructional methodologies for condensed instructional formats as compared to the traditional sixteen week format?

Purpose of the Study: The purpose of this study was to examine and analyze attitude responses from the University of Oklahoma Advanced Programs graduate students as related to the condensed instructional format. Evidence from this study should indicate the perceived desirability of the condensed instructional format as compared to the traditional semester format and a preference of time frames for the delivery of condensed instruction. This evidence should also provide insight into the perceived general effectiveness of the University of Oklahoma's Advanced Programs as compared to the traditional sixteen week format.

Assumptions and Limitations

The hypotheses of this study were based on the assumption that all students presently enrolled in the varied time frames of the condensed instructional format of the University of Oklahoma Advanced Programs have previously experienced the traditional sixteen week instructional format, either in other graduate programs or as an undergraduate. It was assumed that 378 or approximately 20% of the population could be considered as a representative sample for data analysis. Since some subject areas are assumed to be more desirable for condensed instructional formats than others, it was decided that all condensed degree programs offered should be included in the sample under study.

A further assumption has been that not all instructors are able to adjust to nor do they all favor the condensed instructional format which may or may not affect student attitudes. Even though bias reflections may be found within the attitude responses, it is hoped that with a twenty per cent sample, meaningful inferences can be drawn concerning the condensed instructional format versus the traditional sixteen week semester format.

This study was limited to the attitudes expressed by students participating in the condensed instructional formats offered through Advanced Programs, University of Oklahoma. It did not involve students who were participating in other extended programs or attending main campus classes of the University of Oklahoma. Data drawn from attitudinal responses were limited to participants in political science, human relations, economics, business, social work, and education at the graduate level. The time period for the study was limited to the 1977 fall trimester.

Hypotheses

1. General Hypothesis: There is no significant difference in attitudes (at the .05 level of significance) to indicate that the University of Oklahoma Advanced Programs graduate students prefer the condensed instructional format to the traditional sixteen week instructional format.

2. Specific Hypotheses:

Hypothesis I. There is no significant difference in attitudes of students to indicate that more learning occurs in the condensed instructional format than in the traditional sixteen week format.

Hypothesis II. There is no significant difference in attitudes of students involved in variations of the condensed instructional format to support a specific time frame preference.

Hypothesis III. There is no significant difference in attitudes of students toward facilities, materials, and required research in the condensed instructional format as compared to the traditional format.

Hypothesis IV. There is no significant difference in attitudes of students to indicate that library facilities are used less by

those participating in a condensed instructional format as compared to the traditional instructional format.

Hypothesis V. There is no significant difference in attitudes of students to indicate that the condensed instructional format administrative system is basically "student centered" while most traditional administrative systems remain basically "institution centered."

Hypothesis VI. There is no significant difference in attitudes of students to indicate that methodology was changed for the condensed instructional format when compared to the traditional on-campus format.

Definition of Terms

Academic Subject Area: The discipline associated with a specific college. Within this study, academic subject area would be associated with Public Administration, Human Relations, Economics, Education, Business, Management and/or Social Work.

Adult Student: An individual beyond compulsory school age whose major occupation is not that of a full-time student.

Attitude: Denotes the sum total of an individual's response of feelings, prejudices, biases, preconceived notions, ideas, fears, threats, and convictions about any specific topic or issue.

Clientele: Patrons within a population who do not view academic work as their major occupation, such as:

a. Individuals with full- or part-time jobs who take courses when convenient.

b. Women whose primary responsibility revolves around being a housewife.

Condensed Instructional Format: The consolidation of a sixteen week instructional time frame into a concentrated block of thirty hours for intensified instruction.

Carnegie Unit: Fifteen hours of formal classroom instruction worth one credit hour.

Course: Used to designate a specific subject area that requires a minimum of 30 instructional hours.

Instructional Format: Identified time arrangement for the purpose of delivering course content to a student body.

Non-traditional Format: Used in this study to identify that which has been modified, changed or altered from the traditional sixteen week instructional format normally associated with on-campus activities.

Off-campus: Applies to all activities, courses, and programs conducted away from the main campus.

On-campus and/or Main campus: All traditional activities occurring on any major campus.

Probationary Student: A student admitted to the graduate college with a grade point average of 2.5 or above, but less than the 3.0 grade point average.

Regular Student: Identifies the individual who has full admission student status and a grade point average of 3.0 and above.

Special Student: An individual formally admitted to the University of Oklahoma graduate college, but who has insufficient grade points for acceptance into a specific college. Special students are not seeking a degree but desire credits for professional development and/or certification.

Unclassified Student: An individual who has been admitted to the University of Oklahoma graduate college but remains undecided about a major area of study.

Time Frame: A term that refers to an arrangement of clock hours in which academic instruction is conducted.

Traditional: Refers to instructional activities carried out over a sixteen week time frame, commonly known as a semester.

Transfer of Credit: The exchange of credit earned between accredited institutions and academic units.

Visiting Professors: Instructors from outside the University of Oklahoma, who have no permanent position with the University of Oklahoma.

Design of Study

This study involved 378 part-time adult graduate students admitted to the University of Oklahoma Graduate College who were participating in the condensed instructional format to obtain graduate credits or a masters degree. Advanced Programs provided the administrative service with the teaching support from the University of Oklahoma Faculty. The sample was approximately 20% of the total population that was actively pursuing graduate credits or degrees during the fall 1977 trimester, and represented participation in one or more of the five specific time frames utilized within the condensed instructional format. Academic areas represented within the sample included the following: Public Administration, Economics, Human Relations, Business, Management, Educational Administration, Guidance and Counseling, Educational Psychology and Social Work.

Witnin the condensed instructional format, five distinct time frames have been identified and are outlined as follows:

(1) Monday through Friday (Six hours per day)

(2) Sunday through Saturday (Six hours, Sunday; four hours, Monday through Friday during the evening; and Saturday)

(3) Saturday through Sunday (Six hours Saturday and Sunday, and four hours each evening Monday through Friday)

(4) Two weekends (Four hours, Friday evening; six hours, Saturday; and six hours, Sunday)

(5) Wednesday through Sunday (Six hours each day, morning, afternoon or evenings)

Instrumentation

During 1970, studies of similar design and content were conducted at the University of Oklahoma. Packnett (1973) did a study related to the Department of Correspondence Study. One year later, Jarrett (1974) designed a similar study relating to off-campus classes. Items included in previous studies were primarily designed for course to course evaluation which made them inappropriate for use within a study of an entire program. Nevertheless, these studies proved a valuable springboard in establishing the guidelines for this research.

An instrument was designed to collect data concerning attitudes of students toward specific items within the condensed instructional format. The validity of the instrument was evaluated by a panel of experts composed of instructors and administrators who had considerable expertise and experience with condensed instruction formats and the regular traditional format. A pilot test was used to provide the panel an opportunity to review, modify and change the instrument as deemed necessary prior to data collection. It was the opinion of this panel that the items in the modified instrument were appropriate for collecting information needed in this study. When this method (jury method) is used

to establish the validity and reliability of an instrument or test, the result is referred to as consensual reliability and validity.

Analysis of Data

Responses of 378 students from 23 different geographical locations yielded descriptive data in terms of demographic characteristics such as age, gender, etc. and the attitude responses of students to specific items related to a comparison of the four general areas of the condensed instructional format and the traditional sixteen-week format. The four areas considered were (1) attitudes toward instructional time schedules for condensed programs, (2) attitudes regarding condensed programs versus traditional programs, (3) attitudes concerning graduate program requirements, and (4) attitudes toward the administrative services of Advanced Programs. Since the researcher was seeking to identify differences in attitudes of students, it was necessary to choose an appropriate test of statistical significance. Chi Square was selected because it is valuable in analyzing data that are expressed as frequencies. Univariate and bivariate analyses were performed in an attempt to describe and draw inferences from the sample.

CHAPTER II

Review of Related Literature

In the article, "How Much Time For Education," Boyer (1972) decried America's educational system which has made sacred the four year college, little changed since its establishment in the 1600's. In the mid-nineteenth century when only about five per cent of American teen-agers were enrolled in any type of school; three college presidents, Nicolas Butler of Columbia, Charles W. Eliot of Harvard, and William Rainey Harper of the University of Chicago, pioneered in an attempt to introduce a more flexible time schedule that could reduce the length of undergraduate study and achieve overall reform in higher education.

Probably the most notable accomplishment of their efforts was the recommendation in 1893 by the "Committee of Ten" that the secondary period be pushed down. This adjustment would leave six years for the elementary period instead of eight. Eventually the secondary schools did admit students earlier, but the primary schools refused to give up their eight year time block. In 1902, Harper helped start the movement of junior colleges and this was another attack on the fixed four year time block. In 1902 Eliot persuaded his faculty to abandon the requirement of four years in residence for a B. A. degree. He said, "many lazy and unambitious young men (at Harvard) seem to prefer a residence of four years, chiefly for social or athletic considerations." p. 274.

One of the earliest attempts to meet the needs of the total public was the establishment of extension schools. Their offerings have

included a wide array of topical concern and content. Courses have been presented to almost every kind of group matrix and in multiple types of instructional formats. Yet, despite the magnitude and variety of these courses, there has been a paucity of analytical studies.

White (1974) wrote:

> "The prototype residential center for continuing education was built at the University of Minnesota in 1934. Nearly two decades passed before the idea was seriously taken and moved forward." p. 28.

Literature in the nineteen-sixties indicated that the idea of the full-time graduate student as normative was slowly being dispelled. Universities began to develop patterns to assure suitable part-time graduate programs to meet the needs of returning veterans and to offer courses to supplement and enhance the proficiency of business and industrial personnel.

Winters (1960) cited the early success of Syracuse University in establishing off-campus courses with industry. These followed the traditional semester format with instructors traveling to the site for a three-hour session each week. He attributed much of the success to the close cooperation between the educational institutions and the industrial corporations.

An important part of the Armed Forces total educational effort has been the University of Maryland's Overseas Program. The original program used the semester format and offered credit to thousands of overseas students. This program has been enlarged to include the graduate program and has slowly incorporated innovative features into its time format. A recent issue of the National University Extension Association Newsletter (1975) reported the following:

> "The University of Maryland's University College has become the second largest of UM's five campuses with 29,153 enrollmemts in the fall of 1974. Significantly the University College's 6,774 enrollment total in its evening and weekend division was larger than total enrollments at the campuses in Baltimore City, Baltimore County and Eastern Shore." p. 5.

Tracing the history and development of residential centers for continuing education, White (1972) related the establishment in 1951 of the center at Michigan State University on the campus at East Lansing. The response was gratifying and adult students so numerous that the facility had to be expanded.

> "Thus encouraged, the W. K. Kellogg Foundation supported the construction of another center at the University of Georgia. Again, the results were gratifying. Consequently, in studied and deliberate order, further grants were made to the University of Chicago, Nebraska, Oklahoma, Columbia, Notre Dame and the California State Polytechnic College." p. 30.

One such program has been Advanced Programs condensed instructional format at the Oklahoma Center for Continuing Education which was initiated in Governmental Studies by the University of Oklahoma in the summer of 1966. In contrast to the traditional format, the concept of an "intensive seminar" or the condensed instructional format emerged as a practical and effective way to deliver graduate education to the mobile part-time adult student.

Honorable A. S. Mike Monroney considered it a significant breakthrough in employee career development consistent with the Government Employees Training Act of 1958. According to Monroney (1965) this was a modern approach to course content and an outstanding faculty gave this program special appeal for the employee who was unable to afford a semester long break from his career.

Unlike the long-term residency required through the traditional format, the Advanced Programs method of delivery removed time,

geographic and residency barriers, and allowed individuals to study at home or work. Faculty members from the University of Oklahoma adjusted their normal on-campus teaching to accommodate graduate students removed from the campus setting.

It has been through utilization of the regular campus faculty that requirements and standards have been maintained to duplicate the existing programs held at the University of Oklahoma campus. Student contact with the instructor has consisted of thirty hours of lecture, discussion and the techniques of problem solving conducted on five consecutive days with six hours in class each day. The final day of condensed instruction terminated the course requirement with an intense examination which covered texts, lectures, and other required reading assignments. The condensed instructional time frame has been modified to coincide with the needs of the adult part-time student. Advanced Programs' delivery system is not the panacea, but it has added another dimension to the University of Oklahoma and has provided an alternate means of obtaining graduate education without serious disruption to one's personal style of living.

Recognizing the advantages and appeal of the seminar or condensed instructional format, other universities soon followed the lead set forth by Advanced Programs. Mayhew and Ford (1974) contended that the most profound development in graduate education has been the sheer magnitude and variety of courses available. The University of Utah implemented a non-traditional format that included three weekends of intensive lectures and classwork at four week intervals with intervening periods of individual study. The University of Arkansas adapted another non-traditional format for their offerings to the military at Wiesbaden,

geographic and residency barriers, and allowed individuals to study at home or work. Faculty members from the University of Oklahoma adjusted their normal on-campus teaching to accommodate graduate students removed from the campus setting.

It has been through utilization of the regular campus faculty that requirements and standards have been maintained to duplicate the existing programs held at the University of Oklahoma campus. Student contact with the instructor has consisted of thirty hours of lecture, discussion and the techniques of problem solving conducted on five consecutive days with six hours in class each day. The final day of condensed instruction terminated the course requirement with an intense examination which covered texts, lectures, and other required reading assignments. The condensed instructional time frame has been modified to coincide with the needs of the adult part-time student. Advanced Programs' delivery system is not the panacea, but it has added another dimension to the University of Oklahoma and has provided an alternate means of obtaining graduate education without serious disruption to one's personal style of living.

Recognizing the advantages and appeal of the seminar or condensed instructional format, other universities soon followed the lead set forth by Advanced Programs. Mayhew and Ford (1974) contended that the most profound development in graduate education has been the sheer magnitude and variety of courses available. The University of Utah implemented a non-traditional format that included three weekends of intensive lectures and classwork at four week intervals with intervening periods of individual study. The University of Arkansas adapted another non-traditional format for their offerings to the military at Wiesbaden,

Germany. Michigan State University has initiated a ten week treatment of materials which utilized teams of assistants. The biology department at the University of Colorado has presented a mini-institute prior to the beginning of the fall semester.

A new first has been the Doctor of Public Administration Degree offered by the University of Southern California in 1973 at Washington Public Affairs Center. A brochure distributed by the University of Southern California gave this description of the "intensive semester." Timewise it is divided into three distinct parts:

> "(1) a preparatory, reading period; (2) a concentrated period of class activity of eight full days, either in one block or in two four-day blocks; and (3) an application period, during which the student prepares a project in which new learning is applied to a real-life situation." p. 2.

The importance of the adult educational needs cannot be over-emphasized. Boyer (1972) said, "Educators face two major tasks; first, to increase the provision for continued learning and second, to condense the traditional time span for pre-work by rethinking the entire educational continuum from preschool through college." p. 279. Nolfi and Nelson (1973) concurred with this philosophy and insisted a first priority of higher education was to take the consumer point of view and be sensitive to the present part-time and continuing educational needs of an individual and public interest. White (1972) was cognizant of this when he emphasized adult students will drop out if a program fails to fit their needs.

Two assumptions made by Reed and Murphy (1975) in their recent study of academic performance of mature adults and veterans were: "(1) marked differences would exist between the grade point average of veterans and mature college students and that of younger adults

(students under twenty) and (2) a relationship would be found between maturity as measured by age, experience and life experience and higher academic performance." p. 132. Although data did not substantiate a significant positive higher achievement, neither did it indicate adult students did less well.

Brewer (1972) said:

> "The fundamental principle of a graduate program is that it is the responsibility of institutions to provide supportive administrative and social structure within which the student can create the programs of learnings and patterns best suited to prepare him to be more effective." p. 392.

Harrington (1977) found that adult students are well motivated and that most have backgrounds of professional training and experience that enabled them to handle advanced instruction and engage in meaningful discussions regardless of format used, therefore, the campus environment was not necessary. He found that the average individual would not commute more than ten miles from home for educational courses which further justified the need to support residential centers and off-campus courses.

Walker (1976) addressed his remarks to the importance of making learning a rewarding and stimulating experience. He has challenged educators to learn how to better "market" education and strive for more satisfied customers. Hopefully, the results of this study will contribute and provide insight into the strength and weaknesses of condensed instructional formats as compared to traditional formats, thus guiding educators in terms of improvement in new programs being developed.

CHAPTER III

Methodology

The most significant part of this study centered around the analysis of attitude responses from 378 graduate students concerning their perceptions of condensed instructional formats and the traditional sixteen week format. All participants had been admitted to the University of Oklahoma Graduate College and were taking courses using the condensed instructional format. Advanced Programs was the administrative department within the Oklahoma Center for Continuing Education which served the participating part-time adult students. Graduate students were selected from eight masters degree programs available from three different colleges involved in condensed instruction. This study reflected attitudes concerning condensed instructional formats as a means of delivering graduate education to an off-campus, part-time adult student body. The methods and procedural pattern used with this study were divided into three separate areas: (1) pre-study, (2) data collection, and (3) data analysis.

Pre-Study

Choice of Instrument

A review of literature revealed no appropriate instrument for the purpose and problem of this study. An alternative solution was to create an instrument which would be suitable for sampling attitudes of students toward the condensed instructional format and the administrative services rendered.

The development of the instrument involved conferring with several faculty members from the different colleges who were knowledgeable about the condensed instructional format and the traditional format. A pilot instrument was developed and administered to two selected groups of 30 graduate students who were participating in the condensed instructional format. An analysis of the pilot study revealed the instrument was not readily useable in computer systems nor did it cover all of the pertinent elements necessary for the study. Revisions were made and the questionnaire was administered to a second group of 30 graduate students.

The instrument and trial results were submitted to a panel of educators who had expertise in data gathering, experience with condensed instructional formats, and who were involved with part-time adult graduate programs. It was the opinion of the panel that the modified instrument was appropriate for the collection of information needed in this study. This method (jury method) was used to establish the validity and reliability of the instrument. The result is referred to as consensual reliability and validity. The actual instrument used in data collection is identified as Appendix A.

Choice of Samples of Participants

The investigator was interested in comparing attitudes of graduate students toward the condensed instructional formats, traditional formats and the variations of time frames used within the condensed format. It was necessary to utilize active participating students within the condensed programs and make the assumption that all had previously experienced four years or more of the traditional programs. The type of sampling utilized in this study may be categorized as "incidental,"

(Guilford and Fruchter, 1973). These statisticians and research methodologists described "incidental" sampling as follows:

> "Incidental Samples. The term incidental sample is applied to those samples that are taken because they are the most available. Many a study has been made in psychology with students in classes of beginning psychology as the samples merely because they are the most convenient. Results thus obtained can be generalized beyond such groups with considerable risk. Generalizations beyond any sample can be made safely only when we have defined the population that the sample represents in every significant detail. If we know the significant properties of the incidental sample well enough and can show that those properties apply to new individuals, those new individuals may be said to belong to the same population as the members of the sample. 'By significant properties is meant those variables that correlate with the experimental variables involved.' They are the kind of properties considered above in connection with stratification of samples. It is unlikely that political party membership would have much bearing upon the results of certain experiments performed upon sophomores in a beginning psychology course, but such variables as age, education, social background, and the like may be pertinent." p. 143.

Choice of Program Areas to be Compared.

The eight degree options included in this study were Public Administration, Economics, Human Relations, Business, Management, Educational Administration, Psychology, Guidance and Counseling and related graduate courses in Social Work. All the varied time frames utilized within the condensed instructional format were represented by participants from the twenty-three different geographical locations where Advanced Programs opportunities were available.

Data Collection

Collection of data was initiated during the latter part of the summer trimester of 1977 by sending a cover letter with the instruments to Advanced Programs representatives in the U.S. and at overseas locations. Within the geographical area of the U.S. many of the teaching faculty administered the instrument during the course period and had

the completed instrument returned to the representative to be forwarded to the researcher. All individuals involved in administering the instrument were familiar with the instructions and desired results. Sampling was restricted to graduate students participating in Advanced Programs condensed instructional formats and did not involve those auditing a course. All questionnaires were completed and returned for compilation by December of 1977.

Choice of Time Schedules to be Compared

Although, the researcher was interested in the attitudes reflected in all items collected by the instrument, only major selections were utilized for analysis within this study. The section devoted to instructional time schedules identified varied class hours used by Advanced Programs for its condensed instructional format and was included to determine if a time preference existed. See Table I.

TABLE I

Instructional Time Schedules
for Condensed Programs

Instructional Time Schedules	
a.	Item 42. Monday-Friday (Six hours per day)
b.	Item 43. Sunday-Saturday (Six hours, Sunday; four hours, Monday-Friday during the evening; and Saturday)
c.	Item 44. Saturday-Sunday (Six hours Saturday and Sunday, and four hours each evening Monday-Friday)
d.	Item 45. Two weekends (Friday evening, four hours, Saturday,six hours; Sunday,six hours)
e.	Item 46. Wednesday-Sunday (Six hours each day, morning, afternoon or evenings)
f.	Item 47. Traditional sixteen week semester

The three areas of concern were identified in Table II as: (1) attitudes regarding condensed programs vs traditional programs, (2) attitudes concerning graduate program requirements, and (3) attitudes toward the administrative services of Advanced Programs.

TABLE II

Questionnaire Items Selected
for Statistical Analysis

1. Attitudes Regarding Condensed Programs vs Traditional Programs

   a. Item 48. More learning occurs in condensed format courses because the instructors and students are involved with only one academic course at a time.

   b. Item 49. In the condensed format, motivation and learning are greater because instructors establish and maintain better rapport with the students.

   c. Item 50. More learning occurs in the condensed format courses because there is usually more student participation than the traditional semester schedule allows.

   d. Item 53. Participants in condensed format courses spend less time in the library than do on-campus students.

   e. Item 55. For adult students, the condensed formation instructional method is a more practical and desirable approach to education than the sixteen week semester format.

   f. Item 57. The condensed format offers less redundancy and repetition in presentation of material.

   g. Item 59. Given equal availability of degree programs, the condensed instructional format is more desirable than the traditional sixteen week semester format.

   h. Item 60. Condensed format courses are less suitable in terms of student participation in practicums, internships, and/or laboratory experiences

TABLE II (Cont'd)

2. Attitudes Concerning Graduate Program Requirements

   a. Item 51. Instructors involved with condensed instructional time frames tend to demand fewer "term papers" than they do in the traditional sixteen week system.

   b. Item 64. A short term of residency work on campus should be required for all students who participate in condensed format courses.

   c. Item 67. Research projects are a vital element in any graduate program.

   d. Item 69. Graduate admission requirements (GPA, etc.) designed for "college age" individuals who have just completed an undergraduate degree are inappropriate for the continuing education student who may have finished an undergraduate degree five or more years in the past.

3. Attitudes Toward the Administrative Services of Advanced Programs Providing Condensed Program Service

   a. Item 73. Course enrollment procedures.

   b. Item 78. Administrative services of Advanced Programs office.

   c. Item 82. Timeliness of textbook deliveries.

   d. Item 86. The number and variety of courses scheduled each trimester at your location.

The questionnaire items chosen for analysis from each major area were selected because: (1) the questionnaire items chosen appeared to be the most representative of the general areas, (2) the questionnaire items chosen were observed to have the most complete data of all items representing the general areas, and (3) the questionnaire items chosen provided the most useful information for analyzing and comparing the Advanced Programs condensed instructional format with the traditional format.

CHAPTER IV

Analysis of Data

This chapter contains an analysis of attitudinal responses supporting or rejecting the null hypotheses presented in Chapter I. Selected items from four major areas are analyzed and discussed. In addition to evidence concerning the hypotheses, secondary findings relative to the study have been reviewed and presented in anticipation that the information may be pertinent for further research.

Attitude responses from 378 graduate students who participated in Advanced Programs condensed instructional format were obtained through a specific instrument designed for this research. The data were analyzed to determine if there were significant differences in attitudinal responses regarding the condensed instructional format and the traditional sixteen week format. The study included five different time frames used for condensed instruction and involved twenty-three different geographical locations.

A total of six null hypotheses were presented and tested. An analysis of the null hypotheses has been conducted and the findings are discussed in the following sections of this chapter. Much of this data came from the four major areas which were identified in Tables I and II. Attitudes were based on a negative and positive scale toward the effectiveness of the condensed instructional format as compared to the traditional system. Demographic characteristics such as age, gender, years since undergraduate degree completion, and admission status have been included to provide insight concerning the sample under study.

Descriptive Statistics

The demographic composition of the total sample is presented in Tables III to VIII. Many of the tables containing the essential descriptive characteristics of the sample pertain to such variables as age, gender and number of years of education completed, and are self-explanatory; therefore, no extended discussion has been presented in relation to these characteristics.

This does not suggest that this data is lacking in importance; actually these tables provide a rather detailed composition of a large sample of students participating in the condensed instructional format. Large in the sense that 378 students comprised about 20% of the total enrollment during the fall 1977 trimester for the Advanced Programs, University of Oklahoma. It should be noted that although 378 subjects in this investigation responded, not every subject provided all the information called for on the questionnaire.

Some confusion arose relative to responses about credit hours and the number of courses taken at various geographical locations. Items 8-32 on the questionnaire were deleted and considered invalid for statistical analysis because apparently some respondents interchanged credit hours and courses. Inasmuch as these items were included to serve as a tally of the number of participants at each site and the interactions between locations, it did not affect the purpose of the study. It did however, provide the researcher with insight that the greatest of care must be exercised in any research to prevent confusion.

Gender, Age, Years Since Undergraduate Degree Completion and Graduate Major

Generally speaking, facts concerning demographic information are concise and easily categorized. It is important to note that in some

instances only frequency and percentages were tabled, since the mean, media, and standard deviation were judged of lesser importance. The gender of the respondents is an example of this kind of variable.

Table III provides insight into the gender distribution of the sample. Participants were predominantly male which may or may not have been an influencing factor in data analysis. Since its earliest inception, some twelve years ago in the summer of 1966, Advanced Programs has specifically designed its program to meet the needs of the full-time employed individual who wished to continue with graduate work. Although not originally targeted as such, it was not long before the military realized the merit of the condensed instructional format for specific needs and soon programs were expanded to selected sites on a global scale. Of the total number of respondents 266 were military and 112 were civilians. It is the large input from the military that explains the 88% male dominance within the sample.

TABLE III

Gender Distribution of Sample

Gender	Male		Female		Total	
	N	%	N	%	N	%
	333	88.1	45	11.9	378	100

Table IV presents an analysis of data showing the distribution of credit hours completed at the graduate level through Advanced Programs condensed program in relation to the age of the respondent. Of the 332 valid completions of items one and seven, 137 or 41% of the respondents

had completed six or less credit hours, of this number 62 fell into the 20 to 29 year age range. Fifty-five of those having completed six or less hours were in the 30 to 39 year age bracket and after 40, the number dropped sharply. One finds a great deal of consistency in the 30 to 39 age range regarding the completion of hours. Approximately 50% of these respondents fell into the three brackets from 7 to 24 credit hours; 18% had completed 7 to 12 hours, 16% had completed 13 to 18 hours and 16% had completed 19 to 24 hours. Of the total 332 respondents, 44% were in the 30 to 39 years age range. This appears feasible as these individuals have had additional years to pursue graduate work along with their vocational careers.

Responses identified in Table IV failed to show a relationship between the two variables of age and credit hours taken. Statistical analysis bore this out, $X^2 = 28.851$, $df = 24$, $p > .05$. In conclusion, statistical analysis rejected the idea that there is no supportive evidence to indicate a difference in the age and credit hours taken. Available data indicated that few individuals continued their education after 30 hours. Table IV shows that only 17 of the sample completed more than 30 hours in the condensed instructional format.

The frequency analysis in Table V shows the number of years since completion of an undergraduate B.A. degree and the relationship to the total graduate credit hours completed through Advanced Programs. It was included to confirm or deny that the recent graduate with a B.A. degree was more likely to continue immediately with graduate work and therefore should have accomplished more graduate work than his counterpart who has been away from the academic area and study for a period of time. One hundred fifty eight or nearly 50% of the 323 responding to these items had completed from 1 to 49 credit hours within the five

TABLE IV

Credit Hours Completed, by Age

	Distribution of Ages									
	20-29		30-39		40-49		50-59		TOTAL	
CREDIT HOURS COMPLETED	N	%	N	%	N	%	N	%	N	%
1 - 6	62	55.4	55	36.9	15	25.9	5	38.5	137	41.3
7 - 12	16	14.3	27	18.1	11	19.0	2	15.4	56	16.9
13 - 18	9	8.0	24	16.1	14	24.1	2	15.4	49	14.8
19 - 24	11	9.8	24	16.1	9	15.5	2	15.4	46	13.9
25 - 30	9	8.0	13	8.7	4	6.9	1	7.7	27	8.1
31 - 36	2	1.8	2	1.3	1	1.7	1	7.7	6	1.8
37 - 42	1	.9	2	1.3	3	5.2	0	0.0	6	1.8
43 - 48	0	0.0	1	0.7	0	0.0	0	0.0	1	0.3
49 - 54	2	1.8	1	0.7	1	1.7	0	0.0	4	1.2
Column Total	112	100	149	100	58	100	13	100	332	100

TABLE V

Credit Hours Completed, by Years Since BA Completed

	Years Since BA Completion											
	1 - 5		6 - 11		12 - 17		18 - 23		24 - 29		TOTALS	
CREDIT HOURS COMPLETED	N	%	N	%	N	%	N	%	N	%	N	%
1 - 6	81	51.3	33	34.4	10	21.3	5	41.7	5	50.0	131	41.5
7 - 12	22	13.9	20	20.8	9	19.1	2	16.7	1	10.0	54	16.7
13 - 18	18	11.4	14	14.6	12	25.5	2	16.7	2	20.0	48	14.9
19 - 24	15	9.5	16	16.7	11	23.4	1	8.3	1	10.0	44	13.6
25 - 30	13	8.2	9	9.4	3	6.4	1	8.3	0	0.0	26	8.0
31 - 36	1	.6	3	3.1	0	0.0	1	8.3	1	10.0	6	1.9
37 - 42	3	1.9	1	1.0	2	4.3	0	0.0	0	0.0	6	1.9
43 - 48	1	.6	0	0.0	0	0.0	0	0.0	0	0.0	1	0.3
49 plus	4	2.5	0	0.0	0	0.0	0	0.0	0	0.0	4	1.2
TOTALS	158	100	96	100	47	100	12	100	10	100	323	100

years since their initial undergraduate B.A. degree. Another 96 had accomplished their work in the ensuing 6 to 11 years after the undergraduate degree. Statistical analysis indicated $X^2 = 40.996$, df = 32, $p > .05$ which rejects the idea that there was no supportive evidence to indicate a difference between credit hours completed and the length of time since completion of an undergraduate degree.

An effort was made to obtain samples representative of all degree areas involved in the condensed instructional format. Table VI has been included to provide information concerning the admission status of the participants as well as the graduate major. The table presents a three group composite of the eight graduate majors as they were classified according to admission status. Probably the finding of greatest import was the large number of students, over 80%, classified as probationary or regular, who were accepted and pursuing a degree program. Only a small minority were enrolled as special or unclassified.

Evidence in Table VI supports the concept that the majority of students had been admitted to a specific college and were pursuing degrees instead of taking courses at random, however, it does not account for those who may have at one time or another been in a different admission classification or major area. Statistical analysis indicated $X^2 = 43.039$, df = 6, $p < .05$ level of significance.

Although Items 33-41 on the questionnaire were not used in the testing of the hypotheses, summaries have been presented in Table VII and Table VIII to give some indication of the respondents' educational motivation and aspiration as well as the availability of educational opportunities.

TABLE VI

Major Graduate Areas,
by Admission Status

MAJOR GRADUATE AREAS	Admission Status									
	Special		Unclassified		Probationary		Regular		TOTAL	
	N	%	N	%	N	%	N	%	N	%
Group I										
Public Administration	14	8.8 60.9	5	3.1 13.2	35	21.9 56.5	106	66.3 54.1	160	100.0 50.2
Group II										
Human Relations Social Work Guidance & Counseling Educational Psychology	4	6.3 17.4	5	7.8 13.2	16	25.0 25.8	39	60.9 19.9	64	100.0 20.0
Group III										
Business Economics Management	5	5.3 21.7	28	29.5 73.7	11	11.6 17.7	51	53.7 26.0	95	100.0 29.8
	23	100.0 7.2	38	100.0 11.9	62	100.0 19.4	196	100.0 61.4	319	100.0

TABLE VII

Types of Degree Programs Available

Do you have a choice of?	N	% Yes	N	% No	N	% Total
33. Master Degree programs offered	353	94.9	19	5.1	372	100
34. Instructional time frames (Condensed vs Traditional)	118	32.2	249	67.8	367	100
35. Two or more universities graduate programs	295	81.0	69	19.0	364	100

TABLE VIII

Educational Objectives

What are your objectives?	N	% Yes	N	% No	N	% Total
36. Obtain Masters Degree	340	99.2	3	0.8	353	100
37. Obtain Doctoral Degree	130	49.6	132	50.4	262	100
38. Satisfy job requirements	171	62.2	104	37.8	275	100
39. Self enrichment	294	92.2	24	7.5	319	100

Summary of Descriptive Data

The descriptive data presented shows that the majority of the sample were males, relatively young (30-39 years of age), who were in the mid-stage of their graduate work. About 50% of the participants had completed 7 to 24 credit hours of graduate work in the condensed program.

Results of Testing Hypotheses

The six null hypotheses stated in Chapter I were tested and the results presented in the following section of this chapter. Only the data used in computations necessary for testing these hypotheses have been included for discussion and tabular presentation. As previously stated Chi Square was considered the most suitable statistical test to determine if a significant relationship existed. Item 59 was selected as the dependent variable to be used in a bivariate analysis of all six hypotheses.

Item 59 reads as follows:

> 59. Given equal availability of degree programs, the condensed instructional format is more desirable than the traditional sixteen week semester format.

Results of Testing Hypothesis One

The null hypothesis tested reads as follows:

> There is no significant attitude difference to indicate that the University of Oklahoma Advanced Programs graduate student learns more in the condensed instructional format than in the traditional sixteen week format.

Prior to the study it had been the contention of the researcher that certain features of the condensed format were conducive to greater learning than was afforded by the traditional sixteen week format. In order to test this hypothesis it was necessary to select specific items related to various aspects of the learning situation. Items 48, 49 and 50 were considered the most appropriate for analysis and read as follows:

> 48. More learning occurs in condensed format courses because the instructors and students are involved with only one academic course at a time.
>
> 49. In the condensed format, motivation and learning are greater because instructors establish and maintain better rapport with the students.

50. More learning occurs in the condensed format courses because there is usually more student participation than the traditional semester allows.

Item 48 solicited information to ascertain if more learning were to occur when students concentrated on one academic course at a time. Item 49 proposed that student motivation was greater in the condensed instructional format because rapport was better. Finally, Item 50 contended the condensed instructional format lends itself to greater student participation. Insight into the positive responses to these items is seen in Table IX.

TABLE IX

Response to Items
48, 49, and 50

		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Item 48.	One academic Course	114	30.3	189	50.3	55	14.6	15	4.0	3	0.8	376	100
Item 49.	Rapport with Instructor	71	19.0	167	44.7	111	29.7	22	5.9	3	0.8	374	100
Item 50.	Participation	58	15.5	131	35.1	133	35.7	47	12.6	4	1.1	373	100

Table IX affords a breakdown of attitude responses to Items 48, 49 and 50 in relation to the desirability of the condensed instructional format as compared to the traditional sixteen week format. In Item 48, 113 or 30% strongly agreed that greater learning occurred when only one course is involved at a time. Another 188 or 50% of the respondents checked the agree column which made a total of 80% who gave positive input to the concept that one course at a time afforded greater learning. In Item 49, a total of 237 or 60% strongly agreed or agreed that instructors establish greater rapport with the students in the condensed format. Respondents were less definite in expressing their attitudes relative to the amount of student participation in the condensed format but a total of 188 or 50% strongly agreed or agreed that student participation was greater as opposed to 50 or 13% who contended there was less student participation in the condensed format.

Table X, XI, and XII give a more sophisticated treatment of the data which reiterates the close relationship of attitudes in this area as to the desirability of the condensed format. The high number of positive responses to be noted in Tables X, XI, and XII were indicative of a significant relationship between the desirability of condensed instructional format and the amount of learning as expressed by attitude responses. The almost total lack of negative responses suggested that statistics will reject the null hypothesis.

The preponderance of positive responses seen in Table X expressed a positive relationship between the desirability of the condensed instructional format and the ability for greater learning when students concentrate on one course at a time. Statistical analysis bore this out. ($X^2 = 114.17$, $df = 16$, $p < .001$). This same general trend was

TABLE X

Attitude Toward Condensed Format, by Attitude Toward Single Course Enrollment

Item 59. Given equal availability of degree programs, the condensed instructional format is more desirable than the traditional sixteen week semester format.	Item 48. More learning occurs in condensed format courses because instructors and students are involved with only one accademic course at a time.											
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%
Strongly Agree	84	74.3	55	29.3	14	25.5	7	46.7	1	33.4	161	43.0
Agree	23	20.4	100	53.2	22	40.0	4	26.7	0	0.0	149	39.8
Neutral	4	3.5	25	13.3	14	25.5	2	13.3	0	33.3	45	12.0
Disagree	2	1.8	6	3.2	3	5.5	2	13.3	1	33.3	14	3.7
Strongly Disagree	0	0.0	2	1.1	2	3.6	0	0.0	1	33.3	5	1.
TOTALS	113	100.0	188	100.0	55	100.0	15	100.0	3	100.0	374	100.0

TABLE XI

Attitude Toward Condensed Format,
by Attitude Toward Instructor-Student
Rapport

Item 59. Given equal availability of degree programs, the condensed instructional format is more desirable than the traditional sixteen week semester format.	Item 49. In the condensed format, motivation and learning are greater because instructors establish and maintain better rapport with the students.											
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%
Strongly Agree	53	75.7	70	41.9	27	24.5	11	50.0	0	0.0	161	43.3
Agree	12	17.1	79	47.3	51	46.4	4	18.2	1	33.3	147	39.5
Neutral	3	4.3	15	9.0	25	22.7	2	9.1	0	00.0	45	12.1
Disagree	1	1.4	2	1.2	6	5.5	4	18.2	1	33.3	14	3.8
Strongly Disagree	1	1.4	1	0.6	1	0.9	1	4.5	1	33.3	5	1.3
TOTALS	70	100.0	167	100.0	110	100.0	22	100.0	3	100.0	372	100.0

TABLE XII

Attitude Toward Condensed Format,
by Attitude Toward Student
Participation

Item 59. Given equal availability of degree programs, the condensed instructional format is more desirable than the traditional sixteen week semester format.	Item 50. More learning occurs in the condensed format courses because there is usually more student participation than the traditional semester allows.											
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%
Strongly Agree	45	78.9	45	45.0	47	35.3	8	17.4	2	50.0	161	43.4
Agree	9	15.8	60	45.8	58	43.6	20	43.5	0	00.0	147	39.6
Neutral	2	3.5	10	7.6	23	17.3	9	19.6	0	00.0	44	11.9
Disagree	1	1.8	0	0.0	5	3.8	8	17.4	0	00.0	14	3.8
Strongly Disagree	0	0.0	2	1.5	0	0.0	1	2.2	2	50.0	5	1.3
TOTALS	57	100.0	131	100.0	133	100.0	46	100.0	4	100.0	371	100.0

noted in Table XI which refers to the rapport established by the instructor, $X^2 = 107.77$, df = 16, $p < .001$. Likewise, Table XII which deals with class participation further substantiated this finding, again $X^2 = 150.11$, df = 16, $p < .001$.

In conclusion, statistical data rejected the null hypothesis that there was no supportive evidence to indicate a significant attitude difference that a student learns more in the condensed instructional format than in the traditional sixteen week format. On the contrary, there was attitudinal evidence that greater learning took place in the condensed instructional format.

Results of Testing Hypothesis Two

The null hypothesis tested reads as follows:

> There is no significant attitude difference among the University of Oklahoma Advanced Programs graduate students involved in different variations of the condensed instructional format to support a preference of a specific time frame.

Table XIII presents data expressed in numerical and percentage calculations related to attitudes concerning various condensed instructional format time frames including the traditional sixteen week semester.

Inasmuch as neutral responses were relatively constant concerning the desirability of time frames, the total positive and negative responses were considered collectively for ease of discussion. Classes held during the Sunday through Saturday time frame met with disapproval from 182 or 52.2% of the respondents. Similar negative attitudes were indicated by 195 or 54.5% of the students toward the Saturday through Sunday time frame. Data revealed that 41% or 148 of the students liked the Monday through Friday time frame; conversely, 43.8% or 158 students disliked it. Of some significance were the responses favoring the two

TABLE XIII

Percentage and Numerical Distribution of Attitude Toward Six Instructional Time Frames

Time Schedule	Strongly Like		Like		Neutral		Dislike		Strongly Dislike		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Monday - Friday	81	22.4	67	18.6	55	15.2	75	20.8	83	23.0	378	100
Sunday - Saturday	34	9.6	63	17.7	73	20.5	105	29.5	81	22.7	356	100
Saturday - Sunday	22	6.1	57	15.9	84	23.5	124	34.7	71	19.8	358	100
Two Weekends	102	27.9	91	24.9	59	16.2	74	20.3	39	10.7	365	100
Wednesday- Sunday	51	14.4	49	13.8	77	21.7	105	29.5	73	20.6	355	100
Traditional 16-week Semester	23	6.5	35	9.9	81	22.9	108	30.6	106	30.0	353	100

weekend approach as expressed by 193 or 52.8% of the respondents. Particular attention should be paid to responses concerning the traditional sixteen week semester time frame which was opposed by 214 or 60% of the respondents.

Data indicated a sizeable number of the students expressed no strong feeling one way or the other. Data supported the null hypothesis that there was no preference for a specific time frame; however, there was strong evidence that respondents did favor condensed instructional formats over the traditional sixteen week semester.

Results of Testing Hypothesis Three

The null hypothesis tested reads as follows:

> There is no significant difference in attitudes of students enrolled in condensed instructional formats toward facilities, materials, and required research.

Being consistent with previous hypothesis testing, Item 59 remained as the dependent variable for testing purposes. Items included for analysis and comparison were as follows:

Item 51. Instructors involved with condensed instructional time frames tend to demand fewer "term papers" than they do in the traditional sixteen week system.

Item 63. Since study and review of materials is prior to instructor's lectures, the condensed format encourages more individual initiative than the traditional sixteen week course format.

Item 67. Research projects are vital elements in any graduate program.

Item 76. Respondent's ratings of typical classroom facilities for Advanced Programs condensed format.

The question has been frequently raised concerning the value and desirability of term papers in the condensed instructional format. By some there existed a tendency to level criticism in this direction, others contended because of the brevity of time and the number of textbooks involved further research was unnecessary and the term papers should be kept to a minimum. Participant responses are shown in Table XIV. According to evidence, students concurred that in actuality fewer papers were required in the Advanced Programs condensed format as shown by 197 or 53% of the respondents. Statistically, $X^2 = 42.855$, df = 16, $p < .05$.

In response to Item 63, Table XV, respondents indicated that study and review of materials prior to a course encouraged and fostered individual initiative. This was supported by 307 or 82% of the participants implying that this was a major factor associated with condensed programs. The significance of this finding was noted $X^2 = 134.943$, df = 16, $p < .001$. The most interesting facet of Table XV is the

TABLE XIV

Attitude Toward Condensed Format,
by Attitude Toward Term Papers

Item 59. Given equal availability of degree programs, the condensed instructional format is more desirable than the traditional sixteen week semester format.	Item 51. Instructors involved with condensed instructional time frames tend to demand "fewer term papers" than they do in the traditional sixteen week system.											
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%
Strongly Agree	25	69.4	61	37.9	41	34.5	27	58.7	7	70.0	161	43.3
Agree	9	25.0	67	41.6	54	45.4	16	34.8	2	20.0	148	39.8
Neutral	0	0.0	23	14.3	19	16.0	2	4.3	0	0.0	44	11.8
Disagree	0	0.0	8	5.0	5	4.1	1	2.2	0	0.0	14	3.8
Strongly Disagree	2	5.6	2	1.2	0	0.0	0	0.0	1	10.0	5	1.3
TOTALS	36	100.0	161	100.0	119	100.0	46	100.0	10	100.0	372	100.0

TABLE XV

Attitude Toward Condensed Format,
by Attitude Toward Individual Initiative

Item 59. Given equal availability of degree programs, the condensed instructional format is more desirable than the traditional sixteen week semester format.	Item 63. Since study and review of materials is prior to the instructor's lectures the condensed format encourages more individual initiative than the traditional sixteen week course format.											
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%
Strongly Agree	84	68.9	56	30.3	18	40.0	2	11.1	0	0.0	160	42.9
Agree	27	22.1	104	56.2	13	28.9	5	27.8	0	0.0	149	39.9
Neutral	10	8.2	17	9.2	10	22.2	6	33.3	2	66.7	45	12.1
Disagree	1	0.8	5	2.7	3	6.7	5	27.8	0	0.0	14	3.8
Strongly Disagree	0	0.0	3	1.6	1	2.2	0	0.0	1	33.3	5	1.3
TOTALS	122	100.0	185	100.0	45	100.0	18	100.0	3	100.0	373	100.0

almost total lack of extreme negative responses, only 3 of the 373 failed to agree that prior study encouraged and fostered individual initiative.

Mention should be made of the type and amount of materials students were expected to handle. In the condensed course, it was not unusual for an instructor to require preliminary study of between four and seven or more texts. Findings on this item presupposed there would be a rather high relationship concerning library use in Item 52 which will be discussed in Hypothesis Four.

It was anticipated that there would be a significant difference in attitudes concerning research projects, however, data presented in Table XVI failed to support this hypothesis. In no other area were students more generally prone to align their attitudes in a neutral column than in responding to items concerning term papers and research projects. It was interesting to note that 107 or nearly 33% of the respondents failed to commit themselves regarding the research projects. One hundred fifty-four or 41.4% concurred that research projects were a vital element and given availability, condensed instructional formats were more desirable. Further analysis revealed $X^2 = 55.992$, $df = 16$, $p < .001$.

Table XVII presents data pertaining to the portion of Hypothesis Three related to classroom facilities. Individuals were requested to check the appropriate classification of facilities utilized by the institution for condensed instruction which ranged from very good to very poor. Previously the assumption had been made that these graduate students had experienced four years of exposure to the traditional facilities, materials, and required research, thus would expect a comparable situation. The bivariate table indicated that the majority found the facilities good to very good. One might infer that as long

TABLE XVI

Attitude Toward Condensed Format,
by Attitude Toward Research
Projects

Item 59. Given equal availability of degree programs, the condensed instructional format is more desirable than the traditional sixteen week semester format.	Item 67. Research projects are a vital element in any graduate program.											
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%
Strongly Agree	17	50.0	33	27.5	48	44.9	41	51.3	19	63.3	158	42.6
Agree	10	29.4	66	55.0	38	35.5	29	36.3	6	20.0	149	40.2
Neutral	4	11.8	11	9.2	19	17.8	7	8.8	4	13.3	45	12.1
Disagree	0	00.0	10	8.3	2	1.9	1	1.3	1	3.3	14	3.8
Strongly Disagree	3	8.8	0	0.0	0	0.0	2	2.5	0	0.0	5	1.3
TOTALS	34	100.0	120	100.0	107	100.0	80	100.0	30	100.0	371	100.0

TABLE XVII

Attitude Toward Condensed Format, by Attitude Toward Classroom Facilities

Item 59. Given equal availability of degree programs, the condensed instructional format is more desirable than the traditional sixteen week semester format.	Item 76. Typical classroom facilities.											
	Very Good		Good		Fair		Poor		Very Poor		TOTALS	
	N	%	N	%	N	%	N	%	N	%	N	%
Strongly Agree	43	60.6	75	43.4	34	36.2	6	24.0	1	20.0	159	43.2
Agree	20	28.2	70	40.5	39	41.5	14	56.0	4	80.0	147	39.9
Neutral	6	8.5	19	11.0	15	16.0	3	12.0	0	0.0	43	11.7
Disagree	2	2.8	6	3.5	5	5.3	1	4.0	0	0.0	14	3.8
Strongly Disagree	0	0.0	3	1.7	1	1.1	1	4.0	0	0.0	5	1.4
TOTALS	71	100.0	173	100.0	94	100.0	25	100.0	5	100.0	368	100.0

as facilities were adequate, students were comparatively unimpressed. Findings were not significant, $X^2 = 21.253$, df = 16, $p > .05$.

Item 51, dealt with term papers and supported the difference of requirements in the condensed format at the .05 level and $X^2 = 42.855$, df = 16, $p < .001$ level of significance as seen in Table XIV. Similar evidence also supported Item 63, found in Table XV, $X^2 = 134.943$, df = 16, $p < .001$ which dealt with the initiative and motivation afforded by prior study. Conversely, in Table XVI, students concurred that research projects were a vital element in a graduate program. This was significant at the .001 level, therefore, available evidence tended to reject Hypothesis Three.

Results of Testing Hypothesis Four

The null hypothesis reads as follows:

> There is no significant attitude difference to indicate that library facilities are used less by those participating in a condensed instructional format as compared to the traditional instructional format.

Once again Item 59 was used as the dependent variable necessary to calculate the Chi Square. Information data for hypothesis four was limited to one item. Item 52 reads as follows:

> 52. Participants in condensed format courses spend less time in the library than do on-campus students.

A review of Table XVIII shows that students were in agreement that participants in condensed formats tended to spend less time in the library than did on-campus students. It was interesting to note that this item elicited few decisive responses and students were prone to express a more neutral attitude toward the use of library facilities. Of the 77% who committed themselves to a modal response, 139 or 37.6% agreed and 70 or 18.9% disagreed leaving a sizeable number of 104 or 28% who remained neutral.

TABLE XVIII

Attitude Toward Condensed Format,
by Attitude Toward Library
Utilization

Item 59. Given equal availability of degree programs, the condensed instructional format is more desirable than the traditional sixteen week semester format.	Item 52. Participants in condensed format courses spend less time in the library than do on-campus students.											
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%
Strongly Agree	22	52.4	57	41.0	40	38.5	29	41.4	11	78.7	159	43.1
Agree	14	33.3	61	43.9	41	39.4	30	42.9	1	7.1	147	39.8
Neutral	2	4.8	16	11.5	18	17.3	7	10.0	1	7.1	44	11.9
Disagree	3	7.1	4	2.9	3	2.9	4	5.7	0	0.0	14	3.8
Strongly Disagree	1	2.4	1	0.7	2	1.9	0	0.0	1	7.1	5	1.4
TOTALS	42	100.0	139	100.0	104	100.0	70	100.0	14	100.0	369	100.0

Of possible relevance to the limited use of library facilities was the fact that frequently instructors participating in the condensed instructional format may require as many as five or six text books to be studied in advance. Furthermore certain geographical locations had inadequate access to current research material.

Because data relative to attitudes concerning library use were extremely limited no definite conclusions could be drawn; however, available evidence rejected the null hypothesis and did suggest that participants in condensed instructional formats do spend less time in the library than do the on-campus students as indicated by $X^2 = 23.798$, $df = 16$, $p > .05$.

Results of Testing Hypothesis Five

The null hypothesis reads as follows:

> There is no significant difference to indicate that the University of Oklahoma Advanced Programs administrative system is basically "student centered" while most traditional administrative systems remain basically "institution centered."

Item 59 was used as the dependent variable to explore differences and to calculate the Chi Square. Representative variables were assessed for analysis in an attempt to support or reject the null hypothesis. The four specific items chosen to serve as independent variables were as follows:

Item 73. Course enrollment procedures

Item 78. Administrative Services of Advanced Programs office

Item 82. Timeliness of textbook deliveries

Item 86. The number and variety of courses scheduled each trimester at your location.

Table XIX indicates that the attitudes expressed by the respondents were in agreement that enrollment procedures were relatively

TABLE XIX

Attitude Toward Condensed Format,
by Attitude Toward Enrollment Procedures

Item 59. Given equal availability of degree programs, the condensed instructional format is more desirable than the traditional sixteen week semester format.	Item 73. Course Enrollment Procedures.											
	Very Good		Good		Fair		Poor		Very Poor		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%
Strongly Agree	85	50.9	60	34.7	11	40.7	2	100.0	2	100.0	160	43.1
Agree	60	35.9	77	44.5	11	40.7	0	0.0	0	0.0	148	39.9
Neutral	15	9.0	26	15.0	3	11.1	0	0.0	0	0.0	44	11.9
Disagree	4	2.4	8	4.6	2	7.4	0	0.0	0	0.0	14	3.8
Strongly Disagree	3	1.8	2	1.2	0	0.0	0	0.0	0	0.0	5	1.3
TOTALS	167	100.0	173	100.0	27	100.0	2	100.0	2	100.0	371	100.0

adequate and that no difference existed for this specific variable in the condensed instructional format as indicated by $X^2 = 17.519$, df = 16, $p > .05$. Participants were somethat less satisfied in their attitudes regarding administrative services for the condensed program as presented in Table XX, with no significance difference being reported in $X^2 = 24.326$, df = 16, $p > .05$. No statistical significance was found to be associated with attitudes involving delivery of textbooks as indicated in Table XXI by $X^2 = 18.879$, df - 16, $p > .05$. Attitude differences of concern tended to be directed toward the number and variety of courses scheduled each trimester as indicated in Table XXII. Only 42 or 11% classified this service as very good, 35% or 130 as good and 115 or 31% termed it as only fair. No significant statistical evidence was found, $X^2 = 19.206$, df = 16, $p > .05$.

The results of the Chi Square analysis indicated no significant differences, in these four items. According to available evidence, Hypothesis Five would be acceptable for there was no significant difference to indicate that the University of Oklahoma Advanced Programs administrative system was basically "student centered" while most traditional administrative systems remain basically "institution centered."

Results of Testing Hypothesis Six

The null hypothesis reads as follows:

> There is no significant difference in attitudes to indicate that teaching methods are changed for the condensed instructional format as compared to the traditional on-campus program.

Following the pattern previously established, Item 59 remained the dependent variable for testing Hypothesis Six. The three independent variables chosen as supportive evidence are listed below and used for analysis in the Chi Square computations.:

TABLE XX

Attitude Toward Condensed Format, by Attitude Toward Administrative Services

Item 59. Given equal availability of degree programs, the condensed instructional format is more desirable than the traditional sixteen week semester format.	Item 78. Administrative Services of Advanced Programs office.											
	Very Good		Good		Fair		Poor		Very Poor		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%
Strongly Agree	43	50.6	83	41.7	22	36.1	3	25.0	3	75.0	154	42.7
Agree	35	41.2	81	40.7	23	37.7	6	50.0	1	25.0	146	40.4
Neutral	6	7.1	26	13.1	8	13.1	2	16.7	0	0.0	42	11.6
Disagree	1	1.2	8	4.0	5	8.2	0	00.0	0	0.0	14	3.9
Strongly Disagree	0	0.0	1	0.5	3	4.9	1	8.3	0	0.0	5	1.4
TOTALS	85	100.0	199	100.0	61	100.0	12	100.0	4	100.0	361	100.0

TABLE XXI

Attitude Toward Condensed Format,
by Attitude Toward Timeliness of
Textbook Delivery

Item 59. Given Equal availability of degree programs, the condensed instructional format is more desirable than the traditional sixteen week semester format.	Item 82. Timeliness of textbook deliveries.											
	Very Good		Good		Fair		Poor		Very Poor		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%
Strongly Agree	64	52.9	60	40.3	17	29.8	10	38.5	6	46.2	157	42.9
Agree	39	32.2	61	40.9	29	50.9	14	53.8	5	38.5	148	40.4
Neutral	14	11.6	20	13.4	5	8.8	2	7.7	1	7.7	42	11.5
Disagree	2	1.7	6	4.0	5	8.8	0	0.0	1	7.7	14	3.8
Strongly Disagree	2	1.7	2	1.3	1	1.8	0	0.0	0	0.0	5	1.4
TOTALS	121	100.0	149	100.0	57	100.0	26	100.0	13	100.0	366	100.0

TABLE XXII

Attitude Toward Condensed Format,
by Attitude Toward Course
Scheduling

Item 59. Given equal availability of degree programs, the condensed instructional format is more desirable than the traditional sixteen week semester format.	Item 86. The number and variety of courses scheduled each trimester at your location.											
	Very Good		Good		Fair		Poor		Very Poor		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%
Strongly Agree	23	56.1	48	36.9	46	40.4	26	47.3	14	51.9	157	42.8
Agree	14	34.1	59	45.4	46	40.4	22	40.0	8	29.6	149	40.6
Neutral	3	7.3	17	13.1	16	14.0	5	9.1	2	7.4	43	11.7
Disagree	1	2.3	5	3.8	5	4.4	2	3.6	1	3.7	14	3.8
Strongly Disagree	0	0.0	1	0.8	1	0.9	0	0.0	2	7.4	4	1.1
TOTALS	41	100.0	130	100.0	114	100.0	55	100.0	27	100.0	367	100.0

Item 55. For adult students, the condensed format instructional method is a more practical and desirable approach to education than the sixteen week semester format.

Item 57. The condensed format offers less redundancy and repetition in presentation of material.

Item 60. Condensed format courses are less suitable in terms of student participation in practicums, internships, and/or laboratory experiences.

Tables XXIII and XXIV indicate a high positive response for Item 55 and Item 57 used to test the significance of Hypothesis six. In no other area was there this overwhelming expression of attitudes and homogeniety of responses. Three hundred twenty-five of 374 respondents or over 88% of the sample total agree or strongly agreed that for the part-time adult student, the condensed instructional format was a more practical approach to education than the traditional sixteen week semester format. Although specific methodology was not identified per se, one can only infer from the results that respondents viewed them as desirable for adult students. Respondents were positive in their responses to Item 57, but slightly less definitive.

It was anticipated that responses to Item 60 would indicate condensed instructional format less suitable for practicum, internship, and/or laboratory experience. Data recorded in Table XXV provides substantial basis for this belief, however, evidence was not conclusive as 123 or 33% remained neutral. $X^2 = 34.905$, $df = 20$, $p < .05$.

Table XXIII shows that the high significance level indicated by $X^2 = 261.38$, $df = 16$, $p < .001$, was noticeable and supportive evidence regarding this study and Item 55. The results of Item 55 concerning condensed instructional format courses and program suggested equality with the traditional formats. Item 57, dealing with redundancy and

TABLE XXIII

Attitude Toward Condensed Format,
by Attitude Toward
Practicality

Item 59. Given equal availability of degree programs, the condensed instructional format is more desirable than the traditional sixteen week semester format.	Item 55. For adult students, the condensed instructional method is more practical and desirable approach to education than the sixteen week semester format.											
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%
Strongly Agree	116	67.8	41	25.3	3	10.7	1	8.3	0	0.0	161	43.0
Agree	39	22.8	98	60.5	9	32.1	3	25.0	0	0.0	149	39.8
Neutral	12	7.0	18	11.1	14	50.0	1	8.3	0	0.0	45	12.0
Disagree	3	1.8	5	3.1	1	3.6	5	41.7	0	0.0	14	3.7
Strongly Disagree	1	0.6	0	0.0	1	3.6	2	16.7	1	100.0	5	1.3
TOTALS	171	100.0	162	100.0	28	100.0	12	100.0	1	100.0	374	100.0

TABLE XXIV

Attitude Toward Condensed Format,
by Attitude Toward
Redundancy

Item 59. Given equal availability of degree programs, the condensed instructional format is more desirable than the traditional sixteen week semester format.	Item 57. The condensed format offers less redundancy and repetition in presentation of material.											
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%
Strongly Agree	63	80.8	78	36.6	18	25.0	0	0.0	0	0.0	159	42.7
Agree	10	12.8	105	49.3	28	38.9	6	66.7	0	0.0	149	40.1
Neutral	4	5.1	23	10.8	18	25.0	0	0.0	0	0.0	45	12.1
Disagree	1	1.3	7	3.3	4	5.6	2	22.2	0	0.0	14	3.8
Strongly Disagree	0	0.0	0	0.0	4	5.6	1	11.1	0	0.0	5	1.3
TOTALS	78	100.0	213	100.0	72	100.0	9	100.0	0	100.0	372	100.0

TABLE XXV

Attitude Toward Condensed Format,
by Attitude Toward Practicums
and Internship

Item 59. Given equal availability of degree programs, the condensed instructional format is more desirable than the traditional sixteen week semester format.	Item 60. Condensed format courses are less suitable in terms of student participation in practicums, internships, and/or laboratory experiences.											
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%
Strongly Agree	17	53.1	43	35.0	49	39.8	37	49.3	13	72.2	160	43.0
Agree	8	25.0	53	43.1	52	42.3	33	44.0	3	16.7	149	40.1
Neutral	4	12.5	18	14.6	19	15.4	2	2.7	1	5.6	44	11.8
Disagree	1	3.1	8	6.5	2	1.6	3	4.0	0	0.0	14	3.8
Strongly Disagree	2	6.3	1	0.8	1	0.8	0	0.0	1	5.6	5	1.3
TOTALS	32	100.0	123	100.0	123	100.00	75	100.0	18	100.0	372	100.0

and repetition, was significant at the .001 level, $X^2 = 102$, df = 12, $p < .001$. Based upon these findings, the null hypothesis was rejected that there was no significant difference in attitudes to indicate that the methodology was changed for condensed instructional formats.

Additional Findings

Table XXVI shows the responses to Item 64, referring to a short term of on-campus residency which elicited more negative responses than any other item identified within the instrument and was significant. Table XXVI presents a bivariate analysis recording the consistent disapproval of respondents attitudes toward the appropriateness of residency requirements for the condensed instructional format. Forty-two respondents, slightly over 8% gave approval compared to a resounding 273 or 72% who expressed a negative reaction. Statistically calculated findings were significant, $X^2 = 53.080$, df - 16, $p < .001$.

One can speculate that there would be a high correlation of positive responses for Item 58 concerning participants inability to pursue a degree without the condensed instructional format. A total of 294 or 78% gave responses to that effect, indicating they considered the condensed format a valuable asset in continuing their education.

Table XXVII refers to Item 69 which dealt with graduate admission requirements. Over 55% or 207 of the respondents contended that graduate admission requirements were inappropriate for the adult part-time student returning to school several years following graduation. Findings were significant, $X^2 = 30.391$, df = 16, $p < .05$.

TABLE XXVI

Attitude Toward Condensed Format,
by Attitude Toward Residency
Work

Item 59. Given equal availability of degree programs, the condensed instructional format is more desirable than the traditional sixteen week semester format.	Item 64. A short term of residency work on-campus should be required for all students who participate in condensed format courses.											
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%
Strongly Agree	8	66.7	6	20.0	19	33.0	51	35.2	76	59.4	160	43.0
Agree	1	8.3	12	40.0	28	49.1	69	47.6	38	29.7	148	39.8
Neutral	2	16.7	6	20.0	9	15.8	19	13.1	9	7.0	45	12.1
Disagree	0	00.0	5	16.7	1	1.8	5	3.4	3	2.3	15	3.8
Strongly Disagree	1	8.3	1	3.3	0	0.0	1	0.7	2	1.6	5	1.3
TOTALS	12	100.0	30	100.0	57	100.0	145	100.0	128	100.0	372	100.0

TABLE XXVII

Attitude Toward Condensed Format, by Attitude Toward Admission Requirements

Item 59. Given equal availability of degree programs, the condensed instructional format is more desirable than the traditional sixteen week semester format.	Item 69. Graduate admission requirements (GPA, etc.) designed for "college age" individuals who have just completed an undergraduate degree are inappropriate for the continuing education student who may have finished an undergraduate degree five or more years in the past.											
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%
Strongly Agree	39	61.9	56	38.9	34	36.6	20	37.0	11	61.1	160	43.0
Agree	18	28.6	63	43.8	37	39.8	27	50.0	4	22.2	149	40.1
Neutral	5	7.9	17	11.8	17	18.3	4	7.4	1	5.6	45	11.8
Disagree	0	0.0	8	5.6	4	4.3	1	1.9	1	5.6	14	3.8
Strongly Disagree	1	1.6	0	0.0	1	1.1	2	3.7	1	5.6	5	1.3
TOTALS	63	100.0	144	100.0	93	100.0	54	100.0	18	100.0	372	100.0

CHAPTER V

Summary, Conclusions, Implications and Recommendations

Summary

The purpose of this study was to determine differences of attitude toward the condensed instructional format as compared to the traditional sixteen week semester. Specific items applicable to non-traditional and traditional delivery systems were utilized to elicit attitude responses concerning the instructional time frame, learning, library use, methodology, and administrative services. Since the condensed instructional format is relatively recent, attitude responses provided insight into its overall effectiveness, and aided in identification of problem areas.

There were a number of theorists who supported the concept that attitudinal studies were valuable for educational and organizational planning. Meaningful statements are likely to elicit positive or negative responses whereby one can inventory and formulate changes or make modifications and corrections within a system. Anastasi (1968), Thurstone (1959), Adolph (1967) and others endorsed the importance of attitude studies. It was in this sense that the researcher analyzed attitudes to identify reasons why individuals selected condensed instruction format when equal or better options were available and was the condensed instructional format a suitable means of providing graduate education when compared to the traditional campus.

Data was obtained from a specially prepared questionnaire used to elicit responses from 378 graduate students enrolled for the fall 1977 trimester. Eight different Master Degree programs sponsored through three colleges were represented. The Advanced Programs was the administrative unit for delivery of condensed instruction and was a part of the Oklahoma Center for Continuing Education at the University of Oklahoma.

Demographic characteristics of the sample pictured a comparatively young student group, average 32 years of age, predominately male. With the exception of gender, the age, credit hours and educational level of the participants was fairly homogeneous. Responses were associated with 23 different geographical locations and with the exception of those conducted at Norman and Tulsa, all condensed instructional formats were utilized on or near military installations which accounted for the male dominance within the study.

The sample population was dominated by students pursuing a Masters Degree in Public Administration with Business, Economics and Management identified as the next important areas of study. Two hundred ninety-five students indicated they had the option between two or more universities with only 69 students or 19% saying that no other institution was available.

One instrument was used to collect the data. A Chi Square Test of significance was used to test the six hypotheses regarding various items pertinent to the condensed instructional format and the traditional sixteen week semester format and to make comparisons in some additional areas relevant to the hypotheses tested. Frequency and percentage distribution was used in connection with some selected statements and no Chi Square was computed, since this was considered additional information.

Summary of Hypotheses

The study centered on six null hypotheses which are summarized as follows:

Hypothesis number one dealt with factors contributing to greater learning. Students gave positive assent that concentrating on one class at a time, better rapport with the instructor and more student participation all contributed to greater learning which took place in the condensed instructional programs. All were significant at the .001 level of confidence thus rejecting the null hypothesis.

Hypothesis number two was concerned with the different variations of time frames found in the condensed instructional program. Data indicated a sizeable number of the students expressed no strong feeling one way or the other. Data supported the null hypothesis that there was no preference for a specific time frame; however, there was strong evidence that respondents favored condensed instructional formats over the traditional sixteen week semester.

The third hypothesis centered on attitude differences toward facilities, materials, and required research. Respondents were in agreement that prior study contributed to greater initiative and stimulated interest concerning materials. Students indicated research requirements for condensed programs were important and comparable to that found in the traditional programs, however, they did not expect to do as many term papers as in traditional programs. Chi Square calculations for these items were all significant at the .05 level of significance. Relative to the item concerning facilities, the responses were inconclusive and not significant. Data rejected the null hypothesis that there is no significant difference in attitudes of students toward

facilities, materials, and required research in the condensed instructional format.

Hypothesis number four, dealing with attitude responses toward the use of library facilities indicated no statistical significance. This may be attributed to the number of texts assigned for prior study in most of the condensed format courses, and the non-availability of current materials at some geographical locations. Because data relative to attitudes concerning library use was extremely limited no definite conclusions could be drawn; however, available evidence rejected the null hypothesis and did suggest that participants in condensed programs do spend less time in the library than do the students on-campus.

Hypothesis number five considered administrative services in the condensed programs. Respondents expressed satisfaction with enrollment procedures, timeliness of textbook deliveries, however, less satisfaction was expressed regarding administrative services. The greatest concern was directed toward the number and variety of courses made available each trimester. The results of the Chi Square analysis indicated no significant differences in attitudes to show that the University of Oklahoma Advanced Programs administrative system was basically "student centered" while most traditional administrative systems remain basically "institution centered," indicating respondents perceived the administrative systems as basically the same.

Hypothesis number six dealt with methodology and respondents gave positive feedback that for the adult student, the condensed format was a practical approach to education and maintained it offered less repetition in presentation of material. They concurred that condensed courses were less suitable in terms of practicum, internship and

laboratory experiences. All areas were significant at the .05 level of significance. Evidence rejected the null hypothesis that there was no significant difference in attitudes to indicate that teaching methods were changed for condensed formats.

Conclusions

The findings of this study confirmed that condensed instructional formats have a significant place in the institution of higher education and should be given consideration as an alternate means of delivering graduate and undergraduate education courses. The concept of life-long learning is relatively new. Data from this study indicated that the greatest concentration of participants were found in the 30 to 39 year age range; perhaps because the older individuals have completed a masters degree or felt it was of little value this late in their specific career. Findings indicated that temporary duty military assignments and job responsibilities were less likely to interfere with a system using the condensed instructional format. The attitude responses in this study indicated participants disliked resident requirements; however, required financial assistance was of minor importance.

Evidence within this study indicated some individuals were unable to adjust to concentrated study or did not like the condensed instructional format. Data within the study revealed dominance by male participation which was obviously due to military association, thus forming a different population from industry. The mobility factor must not be overlooked, students utilizing condensed instructional format tended to interact with other locations for the purpose of obtaining some specific course or merely to continue with their degree requirements.

Data indicated that the most desirable choice of time frame for condensed instruction involved two weekends and the second choice involved the Monday through Friday arrangement. There was a possibility of bias in case the participant's experience was restricted to a specific time frame for a prolonged period because this was the only option available.

Recommendations and Further Implications

In spite of a number of sophisticated studies related to attitudes and student ratings, there are still some unresolved issues, one being the correlation of rating or attitude and the actual achievement mean. If one assumed that different teaching practices affected individuals attitude and rating, then research design in which students had been assigned randomly to each course is highly advantageous.

Another issue that warranted further study is how student ratings or attitudes toward different dimensions of instruction are related to achievement. Further research on an issue that is difficult to measure is the motivational factor which could have affected attitude responses. Is there difference in the motivational drive of an individual who needs to upgrade his professional status versus the individual who may be going into a new career field?

In terms of non-traditional programs, how significant is the difference in college degrees when the span of credit hour requirements can range from 28 to 56 credit hours for a masters level? How much overlap can be found in the degree programs in terms of content? These and other related questions remained unanswered in most non-traditional programs.

A major issue relating to the multiple non-traditional instructional formats is quality. Is there a significant difference in content and instructional quality among the college and university off-campus activities? It is possible a detailed instrument that could be used for measurement of achievement nationwide for part-time graduate students could identify a common base on which quality education could be established.

1. Age: _____ 2. Sex _____M _____F 3. Number of years since completion of an undergraduate degree _____

4. Status: ____1-Civilian ____2-Military, Non-commissioned ____3-Military, commissioned

5. Graduate Major: (Check one)

____1-Public Administration ____4-Economics ____7-Guidance and Counseling

____2-Business ____5-Management ____8-Educational Psychology

____3-Human Relations ____6-Social Work ____9-Other

6. Admission Status: (Check one)

_____1-Special ____2-Probationary _____3-Regular _____4-Unclassified

7. Credit hours completed through Advanced Programs: _____

Indicate the number of courses you have taken at the locations listed below: (Please mark zero where you have not taken a course.)

____ 8. Norman, Oklahoma
____ 9. Tulsa, Oklahoma
____10. Fort Sill, Oklahoma
____11. Washington, D.C.
____12. Sheppard AFB, Texas
____13. Redstone, Alabama
____14. Offutt AFB, Nebraska
____15. Minot AFB, North Dakota
____16. Patrick AFB, Florida
____17. Loring AFB, Maine
____18. Canal Zone
____19. Kaupaun Air Station, Germany
____20. Berlin, Germany
____21. Crailsheim, Germany
____22. Torrejon AB, Spain
____23. Brunssum, Holland
____24. Andersen AFB, Guam
____25. Yokota AB, Japan
____26. Misawa AB, Japan
____27. Camp Zama, Japan
____28. Kadena AB, Okinawa
____29. Osan AB, Korea
____30. Hickam AFB, Hawaii
____31. Other:_____
____32. Number of location where you are currently assigned.

At your location, do you have a choice between? (Check your response)

33. Master Degree Programs offered ____1-yes ____2-no

34. Instructional time frames (Advanced Programs vs traditional semester time frame) ____1-yes ____2-no

35. Two or more universities' graduate programs ____1-yes ____2-no

My educational objectives include: (Check those that apply)

36. Obtain Masters degree ____1-yes ____2-no

37. Obtain Doctoral degree ____1-yes ____2-no

38. Satisfy job requirements ____1-yes ____2-no

39. Self enrichment (Interest in subject matter, exploratory, etc.) ____1-yes ____2-no

40. Other: _____

41. By what means did you first find out about the University of Oklahoma Advanced Programs? (Check one)

____1-Newspaper

____2-friend

____3-education officer

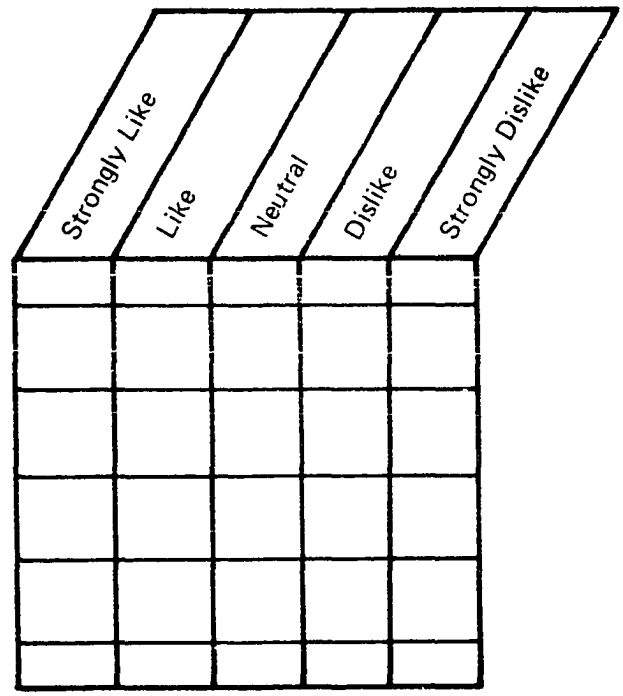
____4-OU representative

____5-Advertisement (Poster, schedule, etc.)

____6-Radio-TV

____7-Counselor

Advanced Programs instructional formats vary with geographic locations. Please indicate your attitude toward these various time schedules — and toward the 16-week format — by placing a check mark in the appropriate column.



42. Monday-Friday (Six hours per day)

43. Sunday-Saturday (Six hours, Sunday; four hours, Monday-Friday during the evening; and Saturday)

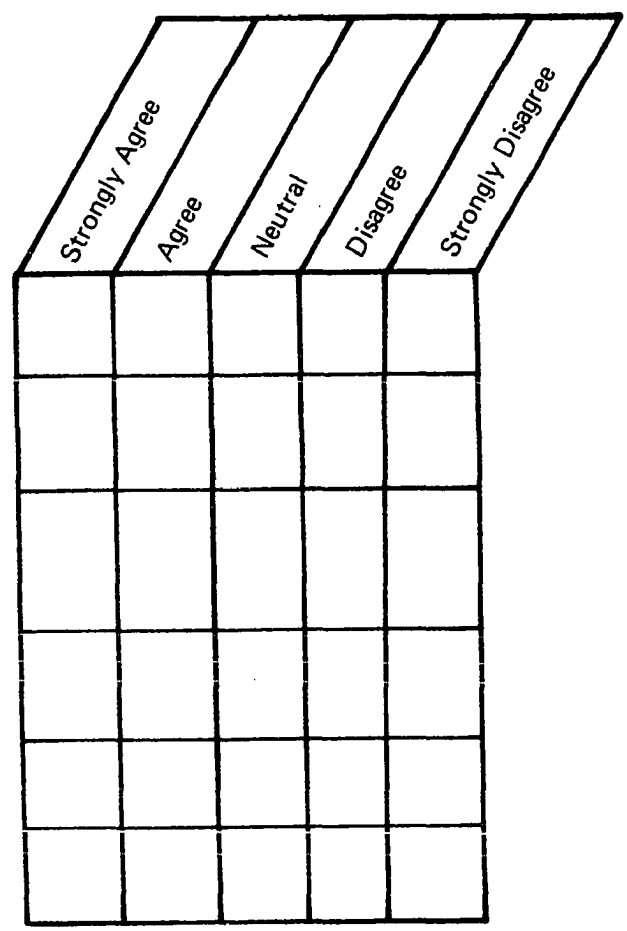
44. Saturday-Sunday (Six hours Saturday and Sunday, and four hours each evening Monday-Friday)

45. Two weekends (Friday evening, four hours, Saturday-six hours, Sunday-six hours)

46. Wednesday-Sunday (Six hours each day, morning, afternoon or evenings)

47. Traditional sixteen week semester

The next group of statements are designed to compare attitudes toward the Advanced Programs' several condensed instructional formats with attitudes toward the traditional sixteen week semester. (By each item, place a check mark in the appropriate column)



48. More learning occurs in condensed format courses because the instructors and students are involved with only one academic course at a time.

49. In the condensed format, motivation and learning are greater because instructors establish and maintain better rapport with the students.

50. More learning occurs in the condensed format courses because there is usually more student participation than the traditional semester schedule allows.

51. Instructors involved with condensed instructional time frames tend to demand fewer "term papers" than they do in the traditional sixteen week system.

52. Participants in condensed format courses spend less time in the library than do on-campus students.

53. Condensed format courses limit classroom interaction among students in terms of exchange of information.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
54. Unexpected TDY assignments and changes in work schedules interfere more with a condensed format course than with a course conducted over sixteen weeks.					
55. For adult students, the condensed format instructional method is a more practical and desirable approach to education than the sixteen week semester format.					
56. Courses offered during the evenings under the condensed instructional format are more desirable than the sixteen week on-campus evening schedule.					
57. The condensed format offers less redundancy and repetition in presentation of material.					
58. I probably would have been unable to pursue a graduate degree if condensed format courses had not been available.					
59. Given equal availability of degree programs, the condensed instructional format is more desirable than the traditional sixteen week semester format.					
60. Condensed format courses are less suitable in terms of student participation in practicums, internships, and/or laboratory experiences.					
61. The condensed format course would be an appropriate methodology for use at the undergraduate level for adult students.					
62. In an overall comparison of condensed formats and the traditional formats, it can be said that there is little or no difference in ultimate academic outcomes.					
63. Since study and review of materials is prior to instructor's lectures, the condensed format encourages more individual initiative than the traditional sixteen week course format.					

The next group of statements solicit your opinion on several aspects of off-campus graduate programs. Please put a check mark in the appropriate column.

64. A short term of residency work on campus should be required for all students who participate in condensed format courses.					
65. Advanced Program courses are more expensive than attending on campus, therefore, financial assistance is required.					
66. My employer will provide time off for educational courses.					
67. Research projects are a vital element in any graduate program.					

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
68. Fixed sequences of courses and prerequisites have prevented participation in some degrees offered through Advanced Programs.					
69. Graduate admission requirements (GPA, etc.) designed for "college age" individuals who have just completed an undergraduate degree are inappropriate for the continuing education student who may have finished an undergraduate degree five or more years in the past.					
70. Lack of immediate access to professors for academic advisement is a serious weakness of most off-campus masters degree programs.					
71. Most off-campus students have an inherent negative attitude toward "local hire" faculty in graduate degree programs.					

This final group of questions pertains to your involvement in University of Oklahoma Advanced Programs. Please indicate your rating of each item by placing a check mark in the appropriate column.

	Very Good	Good	Fair	Poor	Very Poor
72. Application processing for admission to the University of Oklahoma.					
73. Course enrollment procedures.					
74. Grade reporting.					
75. The Advanced Programs course evaluation instrument.					
76. Typical classroom facilities.					
77. Counseling and advisement.					
78. Administrative services of Advanced Programs office.					
79. Administrative services of Base OU Representatives.					
80. University VA service.					
81. Base VA service.					
82. Timeliness of textbook deliveries.					
83. Usefulness of Advanced Program Bulletin in degree program planning.					
84. Usefulness of Advanced Program brochures in degree program planning.					
85. Usefulness of Base counselling services in degree program planning.					
86. The number and variety of courses scheduled each trimester at your location.					

APPENDIX B

Univariate Frequency Distribution of Questionnaire Responses

Items for Response	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Revised	
	N	%	N	%	N	%	N	%	N	%	N	%
48. One academic course	114	30.3	189	50.3	55	14.6	15	4.0	3	0.8	376	100.0
49. Rapport	71	19.0	167	44.7	111	29.7	22	5.9	3	0.8	374	100.0
50. Student participation	58	15.5	131	35.7	133	35.7	47	12.6	4	1.1	373	100.0
51. Term paper	37	9.9	161	43.0	120	32.1	46	12.3	10	2.7	374	100.0
52. Library use	43	11.6	139	37.6	104	28.1	70	18.9	14	3.8	370	100.0
53. Interaction	10	2.7	78	20.9	58	15.5	170	45.5	58	15.5	374	100.0
54. TDY	31	8.3	69	18.4	57	15.2	132	35.2	86	22.9	375	100.0
55. Condensed format for adults	172	45.7	163	43.1	28	7.4	12	3.2	1	0.3	376	100.0
56. Evening schedule	88	23.7	174	46.8	76	20.4	29	7.8	5	1.3	372	100.0
57. Redundancy	78	20.9	214	57.4	72	19.3	9	2.4	0	0.0	373	100.0
58. Unable to pursue degree without condensed format	180	48.0	114	30.4	25	6.7	44	11.7	12	3.2	375	100.0
59. Condensed format more desirable than traditional	161	43.0	149	39.8	45	12.0	14	3.7	5	1.3	374	100.0
60. Suitability	32	8.6	124	33.2	123	33.0	75	20.1	18	4.8	373	100.0
61. Methodology for undergraduates	48	12.8	141	37.7	84	22.5	89	23.8	12	3.2	374	100.0

APPENDIX B (cont'd)

Univariate Frequency Distribution of Questionnaire Responses

Items for Response	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Revised	
	N	%	N	%	N	%	N	%	N	%	N	%
62. Ultimate outcome	52	13.9	173	46.4	98	26.3	44	11.8	6	1.6	373	100.0
63. Prior study requires more individual initiative	123	32.9	185	49.5	45	12.0	18	4.8	3	0.8	374	100.0
64. Required Residency	13	3.5	30	8.0	57	15.3	145	38.9	128	34.3	373	100.0
65. Financial assistance required	40	10.8	100	27.1	147	39.8	70	19.0	12	3.3	369	100.0
66. Employer provides time off	34	9.1	121	32.5	70	18.8	111	29.8	36	9.7	372	100.0
67. Research projects vital	34	9.1	120	32.3	108	29.0	80	21.5	30	8.1	372	100.0
68. Fixed sequences	32	8.6	106	28.6	143	38.6	80	21.6	9	2.4	370	100.0
69. Admission requirements	63	16.9	144	38.6	93	24.9	55	14.7	18	4.8	373	100.0
70. Academic advisement	41	11.0	135	36.2	93	24.9	98	26.3	6	1.6	373	100.0
71. Local hire faculty	37	10.0	72	19.4	153	41.2	88	23.7	21	5.7	371	100.0

APPENDIX B (cont'd)

Univariate Frequency Distribution
of Questionnaire Responses

Items for Response	Very Good		Good		Fair		Poor		Very Poor		Revised N	
	N	%	N	%	N	%	N	%	N	%	N	%
72. Application processing	163	43.5	174	46.4	30	8.0	4	1.1	4	1.1	375	100.0
73. Enrollment procedures	169	45.1	175	46.7	27	7.2	2	.5	2	.5	375	100.0
74. Grade reporting	72	21.4	160	47.6	75	22.3	21	6.3	8	2.4	336	100.0
75. Course evaluation instrument	43	12.6	162	47.6	114	33.5	17	5.0	4	1.2	340	100.0
76. Classroom facilities	72	19.5	174	47.0	94	25.4	25	6.8	5	1.4	370	100.0
77. Counseling and advisement	39	10.9	152	42.6	111	31.1	41	11.5	14	3.9	357	100.0
78. Administrative services - OU	86	23.7	200	55.1	61	16.8	12	3.3	4	1.1	363	100.0
79. Administrative services - OU Representative	143	39.9	162	45.3	37	10.3	13	3.6	3	0.8	358	100.0
80. University VA Service	49	17.3	128	45.2	79	27.9	18	6.4	9	3.2	283	100.0
81. Base VA service	39	14.0	120	43.2	84	30.2	19	6.8	16	5.8	278	100.0
82. Timeliness of textbook delivery	123	33.3	149	40.4	58	15.7	26	7.0	13	3.5	369	100.0
83. Usefulness of Advanced Programs Bulletin in program planning	95	26.0	173	47.3	66	18.0	21	5.7	11	3.0	366	100.0

APPENDIX B (cont'd)

Univariate Frequency Distribution
of Questionnaire Responses

Items for Response	Very Good		Good		Fair		Poor		Very Poor		Revised N	
	N	%	N	%	N	%	N	%	N	%	N	%
84. Usefulness of Advanced Programs Brochure in Program planning	86	23.5	181	49.5	76	20.8	17	4.6	6	1.6	366	100.0
85. Base counseling services	61	17.5	142	40.7	101	28.9	31	8.9	14	4.0	349	100.0
86. Number and variety of courses scheduled each trimester	42	11.4	130	35.1	115	31.1	56	15.1	27	7.3	370	100.0

REFERENCES

Adolph, T. and R. F. Whaley. "Attitudes Toward Adult Education," Adult Education, Vol. XVII, No. 3, Spring 1967, pp. 152-156.

Anastasi, Anne. Psychological Testing. New York: Macmillan Co., 1968.

Anderson, Scarvia B., Samuel Ball, Richard T. Murphy and Associates, Encyclopedia of Educational Evaluation. San Francisco: Jossey-Bass Publishers, 1975.

Aiken, Lewis R., Jr. "Update on Attitudes and Other Affective Variables in Learning Mathematics," Review of Educational Research, Spring, 1976, Vol. 46, #2.

Boyer, Ernest L., "How Much Time for Education?" Educational Record, Charles G. Dobbins, Editor, Fall, 1972, Vol. 53, #4, pp. 271-280. American Council on Education, One Dupont Circle, Wash., D.C.

Brewer, James K. "On the Power of Statistical Tests in the American Educational Research Journal," American Educational Journal. 9:391-401, Summer, 1972.

Coyne, J. and Herbert. "This Way Out," A Guide to Alternatives to Traditional College Education in the U.S., Europe and the Third World. E. P. Dutton Co., 1972.

Cross, Patricia K. and John R. Valley. Planning Non-Traditional Programs. San Francisco: Jossey-Bass Publishers, 1974.

Dahle, Thomas L. "Report on Research Project Concerning Faculty Attitudes Toward Continuing Education at the University of Oregon, Eugene." Paper presented at National Seminar on Adult Education Research, Chicago, February 11-13, 1968. University of Oregon, Eugene, 1968.

DeCrow, Roger. "Ability and Achievement of Evening College and Extention Students," CSLEA Reports. center for the Study of Liberal Education for Adults. Chicago, 1959, pp. 1-12.

Feinsot, A. Breaking the Institutional Mold: Implications of Alternative Systems for Post Secondary/Higher Education. White Plains, N.Y.: Knowledge Industry Publication, 1972.

Flaugher, Ronald L. and others. Credits by Examination for College Level Studies: An Annotated Bibliograph. Educational Testing Service, Princeton, N.J., 1967, pp. 210-230.

Frandson, Phillip E. "Territorial Imperative. The Part-Time Student," Spectator, National University Extension Association, June, 1976, Vol. 40, No. 24, pp. 43-45.

Frey, Peter W. "Comparative Judgement Scaling of Student Course Ratings." American Educational Research Journal, Spring 1973, Vol. 10, #2, p. 149.

Glass, Gene V., Ed. Evaluation Studies, Review Annual, Vol. 1, 1976. Beverly Hills: SAGE Publications, 1976.

Graham, Robert H. "The Walden University External Doctorate," Phi Delta Kappan, March, 1976, Vol. 57, #7, pp. 474-475.

Guilford, J. P. and Fruchter, B. Fundamental Statistics in Psychology and Education (5th ed.) New York: McGraw-Hill, 1973.

Harrington, Fred Harvey. The Future of Adult Education. San Francisco: Jossey-Bass Publishers, 1977, pp. 54-103.

Hesbaugh, Theodore M., CSC and Paul A. Miller, Clifton R. Wharton, Jr. Patterns for Lifelong Learning. San Francisco: Jossey-Bass Publishers, 1973.

Houle, Cyril O. The External Degree. San Francisco: Jossey-Bass Publishers, 1973.

Jarrett, Millard. An Analysis of the Effectiveness of the Department of Off-Campus Classes of The University of Oklahoma. Ph.D. Dissertation, 1975, University of Oklahoma, Norman, Oklahoma.

Knowles, Malcolm S. Higher Adult Education in the United States. American Council on Education, Washington, D.C., 1969.

Martin, Larry P. "The University's Role as an Innovator in the Development of Human Resources," Tri Service Adult Education Conference, Berchtesgaden, Germany, April 6-10, 1971. Division of Advanced Programs, University of Oklahoma, Norman, Oklahoma.

Mayhew, Lewis B. and Patrick F. Ford. Reform in Graduate and Professional Education. San Francisco: Jossey-Bass Publishers, 1974, p. 116.

Mead, Margaret. "Continuing Our Present System Isn't Enough," In Today and Tomorrow: Three Essays on Adult Education in the Future. pp. 34-38, CSLEA Notes and Essays on Education for Adults, No. 34, 1961.

Medsker, Leland, Stewart Edelstein, Hannah Kreplin, Janet Ruyle, and John Shea, "Extending Opportunities for a College Degree: Practices, Problems, and Potentials," Study by the Center for Research and Development in Higher Education, University of California, Berkeley, 1976, pp. 369-391.

Monroney, Honorable A. S. Mike. "New On-Job Program of Governmental Studies Offered." Congressional Record, Proceedings and Debates of the 89th Congress, First Session, Thursday, September 2, 1965, #787-101-99678.

Morris, John E. Issues in Career Education, Clearing House. 48:32-6, s, 73.

National Board on Graduate Education, "Outlook and Opportunities For Graduate Education," Final Report with Recommendations #6, December, 1975.

New Mexico Alumnus, "Off-Campus Classes Succeed," Vol. 48, #8, March, 1976, p. 4. University of New Mexico, Albuquerque.

Nicely, Robert F. and Ben J. Wiens. "Student Suggestions for Design of Off-Campus Professional Education Courses," Spectator, Journal of the National University Extension Association, March, 1975, Vol. 38, No. 19, pp. 21-25.

Nolfi, George J., Jr. and Valerie I. Nelson. Strengthening the Alternative Post Secondary Education System: Continuing and Part-Time Study in Massachusetts, Vol. 1 - (Summary Report and Recommendations), September 1973, University Consultants Inc., 45 Hancock St., Cambridge, Massachusetts 02139--performed for Advisory Council on Education.

NUEA Newsletter, Suite 360, One Dupont Circle, Washington, D.C. 20036, Vol. VIII, No. 5, March 7, 1975.

Oklahoma State Regents for Higher Education. Oklahoma Higher Education: A Plan for the 70's, July, 1971, p. 4.

Osgood, Charles E., George J. Suci and Percy H. Tannenbaum. The Measurement of Meaning. Chicago: University of Illinois Press, 1971.

Packnett, J. T. The Independent Study Department, The University of Oklahoma, an analysis of student and faculty perceptions of selected areas associated with independent study. Doctoral Dissertation, The University of Oklahoma, Norman, Oklahoma, 1973.

Painter, John J. and Granzin, K. L. "Consistency Theory as an Explanation of Students' Course Evaluation Tendencies," Journal of Experimental Education, 41:78-81, Fall, 1972.

Reed, Jeffrey G. and Michael T. Murphy. "Academic Performance of Mature Adults and Veterans," Colleges and University, The Journal of American Associations of Collegiate Registrars and Admission Officers, Winter 1974, Vol. 50, #2, pp. 129-141.

Rough, Robert E. and J. David Holcomb. "Teaching Improvement in Higher Education: Medical Education May be the Leader," Phi Delta Kappan, January, 1974, Vol. LV, No. 5, pp. 338-340.

Spear, George. "the Part-time Student: Higher Education's Major Client, Spectator, Journal of the National University Extension Association, June 1976, Vol. 40, No. 24, pp. 39-40.

Spurr, Stephen H. Academic Degree Structures. Carnegie Commission on Higher Education, February, 1970, McGraw-Hill.

Stevens, Edward I. "Grading Systems and Student Mobility," Educational Record, Charles G. Dobbins, Ed., Fall 73, Vol. 54, No. 4, pp. 308-312.

Thurstone, L. L. The Measurement of Values. Chicago: University of Chicago Press, 1959.

U. S. Department of Health, Education and Welfare. Adult/Continuing Education Activities in Institutions of Higher Education, 1970-71, U.S. Government, Washington, D.C., 1971.

U. S. Department of Health, Education and Welfare. Definitions of Student Personnel Terms in Higher Education, U.S. Government Printing Office, Washington, D.C., 1968.

University of Southern California, 1709 New Hampshire Ave., N.W., Washington, D.C. 20009, Doctor of Public Administration Degree Program, 1975.

University of Southern Claifornia, School of Public Administration, Civic Center Campus, 311 South Spring Street, Los Angeles, California 90013, Master of Science in Systems Management.

University of Utah, College of Business, Salt Lake City, Utah, Graduate Work in Business Administration, 1975.

Valley, J. R. "Increasing the Options." Recent Developments in College and University Degree Programs, 1972, Office of New Degree Programs, N. J.

Walker, Howard. "Serving the Part-time Student: Implications for the Educational Experience," The NUEA Spectator, Journal of the National Extension Association, June, 1976, Vol. XL, No. 24, pp. 41-45.

White, Thurman. "The Role of Universities in Adult Education." International Congress of University Adult Education Journal, Numbers 1 and 2, Volume XI, (May 1972).

White, Thurman. Adult Education for Educated Adults: A Review of Higher Education Degree Programmes Specifically Designed for Adults. A Monograph prepared for the Organization for Economic Cooperation and Development, March, 1974, University of Oklahoma, Norman, Oklahoma.

Winters, Clifford L., Jr. "Off-campus graduate centers: A problem of University Adult Education." Adult Education, Vol. 10, #2:94-100, Winter 1960.