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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

AN ANALYSIS OF THE EFFECTIVENESS OF THE
DEPARTMENT OF OFF-CAMPUS CLASSES OF THE
UNIVERSITY OF OKLAHOMA

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF PHILOSOPHY

BY

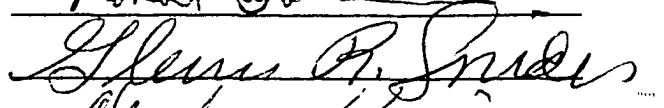
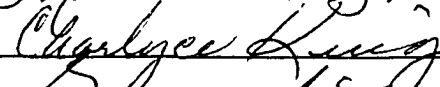
MILLARD JARRETT

Norman, Oklahoma

1975

AN ANALYSIS OF THE EFFECTIVENESS OF THE
DEPARTMENT OF OFF-CAMPUS CLASSES OF THE
UNIVERSITY OF OKLAHOMA

APPROVED BY


DISSERTATION COMMITTEE

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AN ANALYSIS OF THE EFFECTIVENESS OF THE
DEPARTMENT OF OFF-CAMPUS CLASSES OF THE
UNIVERSITY OF OKLAHOMA

CHAPTER I

The Problem

The primary function of the Department of Off-Campus Classes of The University of Oklahoma is to offer courses for graduate credit at locations, in the state of Oklahoma, other than the Norman campus. Between the beginning of the 1967 Fall Semester and the end of the 1974 Summer Session this department had originated a total of 301 classes with a combined enrollment of 7,500 students. With the current energy crisis, it is conceivable that there will be even greater participation in classes held away from the Norman campus in future semesters. The enrollment figures for the calendar year 1973, indicated that if the same students who were enrolled in off-campus classes had driven to the Norman campus to take the same (or an equivalent) class, an additional 2,440,000 miles would have been driven by the instructors and students who, instead, utilized the off-campus sites.

Background And Need For The Study

There are several factors which prompted this study of the Department of Off-Campus Classes. The enrollment of full-time, on-campus students appears to be stabilizing. The part-time student is

emerging as an excellent resource for colleges and universities to consider in an effort to keep enrollment levels stable.

Institutions which have never before been involved in continuing education or have never been seriously concerned with the part-time student are now organizing and staffing to compete for and to serve these students. In addition, educators involved with adult and continuing education are aware that part-time student needs differ from those of the full-time, on-campus student.

There is the possibility that the Oklahoma State Regents For Higher Education will, with the release of their study and recommendations for continuing education in Oklahoma, discontinue classes which have traditionally offered extension credit. In this event, institutions would have to determine whether or not the off-campus class qualifies academically to be included in degree and certification programs with no limitations on the number of hours.

The energy situation as it exists in Oklahoma, combined with the growing economic concerns of the people of the State may increase the demands for classes away from the main campus at Norman.

In view of the above and the fact that no comprehensive study or evaluation of the Department of Off-Campus Classes had been done in recent years, the Director of Off-Campus Classes deemed it imperative to determine the quality and value of the existing programs. The decision to conduct the investigation in the Spring of 1974 was made because of the large number of students enrolled in off-campus classes during that semester.

Statement Of The Problem

The problem of this study was to evaluate off-campus courses in terms of the effectiveness of teaching, and the quality of administrative services. The investigator analyzed data obtained from students participating in University of Oklahoma off-campus classes during the Spring Semester of 1974. This study addressed itself specifically to the following questions:

1. Why do students enroll in off-campus classes?
2. What are the differences between what students expected and what they actually experienced with respect to the effectiveness of teaching and the quality of administrative services associated with off-campus courses?
3. What do students like and/or dislike about the courses in which they enrolled?
4. What are the differences in expectations of students who have previously participated in University of Oklahoma off-campus classes and those who have not, in terms of the effectiveness of teaching and the quality of administrative services?
5. What are the differences in experiences between students who enrolled in off-campus courses for extension credit and students who enrolled in off-campus courses for resident credit, in terms of the effectiveness of teaching and the quality of administrative services?

Definition Of Terms

Off-campus Class - a class offered for credit by The University of Oklahoma at locations within the State of Oklahoma other than Norman.

Part-time Student - All students who have completed secondary school requirements and whose primary life roles are not those of students.

On-campus Student - students who are enrolled in one or more courses on The University of Oklahoma campus in Norman. Those students may or may not be part-time students.

Off-campus Student - students enrolled in at least one off-campus class from The University of Oklahoma. In almost every case, the off-campus student is a part-time student.

Extension credit - a designation, by the Oklahoma State Regents for Higher Education, attached to credit earned in most off-campus classes. Only a specified, limited amount of extension credit can be applied toward any degree or certification program. Some institutions of higher education refuse to accept any extension credit.

Resident credit - credit earned in classes held on the Norman campus of The University of Oklahoma and such classes which are designated as "Resident Credit Courses" by the Oklahoma State Regents for Higher Education, and which may be held at sites other than the Norman campus. Credit earned in "Resident Credit Courses" must be recorded and handled exactly as credit earned in classes on the Norman campus.

Program Administrators - the personnel of the Department of Off-Campus Classes, The Department of Adult Admissions and Records, and the Department of Financial Services of The University of Oklahoma.

Hypotheses Tested

H₀ 1. - There is no statistically significant difference in students' ratings of course instruction as it was actually perceived and students' ratings of course instruction as it was expected to be.

H₀ 2. - There is no statistically significant difference in students' ratings of enrollment procedures as they were actually perceived and students' ratings of enrollment procedures as they were expected to be.

H₀ 3. - There is no statistically significant difference in students' ratings of admission (re-admission) procedures as they were actually perceived and students' ratings of admission (re-admission) procedures as they were expected to be.

H₀ 4. - There is no statistically significant difference in students' ratings of financial procedures, related to enrollments, as they were actually perceived and students' ratings of financial procedures, related to enrollments, as they were expected to be.

H₀ 5. - There is no statistically significant difference in the expectations ratings of the students who previously have taken University of Oklahoma off-campus courses and the expectation ratings of the students who have not previously taken University of Oklahoma off-campus courses, with respect to the quality of instruction.

H_0 6. - There is no statistically significant difference in the expectation ratings of the students who previously have taken off-campus courses from The University of Oklahoma and the expectation ratings of the students who previously have not taken off-campus courses from The University of Oklahoma, with respect to course interest level.

H_0 7. - There is no statistically significant difference in the expectation ratings of the students who previously have taken University of Oklahoma off-campus courses and the expectation ratings of the students who previously have not taken University of Oklahoma off-campus courses, with respect to enrollment procedures associated with off-campus courses.

H_0 8. - There is no statistically significant difference in the expectation ratings of students who previously have taken University of Oklahoma off-campus courses and the expectation ratings of students who previously have not taken University of Oklahoma off-campus courses, with respect to the admission (re-admission) procedures associated with off-campus courses.

H_0 9. - There is no statistically significant difference in the expectation ratings of students who previously have taken University of Oklahoma off-campus courses and the expectation ratings of students who previously have not taken University of Oklahoma off-campus courses, with respect to financial procedures associated with off-campus courses.

H_0 10. - There is no statistically significant relationship among the four categories of students (as divided by sex and extension/

resident centers) with respect to their ratings of the importance of various factors in the decision to enroll in off-campus courses.

H₀ 11. - There is no statistically significant difference among the number of times each of the various off-campus "likes" were chosen by the students.

H₀ 12. - There is no statistically significant difference among the number of times each of the various off-campus "dislikes" were chosen by the students.

H₀ 13. - There is no statistically significant difference in the experienced ratings of students enrolled for resident credit and the experienced ratings of students enrolled for extension credit, with respect to course interest level.

H₀ 14. - There is no statistically significant difference in the experienced ratings of students enrolled for resident credit and the experienced ratings of students enrolled for extension credit with respect to beneficial learning experiences in off-campus courses.

CHAPTER II

Review of Related Research

An examination of prior research dealing with extension education reveals that very little has been done in studying the adult, part-time student who is enrolled in off-campus classes for credit. There are studies wherein comparisons are made between groups of full-time, resident students who live in on-campus housing, and matched groups of students who are also full-time, resident students but who live off-campus. Also, studies exist which deal with co-operative extension programs of land grant colleges and universities and which, for the most part, address themselves to the programs of extension services directed by county extension agents. Still other research has been conducted on programs, usually at the freshman or sophomore college level, and directed toward a specific population such as extension programs for police or fire department personnel. Several studies have been done to compare evening, on-campus, students with day students and others were evaluations of evening programs using evening students' questionnaires as the source for the data.

A study by Powell (1968) included the development of a model for the evaluation of extension programs in colleges and universities. That model was used in an analysis of the Extension Division of North Texas State University. It revealed that students who had taken both off-campus and on-campus courses from North Texas State University rated the off-campus classes as comparable with the on-campus

classes. This study also involved the collection of data from instructors who had taught both on-campus and off-campus courses and it indicated that these instructors rated the off-campus courses only slightly lower in quality than the on-campus courses.

As another part of the North Texas State study, one hundred students were selected who had taken at least six hours of extension credit and also at least six hours of resident credit. A statistical analysis was performed to compare the grade point average of the resident credit to the grade point average of the extension credit. The results showed no significant difference between the two. The findings also revealed that 27 per cent of the students who were currently enrolled in graduate professional education programs had taken their first graduate course by extension.

In a similar study, Comfort (1972) developed a model for evening college programs which was based on the characteristics of adult learners as determined by an extensive review of the literature in adult education. The model was divided into four sections; programs and curriculum, instruction, admissions, and counseling. In the area of programs and curriculum the strongest recommendation was that any program for adults must involve recognition and acceptance of the students' perceived state of autonomy. The study suggested that programs should be of high quality with minimal rigidity and that publication of course objectives and requirements as well as behavioral objectives should be a part of any program for adult learners. Another recommendation was that there should be an appropriate blend of

theoretical and practical program elements, with much emphasis on professional and vocational objectives. With respect to instruction, the study recommended that provisions be made for diagnosis of entering knowledge and utilization of student experiences and that recognition of individual differences in learners be considered a necessary aspect of instruction for adult learners.

Comfort further suggested that admissions for adults must provide for student assessment that is both quantitative and qualitative in its nature and that provisions be made for identification of potential drop-outs in programs for adult learners as well as provisions for evaluation of non-classroom learning for students. The study concluded that adult learners should be counseled by competent, professional counselors who are clientele oriented and who take great care in the method of approach. It further suggested that goal identification is of higher priority in the counseling of adults than it is in the counseling of full-time, on-campus students.

Wilde (1965) conducted a research project to compare on-campus extension programs with off-campus extension programs in North Carolina. Evaluations were obtained from students, instructors, and administrators involved in extension classes. On the basis of these evaluations, on-campus extension courses were determined to be significantly superior to off-campus extension courses in matters relating to:

- (1) Supply of instructional materials
- (2) Availability of reference materials

(3) Access to libraries

(4) Participation and interest level of students taking courses

There was general agreement among students, instructors, and administrators that neither on-campus nor off-campus extension students were receiving adequate counseling and advisement. It was also suggested that neither group of extension students had sufficient time for one-to-one conferences with their instructors.

Bailey (1965) surveyed students who had previously taken off-campus, graduate credit courses in professional education from four universities. His findings indicated that these students felt off-campus offerings should be expanded to include a greater variety of courses. The students also expressed a pronounced need for improved library services, and suggested that, ideally, courses would be taught at established off-campus "centers" where students would have access to a permanent resource center with library and audio-visual materials.

The study further recommended that certification and degree programs be made available to students through these centers. Teachers, in responding to the survey, indicated that they had, as a result of their off-campus participation in professional education courses, assumed a more democratic attitude in their own teaching and that they allowed for more student participation in planning.

In a survey of adult, evening students who were attending Glendale Arizona Community College, Smith (1972) concluded that although the programs were broad and flexible enough to meet the needs

of most students and the instruction was adequate, the guidance and counseling functions were inadequate. The study also revealed that the adult, evening students neglected to take advantage of student personnel services which were available to them.

Dugger (1965) examined motivational factors related to adult learners who were enrolled in evening classes (though not necessarily off-campus). His findings indicated that most adults were vocationally motivated, with males being significantly more vocationally motivated than females. Unemployed adults seemed to be less vocationally motivated and were more inclined toward socio-cultural motives for attendance. Zelmer (1973), in a study of extension students, found that students in his sample were largely vocationally motivated and that their greatest deterrent to successful participation was conflicting demands on their available time.

Swinburne (1970) studied characteristics of adult, part-time, students who were enrolled in community colleges. The three major reasons for attending which emerged from this study were (1) vocational upgrading, (2) broadening of cultural and intellectual interests, and (3) improvement of abilities to think and reason. Again the availability of time necessary for attendance and successful class participation was indicated to be the most significant problem of the students. The students also felt that existing registration and admission procedures were inappropriate for the adult student and suggested that these procedures be simplified and shortened.

Strawn (1955) examined administrative practices for off-campus classes in professional education. This survey included data from

114 colleges and universities in the North Central Accrediting Area and was based largely on responses from institutional program managers who were responsible for off-campus classes. The study indicated that almost all credit for off-campus classes was non-resident credit and that it was quite limited in its use toward degree or certification programs. It was also revealed that, more than half of the instructors who were teaching off-campus were full-time, academically ranked faculty who were teaching off-campus on an overload basis. An interesting recommendation of this study was for the establishment of an extension faculty at all institutions involved in extension credit programs. Such a faculty would be approved by an extension council (comprised largely of professionals working in extension) and the objective of this action would be to improve instruction in extension courses.

In a similar study, Goodpasture (1971) surveyed program administrators in the State of Tennessee, in an effort to determine the reasons for offering courses in college and university evening programs. The results showed that the program was based primarily on clientele demands and was also influenced by degree and certification objectives of students. Goodpasture described the programs as "largely piecemeal," with most of the evening courses being duplications of existing day classes. The programming was significantly more student based as compared to community based.

CHAPTER III

Methodology

The major part of this study was accomplished by analyzing questionnaire responses pertaining to the Department of Off-Campus Classes of The University of Oklahoma. This study was intended to be an evaluation of this Department, using information obtained from the clientele which the department served. The two principal components evaluated were the administrative services and the instruction related to courses offered by the Department of Off-Campus Classes. The methods and procedures utilized conducting the study were divided into three separate areas; (1) the pre-study procedures, (2) the data collection procedures, and (3) the data analysis procedures.

Pre-Survey Procedures

During the Fall Semester of 1973, the Vice-President for Continuing Education and Public Service of The University of Oklahoma suggested that it was the responsibility of all departments within this Division to be involved in some form of program evaluation. In compliance with this stance, the director of The Department of Off-Campus classes made the decision to conduct a "clientele-based evaluation" of this Department's programs and services. The decision to begin the evaluation was made in February, 1974, when it became apparent that there was a comparatively large number of students enrolled in off-campus courses for that semester, and consequently,

a large sample for the evaluation was available. The pre-survey activities, tasks which had to be completed before the evaluation could be accomplished, were divided into sub-areas, which are explained in the following sections.

Choice of Data Collection Instrument

The first step in the pre-survey procedures was to either identify or develop an instrument appropriate for the collection of the data needed for the evaluation study. It was determined that a similar type of study had been conducted previously by the Department of Correspondence Study of The University of Oklahoma (Packnett, 1973). Examination of that instrument revealed that certain portions of the instrument used in that study were applicable to the program circumstances and conditions existing in the Department of Off-Campus Classes, while other sections were inappropriate. The existing instrument was modified for the purpose of gathering data concerning off-campus classes. The instrument was submitted to a panel of educators who were selected because of their involvement with programs of adult learners. It was the unanimous opinion of this panel that the items in the modified instrument were appropriate for collecting the 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.

During the Spring Semester of 1974, the questionnaire was administered to a group of 32 graduate students who were currently

enrolled in Education 5683, The American Junior High School, on the Norman campus. Each of these students had been previously enrolled in at least one off-campus course from The University of Oklahoma. This group of students was of the general consensus that the instructions for completion of the questionnaire were clearly given and that none of the items were ambiguous or confusing.

Choice of Sample of Participants

During the Spring Semester of 1974, there were 26 credit courses with a combined enrollment in excess of 600 students, offered by the Department of Off-Campus Classes.

Rather than attempting a random sampling of these classes, the investigator elected to survey all classes, with on-site administration of the questionnaire, in order to obtain as large a sample as possible. The list of locations and classes which were surveyed is shown as Appendix B.

Survey Procedures

During the final weeks of the Spring Semester, 1974, each of the 26 class sites was visited by either the Director or the Assistant to the Director of the Department of Off-Campus Classes, for the purpose of administering the questionnaire. Every effort was made in scheduling these visits, to consider all known pejorative factors which might affect class attendance, and thus to maximize the number of returns. A total of 627 questionnaires were administered during a two-week period. A few of the returns were unusable as a result of the students' failures to complete the form properly. A number of

questionnaires with several missing responses were still usable since the computer programs used in the analyses of the data were constructed to take into account "missing" data.

One item from Page three of the Questionnaire was marked, "does not apply" by a large percentage of the students and hence was not used. This particular item, "The program administrators gave prompt referral when I needed help," did not request information needed to treat any of the null hypotheses. With the omission of this particular item, only thirteen items on Page three of the Questionnaire were used in this study, and throughout the study reference is made to "the thirteen items on Page three of the Questionnaire."

Data Analysis Procedures

After the questionnaires were collected, they were coded and entered on IBM cards. The card format for entering this data is shown in Appendix C. This investigation included a comparison of expectation ratings with experienced or actual perceived ratings for the entire group of respondents, with respect to the quality of instruction and administrative procedures related to off-campus courses. For further comparisons of expectation ratings only, the responses were divided into two groups; (1) responses from students who had previously taken off-campus courses from The University of Oklahoma and (2) responses from students who had previously not taken off-campus courses from The University of Oklahoma. For an additional comparison of experienced ratings, the entire group of responses was divided into two disjoint subsets, (1) responses from students who were enrolled

for resident credit and (2) responses from students who were enrolled for extension credit.

The type of sampling utilized in this investigation may be categorized as "incidental," (Guilford and Fruchter, 1973). These two statisticians and research methodologists describe "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 membership in a political party 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 definitely be pertinent.

To facilitate the organization of this study and the subsequent interpretation of the statistical analyses, the investigator has included the remainder of the procedural details (including such information as rationale for the choice of statistics) with the appropriate sections of Chapter IV, Analysis of Data.

CHAPTER IV

Analysis of Data

Questionnaire responses of 590 students who were enrolled in off-campus courses from The University of Oklahoma during the Spring Semester of 1974 were analyzed to evaluate the instruction and administrative services associated with courses offered by the Department of Off-Campus Classes. A total of fourteen null hypotheses was tested. The detailed results of these tests, as well as other results related to the scope of this study, are contained in the following section of this chapter. The first set of statistical data presented here is descriptive data. In accordance with Guilford's and Fruchter's caveat there will first be presented a thorough description of the sample, in terms of such demographic characteristics as age, education, and marital status.

Descriptive Statistics (Total Sample)

In Tables 1-8 there are presented in some detail the characteristics of the sample. While the tables which contain the essential demographic characteristics of the sample pertain to such variables as age, sex, and number of years of education completed, many of these tables are self-explanatory and therefore no detailed discussion was presented in relation to them.

This does not suggest that the data in these tables are not of importance; actually, they provide a rather detailed representation

Table 1

Frequency Data (Total Sample)

Variable	Valid N	20-24	25-29	30-34	35-39	40-44	45-49	50 and over
Age	556	91	138	90	93	59	41	44
		Males				Females		
Sex	586	294				292		
		14	15	16	17	18	19	over 19
Education (in years)	561	7	34	216	133	104	30	37
		Single		Married		Other		
Marital Status	565	73		453		34		
Prior experience in higher education							Valid N*	
O.U. Off-Campus Classes							406	
O.U. Advanced Programs							47	
O.U. Regular Classes							194	
Regular classes at another four-year college or university							434	
Regular classes at a junior college							145	
Off-campus classes from another college or university							139	

Note: N= 590

* Students could check more than one.

Table 2

Frequency Data (Total Sample)

<u>Variable</u>	<u>(No. of Valid Scores)</u>	<u>None</u>	<u>2-6</u>	<u>7-12</u>	<u>13-16</u>	<u>16-24</u>	<u>24-32</u>	<u>over 32</u>
No. of Off-Campus Credit Hrs. Completed	558	170	170	119	40	32	10	17
		<u>Undergraduate</u>		<u>Graduate</u>		<u>Special</u>		
Admission to O.U.	567	58		344		165		
		<u>Undergrad.</u>	<u>Masters</u>	<u>Post Bac.</u>	<u>Post Masters</u>	<u>Doc.</u>	<u>Other</u>	
Application of the Class*		59	261	23	141	13	124	
		<u>O.U.</u>	<u>Other</u>					
Application of the Class at	494	388	106					

Note: N = 590

Table 3

Frequency Data: Total Sample

<u>Variable</u>	<u>(No. of Valid Scores)</u>	<u>Very Important</u>	<u>Important</u>	<u>Don't Know</u>	<u>Unimportant</u>	<u>Very Unimportant</u>
Decisive Factors in Enrollment in Off-Campus Classes						
1. Interest in the Course Material	590	298	257	20	9	6
2. Meet Deg. Requirement	590	285	135	40	46	84
3. The Travel involved in attending on-campus classes	589	338	120	26	42	63
4. Scheduling difficulties with on-campus classes	589	86	65	85	114	239
5. To improve overall grade-point	589	32	49	45	153	310
6. Like the instructor	586	144	116	103	73	150
		<u>Yes</u>	<u>No</u>			
Plan to enroll in other O.U. off-campus classes	536	403	133			
Have taken classes from the instructor before the present class	573	120	453			
		<u>On campus</u>	<u>off campus</u>	<u>both</u>		
If the response to the above item yes, was it	120	43	70	7		

Note: N= 590

Table 4

Frequency Data of Student Dislike vs Like: Total Sample

Variable

<u>Dislike most about the course</u>	<u>First</u>	<u>Second</u>	<u>Third</u>
Not enough contact with the course instructor	105	42	52
Lack of contact with the university community	75	100	96
Course text and assigned materials	49	46	39
No feeling of personal reward	18	47	51
Lack of library facilities	118	94	37
Not enough advisement and counseling service from the Department of Off-Campus Classes	81	68	80
Total	<u>446</u>	<u>397</u>	<u>335</u>
<u>Like best about the course</u>	<u>First</u>	<u>Second</u>	<u>Third</u>
Opportunity for individual initiative	106	46	81
The convenience of not having to drive to campus to attend class	228	132	96
Compatibility with other responsibilities	81	146	80
Ability to stay abreast of your area without returning to college full-time	61	132	118
Ability to work toward a degree while receiving in-service training	69	77	105
Opportunity for job-re-training	13	12	33
Total	<u>558</u>	<u>545</u>	<u>513</u>

Note: N= 590

Table 5

Descriptive Data: Total Sample (Mean, S.D.)

<u>Variable</u>	<u>Valid N</u>	<u>Mean</u>	<u>S.D.</u>
Age	556	33.93	9.65
<u>Decisive Factors in enrollment of off-campus classes</u>			
Your interest in the course material	590	4.41	0.72
You needed the course to meet degree requirements	590	3.83	1.46
The travel involved in attending on-campus classes	589	4.07	1.37
You had scheduling difficulties with on-campus classes	589	2.40	1.47
You were trying to improve your overall grade-point	589	1.88	1.18
You liked the instructor who was listed for the course	586	3.05	1.53

Based on coding 5 = Excellent; 4 = Good; 3 = Average
 2 = Below Average; 1 = Poor

Note: N= 590

NOTE: For Tables Six, Seven and Eight - The items which are tabled are from Page three of the Questionnaire. They are as follows:

- Item 1. My time spent in class was interesting
- Item 2. My time spent in class was stimulating
- Item 3. I felt that the instruction for this class was satisfactory
- Item 4. The instructor seemed adequately prepared for the class sessions
- Item 5. The administrative procedures involved in my enrollment were satisfactory
- Item 6. The services provided me by program administrators were competent with regard to my admission (re-admission)
- Item 7. The services provided me by program administrators were satisfactory with regard to the financial matters associated with enrollment
- Item 8. The program administrators seemed genuinely concerned with me as a student
- Item 9. My overall experience in the class was personally rewarding
- Item 10. The educational quality of the experience was high
- Item 11. I felt a close personal association with O.U. through this class
- Item 12. I think the learning experience was beneficial
- Item 13. I think the educational experience was motivating

Table 6

Frequency Data (Total Sample)

Item	Valid N		5		4		3		2		1	
	E	A	E	A	E	A	E	A	E	A	E	A
1	587	588	210	251	218	180	132	95	21	36	6	26
2	587	588	181	217	209	186	165	108	27	40	5	37
3	587	588	214	277	220	162	138	77	11	40	4	32
4	587	587	257	338	210	133	115	72	5	26	--	18
5	587	587	193	239	187	182	175	123	17	18	15	25
6	587	587	162	218	185	188	216	150	12	16	12	15
7	587	587	185	232	168	181	216	139	11	17	7	18
8	587	586	145	192	142	145	265	194	23	32	12	23
9	587	587	191	274	217	163	159	88	18	29	2	33
10	587	587	202	241	223	184	149	102	9	34	4	26
11	587	587	73	75	93	93	284	215	68	99	69	105
12	587	587	213	276	205	172	147	86	17	29	5	24
13	587	586	188	253	202	173	177	93	15	30	5	37

Coding: 5 - Excellent, 4 - Good, 3 - Average, 2 - Below

Average, 1 - Poor

E - Expected, A - Actual

Note: N= 590

Table 7

Descriptive Statistics (Total Sample)

Item	Valid N		Mean		Standard Deviation	
	Expected	Actual	Expected	Actual	Expected	Actual
1	587	588	4.03	4.01	0.90	1.11
2	587	588	3.91	3.86	0.92	1.17
3	587	588	4.07	4.04	0.86	1.17
4	587	587	4.22	4.27	0.77	1.04
5	587	587	3.90	4.01	0.98	1.06
6	587	587	3.81	3.98	0.93	0.98
7	587	587	3.87	4.01	0.92	1.01
8	587	587	3.66	3.77	0.96	1.09
9	587	587	3.98	4.05	0.87	1.15
10	587	587	4.04	3.99	0.85	1.10
11	587	587	3.06	2.89	1.11	1.24
12	587	587	4.03	4.10	0.90	1.08
13	587	586	3.94	3.98	0.89	1.17

Coding: 5 - Excellent, 4 - Good, 3 - Average, 2 - Below

Average, 1 - Poor

Note: N= 590

Table 8Intercorrelation for Demographic Variables
and Opinion Items

Item	Age	Sex	Years of Education
1	.08	.10	-.04
2	.03	.10	-.04
3	.06	.10	.00
4	.02	.09	-.05
5	.15	.04	.05
6	.14	.01	.07
7	.15	.01	.08
8	.18	-.04	.09
9	.07	.09	-.01
10	.01	.06	.00
11	.15	-.05	.16
12	.02	.13	-.02
13	-.01	.11	-.01

of the composition of a large sample of adults who attend off-campus classes (large in the sense that there were 590 usable questionnaires.) It should be noted that although there were 590 subjects in this investigation, not every subject provided all the information called for on the questionnaire. However, it should be emphasized that those respondents who did scrupulously complete the questionnaires constituted more than 90 per cent of the total.

The particular computer program utilized to provide the data for Tables 1-8 was the program, DISTAT, which is part of the so-called "EDSTAT" package that is on disk at The University of Oklahoma's computer. One valuable feature of DISTAT is that, in addition to providing the usual descriptive statistics such as means standard deviations, and frequencies from which medians and modes can readily be obtained, this program includes in its print-out the number of "valid" scores. In the sense used here, "valid" simply means that the respondents supplied answers to the items on the questionnaire.

Age, Sex, Years of Education, and Marital Status

In Table 1 it will be noted that one of the variables is age. There were 556 respondents who indicated their age, and 34 who did not.

It is important to note that in some instances means, medians, and standard deviations, were inappropriate and for those variables, only frequency data were tabled. The sex of the respondents is an example of this kind of variable. Virtually all subjects indicated their sex as there were 586 valid responses. Of these 586, 294 were male and 292 were female. In some cases interval data were reduced

to ordinal data and in some other instances the response called for data which may be categorized as "interval," although the responses may not be tabled in this particular form. As an example, the number of years of education was tabled in ordinal form. Table 1 shows that there were seven students who had completed 14 years of education, while there were 216 who had completed 16 years of education, and 37 students who had completed more than 19 years of education. The marital status was provided by 565 subjects and from Table 1 it can be discerned that 453 were married, 78 were single, and 34 were in other categories such as separated, divorced, and widowed.

Previous Experience in Higher Education

One of the questions requested information concerning whether or not the respondent had previously taken off-campus classes from The University of Oklahoma, and also whether or not the respondent had prior experience in various other types of higher education course offerings. Since there were six possible responses to this item, and since they were not mutually exclusive, Table 1 includes all responses.

Factors Influencing Enrollment of Students in Off-Campus Classes

In one section of the Questionnaire, the respondent was asked to rate the importance of six factors with respect to his decision to enroll in off-campus classes. The possible responses were: 5 - very important, 4 - important, 3 - I don't know, 2 - unimportant, and 1 - very unimportant. The results of the tabulated responses are found in Table 3. These items yielded a high percentage of valid responses.

The respondents had the option of identifying any other reasons which they may have had for enrolling in off-campus classes and only 78 responses were received. Table 3 indicated that over 50 per cent of the respondents stated that "interest in the course material" was very important, 48 per cent indicated that they needed the course to "meet degree requirements," and 57 per cent indicated that they took the course because they did not wish to undertake the travel involved in attending on-campus classes. "Scheduling difficulties with on-campus classes" was not considered very important, nor was "improvement of overall grade point average," however, 25 per cent indicated that they were influenced in their decision to take the course because they "liked the instructor."

"Likes and Dislikes"

The last six variables are from Items 24 and 25 of the Questionnaire in which the students were asked to list the three things they liked best about the course they were taking as well as the three things they disliked most about it. There were three selections (note that rankings were not requested) for each of these two items, and the three responses which appeared most frequently for each of the three selections are shown in Table 4. For example, in Table 4, with respect to "dislikes," the responses appearing most frequently as the first selected were, "lack of library facilities," "not enough contact with the instructor," and "not enough advisement and counseling services from the Department of Off-Campus Classes." In the second selection the responses appearing most frequently were, "lack of

contact with the University community," "lack of library facilities," and "not enough advisement and counseling from the Department of Off-Campus Classes." For the third selection, the top three were, "not enough advisement and counseling from the Department of Off-Campus Classes," "lack of contact with the University community," and "not enough contact with the course instructor."

Also in Table 4 are the frequencies of those items which pertained to the students' "likes" concerning their off-campus classes. There were 228 students who indicated "the convenience of not having to drive to the Norman campus to attend class" as their first choice. In terms of percentage, this factor accounted for 41 per cent of the respondents' first choices. The item, "opportunity for individual initiative" was selected by 106 respondents as their first choice, and thirdly, there were 81 students who chose the item, "compatibility with other responsibilities," as their first selection. This same item was also listed by 146 respondents as their second selection for things liked best about the off-campus class they were attending (This amounted to 27 per cent of the total valid responses to this item). The items, "convenience of not having to drive to the Norman campus," and "ability to stay abreast of subject area without having to return to college on a full-time basis" were each listed by 132 respondents as second choice. In the selection of the third choice, students chose the following items in the order indicated: (1) "ability to stay abreast of subject area without having to return to college on a full-time basis," (2) "ability to

work toward a degree while receiving in-service training," and (3) "convenience of not having to drive to the Norman campus to attend class." The frequencies, in the third selection, were 118, 105, and 96 respectively. Again, this item did not explicitly ask respondents to rank order their choices although it is possible that many may have interpreted it in this way. The mean and standard deviation for the ratings of each of these factors is contained in Table 5.

Expected vs Actual

In Chapter III it was indicated that some of the null hypotheses were tested through analysis (utilizing inferential statistics) of the items contained on Page three of the Questionnaire. It should be noted that since the subjects responded to these items first, in the way they expected the course to be and secondly, in the way they perceived the course actually to be, this portion of the investigation was similar to what has been termed a "retrospective" research design. A more commonly used designation for this type of research is "ex post facto" design. Later in this chapter through the use of analysis of variance (repeated measures), the null hypotheses referring to these items were empirically tested and either rejected or not rejected. However, the actual distribution of ratings have been included in Tables 6 and 7 (Note that tables have been included for the frequencies of both the expected and actual ratings.)

Correlations: Descriptive and Inferential

Correlation analyses may be used either descriptively or inferentially, or both. The primary purpose of the correlation analyses

in this particular investigation was, however, inferential, and focused on the concern of whether any of the critical findings might have been influenced by the demographic characteristics such as age, sex, or years of education. It is evident from Table 8 that there were very small coefficients of correlation between 26 of the crucial variables of the study (namely the 13 expected and the 13 actual responses) and the three demographic characteristics. While there were some statistically significant correlations, if these correlations are squared to obtain the coefficient of determination, then the variance accounted for is minimal. Therefore, the variables of sex, years of education, and age did not influence (in any meaningful sense) the findings utilized to test the null hypotheses. It also should be noted that the computer program utilized to obtain the correlations (Pearson product-moment) was that on the "EDSTAT" computer package and that this particular program will handle missing data (This explains the differing "N"'s.)

Inferential Statistics

As previously indicated, the 13 items on Page three of the Questionnaire were crucial to this investigation in the sense that these items indicated both the way students expected the course to be and the way they actually perceived it to be. To analyze these data, at least two inferential statistics were found to be appropriate, single classification analysis of variance for repeated measures, and/or Student's "t" test for paired observations. In the case where either two groups or two measurements were under consideration, it

was possible to obtain either of these two statistics from the other, since F (in the case of two groups) is equal to t^2 . Since the "EDSTAT" computer package does contain a single classification analysis of variance program, "ANOVAR," this statistic was chosen in preference to Student's " t ".

The results of these analyses for the 13 variables may be obtained directly from Tables 9 through 22, however, the results will be discussed briefly below.

1. My time spent in class was interesting.

The F ratio on this analysis was 0.12, which with 587 valid scores is not statistically significant. The actual probability value of an F ratio of this magnitude, with this number of subjects, happening by chance alone was .72 or 72 times out of 100.

2. My time spent in class was stimulating.

Here the F ratio was .72, a value of F which could happen by chance alone 59 times out of 100. Therefore, it was concluded that the difference in means for "expected" and "actual" on this item was not significant. However, this particular data may have indicated the respondents' disappointment since the mean for "expected" was greater than the mean for "actual." The disparity was quite small though.

3. I felt that the instruction for this class was satisfactory.

The F ratio here was 0.325, which again had the probability of happening by chance alone 57 times out of 100. Once again, the students expected the instruction to be more satisfactory

Table 9

Analysis of Variance (Repeated Measures)

<u>Variable</u>	My time spent in class was interesting (Expected vs. Actual)			
<u>Source</u>	Mean Square	D.F.	F-ratio	P
Total	1.03	1173		
Trials	0.12	1	.12	NS
Error (T)	1.03	586		
N Valid	587			
	<u>Expected</u>	<u>Actual</u>		
T Mean	4.03	4.01		

Table 10

Analysis of Variance (Repeated Measures)

<u>Variable</u>	My time spent in class was stimulating (Expected vs. Actual)			
<u>Source</u>	Mean Square	D.F.	F-ratio	P
Total	1.11	1175		
Trials	.77	1	.72	NS
Error (T)	1.07	587		
	<u>Expected</u>	<u>Actual</u>		
T Mean	3.91	3.86		

Table 11

Analysis of Variance (Repeated Measures)

Variable I felt that the instruction for this class was satisfactory
(Expected vs. Actual)

<u>Source</u>	Mean Square	D.F.	F-ratio	P
Total	1.05	1175		
Trials	.31	1	.33	NS
Error (T)	.96	587		
N Valid	586			

	<u>Expected</u>	<u>Actual</u>
T Mean	4.07	4.04

Table 12

Analysis of Variance (Repeated Measures)

Variable The instructor(s) seemed adequately prepared for the class
sessions (Expected vs. Actual)

<u>Source</u>	Mean Square	D.F.	F-ratio	P
Total	.85	1175		
Trials	.67	1	.96	NS
Error (T)	.69	587		
N Valid	588			

	<u>Expected</u>	<u>Actual</u>
T Mean	4.22	4.27

Table 13

Analysis of Variance (Repeated Measures)

Variable The administrative procedures involved in my enrollment
were satisfactory. (Expected vs. Actual)

<u>Source</u>	Mean Square	D.F.	F-ratio	P
Total	1.05	1175		
Trials	3.7	1	6.36	.02
Error (T)	.58	587		
N Valid	588			

	<u>Expected</u>	<u>Actual</u>
T Mean	3.89	4.01

Table 14

Analysis of Variance (Repeated Measures)

Variable The services provided to me by program administrators
were competent with regard to my admission
(Expected vs. Actual)

<u>Source</u>	Mean Square	D.F.	F-ratio	P
Total	.93	1175		
Trials	9.38	1	22.28	.0000
Error (T)	.42	587		
N Valid	588			

	<u>Expected</u>	<u>Actual</u>
T Mean	3.80	3.98

Table 15

Analysis of Variance (Repeated Measures)

Variable The services provided to me by program administrators
were satisfactory with regard to the financial matters
associated with my enrollment
(Expected vs Actual)

<u>Source</u>	Mean Square	D.F.	F-ratio	P
Total	.94	1175		
Trials	5.31	1	14.77	.0003
Error (T)	.36	587		
N Valid	588			

	<u>Expected</u>	<u>Actual</u>
T Mean	3.87	4.01

Table 16

Analysis of Variance (Repeated Measures)

Variable The program administrators seemed genuinely concerned
with me as a student (Expected vs. Actual)

<u>Source</u>	Mean Square	D.F.	F-ratio	P
Total	1.05	1173		
Trials	3.82	1	8.63	.004
Error (T)	.90	586		
N Valid	587			

	<u>Expected</u>	<u>Actual</u>
T Mean	3.65	3.77

Table 17

Analysis of Variance (Repeated Measures)

<u>Variable</u>	My overall experience in the class was personally rewarding (Expected vs Actual)			
<u>Source</u>	Mean Square	D.F.	F-ratio	P
Total	1.04	1175		
Trials	1.3	1	1.4	NS
Error (T)	.93	587		
N. Valid	588			
	<u>Expected</u>	<u>Actual</u>		
T Mean	3.98	4.05		

Table 18

Analysis of Variance (Repeated Measures)

<u>Variable</u>	The educational quality of the experience was high (Expected vs. Actual)			
<u>Source</u>	Mean Square	D.F.	F-ratio	P
Total	.97	1175		
Trials	.77	1	.93	NS
Error (T)	.83	587		
N Valid	588			
	<u>Expected</u>	<u>Actual</u>		
T Mean	4.04	3.98		

Table 19

Analysis of Variance (Repeated Measures)

<u>Variable</u>	I felt a close personal association with O.U. through this class (Expected vs. Actual)			
<u>Source</u>	Mean Square	D.F.	F-ratio	P
Total	1.40	1175		
Trials	8.33	1	15.82	.0002
Error (T)	.52	587		
N Valid	588			
	<u>Expected</u>	<u>Actual</u>		
T Mean	3.05	2.89		

Table 20

Analysis of Variance (Repeated Measures)

<u>Variable</u>	I think the learning experience was beneficial (Expected vs. Actual)			
<u>Source</u>	Mean Square	D.F.	F-ratio	P
Total	.99	1175		
Trials	1.57	1	1.92	NS
Error (T)	.82	587		
N Valid	588			
	<u>Expected</u>	<u>Actual</u>		
T Mean	4.03	4.10		

Table 21

Analysis of Variance (Repeated Measures)

<u>Variable</u>		I think the educational experience was motivating (Expected vs. Actual)			
<u>Source</u>		Mean Square	D.F.	F-ratio	P
Total		1.07	1173		
Trials		.34	1	.38	NS
Error (T)		.90	586		
N Valid	587				

	<u>Expected</u>	<u>Actual</u>
T Mean	3.94	3.98

than they actually perceived it to be. The results of Table 11 indicate that H_0 1 can not be rejected.

4. The instructor seemed adequately prepared for the class sessions.

The F ratio here was .96, the probability of which is .67.

While this was not statistically significant, it is interesting to note that here, the mean for "actual" was greater than the mean for "expected."

No significance should be attached to this difference in means, in view of the probability of an F value of .96 happening by chance 67 times out of 100, and especially with so large a sample.

5. The administrative procedures involved in my enrollment were satisfactory.

The F ratio in this analysis was 6.36 which had the probability of occurring by chance alone one time out of 100. In this instance, the mean for "actual" was greater than the mean for "expected," thus the results of this analysis called for the rejection of H_0 2.

6. The services provided to me by program administrators were competent with regard to my admission (re-admission).

The F ratio here was 22.278 which had the probability of happening by chance only once in 10,000. Once again the mean for "actual" was greater than the mean for "expected" and the results of this analysis required rejection of H_0 3.

7. The services provided to me by program administrators were satisfactory with regard to the financial matters associated with my enrollment.

The F ratio in this instance was 14.76, which could happen by chance alone only three times out of 10,000. The results of this analysis shown in Table 15 indicated that H_0 4 was rejected.

8. The program administrators seemed genuinely concerned with me as a student.

The F ratio was 8.63 which could have happened by chance alone only 38 times out of 10,000. The students received a more positive concern than they had expected since Table 16 shows the

mean for "actual" was 3.77, while the mean for "expected" was 3.65. The coding for these items was: 5 - excellent, 4- good, 3 - average, 2 - below average, and 1 - poor.

9. My overall experience in the class was personally rewarding.

The F ratio was 1.403 and the probability of an F ratio of this magnitude happening by chance alone was 23 times out of 100. Again, the mean for "actual" was greater than the mean for "expected" which indicated that the students' overall experiences in classes were better than they had expected them to be.

10. The educational quality of the experience was high.

The F ratio in this analysis of the responses of 587 subjects was .931. The probability that an F ratio of this size could occur by chance alone was 66 times out of 100. In this case the mean for "expected" was higher than the mean for "actual."

11. I felt a close personal association with the University of Oklahoma through this class.

In this analysis, the F ratio was 15.82, which was significant since the probability that this value of F could occur by chance alone was only two times out of 10,000.

12. I think the learning experience was beneficial.

The F ratio here was 1.925. The mean for "actual" was greater than the mean for "expected", but the results were not significant.

13. I think the educational experience was motivating.

The F ratio in this analysis was .383, which had the probability of happening by chance alone 54 times out of 100. The mean for "actual" was greater than the mean for "expected" and it was concluded that the educational experience was more motivating for these students than they had expected it to be.

Additional Analyses for Tests of the Null Hypotheses

Among the 13 F tests which have been discussed briefly above, the results of five of these analyses tested the first four of the null hypotheses. Those null hypotheses which were rejected and those which were not are summarized in the latter stages of this chapter.

Tables 22 through 26 provided empirical tests of Null Hypotheses Five, Six, Seven, Eight, and Nine. It was necessary to separate the respondents into two groups, those who had previously taken off-campus classes from The University of Oklahoma and those who had not, and then to compare those two groups concerning Items one, three, five, six, and seven of the third page of the Questionnaire. The appropriate statistical test was no longer single classification analysis of variance (one group, two repeated measures for each subject) but rather single classification analysis of variance for two groups, that is those students who had previously taken off-campus classes and those who had not. Only the "expected" item means constituted the dependent variables in this instance. The results of these five analyses indicated that the following, described actions were in order:

Table 22Analysis of Variance

Expectation ratings of students who had previously
taken off-campus classes from O.U., and students
who had not

Variable I felt that the instruction for this class was
satisfactory

<u>Source</u>	<u>Mean Square</u>	<u>D.F.</u>	<u>F-ratio</u>	<u>P</u>
Total	0.73	586		
Groups	5.83	1	8.06	0.0049
Error (G)				
G Means	<u>Yes</u> 4.14	<u>No</u> 3.92		
N Valid	404	183		

Table 23Analysis of Variance

Expectation ratings of students who had previously
taken off-campus classes from O.U., and students
who had not

Variable My time spent in class was interesting

<u>Source</u>	<u>Mean Square</u>	<u>D.F.</u>	<u>F-ratio</u>	<u>P</u>
Total	0.82	586		
Groups	4.43	1	5.45	0.0188
Error (G)				
G Means	<u>Yes</u> 4.09	<u>No</u> 3.90		
N Valid	404	183		

Table 24Analysis of Variance

Expectation ratings of students who had previously
taken off-campus classes from O.U., and students
who had not

Variable The administrative procedures involved in my enrollment
were satisfactory

<u>Source</u>	<u>Mean Square</u>	<u>D.F.</u>	<u>F-ratio</u>	<u>P</u>
Total	0.96	586		
Groups	13.34	1	14.15	0.004
Error (G)	0.94	585		
G Means	<u>Yes</u> 4.00	<u>No</u> 3.67		
N Valid	404	183		

Table 25Analysis of Variance

Expectation ratings of students who had previously
taken off-campus classes from O.U., and students
who had not

Variable The service provided to me by program administrators was
competent with regard to my admission (re-admission)

<u>Source</u>	<u>Mean Square</u>	<u>D.F.</u>	<u>F-ratio</u>	<u>P</u>
Total	0.87	586		
Groups	4.38	1	5.03	0.0237
Error (G)	0.87	585		
G Means	<u>Yes</u> 3.86	<u>No</u> 3.68		
N Valid	404	183		

Table 26Analysis of Variance

Expectation ratings of students who had previously
taken off-campus classes from O.U., and students
who had not

Variable The service provided to me by program administrators was
satisfactory with regard to the financial matters associ-
ated with my enrollment

<u>Source</u>	<u>Mean Square</u>	<u>D.F.</u>	<u>F-ratio</u>	<u>P</u>
Total	0.85	586		
Groups	1.54	1	1.81	0.1754
Error (G)	0.85	585		
G Means	<u>Yes</u> 3.91	<u>No</u> 3.80		
N Valid	404	183		

Null Hypothesis Five, "There is no statistically significant difference in the expectation ratings of the students who previously have taken University of Oklahoma off-campus courses and the expectation ratings of the students who have not previously taken University of Oklahoma off-campus courses, with respect to the quality of instruction." was rejected.

Null Hypothesis Six, "There is no statistically significant difference in the expectation ratings of the students who previously have taken off-campus classes from the University of Oklahoma and the expectation ratings of the students who previously have not taken off-campus classes from the University of Oklahoma, with respect to course interest level." was rejected.

Null Hypothesis Seven, "There is no statistically significant difference in the expectation ratings of students who previously have taken University of Oklahoma off-campus courses and the expectation ratings of students who previously have not taken University of Oklahoma off-campus courses with respect to enrollment procedures associated with off-campus courses" was rejected.

Null Hypothesis Eight, "There is no statistically significant difference in the expectation ratings of students who previously have taken University of Oklahoma off-campus courses and the expectation ratings of students who previously have not taken University of Oklahoma off-campus courses with respect to admission (re-admission) procedures associated with off-campus classes." was rejected.

Null Hypothesis Nine, "There is no statistically significant difference in the expectation ratings of students who previously have taken University of Oklahoma off-campus courses and the expectation ratings of students who previously have not taken University of Oklahoma off-campus courses, with respect to financial procedures associated with off-campus classes." could not be rejected.

Analysis for Null Hypothesis Ten

Note that Null Hypothesis Ten was separated into six sub-hypotheses, that is, one for each of the six factors influencing students' decisions to enroll in off-campus classes (Items 13 through 19 of the Questionnaire.) Without establishing this sub-division, the investigator would have had to conduct 15 "t" tests with changing probability values (See Edwards, 1954, p. 329-330). These six items from the Questionnaire are reproduced here:

Rate the importance of each of the following factors in your decision to enroll in off-campus classes:

	5 - Very important
	4 - Important
Number Codes	3 - I don't know
	2 - Unimportant
	1 - Very unimportant

- (13) Your interest in the course material
- (14) You needed the course to meet degree requirements
- (15) The travel involved in attending on-campus classes
- (16) You had scheduling difficulties with on-campus classes
- (17) You were trying to improve your overall grade point
- (18) You liked the instructor who was listed for the course

In order to include both the variables of sex and attendance at either extension or resident centers, four groups were defined as follows: Responses were separated into the categories, (a) females at extension centers, (b) females at resident centers, (c) males at extension centers, and (d) males at resident centers.

The principal difference in "resident" and "extension" centers is the credit which may be earned through courses offered in these centers. In Chapter I it was explained that credit earned in "extension" classes is limited as to the degree and certification programs toward which these credits may be applied. In the programs in which extension credit may be applicable, it is limited in the number of hours which can be applied. On the other hand, resident credit earned in off-campus classes must be considered the same as credit earned on the Norman campus.

The results of the analyses done on these four groups with the six items as dependent variables appear in Tables 27 through 32. The analyses were not of the "repeated measure" variety since the investigator was concerned with the students' ratings on the six discrete items. The program used was taken from the computer program library at the University of Alberta in Edmonton, Canada. This particular analysis of variance not only yields means, variance, and standard deviations, but also tests for homogeneity of variance and, in the case of more than two groups (which is the case here), also does a Scheffe Test. Tables 27 through 32 show that H_0 10a, H_0 10c, and H_0 10f were rejected while H_0 10b, H_0 10d, and H_0 10e were not rejected. The Scheffe Probability Matrices indicated which of the four group means differed significantly for each of the six factors.

Table 27

Means, Standard Deviations, F-ratios, Probability Values

<u>Variable</u>	Your interest in the course material									
	<u>R Females</u>		<u>R Males</u>		<u>E Females</u>		<u>E Males</u>		<u>F-ratio</u>	<u>P</u>
	(N= 109)		(N= 140)		(N= 186)		(N= 154)			
<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>			
4.62	.52	4.44	.72	4.37	.79	4.28	.74	5.22		.0015

Probability Matrix for Scheffe Multiple Comparison of Means

	R Females	R Males	E Females	E Males
R Females	1.0000	0.2726	0.0367	0.0022
R Males	0.2726	1.0000	0.8486	0.2823
E Females	0.0367	0.8486	1.0000	0.7102
E Males	0.0022	0.2823	0.7102	1.0000

Table 28

Means, Standard Deviations, F-ratios, Probability Values

<u>Variable</u>	You needed the course to meet degree requirements									
	<u>R Females</u>		<u>R Males</u>		<u>E Females</u>		<u>E Males</u>		<u>F-ratio</u>	<u>P</u>
	(N= 109)		(N= 140)		(N= 186)		(N= 154)			
<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>			
3.91	1.35	3.99	1.44	3.63	1.56	3.87	1.40	1.80		N.S.

Probability Matrix for Scheffe Multiple Comparison of Means

	R Females	R Males	E Females	E Males
R Females	1.0000	0.9816	0.4868	0.9976
R Males	0.9816	1.0000	0.1991	0.9267
E Females	0.4868	0.1991	1.0000	0.5292
E Males	0.9976	0.9267	0.5292	1.0000

Table 29

Means, Standard Deviations, F-ratios, Probability Values

<u>Variable</u>	The travel involved in attending on-campus classes								<u>P</u>
	<u>R Females</u>		<u>R Males</u>		<u>E Females</u>		<u>E Males</u>		
	(N= 109)		(N= 140)		(N= 186)		(N= 154)		
	<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>	
	4.23	1.62	4.26	1.44	3.69	2.49	4.20	1.56	6.63 0.0002

Probability Matrix for Scheffe Multiple Comparison of Means

	R Females	R Males	E Females	E Males
R Females	1.0000	0.9989	0.0139	0.9988
R Males	0.9989	1.0000	0.0034	0.9888
E Females	0.0139	0.0034	1.0000	0.0085
E Males	0.9988	0.9888	0.0085	1.0000

Table 30

Means, Standard Deviations, F-ratios, Probability Values

<u>Variable</u>	You had scheduling difficulties with on-campus classes								
	<u>R Females</u>		<u>R Males</u>		<u>E Females</u>		<u>E Males</u>		<u>P</u>
	(N= 109)		(N= 140)		(N= 186)		(N= 154)		
	<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>	
	2.36	1.53	2.45	1.47	2.30	1.52	2.49	1.37	0.54 N.S.

Probability Matrix for Scheffe Multiple Comparison of Means

	R Females	R Males	E Females	E Males
R Females	1.0000	0.9707	0.9915	0.9204
R Males	0.9707	1.0000	0.8448	0.9974
E Females	0.9915	0.8448	1.0000	0.7182
E Males	0.9204	0.9974	0.7182	1.0000

Table 31

Means, Standard Deviations, F-ratios, Probability Values

<u>Variable</u>	You were trying to improve your overall grade-point									
	<u>R Females</u>		<u>R Males</u>		<u>E Females</u>		<u>E Males</u>		<u>F-ratio</u>	<u>P</u>
	(N= 109)		(N= 140)		(N= 186)		(N= 154)			
<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>			
	1.97	1.37	1.82	1.14	1.78	1.39	1.98	1.15	1.14	N.S.

Probability Matrix for Scheffe Multiple Comparison of Means

	R Females	R Males	E Females	E Males
R Females	1.0000	0.2726	0.0367	1.0000
R Males	0.8043	1.0000	0.9919	0.7264
E Females	0.6139	0.9919	1.0000	0.4937
E Males	1.0000	0.7267	0.4937	1.0000

Table 32

Means, Standard Deviations, F-ratios, Probability Values

<u>Variable</u>	You liked the instructor who was listed for the course									
	<u>R Females</u>		<u>R Males</u>		<u>E Females</u>		<u>E Males</u>		<u>F-ratio</u>	<u>P</u>
	(N= 109)		(N= 140)		(N= 186)		(N= 154)			
<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>			
	3.31	1.56	2.71	1.58	3.01	1.52	3.14	1.48	3.56	0.0141

Probability Matrix for Scheffe Multiple Comparison of Means

	R Females	R Males	E Females	E Males
R Females	1.0000	0.0227	0.4045	0.8184
R Males	0.0337	1.0000	0.4101	0.1356
E Females	0.4045	0.4101	1.0000	0.8926
E Males	0.8184	0.1356	0.8926	1.0000

Chi-Square Analyses of "Dislikes and Likes"

As previously given in Chapter I, Null Hypothesis 11 stated, "There is no statistically significant difference among the number of times each of the various off-campus "likes" were chosen by the students." Null Hypothesis 12 stated, "There is no statistically significant difference among the number of times the various off-campus "dislikes" were chosen by the students." Item 24 of the Questionnaire offered the respondents six options for selecting the three things they disliked most about the course they were taking and similarly, Item 25 offered six options for selecting the three things they liked most about the course they were taking. The students were asked to select not rank the options offered to them. All respondents did not use the three selections available; most listed two choices, a few listed only one out of the six, while others listed three. This point is made explicit here since one of the assumptions of Chi-square is that each score must be independent of every other score (no person or event is allowed to appear more than once in the frequency table.)

Whether or not this assumption was violated is impossible to state in view of the wording of Items 24 and 25 of the Questionnaire. Had there been six questions instead of two, no dubiety would have existed. For example, Item 24 might have read, "Of the six factors below, which one did you dislike most." Item 25 would then have read, "Of the remaining five, which one did you dislike second most." etc. If the Questionnaire had been constructed in this manner then the Chi-square for "goodness of fit" could have been utilized since the fit being tested could have approximated the binomial distribution,

that is, the probability of the first choice would have been 1/6 (p) while the probability of q would have been 5/6. For the second choice, p would have a probability of 1/5 while q would have a probability of 4/5, and so on.

A conservative procedure is Chi-square in a contingency table. In this instance the contingency table has six columns and three rows, that is a 6 X 3 table. Thus, Null Hypothesis 11 may be slightly rephrased to read, "There is no association between the six dislikes and their selections as first, second or third." From Tables 33 and 34 and with the interpretation of the null hypotheses as shown above, both Null Hypothesis 11 and Null Hypothesis 12 were rejected. The

Table 33

Chi-square Analysis of Choice of "Dislike" Factors, According to Respondents' Selection of First, Second, and Third

	(a)	(b)	(c)	(d)	(e)	(f)
First	105 75	75 95	49 51	18 44	118 94	81 87
Second	42 67	100 85	46 45	47 39	94 84	68 77
Third	52 57	76 72	39 38	52 33	37 71	80 65

Coding: (a) Not enough contact with the course instructor
 (b) Lack of contact with the University community
 (c) Course text and assigned materials
 (d) No feeling of personal reward
 (e) Lack of library facilities
 (f) Not enough advisement and counseling services from the Department of Off-Campus Classes

Table 34

Chi-square Analysis of Choice of "Like" Factors, According to Respondents' Selection of First, Second, and Third

	(a)	(b)	(c)	(d)	(e)	(f)
First	106 80	228 157	81 106	61 107	69 87	13 20
Second	46 79	132 154	146 104	132 105	72 85	12 20
Third	81 74	96 145	80 97	118 99	105 80	33 18

- Coding:
- (a) Opportunity for individual initiative
 - (b) The convenience of not having to drive to the Norman campus to attend class
 - (c) Compatibility with other responsibilities
 - (d) Ability to stay abreast of your area without returning to college full-time
 - (e) Ability to work toward a degree while receiving in-service training
 - (f) Opportunity for job re-training

Chi-square values 84.61 for "dislikes" and 159.94 for "likes" were with ten degrees of freedom, highly significant, that is they were significant at the .001 level and probably at the .0001 level. The computer program used for this analysis also indicated the Chi-square contribution from each cell. Thus for "dislikes," the Chi-square distribution for each cell was as follows:

Table 35

Chi-square contribution from each cell of contingency Table
Dislikes

Selection	(a)	(b)	(c)	(d)	(e)	(f)
First	11.73	4.19	.06	15.58	.01	.37
Second	9.33	2.84	.02	1.46	1.23	1.07
Third	.39	0.28	.28	10.44	16.24	3.33

From this information it was evident that Item (c), "Course test and assigned materials," Item (f), "Not enough advisement and counseling services from The Department of Off-Campus Classes," and Item (b), "Lack of contact with the University community" contributed far less to the value of Chi-square than did the other items.

For the "likes" the Chi-square contribution to each cell was as follows:

Table 36

Chi-square contribution from each cell of contingency Table
Likes

Selection	(a)	(b)	(c)	(d)	(e)	(f)
First	8.11	31.61	5.90	20.04	3.60	2.47
Second	13.51	3.09	17.42	7.01	.69	2.92
Third	.67	16.43	3.13	3.76	8.04	6.56

Table 36 indicated that Item (b), "The convenience of not having to drive to the Norman campus to attend class," was the most important contributor of the "likes" and Item (f), "Opportunity for job re-training," was the least. While other interpretations of these data are possible, Null Hypotheses 11 and 12 were rejected.

Null Hypotheses 13 and 14

The separation of responses into groups as shown in Tables 37 and 38 were to empirically test Null Hypotheses 13 and 14. The hypotheses read as follows:

- H₀ 13. There is no statistically significant difference in the experienced ratings of students enrolled for resident credit and the experienced ratings of students enrolled for extension credit, with respect to course interest level.
- H₀ 14. There is no statistically significant difference in the experienced ratings of students enrolled for resident credit and the experienced ratings of students enrolled for extension credit with respect to beneficial learning experiences in off-campus classes.

As the data in Tables 37 and 38 indicated, both null hypotheses were rejected in view of the significant F ratios. However, further analyses of the data were accomplished by the breakdown of the two groups, extension and resident, into females and males. The results of these analyses were also included in Tables 37 and 38.

The item which read, "My time spent in class was interesting" (Page three of the Questionnaire) was used for the comparison of ratings on course interest level. The item reading, "I think the learning experience was beneficial" (Page three of the Questionnaire) was used for the comparison of the groups with respect to beneficial learning

Table 37

Resident vs Extension
Actual Ratings

<u>Variable</u>	<u>Extension</u> (N= 340)		<u>Residents</u> (N= 250)		<u>F-ratio</u>	<u>P</u>
	<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>		
I think the learning was beneficial	3.93	1.24	4.28	0.90	14.54	.00005

Probability Matrix for Scheffe Multiple Comparison of Means

	R Females	R Males	E Females	E Males
R Females	1.0000	0.8652	0.0000	0.9197
R Males	0.8652	1.0000	0.0000	0.9984
E Females	0.0000	0.0000	1.0000	0.0000
E Males	0.9197	0.9984	0.0000	1.0000

Table 38

Resident vs Extension
Actual Ratings

<u>Variable</u>	<u>Extension</u> (N= 340)		<u>Residents</u> (N= 250)		<u>F-ratio</u>	<u>P</u>
	<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>		
My time spent in class was interesting	3.83	1.28	4.21	0.88	16.44	.001

Probability Matrix for Scheffe Multiple Comparison of Means

	R Females	R Males	E Females	E Males
R Females	1.0000	0.6059	0.0000	0.9169
R Males	0.6059	1.0000	0.0000	0.9146
E Females	0.0000	0.0000	1.0000	0.0000
E Males	0.9169	0.9146	0.0000	1.0000

experiences. It is apparent from Tables 37 and 38 that the 186 respondents in the female extension group accounted for the rejection of both Null Hypotheses 13 and 14.

Factor Analysis

The rationale for a factor analysis on the 13 items on Page three of the Questionnaire was that the content of these items seemed liable to subsumption under two major rubrics. These were, (1) Student interest in the course and stimulating quality of the instruction and (2) Administrative aspects of the course. A principle component factor analysis with varimax rotation was done on these two factors. The first factor was defined by Items 1 - 4 and 9 - 13 of the Questionnaire and the other factor was defined by Items 5 - 8. It was the intent of the investigator, when circumstances permitted, to utilize factor scores as two scales and in this way compare student groups with the dependent variables being scales with high reliability in the sense of inter-item consistency. This election was not meant to reflect negatively on the use of single item indicators since a number of authorities (Davis, 1965) feel that it is entirely legitimate to use single item indicators as dependent variables. Table 39 indicates the high loadings on the two factors of the items cited above.

Table 39Principal Axis Analysis

Trace = 8.84; 94.66% of Trace was extracted by two roots.

Eigen value of Root Number 1 = 7.42

Eigen value of Root Number 2 = 1.52

Percent of Trace: Factor 1 = 78.58%

Factor 2 = 16.08%

Principal Axis Loadings

<u>Item Number</u>	<u>Factor One</u>	<u>Factor Two</u>
1	.87	.22
2	.85	.24
3	.84	.20
4	.77	.12
5	.35	.52
6	.43	.57
7	.50	.48
8	.47	.48
9	.57	.45
10	.90	-.16
11	.89	-.15
12	.58	.06
13	.89	-.14
14	.89	-.15

On the Varimax Rotation, Factor One accounted for 44.69 per cent of the variance and Factor Two accounted for 19.17 per cent of the variance. The table showing the Varimax Loadings follows:

Table 40Varimax Loadings

Factor Analysis

<u>Item Number</u>	<u>Factor One</u>	<u>Factor Two</u>
1	.87	.19
2	.87	.16
3	.84	.19
4	.74	.24
5	.08	.62
6	.13	.71
7	.24	.65
8	.21	.64
9	.31	.66
10	.88	.25
11	.87	.25
12	.49	.32
13	.86	.27
14	.87	.27

While analysis of Table 40 was not especially relevant, it does seem appropriate to state that the Varimax Loadings indicated two relatively "pure" scales, one which may be entitled, "Evaluation of Instruction of Off-Campus Classes," and the other, "Evaluation of Administrative Procedures Involved With Off-Campus Classes."

Summary of Chapter IV

This section of Chapter IV reproduces the 14 null hypotheses which were tested and indicated whether they were rejected or not rejected. If they were rejected, the probability level at which they were rejected is indicated. The list follows:

Summary of Null Hypotheses Tested

Hypotheses	Rejected (Yes or No)	Level of Probability
H ₀ 1. There is no statistically significant difference in students' ratings of course instruction as it was actually perceived and students' ratings of course instruction as it was expected to be.	No	
H ₀ 2. There is no statistically significant difference in students' ratings of enrollment procedures as they were actually perceived and students' ratings of enrollment procedures as they were expected to be.	Yes	.02
H ₀ 3. There is no statistically significant difference in students' ratings of admission (re-admission) procedures as they were actually perceived and students' ratings of admission procedures as they were expected to be.	Yes	.00001
H ₀ 4. There is no statistically significant difference in students' ratings of financial procedures, related to enrollments, as they were actually perceived and students' ratings of financial procedures, related to enrollments, as they were expected to be.	Yes	.001
H ₀ 5. There is no statistically significant difference in the expectation ratings of the students who previously have taken University of Oklahoma off-campus courses and the expectation ratings of the students who have not previously taken University of Oklahoma off-campus courses, with respect to the quality of instruction.	Yes	.005
H ₀ 6. There is no statistically significant difference in the expectation ratings of the students who previously have taken off-campus courses from the University of Oklahoma and the expectation ratings of the students who previously have not taken off-campus courses from the University of Oklahoma, with respect to course interest level.	Yes	.02

Hypothesis	Rejected (Yes or No)	Level of Probability
H ₀ 7. There is no statistically significant difference in the expectation ratings of the students who previously have taken University of Oklahoma off-campus courses and the expectation ratings of the students who previously have not taken University of Oklahoma off-campus courses, with respect to enrollment procedures associated with off-campus classes.	Yes	.005
H ₀ 8. there is no statistically significant difference in the expectation ratings of students who previously have taken University of Oklahoma off-campus courses and the expectation ratings of students who previously have not taken University of Oklahoma off-campus courses, with respect to the admission (re-admission) procedures associated with off-campus classes.	Yes	.05
H ₀ 9. there is no statistically significant difference in the expectation ratings of students who previously have taken University of Oklahoma off-campus courses and the expectation ratings of students who previously have not taken University of Oklahoma off-campus courses, with respect to financial procedures associated with off-campus classes.	No	
H ₀ 10. There is no statistically significant relationship among the four categories of students (as divided by sex and resident/extension centers) with respect to their ratings of the importance of various factors in the decision to enroll in off-campus classes. (This null hypothesis actually has six sub-hypotheses, one for each factor)		
H ₀ 10a. (Item 13) Your interest in course material	Yes	.002
H ₀ 10b. (Item 14) You needed the course to meet degree requirements	No	
H ₀ 10c. (Item 15) The travel involved in attending on-campus classes	Yes	.0005
H ₀ 10d. (Item 16) You had scheduling difficulties with on-campus classes.	No	

Hypothesis	Rejected (Yes or No)	Level of Probability
H ₀ 10e. (Item 17) You were trying to improve your over-all grade point average.	No	
H ₀ 10d. (Item 18) You liked the instructor who was listed for the course.	Yes	.02
H ₀ 11. There is no statistically significant difference among the number of times each of the various off-campus "likes" were chosen by the students.	Yes	.001
H ₀ 12. There is no statistically significant difference among the number of times each of the various off-campus "dislikes" were chosen by the students.	Yes	.001
H ₀ 13. There is no statistically significant difference in the experienced ratings of students enrolled for resident credit and the experienced ratings of students enrolled for extension credit, with respect to course interest level.	Yes	.001
H ₀ 14. There is no statistically significant difference in the experienced ratings of students enrolled for resident credit and the experienced ratings of students enrolled for extension credit with respect to beneficial learning experiences in off-campus classes.	Yes	.01

CHAPTER V

Summary, Conclusions, and Recommendations

Summary

The purpose of this study was to evaluate the Department of Off-Campus Classes of The University of Oklahoma with respect to participating students' judgements pertaining to teaching effectiveness and the quality of administrative services. The study sought answers to the following questions:

- (1) Why do students enroll in off-campus courses?
- (2) Are there differences in what the off-campus students expect and what they receive with respect to the quality of instruction and administrative services?
- (3) What factors do off-campus students like and/or dislike most about the courses they take?
- (4) Are the expectation levels different between students who have taken off-campus courses from The University of Oklahoma and those who have not, with respect to the quality of instruction and administrative services?
- (5) Do the off-campus students who are enrolled for resident credit perceive their experiences differently from the off-campus students who are enrolled for extension credit, with respect to the quality of instruction and administrative services?

Questionnaire responses were obtained from 627 students who were enrolled in at least one of the 26 off-campus courses from The University of Oklahoma during the Spring Semester of 1974. These questionnaire responses were statistically analyzed to determine the students' judgements concerning effectiveness of teaching and the quality of administrative services associated with off-campus courses. A Chi-Square Test of Significance and two different Analysis of Variance tests were used to test fourteen hypotheses about various areas of the Department of Off-Campus Classes, and to make comparisons among different groups of students who were enrolled in off-campus courses. The questionnaire responses were also used to compile demographic data about the off-campus students.

The following is a summary of the tests of the fourteen hypotheses. The results of testing hypothesis number one indicated that the off-campus students had expected a slightly higher quality of instruction than they actually received. This result could not be considered as an indictment of the instruction, however, since the average of the rankings for the actual instruction was 4.01 on a 5-point scale, that is, it was between "good" and "excellent." It is also possible that the same slight disparity might exist if such a study were made with the same instructors in their on-campus classes.

The testing of hypothesis number two showed that the students actually received better administrative services than they had expected, with regard to their enrollment procedures. The average rating of these services was above the "good" level.

As a result of testing hypothesis number three, it was apparent that the students received much better services than they had expected in matters concerning their admission or re-admission to The University of Oklahoma.

Hypothesis number four, upon being statistically tested, indicated that the students were receiving a higher quality of services than they had expected in financial matters associated with their enrollments.

The result of testing hypothesis number five indicated that the students who had previously taken off-campus courses from The University of Oklahoma expected a higher quality of instruction than the students who had not previously taken off-campus classes from The University of Oklahoma. Similarly, as a result of testing hypothesis six, it was found that the students with previous experience in off-campus classes had higher expectations for an interesting course than did the group of students who were taking their first off-campus course from The University of Oklahoma. With respect to the administrative procedures involved in enrollment, the students with prior off-campus class experience had higher expectations than did the group who had no previous experience in off-campus classes. This was evidenced in testing hypothesis number seven. The students with previous off-campus class experience also expected better services with regard to their admission procedures than did their counterparts who were taking their first off-campus class from The University of Oklahoma. This was a result obtained from testing hypothesis number eight.

The results of testing hypothesis number nine indicated that there was no significant difference in expectation levels between the group which had off-campus class experiences and the group which did not, in the area of financial procedures involved with enrollments. The expectation level was only slightly higher for the group who had previously taken off-campus classes. The results of hypotheses five through nine indicated that students with previous experience in off-campus classes from The University of Oklahoma expected better instruction and administrative services than did the students without this experience.

Upon testing hypothesis number ten, it was found that interest in the course material was least important to males who were taking courses at extension centers and most important to females taking courses at resident centers, as a factor in the decision to enroll in off-campus classes.

However, interest in the course material was rated between "important" and "very important" by each of the four groups, males at resident centers, males at extension centers, females at resident centers, and females at extension centers. The four groups did not differ significantly in the amount of importance attached to "needing the course for degree requirements: as a reason for taking off-campus courses. Three of the groups; resident males, resident females, and extension males felt that the travel involved in attending on-campus classes was a major factor in their decision to enroll in off-campus courses. Extension females did not consider that factor

nearly so important as did the other three groups. Scheduling difficulties with on-campus courses was not at all important to any of the groups and "improving overall grade point average" was even less of a factor in influencing students to enroll off-campus. Resident females and extension males indicated that they were influenced in their decisions to take off-campus courses because they "liked the instructor," but this factor was not quite as important to extension females or resident males.

The results of testing hypothesis number eleven indicated that of all the options of things liked about off-campus classes, the convenience of not having to drive to the Norman campus was most frequently chosen. The ability to stay abreast of a professional area without having to return to college full-time and compatibility with other responsibilities were listed more frequently as things liked best than were opportunity for individual initiative and ability to work toward a degree while receiving in-service training. The opportunity for job retraining was listed only infrequently.

Hypothesis number twelve, upon being tested, revealed that lack of contact with the university community, lack of library facilities, and "not enough advisement and counseling services from the Department of Off-Campus Classes" were the principal factors chosen as "dislikes" with regard to off-campus courses.

Lack of contact with course instructors also was indicated by many students as one of their dislikes. The course text and assigned materials, as well as "no feeling of personal reward" were seldom indicated as dislikes.

The results of testing hypothesis number thirteen showed that the students at resident centers felt their classes were more interesting than did the students at extension centers. However, neither group rated the interest level low. The extension students rated it 3.83 on a 5-point scale and the resident students rated it 4.21. The rating of 3.83 was between average and good and much closer to good. When these two groups of students were sub-divided by the variable of sex, into four groups, it became obvious that the females at extension centers were, by far, the most dissatisfied with the interest level of their classes, rating it only 3.48 on the 5-point scale. Similarly, the results of testing hypothesis number fourteen show that the resident center students felt their learning experiences in off-campus classes were more beneficial than did the students at the extension centers. Again, it was females at extension centers that accounted for most of the differences; the mean ratings for the other three groups were almost identical.

When asked whether or not they planned to take other off-campus classes in the future, seventy-five per cent of the respondents indicated that they did. Students also felt that the class was actually more personally rewarding than they had expected it to be. The responses to two items of the questionnaire indicated that the students felt that their learning experiences were more beneficial and more motivating than they had expected them to be. The most enthusiastic rating of any "actual" item was with regard to the instructors' preparations for class. Students had high expectations for this item but perceived the instructors' preparations as even

better than they had expected. The lowest "actual" rating was that given the counseling and advisement services provided by the Department of Off-Campus Classes.

Conclusions

Off-campus students were generally satisfied with the instruction and learning experiences related to the off-campus courses in which they were enrolled. These same students were also satisfied with the administrative services provided by program administrators in areas such as enrollment, admissions, and financial procedures. The guidance and counseling function of the Department of Off-Campus Classes needs to be improved, with provisions made for allowing out-of-class time for student-instructor contact.

Implications for Further Research

The results of comparing the experiences of extension students to the experiences of resident students might have indicated at first glance that there was, indeed, a difference in quality between extension and resident off-campus classes. However, when the demographic variable of sex was considered, it was obvious that only the ratings of females at extension centers did not correlate very highly with the ratings of the other three groups. Females at extension centers were significantly lower in their ratings of every experienced item on the questionnaire. The investigator felt that further study might be justified in examining the reasons for taking classes and the program application of credit earned in off-campus courses as it relates to the four groups of students; extension males, resident males, extension females and resident females.

A questionnaire similar to the one used in this study could easily be administered to evening students on the Norman campus in an effort to compare these students' evaluations of on-campus instruction and administrative services with the off-campus students' evaluations. It should not be difficult to find a large sample of on-campus, evening students which would correlate demographically with the sample used in this study.

Since students with previous University of Oklahoma off-campus class experience had significantly higher expectations with respect to instruction and administrative services than did the students who did not have this previous experience, this provides an opportunity for a more in-depth study and analysis concerning the total higher education background of students in both groups.

Recommendations

Some type of student based evaluation of off-campus courses should be conducted on at least a bi-annual basis. In conjunction with this, an evaluation of the administrative services and the curriculum should be made by utilizing responses from instructional staff who either have been or are currently involved with off-campus teaching. There should be an advisory committee of instructional personnel from the academic units offering off-campus course work which would work with the program administrators of the Department of Off-Campus Classes to maintain and improve the quality of services offered to students through off-campus courses.

Some provision for increasing the availability of reference and library materials should be considered for all off-campus centers and especially for those centers which are operational every semester.

The Department of Off-Campus Classes should schedule advisement and counseling sessions to be conducted by qualified personnel, at each off-campus site, at least twice during each semester. At centers where several classes are on-going, there should be weekly scheduled sessions for advisement and counseling. These sessions must be scheduled at convenient times for the adult, part-time student.

There should be some means of having the instructors for off-campus courses available for student conferences. Perhaps this could be accomplished by scheduling and announcing several evening conference periods during the semester, or by scheduling these conferences prior to the class sessions on a weekly basis. Such a change might conceivably involve an increase in the remuneration for instructional staff of off-campus courses and this could lead, in turn, to an increase in tuition and/or fees paid by students.

Steps should be taken soon to begin dialogue between representatives of the appropriate academic units and the administrators in continuing education with respect to the Oklahoma State Regents for Higher Education's possible change of policy toward credit earned in off-campus classes.

The Department of Off-Campus Classes should continue to offer classes, based on student demand, at various sites within the State of Oklahoma.

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APPENDIX A

INSTRUMENT USED TO COLLECT DATA FROM STUDENTS

STUDENT EVALUATION
Department of Off-Campus Classes
University of Oklahoma

- (1) Name: _____ (2) Age: _____ (3) Sex: Male Female
- (4) Address: _____
(Street) (City) (State) (Zip) (5) Phone: _____
- (6) Number of years of education completed (circle): 14,15,16,17,18,19, over 19
- (7) Marital status: single, married, divorced, widowed, (circle one)
- (8) Prior to the current semester, have you ever been enrolled in. . . (check those that apply)
- a. Off Campus classes from O.U.
 - b. Advanced Program courses from O.U.
 - c. Regular classes on the O.U. campus
 - d. Regular classes at another 4-year college or university
 - e. Regular classes at a junior college
 - f. Off Campus classes from another college or university
- (9) Number of off-campus credit hours completed: None, 2-6, 7-12, 13-16, 16-24, 24-32, over 32 (circle one)
- (10) Is your admission to the University of Oklahoma undergraduate, graduate, special (circle one)
- (11) Are you taking this class to apply toward: 1. undergraduate 2. masters degree 3. post baccalaureate certification 4. post masters certification 5. doctoral degree 6. other (explain) _____
(check those that apply)
- (12) If the credit from this class is to be applied toward a degree or certification program, will it be applied at: O.U., another college or university (circle one)
-

Rate the importance of each of the following factors in your decision to enroll in Off-Campus classes:

Number Codes

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

- | | | | | | |
|---|---|---|---|---|---|
| (13) Your interest in the course material | 5 | 4 | 3 | 2 | 1 |
| (14) You needed the course to meet degree requirements | 5 | 4 | 3 | 2 | 1 |
| (15) The travel involved in attending on-campus classes | 5 | 4 | 3 | 2 | 1 |
| (16) You had scheduling difficulties with on-campus classes | 5 | 4 | 3 | 2 | 1 |

Student Evaluation

- (17) You were trying to improve your overall grade-point 5 4 3 2 1
- (18) You liked the instructor who was listed for the course 5 4 3 2 1
- (19) Other reasons (specify)_____ 5 4 3 2 1
- (20) Do you plan to enroll in other off-campus classes from O.U.? Yes No
(circle one)
- (21) Which courses, if any, would you like to enroll in? a. _____
b. _____
- (22) Have you taken classes from this instructor before the present class?
Yes No
- (23) If the response to (22) was yes, was it ON CAMPUS OFF CAMPUS BOTH
(circle one)
-

PERSONAL OPINIONS concerning Off-Campus classes you are presently enrolled in:

Course Title: _____ Course Instructor: _____

- (24) From the following list, select the three things which you dislike most about the course you are taking.
- 1st _____ a. Not enough contact with the course instructor
b. Lack of contact with the university community
2nd _____ c. Course text and assigned materials
d. No feeling of personal regard
3rd _____ e. Lack of library facilities
f. Not enough advisement & counseling services from the Department of Off-Campus Classes
- (25) From the following list, select the three things which you like best about the course you are taking.
- 1st _____ a. Opportunity for individual initiative
b. The convenience of not having to drive to campus to attend class
2nd _____ c. Compatibility with other responsibilities
d. Ability to stay abreast of your area without returning to college full time
3rd _____ e. Ability to work toward a degree while receiving in-service training
f. Opportunity for job-re-training

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

Number Codes

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

The way the areas Actually are						Areas Being Considered	The way you Expected the areas to be				
5	4	3	2	1	(1)	My time spent in class was interesting	5	4	3	2	1
5	4	3	2	1	(2)	My time spent in class was stimulating	5	4	3	2	1
5	4	3	2	1	(3)	I felt that the instruction for this class was satisfactory	5	4	3	2	1
5	4	3	2	1	(4)	The instructor(s) seemed adequately prepared for the class sessions	5	4	3	2	1
5	4	3	2	1	(5)	The administrative procedures involved in my enrollment were satisfactory	5	4	3	2	1
5	4	3	2	1	(6)	The services provided to me by program administrators were competent with regard to my admission (re-admission)	5	4	3	2	1
5	4	3	2	1	(7)	The services provided to me by program administrators were satisfactory with regard to the financial matters associated with my enrollment	5	4	3	2	1
5	4	3	2	1	(8)	The program administrators gave prompt referral when I needed help from other depts.	5	4	3	2	1
5	4	3	2	1	(9)	The program administrators seemed genuinely concerned with me as a student	5	4	3	2	1
5	4	3	2	1	(10)	My overall experience in the class was personally rewarding	5	4	3	2	1
5	4	3	2	1	(11)	The educational quality of the experience was high	5	4	3	2	1
5	4	3	2	1	(12)	I felt a close personal association with O.U. through this class	5	4	3	2	1
5	4	3	2	1	(13)	I think the learning experience was beneficial	5	4	3	2	1
5	4	3	2	1	(14)	I think the educational experience was motivating	5	4	3	2	1

APPENDIX B

CLASSES AND LOCATIONS WHERE STUDENTS WERE SURVEYED

1. Education 5783 - Behavior Disorders in Children	Ft. Sill
2. Education 5693 - Administration of Secondary Schools	Ft. Sill
3. Education 5940 - "Public School Finance"	Ft. Sill
4. Education 5833 - Instruments of Measurement	Ft. Sill
5. Education 6403 - Principles of Group Processes(Sec. 1)	Ft. Sill
6. Education 5763 - Child Psychology	Ft. Sill
7. Education 6403 - Principles of Group Processes(Sec. 2)	Ft. Sill
8. Social Work 5300 - "Human Sexuality and Social Work"	Ft. Sill
9. Social Work 5202 - Legal Aspects of Social Work	Tulsa
10. Social Work 6662 - Social Welfare Administration	Tulsa
11. Library Science 5113 - Reference Materials	Tulsa
12. Library Science 5990 - "Literary Censorship"	Tulsa
13. Education 5940 - "Learning Disabilities"	Oklahoma City
14. Journalism 4514 - Professional Writing; The Novel	Oklahoma City
15. Art 1113 - The Appreciation of Art	Oklahoma City
16. Library Science 5990 - "Automation and The Library"	Oklahoma City
17. Education 5940 - "Public School Law"	Oklahoma City
18. Education 5940 - "Public School Law"	Duncan
19. Education 5813 - Diagnosis of Reading Difficulties	Duncan
20. Education 5940 - "School Guidance and the Community"	Ardmore
21. Education 5940 - "Accountability in the Schools"	Marlow
22. Education 5940 - "Principles of Administration"	Altus
23. Education 5940 - "Contemporary Issues in Education"	Maud
24. Education 5940 - "Supervision of Elementary Schools"	McAlester
25. Education 5940 - "School Personnel Administration"	Thomas
26. Education 5940 - "Behavioral Management"	Tyrone

APPENDIX C
COMPUTER CARD CODING SYSTEM

Information	Card Columns
Subject identification and extension/resident status	1 - 5
Age	6 - 7
Sex	8
Years of Education	9
Marital Status	10
Kinds of higher education experience	11 - 16
Number of hours credit earned off-campus and admission status at University of Oklahoma	17 - 18
Way credit earned in present course will be used	19 - 24
Institution where credit in present course will be used	25
Factors contributing to decision to enroll in off-campus class	26 - 31
Plans to take future University of Oklahoma Off-Campus Courses	32 - 33
Previous experience with current instructor	34
Was previous experience on-campus or off-campus	35
Discipline area of current course	36
Opinions of course(Page three of Questionnaire), Actual Ratings	38 - 51
Opinions of course(Page three of Questionnaire), Expected Ratings	53 - 66
Name of instructor in current course	67 - 68
Things disliked about current course	69 - 71
Things liked about current course	72 - 74