DOCUMENT RESUME

ED 043 298 24 HE 001 767

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TITLE Effect of Faculty Research Activity on Instruction and Research Activity of Institutions: What Is - What Should Be. Opinionnaire Results.
INSTITUTION Oklahoma State Regents for Higher Education, Oklahoma City.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Bureau of Research.
BUREAU NO BR-7-G-041
PUB DATE Jun 70
NOTE 46p.

EDRS PRICE EDRS Price MF-$0.25 HC-$2.40
DESCRIPTORS *Administrator Attitudes, Attitudes, Faculty, *Higher Education, Instruction, *Research, *Student Attitudes, Teacher Attitudes, *Teaching Quality
IDENTIFIERS *Oklahoma Consortium on Research Development

ABSTRACT

This report presents the opinionnaire results for two instruments developed and administered on a pre-and post-test basis. The first study was made to determine how students, faculty, and administrators perceive the effect of faculty research activity on instruction. Responses were obtained from 8,220 students, 336 faculty and 85 administrators for the pre-test, and 7,797 students, 361 faculty, and 78 administrators for the post-test. The findings were that students, faculty and administrators tended to agree strongly that research does affect the quality of teaching positively, and that research activity keeps a professor abreast in his field. In general, students and faculty exposed to research tended to be more positive toward research than other groups. The purpose of the second study was to determine how presidents and Coordinating Council members perceived "what is" and "what should be" the situation at their institutions relative to research activity. The results indicated that both groups felt that research activity at their institutions relating to the Oklahoma Consortium on Research Development objectives had increased, but was still significantly less than it should be. Generally, the perceptions of all respondents regarding what should exist - while remaining positive - changed on the post-test to a more negative or realistic view. (AF)

7-G-041

ED043298

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Opinionaire Results

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HE001 767

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OPINIONNAIRE RESULTS

EFFECT OF FACULTY RESEARCH ACTIVITY ON INSTRUCTION AND RESEARCH ACTIVITY OF INSTITUTIONS: WHAT IS - WHAT SHOULD BE

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June, 1970

FOREWORD

The Oklahoma Consortium on Research Development staff, with consultation from Dr. Paul L. Dressel of Michigan State University, designed and conducted the evaluation of the Consortium in terms of the stated objectives of the Consortium.

This pamphlet is one of three supplements to the Final Report of the Consortium. The opinionnaire results for two instruments developed and administered on a pre and post basis are presented here.

Hopefully, this information will be of value to those responsible for moving forward with research at each of the member institutions of the Consortium and to those interested in both Consortium activities and evaluation methodologies.

CONTENTS

EFFECT OF RESEARCH ACTIVITY ON INSTRUCTION

This study was made to determine how students, faculty, and administrators perceive the effect of faculty research activity on instruction.

Research coordinators from member institutions assisted in the stratified random selection of the sample (10,000 students, 500 professors, 100 administrators) and administered the opinionnaire in the fall of 1968 and the spring of 1970. Responses were obtained from 8,220 students, 336 faculty, and 85 administrators for the pre-test and 7,797 students, 361 faculty, and 78 administrators for the post-test.

The statements which make up the opinionnaire were taken from an earlier study by Dr. Paul L. Dressel of Michigan State University, and used with his permission (see Appendix A).

The major questions to be answered were the degree to which respondents perceived the effect of research activity on instruction as positive and the degree of change in perceptions of respondents on the pre-test as compared to the post-test. Results obtained were as follows:

All Respondents.—A comparison of pre-test and post-test responses for all administrators, faculty, and students indicate positive perceptions with no significant differences. In general, the students agreed or disagreed with the statements on both the pre-test and the post-test more strongly than did the administrators or faculty (see Table 1). Administrators tended to take a middle position (six of eight on pre-test and five of eight on post-test) between students and faculty.

Table 1 does indicate, however, that on the post-test both administrators and faculty changed positions more often than on the pre-test. Table 1

TABLE 1

Opinionnaire Statements	Negative or Positive	Students Pre-Test Mean	Students Post-Test Mean	Administrators Pre-Test Mean	Administrators Post-Test Mean	Faculty Pre-Test Mean	Faculty Post-Test Mean
Statement 3	P	1.654	1.680	1.687	1.721	1.590	1.704
Statement 4	N	3.394	3.341	3.169	3.312	2.843	2.953
Statement 5	P	2.021	2.060	2.229	2.250	2.284	2.288
Statement 6	N	2.927	2.881	3.012	3.147	3.078	2.970
Statement 7	N	3.333	3.251	3.253	3.324	2.970	3.008
Statement 8	P	2.343	2.422	2.663	2.456	2.737	2.776
Statement 9	N	4.138	4.059	4.036	4.044	4.006	3.875
Statement 10	P	2.325	2.345	2.205	2.235	2.436	2.424

shows that, in general, students and faculty responses on the post-test were less positive, while administrators' responses were more positive than on the pre-test.

In general, students' perceptions of the effect of research activity on instruction were more "positive" on both the pre and post-tests than were the perceptions of faculty and administrators.

Analysis of Each Statement.--A comparison of responses for these three groups of respondents to each of the eight statements on both the pre and post-tests is as follows:

Statement #3: Research activity keeps professor abreast of his field.

All three groups strongly agreed with this statement to a greater degree than for any other statement. There was no significant difference between the groups as to their responses. The degree of agreement for the three

groups was as follows: pre-test — first - faculty, second - students, third - administrators; post-test — first - students, second - faculty, third - administrators.

Statement #4: Research leaves a professor too little time for classroom preparation.

Students and administrators tended to disagree with this statement, while faculty tended to agree with it on both the pre and post-tests. There was a significant difference between groups as follows: Students versus Faculty ($P < .01$) and Faculty versus Administrators ($P < .05$ on pre-test and $P < .01$ on post-test). Students disagreed to the greatest degree with the statement, with administrators being next and the faculty third.

Statement #5: Research results in the introduction of highly relevant material into a course.

All three groups agreed with this statement in the following order: first - students, second - administrators, third - faculty. There was a significant difference between students and faculty ($P < .01$) and between students and administrators ($P < .01$) on both the pre and post-tests in response to this statement.

Statement #6: Research results in the introduction of material which assumes a higher level of sophistication than most students have.

While administrators and faculty tended to disagree with this statement and students tended to agree with it on the pre-test, the mean for all three

groups was close to the middle of the scale. There was a significant difference between faculty and students ($P < .01$) regarding this statement. On the post-test, administrators tended to disagree with the statement, while faculty and students tended to agree. A significant difference ($P < .01$) was found between administrators and students for this statement.

Statement #7: Research makes a professor unavailable for personal conferences regarding matters pertaining to a course.

Students and administrators tended to disagree with this statement both on the pre and post-tests, while the faculty tended to agree with it on the pre-test but tended to disagree with it on the post-test. Students disagreed with the statement to the greatest degree on the pre-test while administrators disagreed most on the post-test. There was a significant difference between students and faculty ($P < .01$) regarding this statement for both tests. Significant difference ($P < .05$) was also found between faculty and administrators on the post-test.

Statement #8: Research stimulates a professor's desire to teach.

All three groups tended to agree with this statement on both tests as follows: first - students, second - administrators, third - faculty. There was a significant difference between students and faculty ($P < .01$) and between students and administrators ($P < .01$) regarding this statement on the pre-test and between students and faculty ($P < .01$) and between faculty and administrators ($P < .05$) on the post-test.

Statement #9: Research has no effect on the quality of teaching.

All three groups strongly disagreed with this statement on both the pre and post-test as follows: first - students, second - administrators, third - faculty. There was significant difference on the pre-test between students and administrators ($P < .01$) and between faculty and administrators ($P < .01$). Significant difference was found between students and faculty ($P < .01$) on both the pre and post-test regarding this statement.

Statement #10: Research results in the introduction of the process of systematic inquiry into a course.

All three groups tended to agree with this statement on both tests as follows: first - administrators, second - students, third - faculty. There was a significant difference on the pre-test between students and faculty ($P < .05$) relative to this statement.

Significant differences occurred between students and faculty on seven of the eight statements on the pre-test and five of eight statements on the post-test; between students and administrators on three of eight on the pre-test and two of eight on the post-test; and between faculty and administrators on two of eight on the pre-test and three of eight on the post-test.

Research Exposure.—After an analysis of pre-test data in 1968, which indicated that faculty were the least "positive" concerning the effect of

faculty research on instruction, the Steering Committee asked the staff to determine if faculty perceptions might be related to the degree to which they were exposed to research.

A comparison between faculty with no exposure, minor exposure, and major exposure to research produced some striking differences.

Table 2 shows significant differences between faculty with no exposure and faculty with major exposure on six of the eight items.

TABLE 2

COMPARISON OF FACULTY WITH NONE, MINOR, AND MAJOR EXPOSURE TO RESEARCH

Groups Compared *	Significant Opinionnaire Items	Degree of Difference	Group Supporting the Research Statement
None versus Minor	8	$P < .01$	Minor
	9	$P < .05$	Minor
None versus Major	3	$P < .01$	Major
	4	$P < .01$	Major
	7	$P < .01$	Major
	8	$P < .01$	Major
	9	$P < .01$	Major
	10	$P < .01$	Major
Minor versus Major	3	$P < .01$	Major
	4	$P < .05$	Major
	7	$P < .01$	Major
	9	$P < .05$	Major
	10	$P < .05$	Major

* Only those groups differing on items are reported.

A comparison between students with no exposure, minor exposure, and major exposure to research also produced some significant differences. Table 3 shows these differences.

TABLE 3

COMPARISON OF STUDENTS WITH NONE, MINOR, AND MAJOR EXPOSURE TO RESEARCH

Groups Compared *	Significant Opinionnaire Items	Degree of Difference	Group Supporting the Research Statement
None versus Minor	3	$P < .01$	Minor
	4	$P < .01$	Minor
	5	$P < .01$	Minor
	6	$P < .01$	Minor
	7	$P < .01$	Minor
	8	$P < .01$	Minor
	9	$P < .01$	Minor
	10	$P < .01$	Minor
None versus Major	3	$P < .01$	Major
	4	$P < .01$	Major
	5	$P < .01$	Major
	7	$P < .01$	Major
	8	$P < .05$	Major
	9	$P < .01$	Major
	10	$P < .01$	Major
Minor versus Major	5	$P < .01$	Major
	7	$P < .01$	Major
	10	$P < .01$	Major

* Only those groups differing on items are reported.

Other Comparisons.—The results for the pre and post-test concerning student classification and major field of study did not change appreciably.

The classification of the student did not seem to affect student perceptions concerning the effect of faculty research activity on instruction.

The major field of study of the student, however, did produce some significant differences. Table 4 indicates that science students support the research statements least while Fine Arts students support the research statements to the greatest degree. There were no significant differences between Humanities and Fine Arts students and very little between Social

Science students and Fine Arts students.

TABLE 4

COMPARISON OF THE MAJOR FIELDS OF STUDY

Groups Compared *	Significant Opinionnaire Items	Degree of Difference	Group Supporting the Research Statement
Science versus Social Science	4	$P < .05$	Social Science
	5	$P < .01$	Social Science
	6	$P < .01$	Social Science
	9	$P < .01$	Social Science
Science versus Humanities	4	$P < .05$	Humanities
	5	$P < .05$	Humanities
	6	$P < .05$	Humanities
	8	$P < .05$	Humanities
Science versus Fine Arts	3	$P < .01$	Fine Arts
	4	$P < .01$	Fine Arts
	5	$P < .01$	Fine Arts
	8	$P < .01$	Fine Arts
	9	$P < .01$	Fine Arts
Social Science versus Fine Arts	3	$P < .05$	Fine Arts
	8	$P < .01$	Fine Arts

* Only those groups differing on items are reported.

Summary and Conclusions.—Students, faculty, and administrators tended to agree strongly that research does affect the quality of teaching. They also agreed that research activity keeps a professor abreast of his field, results in the introduction of highly relevant material into a course, stimulates a professor's desire to teach and results in the introduction of the process of systematic inquiry into a course.

Faculty who were exposed to research, students, and administrators tended to disagree with statements which indicated that research leaves a professor

too little time for classroom preparation and makes a professor unavailable for personal conferences regarding matters pertaining to a course. Faculty in general, however, tended to agree with these statements.

Students, in general, indicated that research results in the introduction of material which assumes a higher level of sophistication than most students have. Faculty and administrators tended to agree with them. Faculty exposed to research, however, tended to disagree with the statement and with the other groups.

In general, students and faculty exposed to research tended to be more positive toward research than other groups.

When considering only students, it was determined that while the classification of the students does not seem to affect their perceptions, the students' major field does. The Fine Arts students had the most positive perceptions concerning research, while those in the field of Science and Math had the least positive perceptions.

It may be concluded that research activity tends to affect instruction in a positive fashion and probably does not have the detrimental effects sometimes attributed to it. It may be further concluded that faculty and students exposed to research are more favorably disposed to research than are those with no exposure, and so to improve instruction research activity for both faculty and students should be encouraged.

RESEARCH ACTIVITY OF INSTITUTIONS: WHAT IS - WHAT SHOULD BE

The purpose of this study was to determine how Presidents and Coordinating Council members perceived "what is" and "what should be" the situation at their institution relative to research activity.

Research Coordinators from each institution assisted in administering the opinionnaire in the fall of 1968 and again in the spring of 1970. Sixty opinionnaires were distributed, thirty to Presidents and thirty to Coordinating Council members. Responses were obtained from twenty-one Presidents and twenty-three Coordinating Council members on the pre-test and from twenty-six Presidents and twenty-nine Coordinating Council members on the post-test.

The statements which made up the instrument were taken directly from the Oklahoma Consortium on Research Development's statement of objectives, modified slightly so as to fit an opinionnaire format (see Appendix B).

The major questions to be answered were the degree to which the perceptions of the respondents had changed and the degree to which research activity had increased.

What Is.—In general, the respondents indicated that there had been an increase in research activity at their institutions (see Figure 1). When the responses from Presidents are compared to responses of Coordinating Council members, it becomes apparent that while both groups agree that an increase has taken place there are discrepancies as to what kind of activity has increased (see Figures 2 and 3). Differences occur on items 4, 6,

11, 12 and 15, while items 3, 5, 9, 16, 17, 18 and 19 tend to accentuate their general agreement (see Appendix C).

If the opinionnaire items are examined from another point of comparison (senior college respondents versus junior college respondents), one finds that the slight general trend in the direction of favorable change is heavily influenced by the junior college respondents (see Figure 4). An examination of Figure 5 reveals that the senior college respondents see little positive change occurring. In fact, on items 5 through 7 and 11 through 15, the post-test responses are higher than the pre-test, indicating "unfavorable" change on almost every item in the opinionnaire.

When the data is divided in terms of Presidents and Coordinating Council members in junior and senior colleges, several trends emerge. The senior college Presidents indicate that positive change has occurred, relative to items 11, 14 and 15, while the senior college Coordinating Council members indicate a negative change for these same items. Interestingly enough, both groups agree that positive change has occurred on items 4, 5, 8, 9, 10, 16, 17, 18, 19, 20 and 21 (see Figures 6 and 7). The junior college Presidents and Coordinating Council members present a rather consistent trend in the direction of favorable change, except for items 19 through 21. It is interesting to note that the junior college Presidents' responses were in general more "favorable" on both pre-test and post-test than the Coordinating Council members, but that when all Coordinating Council members are compared to all Presidents, they do indicate greater positive change (see Figures 8 and 9).

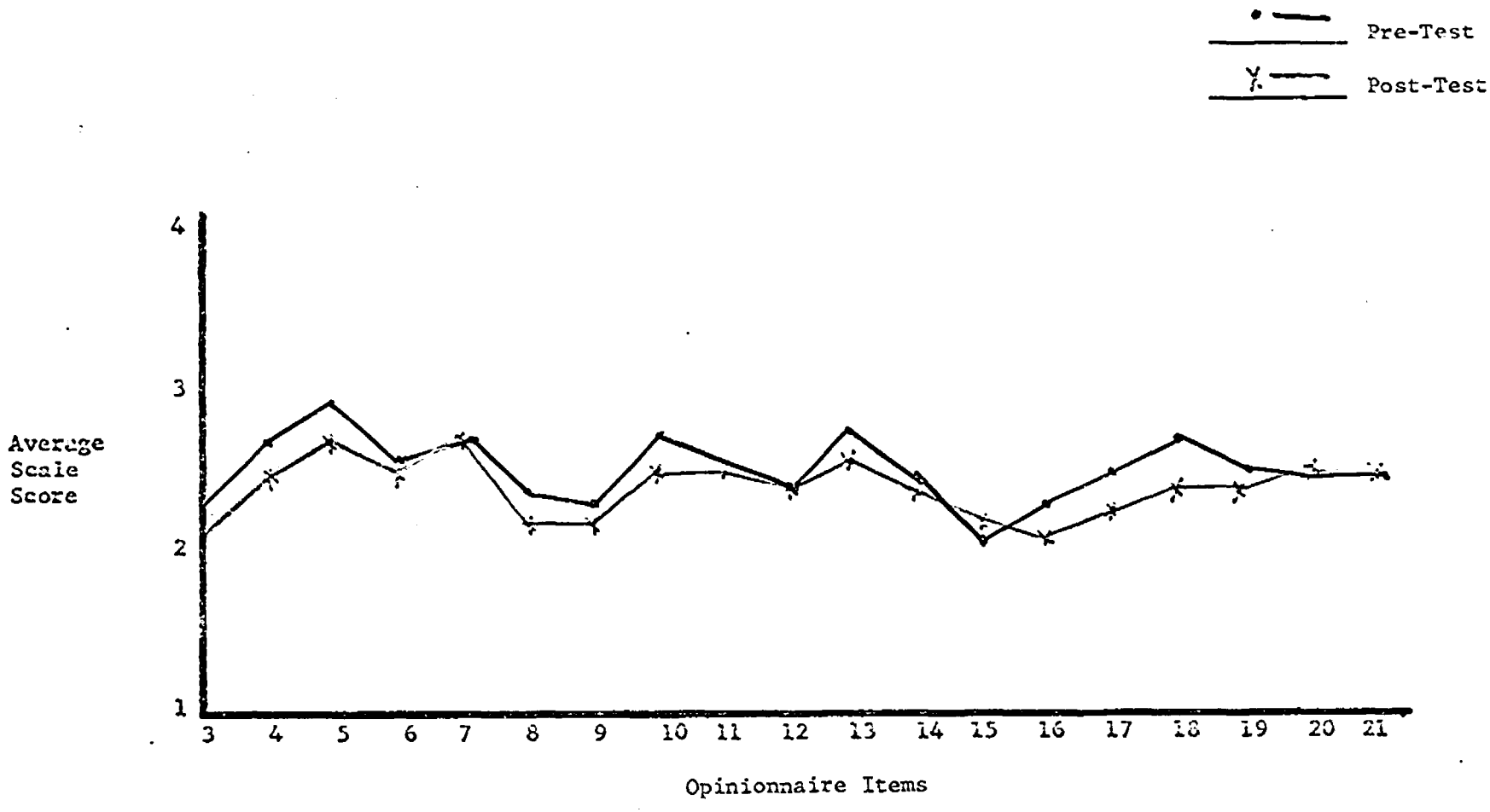

Figure 1: Responses of the Presidents and Coordinating Council Members to What Exists

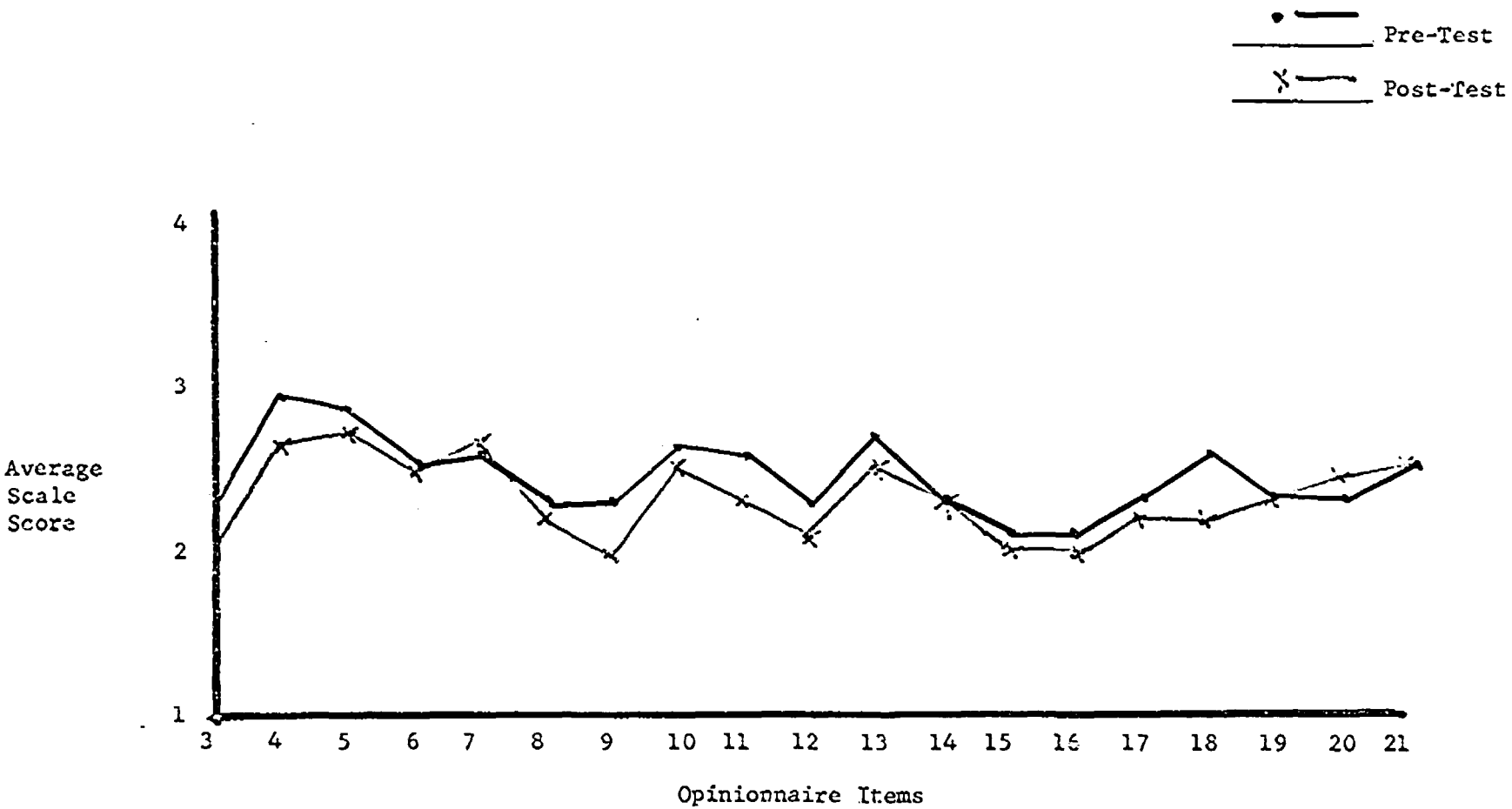

Figure 2: Responses of the Presidents to What Exists

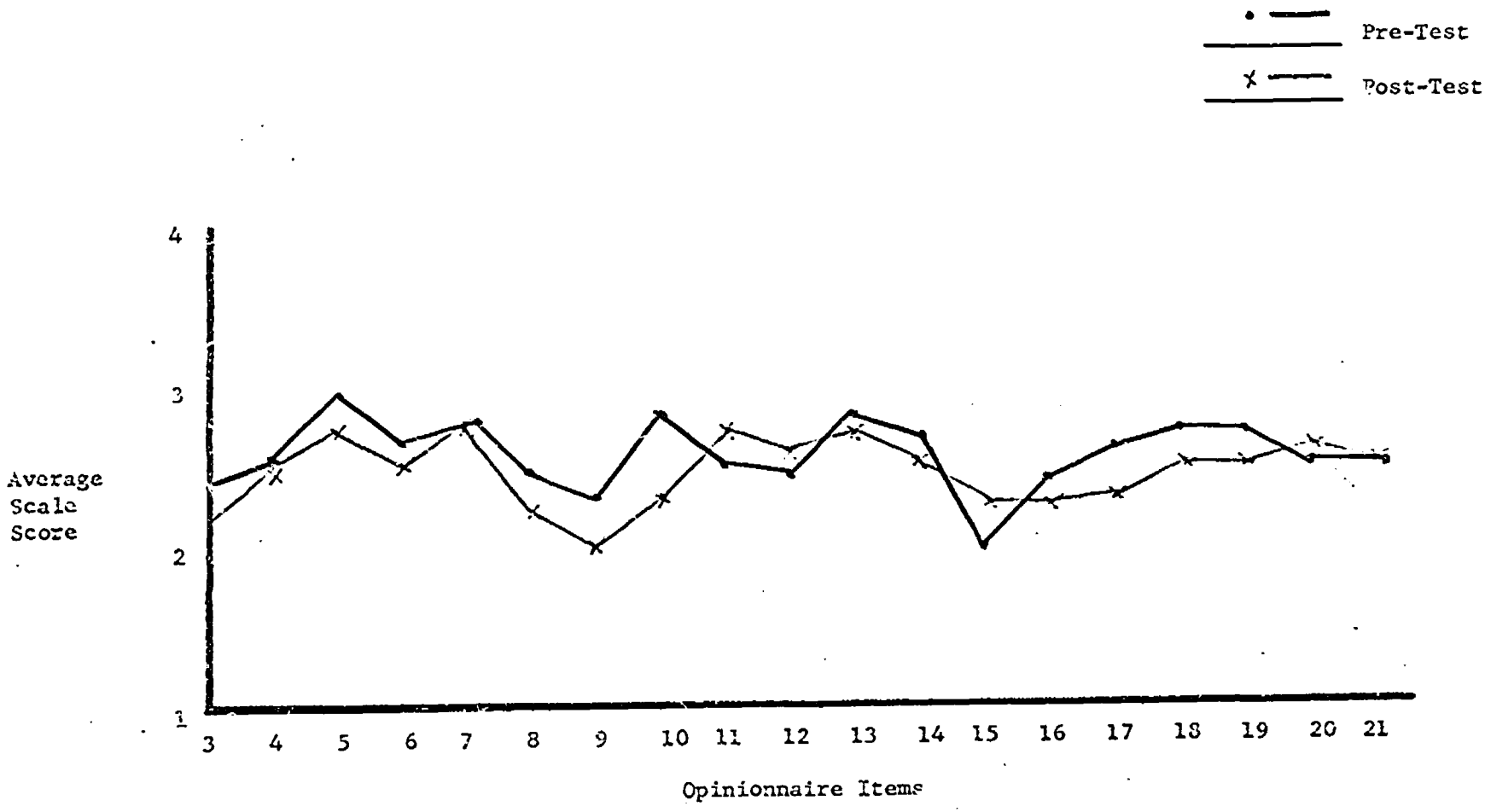

Figure 3: Responses of the Coordinating Council Members to What Exists

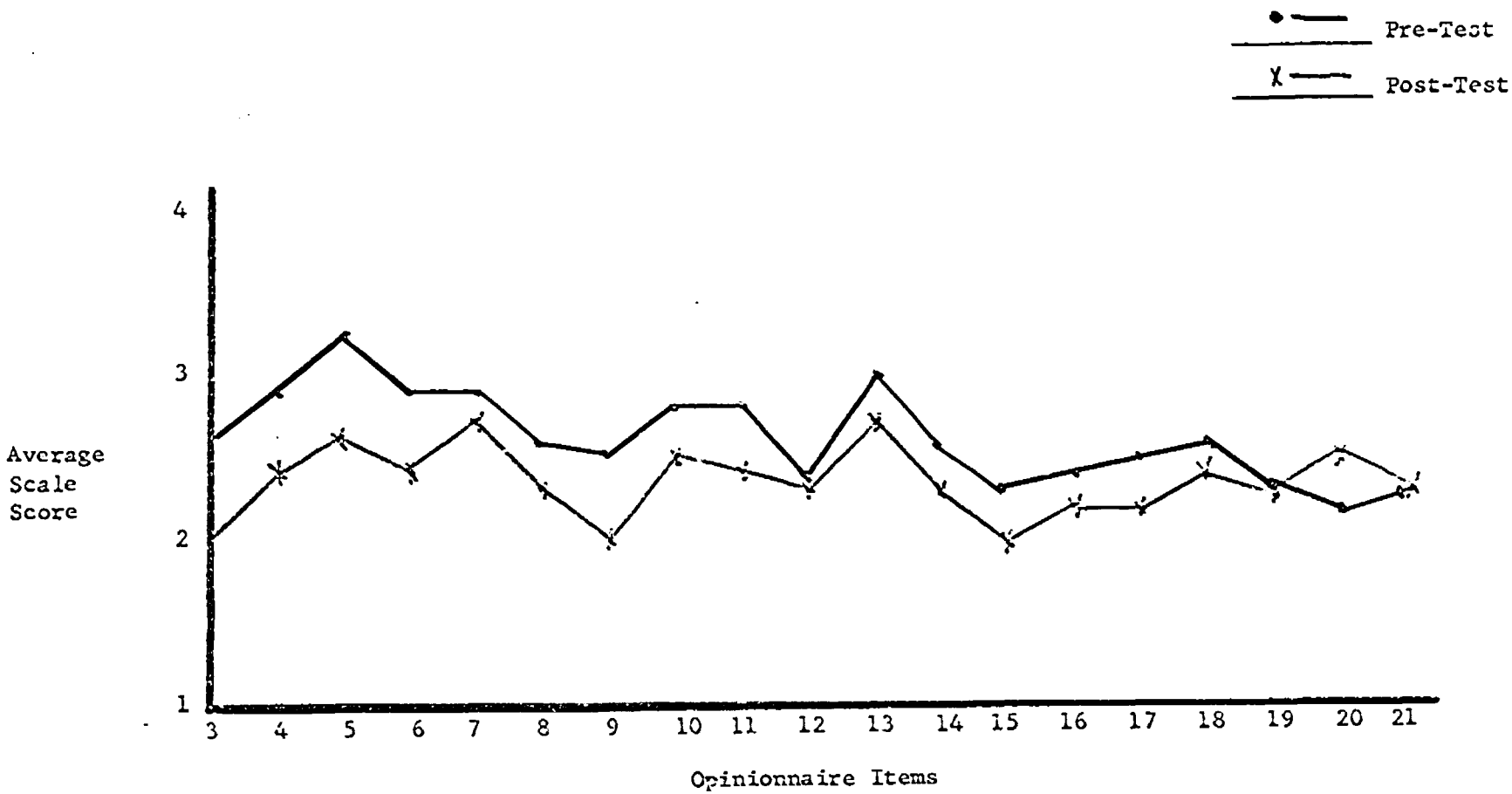

Figure 4: Responses of All Junior College Respondents to What Exists

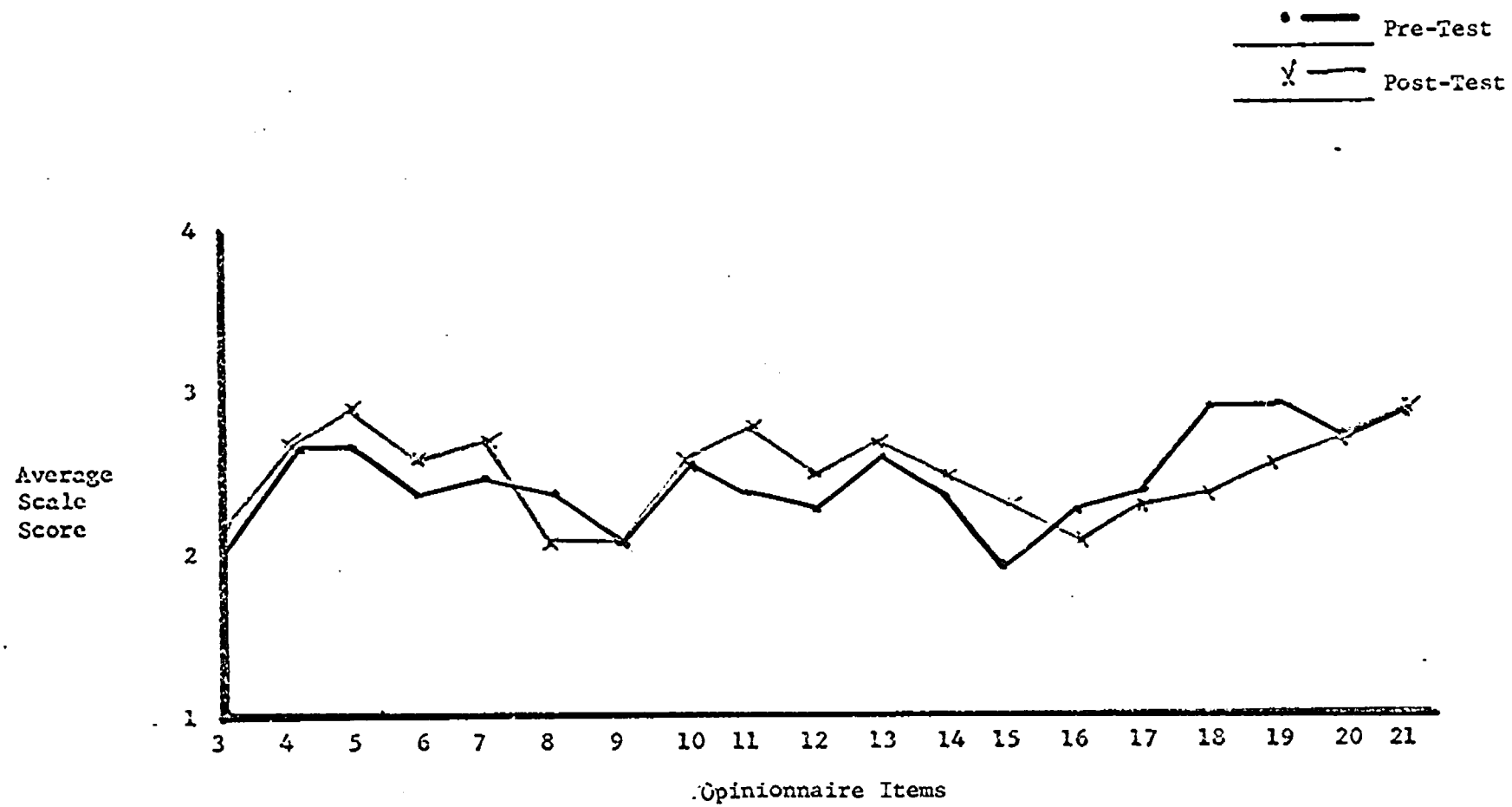

Figure 5: Responses of All Senior College Respondents to What Exists

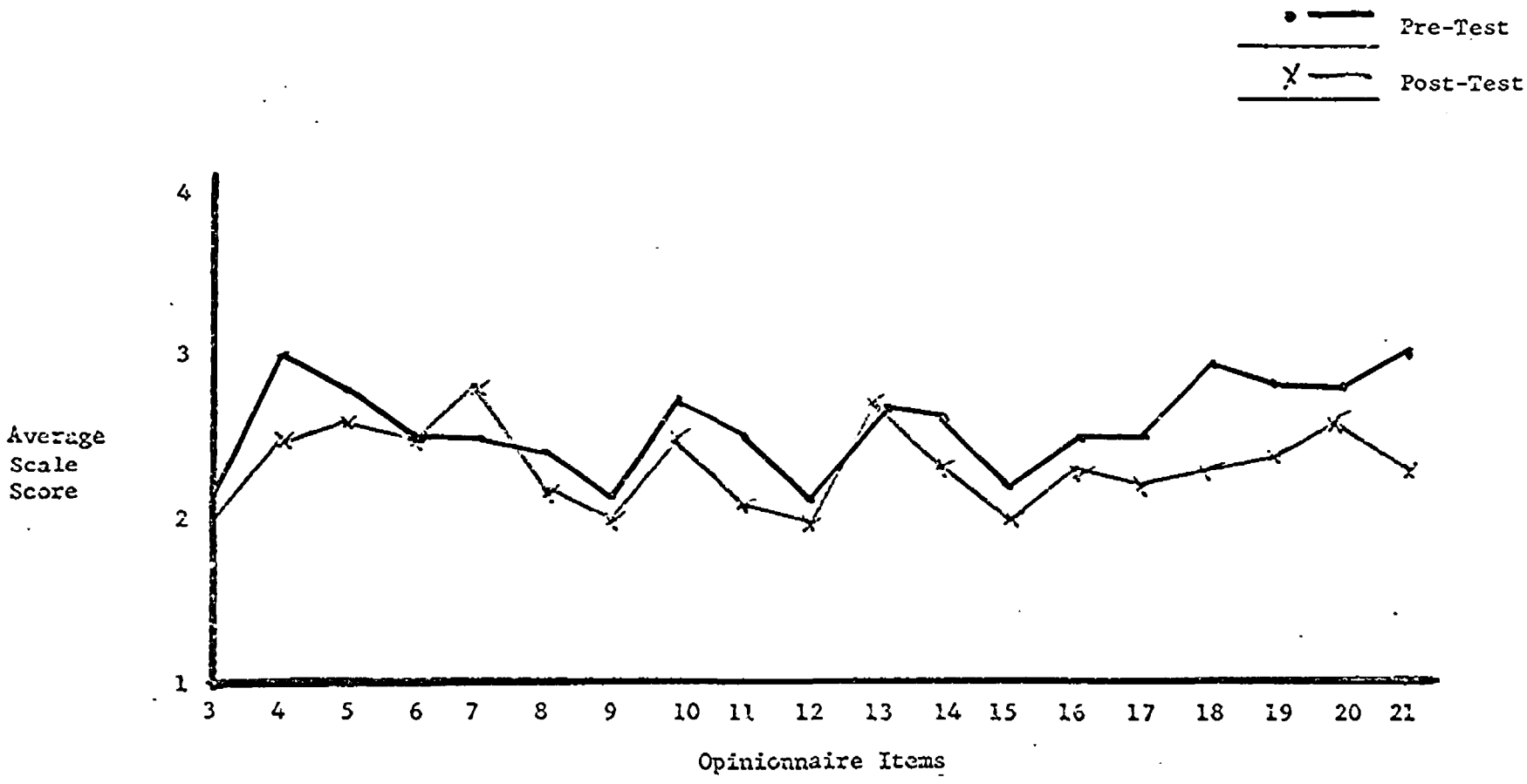

Figure 6: Responses of Senior College Presidents to What Exists

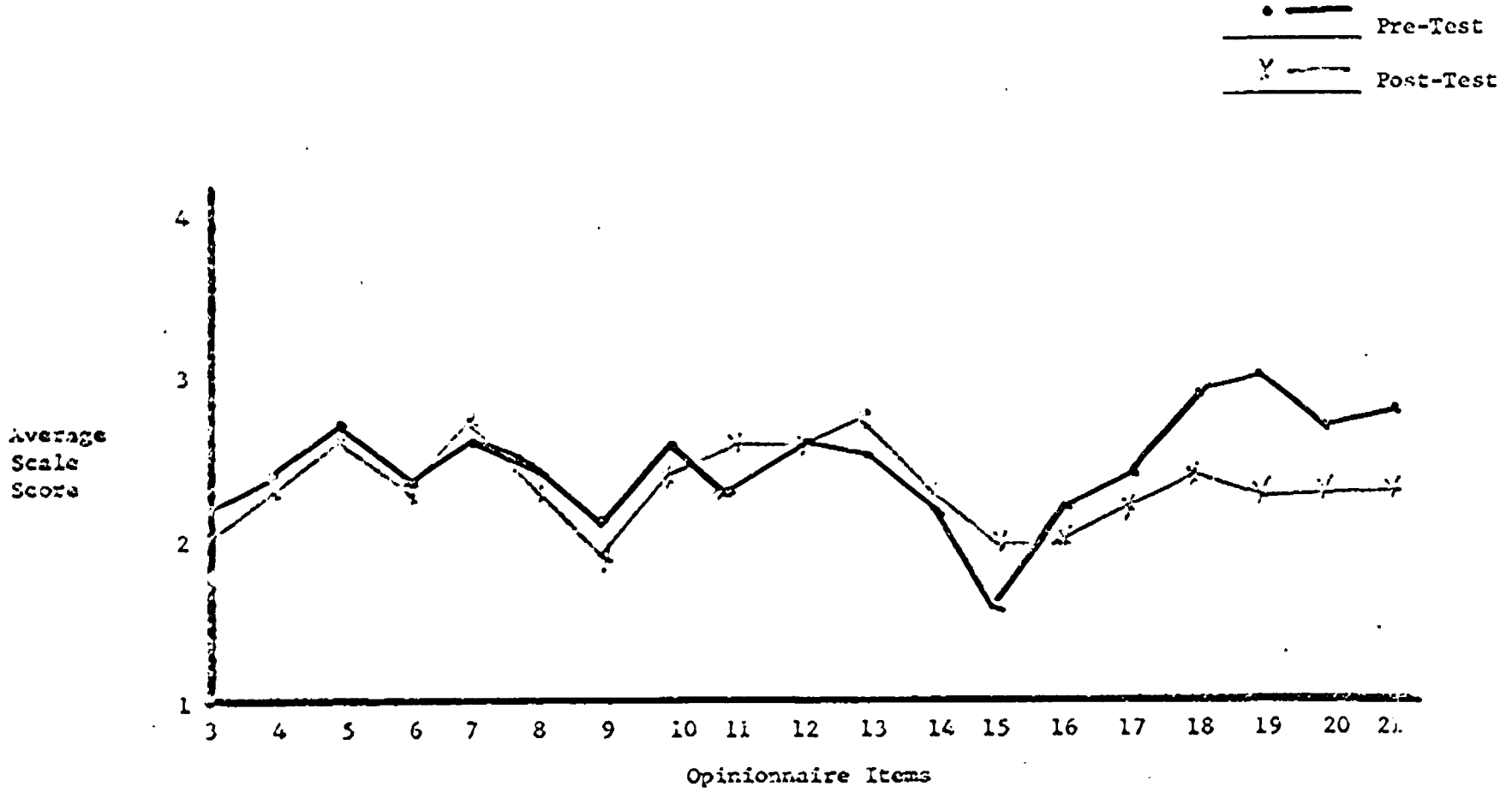

Figure 7: Responses of Senior College Council Members to What Exists

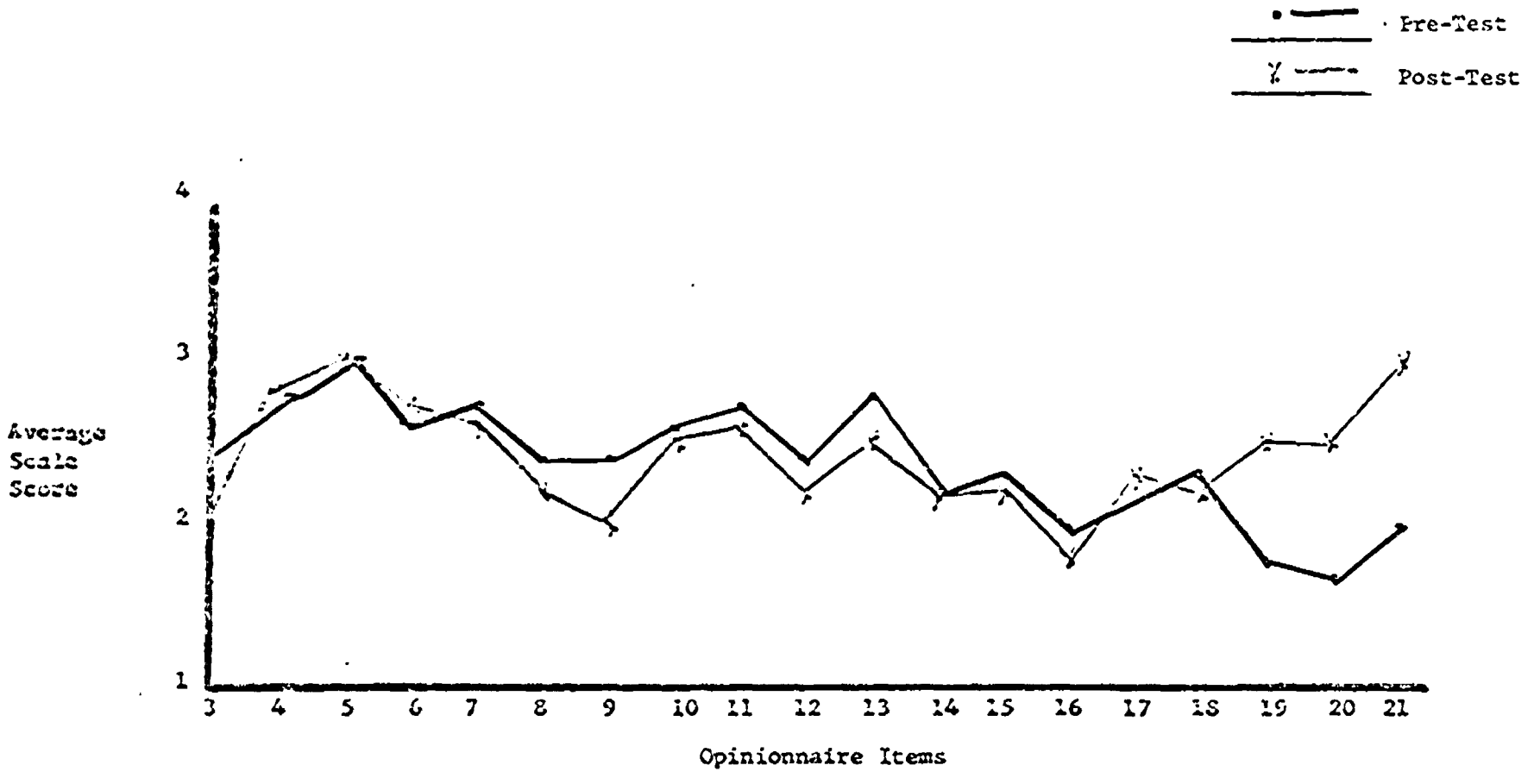

Figure 8: Responses of Junior College Presidents to What Exists

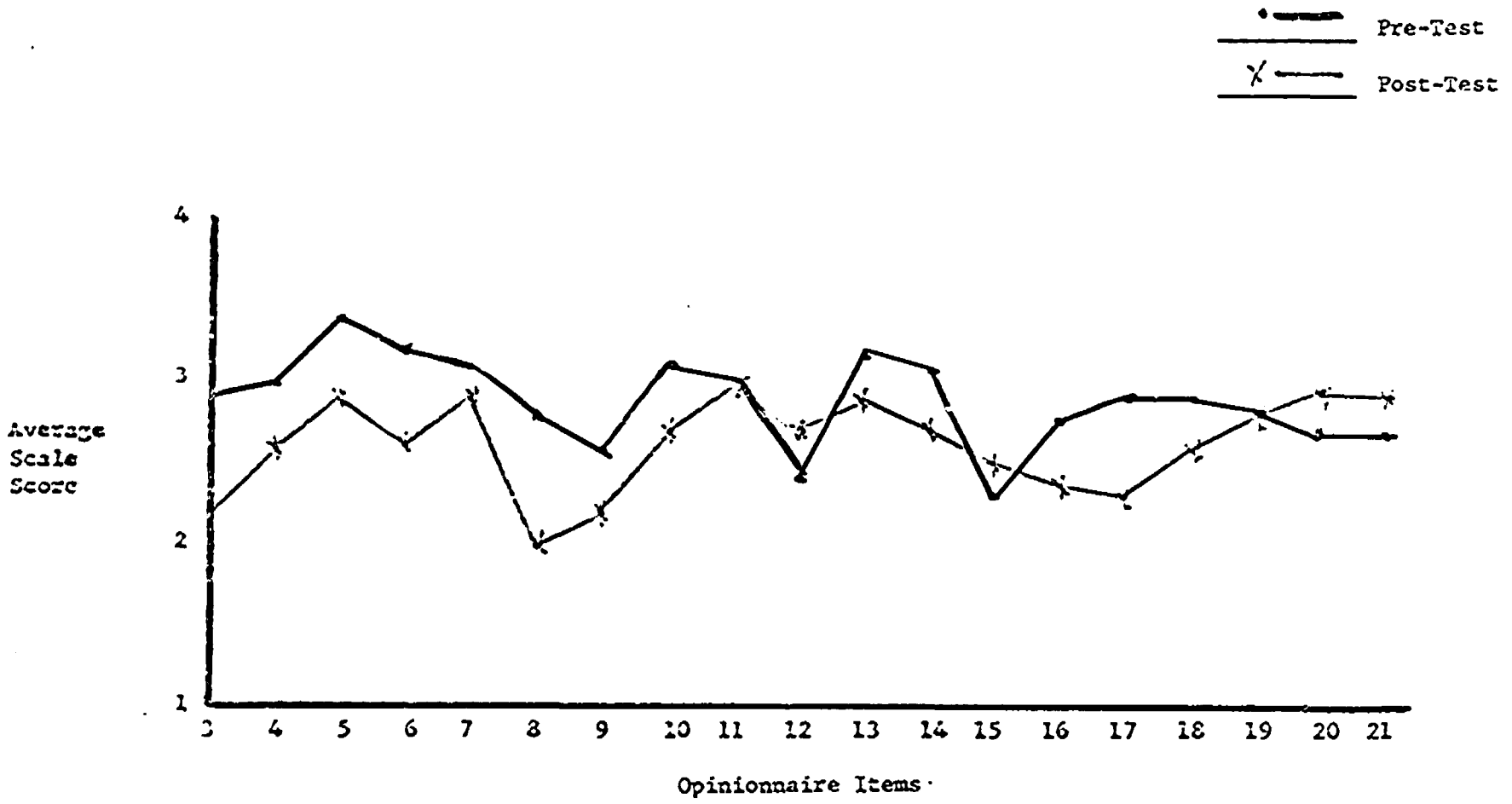

Figure 9: Responses of Junior College Council Members to What Exists

What Should Be.—The question of what happens to individual's expectations (what should be) when you expose them to new opportunities (in this case, research opportunities) is an interesting proposition. An examination of Figure 10 indicates that, in general, the respondents feel that research activity should exist to a lesser degree at the time of the post-test than at the time of the pre-test. Whether this trend indicates that the research activity of the institution has increased so that the need for improvement is not so great or whether the respondents have become more "realistic" in their expectation is impossible to ascertain from the present data (see Appendix C).

An insight into the pre-test - post-test trend in Figure 10 is provided by examining Figure 11 (Presidents) and Figure 12 (Coordinating Council members). The pre-test - post-test responses of the Presidents were very consistent and similar; however, the post-test of the Coordinating Council members consistently differs from the pre-test indicating a more moderate view of what should be.

A more specific analysis comparing the senior college respondents and junior college respondents (see Figures 13 and 14) indicates that the responses of senior college respondents showed a negative change, while the junior college respondents remained rather constant. The major differences between the pre-test and post-test perceptions of "what should be" seems to be accounted for by the responses of the Coordinating Council members from the junior and senior colleges. Their perceptions tended to move toward a more "moderate" or, perhaps, realistic position (see Figures 15 through 18).

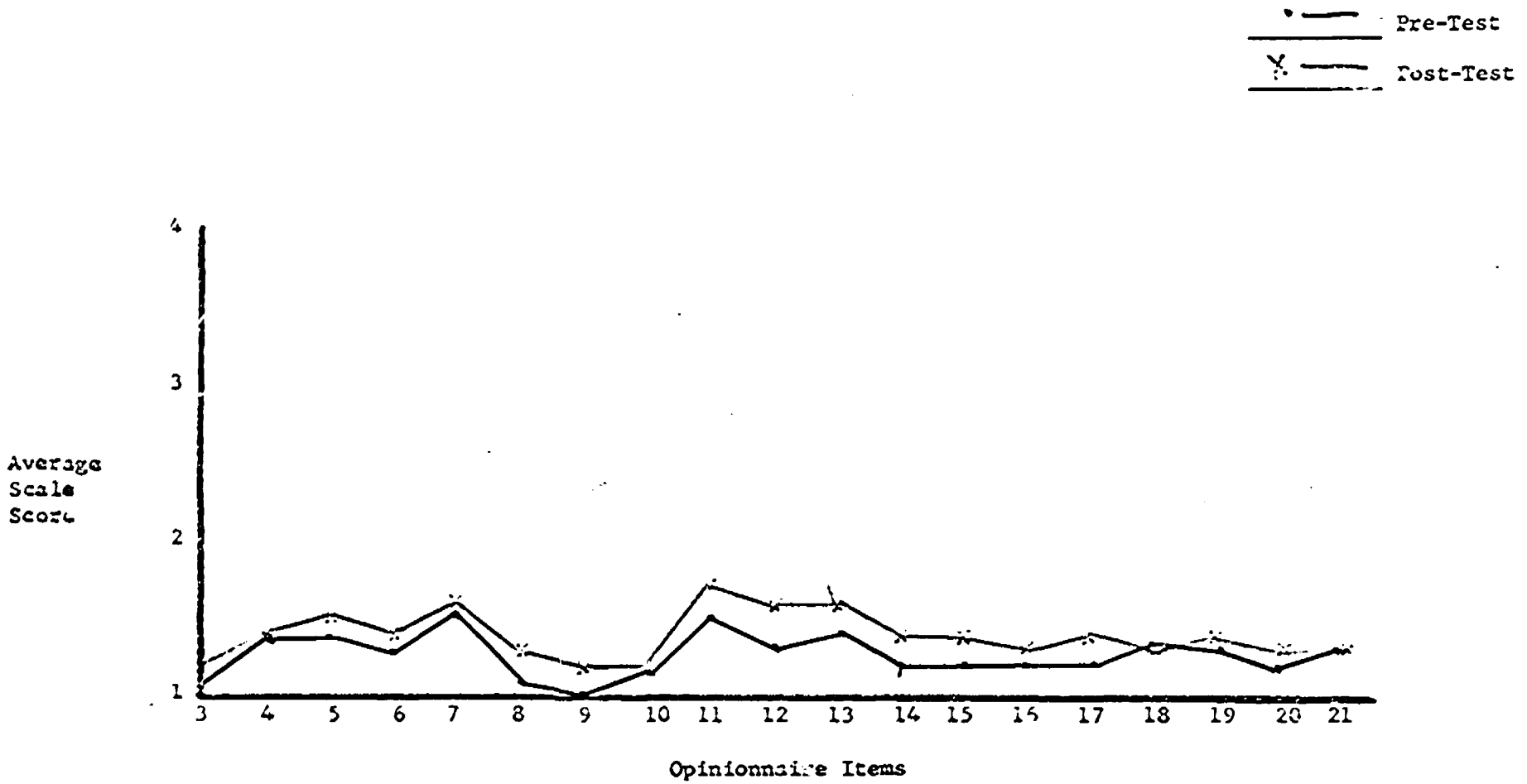

Figure 10: Responses of the Presidents and Coordinating Council Members to What Should Exist

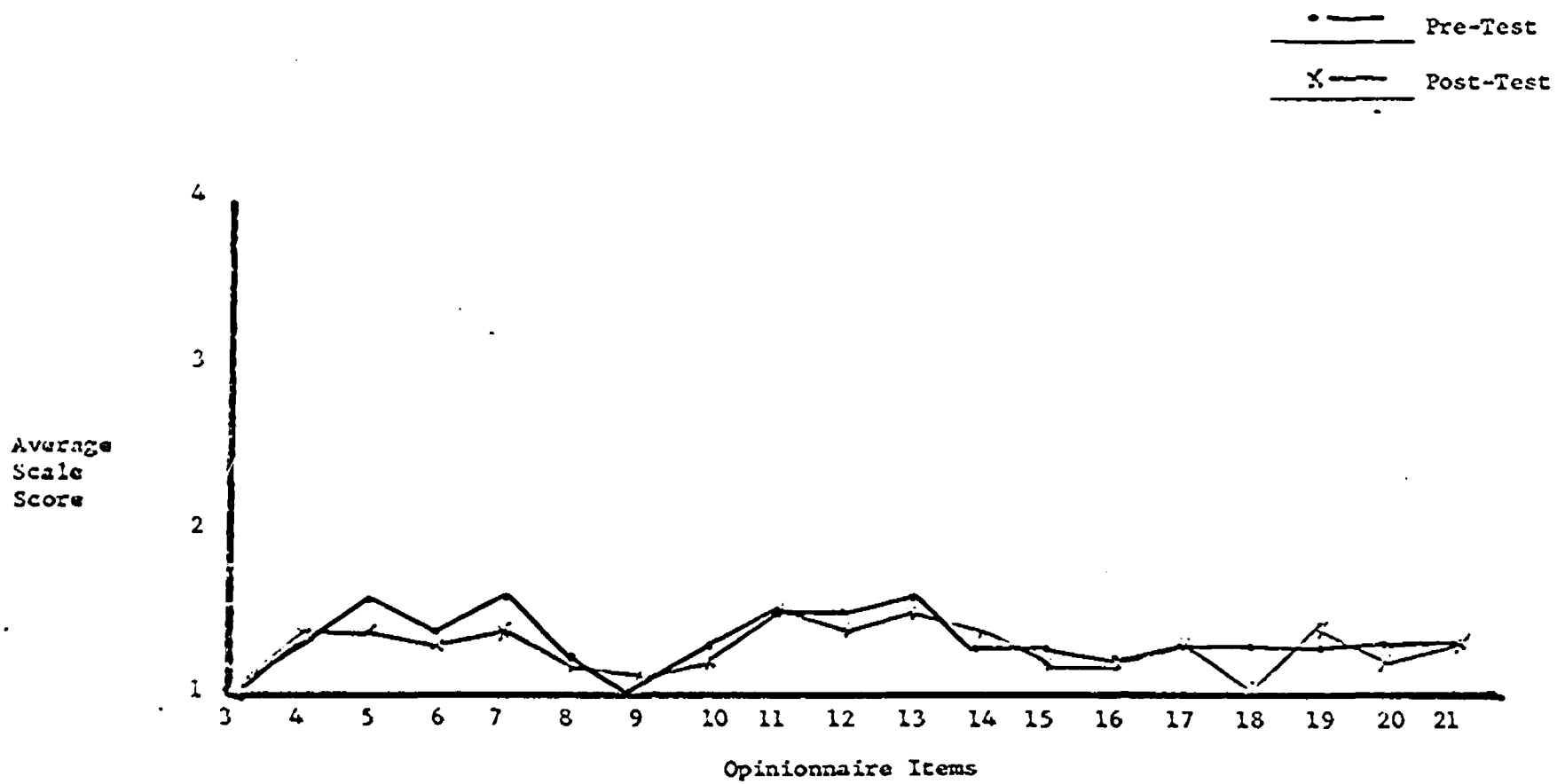

Figure 11: Responses of the Presidents to What Should Exist

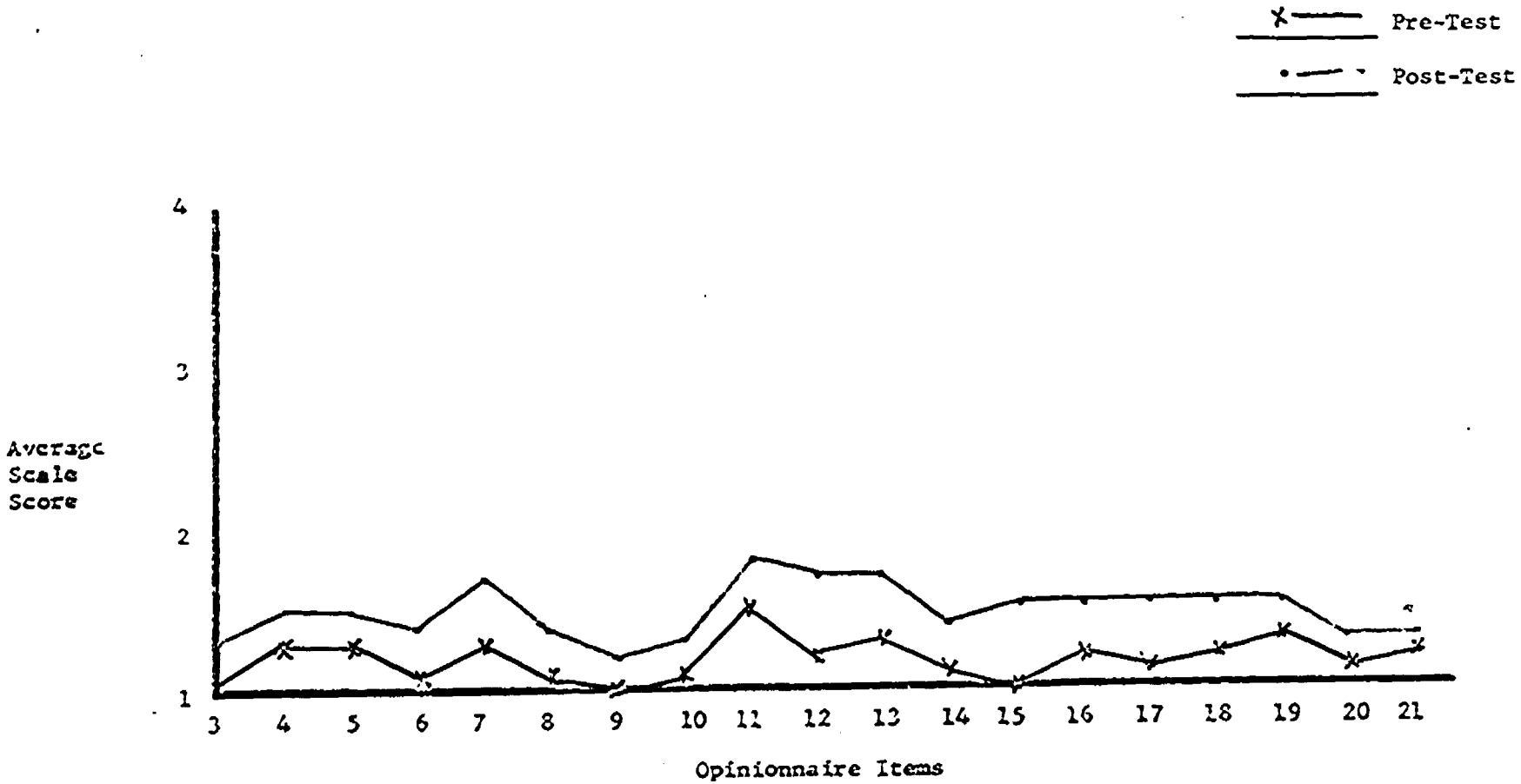

Figure 12: Responses of the Coordinating Council Member to What Should Exist

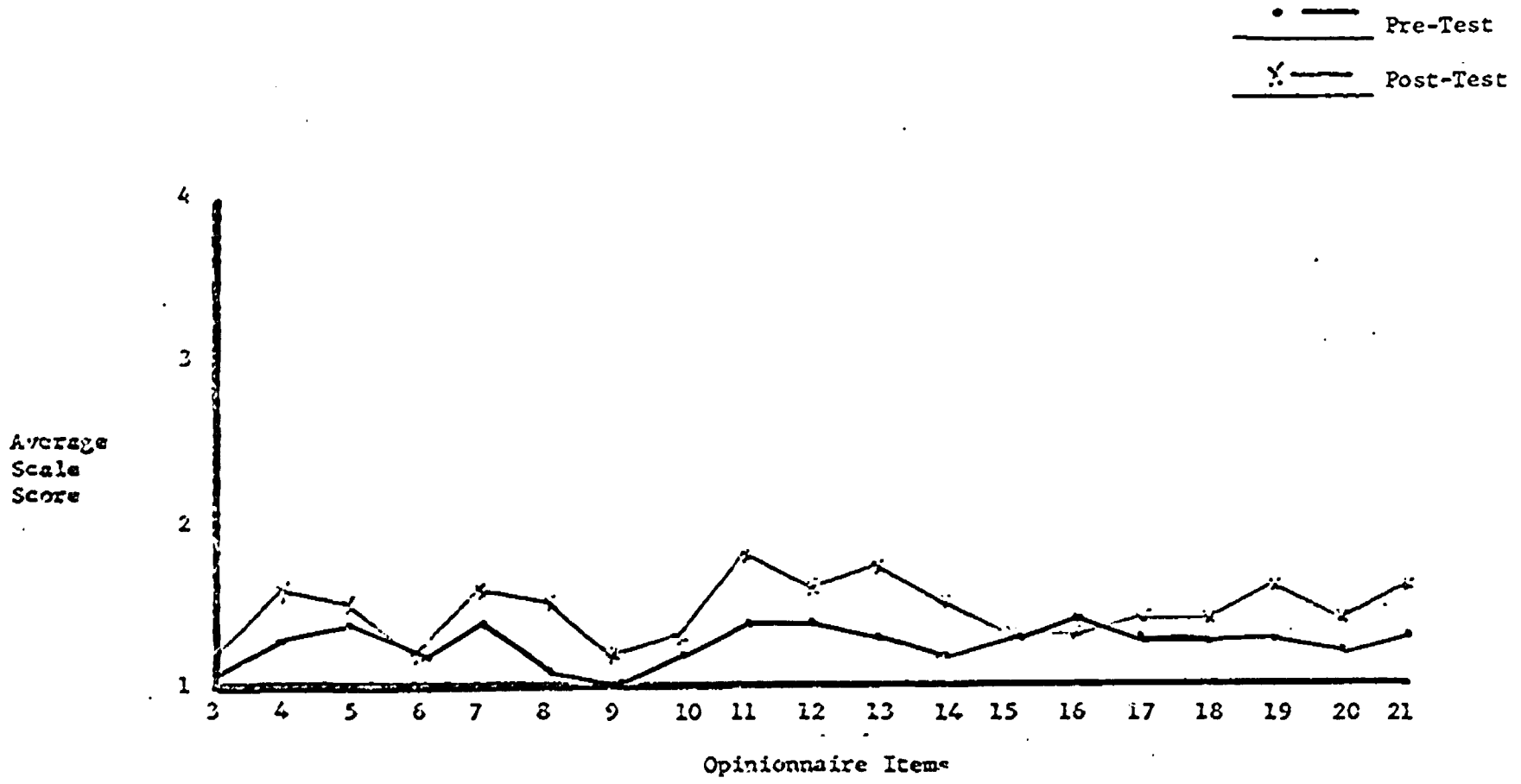

Figure 13: Responses of All Senior College Respondents to What Should Exist

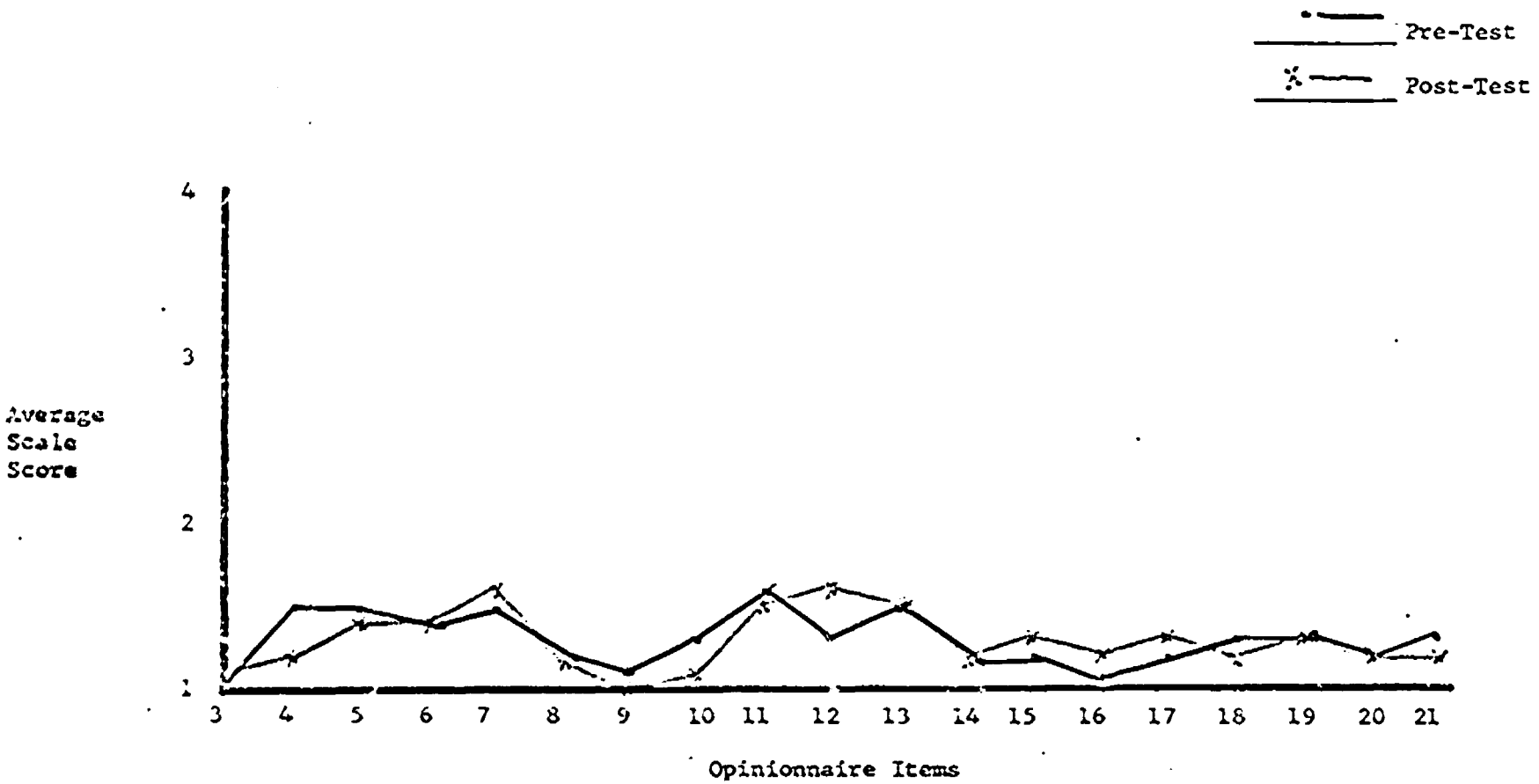

Figure 14: Responses of All Junior College Respondents to What Should Exist

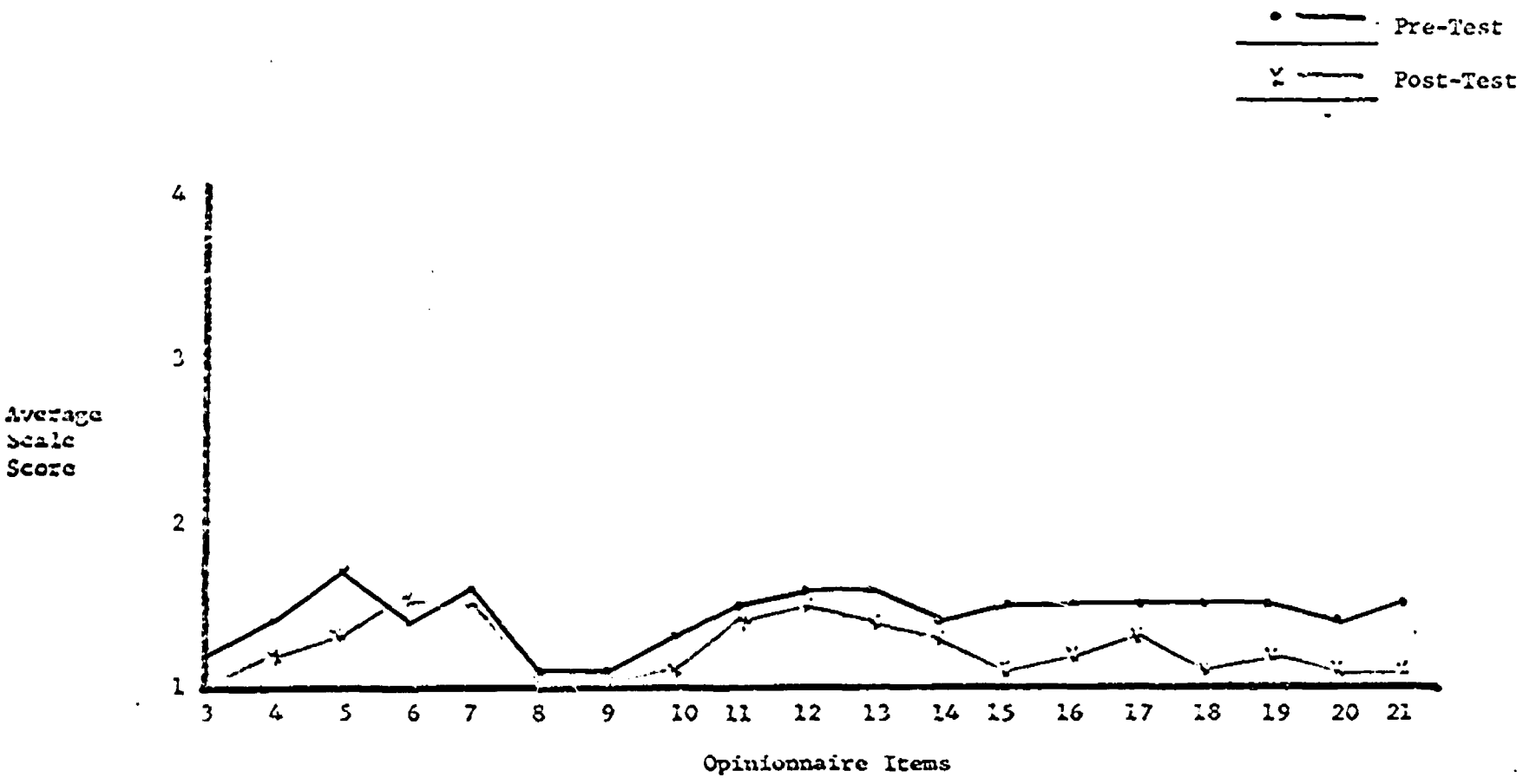

Figure 15: Responses of Senior College Presidents to What Should Exist

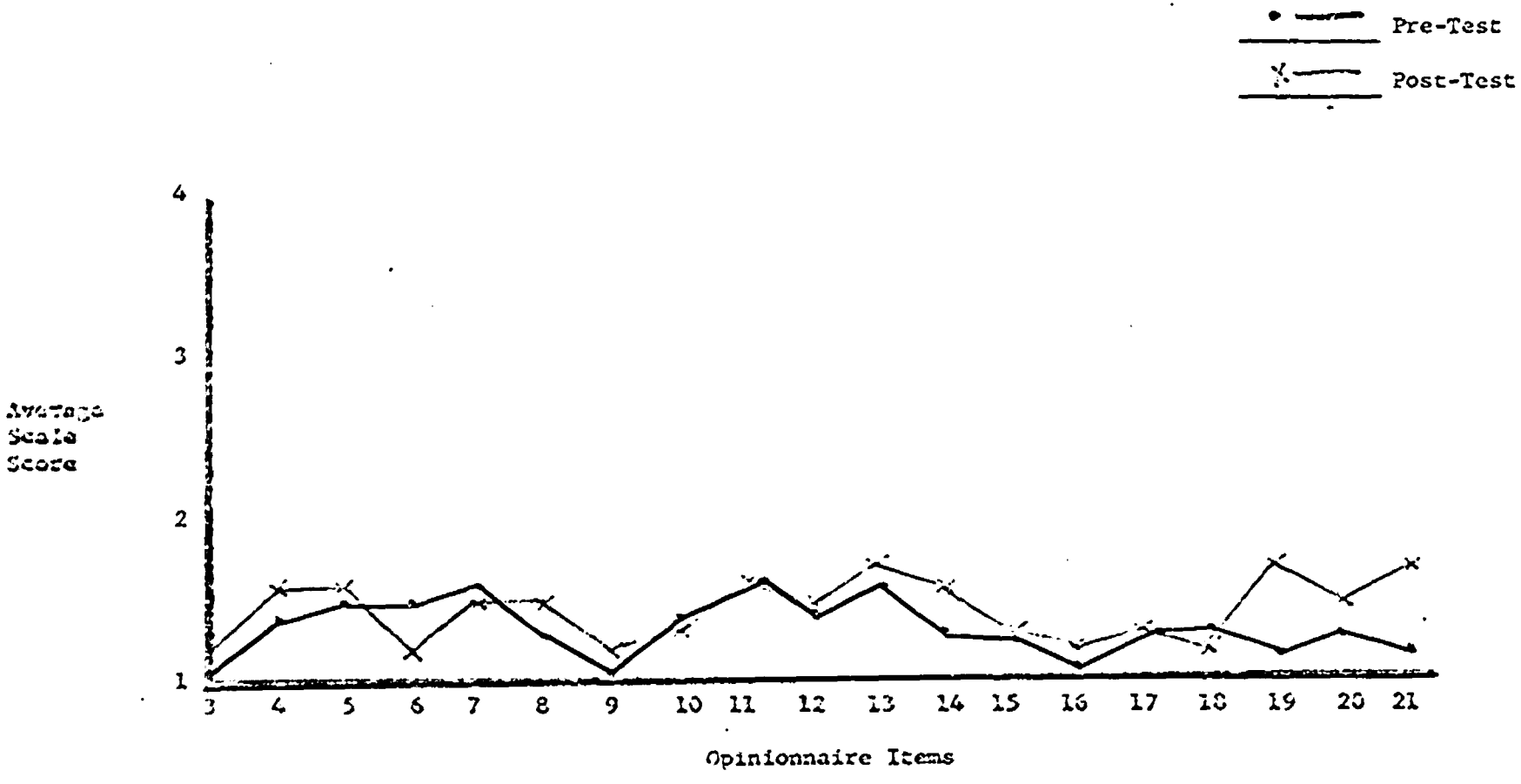

Figure 16: Responses of Junior College Presidents to What Should Exist

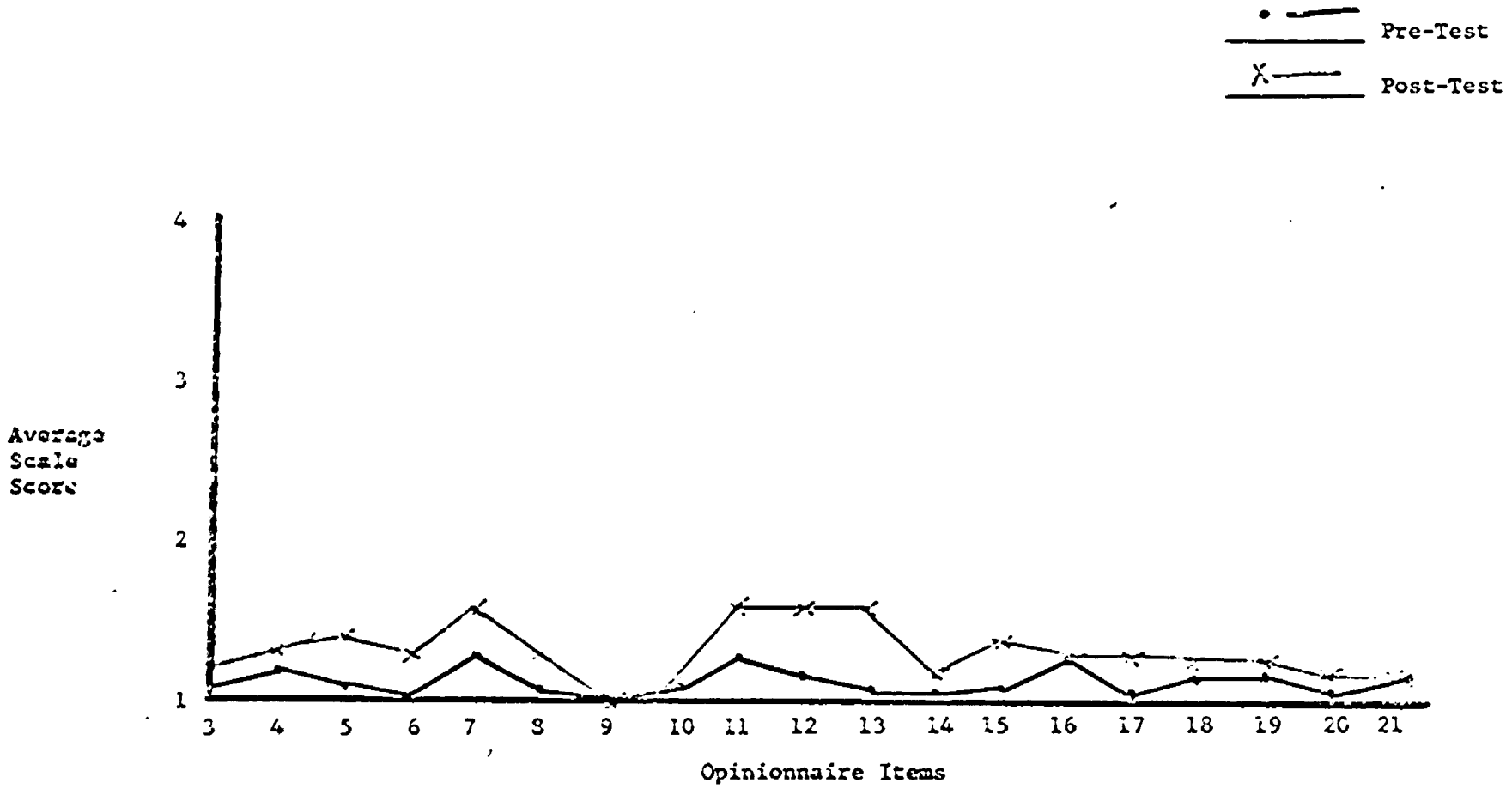

Figure 17: Responses of Senior College Council Members to What Should Exist

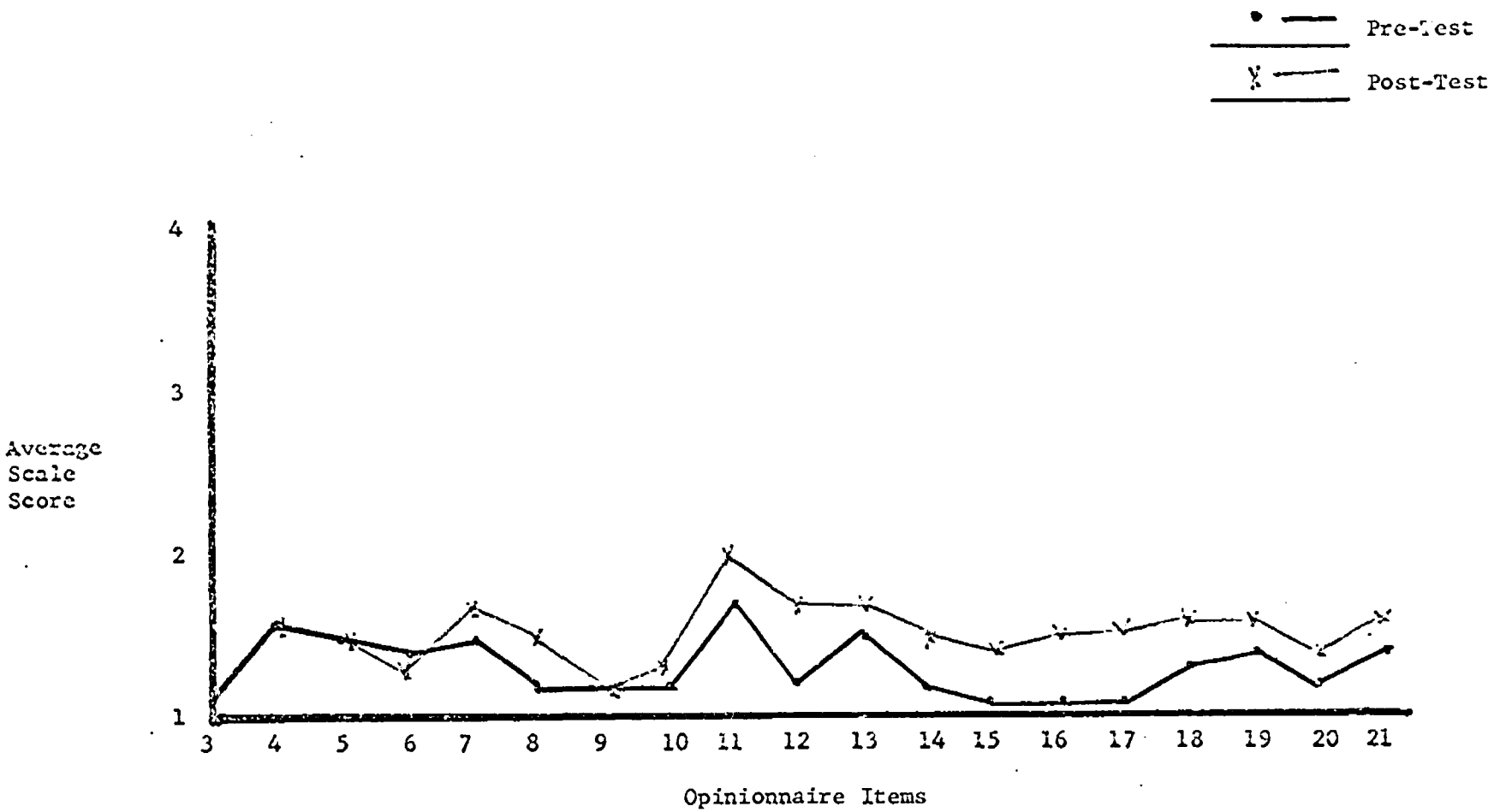

Figure 18: Responses of Junior College Council Members to What Should Exist

A question of secondary importance was answered through further analysis of the "Research Activity of Institutions: What Is - What Should Be" opinionnaire data.

High Priority Objectives.--Three objectives--items 3, 8, and 9 on the opinionnaire--were identified from the "what should exist" responses on the pre-test as being of highest priority. A special attempt was then made to achieve these three objectives. Pre and post-test data as to what exists at each institution was then analyzed to determine if there had been positive change concerning these priority objectives. As indicated in Table 5, the positive change for each of these three items is greater than the average change for all items.

TABLE 5

ALL RESPONDENTS

Opinionnaire Items	What Should Exist	What Exists		
	Pre-Test Mean	Pre-Test Mean	Post-Test Mean	Degree of Change
Item 3	1.182	2.364	2.111	.253
Item 8	1.182	2.409	2.244	.165
Item 9	1.091	2.341	2.068	.273
All Items	1.316	2.549	2.432	.117

Further analysis indicates that the perceptions of the eight subgroups changed in a positive direction for each of these three items, except for all senior college respondents, for item 9.

Summary and Conclusions.--The perceptions of both Presidents and Coordinating Council members as to what exists at their institutions suggest that research activity relating to the Oklahoma Consortium on Research Development objectives had increased, but was still significantly less than it should be. The junior college Presidents reported the greatest degree of positive change, while the senior college Coordinating Council members reported a negative change.[1]

In general, the perceptions of all respondents as to what should exist, while remaining definitely positive, changed in a negative or, perhaps, a more realistic direction. The senior college Coordinating Council members reported the greatest degree of change[2] while the junior college Coordinating Council members reported some negative change. Presidents' responses for the pre and post tests did not vary appreciably.

Differences obtained on the pre-test between what is and what should be were reduced on all but two of the nineteen opiniomnaire statements. This reduction was caused primarily by the responses of Coordinating Council members.

All groups tended toward a positive change on the three priority objectives.

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[1]The makeup of the Coordinating Council changed relative to the senior colleges between the pre and post-tests. In general, College Deans who represented the colleges in the beginning were replaced by Research Directors. Perhaps, the Research Directors were better informed or more factual than were the Deans.

[2]Perhaps it should be pointed out that Research Directors could be expected to have a better idea as to the kind and amount of research activity that should be conducted than would College Deans.

It may be concluded that the Consortium, to a degree, achieved each of its objectives, but that a lot of work still remains to be done. It may also be concluded that as faculty became involved in research, they became more realistic as to the kind and amount of research activity that should be attempted at their institution.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

OKLAHOMA CONSORTIUM ON RESEARCH DEVELOPMENT

State Capitol, Oklahoma City

Effect of Faculty Research Activity on Instruction

This questionnaire is one of several data gathering instruments being employed in a study of the research activity of thirty-one member institutions of the Oklahoma Consortium on Research Development. The study is being conducted by the consortium staff and has the support of each of the member institutions. The Oklahoma State Regents for Higher Education and the U. S. Office of Education are related parties.

This questionnaire is designed to be administered to students, faculty and administrators. The purpose of the questionnaire is to obtain a sample of perceptions (students, faculty and administrators) of the effect of faculty research activity on instruction.

All tabulation and analysis of data will preserve the complete anonymity of the respondents.

Background Information

/1/ Classification:
- Student ..... 1 __
- Faculty ..... 2 __
- Administrator ..... 3 __

/2/ Type of Institution:
- University ..... 1 __
- Senior College ..... 2 __
- Junior College ..... 3 __

Faculty Only

Research Involvement:
- No Involvement ..... 1 __
- Minor Involvement ..... 2 __
- Major Involvement ..... 3 __

Students Only

Level:
- Freshman ..... 1 __
- Sophomore ..... 2 __
- Junior ..... 3 __
- Senior ..... 4 __
- Other ..... 5 __

Major:
- Science/Math ..... 1 __
- Social Sciences ..... 2 __
- Humanities ..... 3 __
- Fine Arts ..... 4 __
- Other ..... 5 __

Research Exposure:
- No Exposure ..... 1 __
- Minor Exposure ..... 2 __
- Major Exposure ..... 3 __

Faculty Research Activity

Listed below in items 3 through 10 are some possible effects of faculty research activities. Use the following key to indicate whether or not you agree with the statement of effect set forth in each item.

Key:		
	1. Agree Strongly	4. Tend to Disagree
	2. Tend to Agree	5. Disagree Strongly
	3. Uncertain	

	Circle One
❸ Research activity keeps a professor abreast of his field	1 2 3 4 5
❹ Research leaves a professor too little time for classroom preparation.	1 2 3 4 5
❺ Research results in the introduction of highly relevant material into a course.	1 2 3 4 5
❻ Research results in the introduction of material which assumes a higher level of sophistication than most students have.	1 2 3 4 5
❼ Research makes a professor unavailable for personal conferences regarding matters pertaining to a course.	1 2 3 4 5
❽ Research stimulates a professor's desire to teach.	1 2 3 4 5
❾ Research has no effect on the quality of teaching.	1 2 3 4 5
❿ Research results in the introduction of the process of systematic inquiry into a course.	1 2 3 4 5

Presidents
Coordinating Council Members

OKLAHOMA CONSORTIUM ON RESEARCH DEVELOPMENT
State Capitol, Oklahoma City

Research Activity of Institution: What Is - What Should Be

This opinionnaire is one of several data gathering instruments being employed in a study of the research activity of thirty-one member institutions of the Oklahoma Consortium on Research Development. The study is being conducted by the consortium staff and has the support of each of the member institutions. The Oklahoma State Regents for Higher Education and the U. S. Office of Education are related parties with the U. S. Office of Education providing partial financial support.

This opinionnaire is designed to be administered to institutional representatives serving on the OCRD Coordinating Council, and to the Presidents of member institutions. The purpose of the opinionnaire is to obtain a sample of perceptions (Presidents and Coordinating Council members) of both what is and what should be the situation at their institution relative to research activity.

All tabulation and analysis of data will preserve the complete anonymity of the respondents.

Background Information

/1/ Classification:	President	1	_____
	Council Member	2	_____
/2/ Type of Institution:	University	1	_____
	Senior College	2	_____
	Junior College	3	_____

Research Activities *

Listed below in items 3 through 21 are research activity possibilities for OCRD member institutions. Use the key provided at the top of each page to indicate your perception of both what is and what should be the situation at your institution regarding research.

* While the primary emphasis of the consortium is in applied research, research is broadly defined to include institutional research and program development, evaluation, dissemination and utilization activities.

Exist to:	Should exist to:
1. High degree	1. High degree
2. Moderate degree	2. Moderate degree
3. Low degree	3. Low degree
4. No appreciable degree	4. No appreciable degree

A nucleus of faculty have a sufficient understanding of the basic nature of research so that:

1 2 3 4	/3/ the need for research leading toward the improvement of instruction is accepted.	1 2 3 4
1 2 3 4	/4/ resources are made available for the support of research leading toward the improvement of instruction.	1 2 3 4
1 2 3 4	/5/ a variety of research designs and methodology are known and utilized.	1 2 3 4
1 2 3 4	/6/ faculty consult with other faculty members in the planning of research.	1 2 3 4
1 2 3 4	/7/ faculty are involved in the development of proposals of sufficient significance and sophistication to obtain financial support.	1 2 3 4
1 2 3 4	/8/ faculty want the process of systematic inquiry to be evident in courses and in the learning experiences of students.	1 2 3 4

Administrators and faculty have appropriate information and experiences so that:

1 2 3 4	/9/ the collection of basic institutional data is on a continuing basis and careful study of institutional problems is regarded by administrators and faculty as essential to planning and policy determination.	1 2 3 4

Exist to:		Should exist to:
1. High degree 2. Moderate degree 3. Low degree 4. No appreciable degree		1. High degree 2. Moderate degree 3. Low degree 4. No appreciable degree
1 2 3 4	/10/ an effective institutional operation is established and maintained as a resource and service to administrators and faculty in collecting data, making studies, and otherwise assisting the decision-making process by furnishing relevant information.	1 2 3 4
1 2 3 4	/11/ the research interests and activities of the faculty are encouraged, supported and regarded as an essential aspect of the regular work load.	1 2 3 4
1 2 3 4	/12/ the need and the usefulness of interinstitutional research on certain types of problems is acceptable and encouraged.	1 2 3 4
1 2 3 4	/13/ a framework or pattern for the development of an interinstitutional project exists.	1 2 3 4
1 2 3 4	/14/ there is readiness and ability to develop projects as needed.	1 2 3 4
1 2 3 4	/15/ faculty and administrators are aware of and can utilize the services of the Consortium and of the individual institutional members of the Consortium in defining and developing interinstitutional projects.	1 2 3 4

Exist to:	Should exist to:
1. High degree	1. High degree
2. Moderate degree	2. Moderate degree
3. Low degree	3. Low degree
4. No appreciable degree	4. No appreciable degree

Willingness on the part of administrators and faculty to explore, define and develop the needs, the advantages, and the means of continuing cooperation in research among the institutions of the state:

1 2 3 4	/16/ in curriculum and instructional programs, either by research or by the development of new instructional media and materials.	1 2 3 4
1 2 3 4	/17/ in the definition and collection of data useful in analyzing and understanding problems of individual institutions and of higher education in Oklahoma.	1 2 3 4
1 2 3 4	/18/ in respect to possible cooperation or collaboration between faculty members in several institutions in the study of problems in their particular disciplines.	1 2 3 4

Willingness on the part of administrators and faculty to explore, define and develop the needs, the advantages, and the means of expanding cooperation in research between educational and non-educational agencies:

1 2 3 4	/19/ in instructional programs, either by research or by the development of new instructional media and materials.	1 2 3 4
1 2 3 4	/20/ in the collection of data useful in analyzing and understanding problems relating to higher education.	1 2 3 4
1 2 3 4	/21/ in respect to possible cooperation or collaboration between personnel from several agencies in study of problems in Oklahoma and the region.	1 2 3 4

RESEARCH ACTIVITY OF INSTITUTIONS: WHAT IS - WHAT SHOULD BE

	All Respondents			
	What Is		What Should Be	
	Mean		Mean	
Questions	Pre-Test	Post Test	Pre-Test	Post-Test
3	2.364	2.111	1.182	1.222
4	2.750	2.568	1.409	1.488
5	2.886	2.750	1.455	1.533
6	2.614	2.533	1.318	1.431
7	2.705	2.733	1.500	1.644
8	2.409	2.244	1.182	1.377
9	2.341	2.068	1.091	1.204
10	2.773	2.533	1.250	1.288
11	2.591	2.555	1.545	1.711
12	2.409	2.422	1.386	1.644
13	2.795	1.055	1.455	1.644
14	2.545	2.444	1.273	1.444
15	2.116	2.200	1.233	1 400
16	2.318	2.177	1.250	1.377
17	2.523	2.266	1.273	1.444
18	2.705	2.400	1.318	1.377
19	2.568	2.444	1.318	1.488
20	2.465	2.555	1.256	1.333
21	2.558	2.555	1.310	1.386

Questions	All Presidents			
	What Is		What Should Be	
	Mean		Mean	
	Pre-Test	Post-Test	Pre-Test	Post-Test
3	2.286	2.048	1.190	1.095
4	2.952	2.667	1.429	1.429
5	2.857	2.762	1.619	1.476
6	2.524	2.571	1.476	1.381
7	2.619	2.667	1.619	1.476
8	2.333	2.286	1.238	1.286
9	2.333	2.050	1.095	1.150
10	2.667	2.524	1.333	1.238
11	2.619	2.333	1.571	1.524
12	2.333	2.143	1.571	1.476
13	2.762	2.550	1.619	1.571
14	2.381	2.333	1.381	1.429
15	2.190	2.095	1.381	1.238
16	2.190	2.095	1.286	1.238
17	2.381	2.238	1.381	1.333
18	2.619	2.238	1.381	1.191
19	2.333	2.381	1.333	1.429
20	2.350	2.476	1.350	1.286
21	2.550	2.524	1.350	1.381

Questions	All Coordinating Council Members			
	What Is		What Should Be	
	Mean		Mean	
	Pre-Test	Post-Test	Pre-Test	Post-Test
3	2.435	2.167	1.174	1.333
4	2.565	2.478	1.391	1.542
5	2.913	2.739	1.304	1.583
6	2.696	2.500	1.174	1.478
7	2.783	2.792	1.391	1.792
8	2.478	2.208	1.130	1.458
9	2.348	2.083	1.087	1.250
10	2.870	2.542	1.174	1.333
11	2.565	2.750	1.522	1.875
12	2.478	2.667	1.217	1.792
13	2.826	2.750	1.304	1.708
14	2.696	2.542	1.174	1.458
15	2.045	2.892	1.091	1.542
16	2.435	2.250	1.217	1.500
17	2.652	2.292	1.174	1.542
18	2.783	2.542	1.261	1.542
19	2.783	2.500	1.304	1.542
20	2.565	2.625	1.174	1.375
21	2.565	2.583	1.273	1.391