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ABSTRACT

Since 1976, when telecourses were first introduced at Prince George's Community College (PGCC), a total of 27 different courses have been offered by telecredit. An average of five or six telecourses have been offered every term, each enrolling approximately 29 students. In fall 1982, PGCC offered nine telecourse sections, enrolling a total of 219 students. When compared to the student body as a whole, telecourse students were more likely to be female, over 25 years of age, white, and continuing or resuming their studies at PGCC. To learn more about fall 1982 telecourse students, a survey was conducted at course orientation, focusing on students' goals and reasons for taking telecourses. The survey revealed: (1) 60% of the students said they would not have enrolled in the course had telecredit not been available; (2) 62% indicated that a lack of time for regular classroom attendance was very important in their decision to enroll in a telecourse; and (3) 74% of the respondents were pursuing associate in arts degrees, 71% were employed full time; and 51% planned to transfer to a four-year school. An analysis of the final grade distributions for fall 1982 indicated that telecourses usually had lower pass rates than the same courses taught by other modes of instruction. The study report includes the survey instrument and data tables showing enrollment trends, telecredit student characteristics, survey responses, and pass rates. (DAB)

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A REVIEW OF THE TELECREDIT PROGRAM, FALL 1976-82

REPORT NO. 83-4

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February 1983

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PRINCE GEORGE'S COMMUNITY COLLEGE

Report No. 83-4: A Review of the Telecredit Program,
Fall 1976-82

Introduction

Fall 1982 had nine telecredit sections, the most ever in a single semester at Prince George's. This performance, together with the coming of cable to the County, justified an updated review of the Telecredit program at the community college. This report includes a review of telecredit course trends since their introduction at PGCC, the findings of the most recent survey of Telecredit students, an analysis of student success in telecourses compared to other delivery modes, and several summary statements based on the accumulated research evidence to date.

Enrollment Trends, Fall 1976-82

An average of five or six telecourses have been held each term since they were introduced in the fall of 1976. The typical class has enrolled 29 students. Fall 1982 had the highest number of Telecredit sections so far, nine. Two hundred nineteen students accounted for 255 course enrollments in the nine sections held. (See Table 1.)

Twenty-seven different courses have been delivered by Telecredit. Business 101 has been held most often, eight times since 1976. It has had an average enrollment of 35 students. Other courses presented via Telecredit at least four times included Psychology 101, Political Science 101, History 141, Psychology 203, English 101, and Mathematics 109. (See Table 2.) The only course to be held in consecutive semesters in recent years was Business 101. (See Table 3.)

Telecredit Student Profiles, Fall 1982

Compared to the student body as a whole, Telecredit students in Fall 1982 were more likely to be female, over age 25, white, and continuing or resuming their studies at PGCC:

	All Students (N=15,354)	Telecredit Students (N=219)
Female	60%	69%
Over age 25	41%	63%
White	58%	63%
Returning students	66%	80%

Over half of the Telecredit students in Fall 1982 had cumulative grade point averages of 2.5 and above. (See Table 4.)

The overall pattern held true across the nine courses. (See Table 5.) Women were in the majority in each class, although men approached 50 percent in Data Processing, Political Science, and the American Short Story. Data Processing, Financial Planning, and Child Psychology had relatively more older students.

Home addresses of Telecredit students were analyzed to see if telecourses appealed more to students residing far from campus. (See Figure 1.) This hypothesis was not supported, as the geographical distribution of Telecredit students did not differ notably from that of all degree-credit students.

Telecredit Student Survey, Fall 1982

To learn more about this cohort of Telecredit students, and to see if they differed from previous cohorts, the survey first done in Spring 1981 was replicated. (See Appendix for survey questionnaire.) Students were surveyed at course orientation regarding their goals and reasons for selecting Telecredit.

Four of five were taking a telecourse for the first time. Three-fifths of the respondents said they would not have enrolled in a standard class of the same course if Telecredit had not been available. For them, the television delivery format was the deciding factor.

One fifth of the respondents were telecourse students exclusively. Most of the others took courses off-campus or in the evening at Largo.

Three-fourths were pursuing the A.A. degree. Half of the respondents planned to transfer to a four-year school. Thirty-nine percent were seeking job-related skills.

Nine of ten were employed, mostly full-time. The preferred viewing times reflected this high level of employment. Evenings, early mornings, and Saturdays were most preferred. (See Table 6.)

Survey responses varied by course. (See Table 7.) Transfer goals were paramount for the students taking History, Child Psychology, and the two English courses. Job skill improvement motivated students in Business Organization and Data Processing.

Reasons for Selecting Telecredit

Sixty-two percent of those responding indicated that a lack of time for regular classroom attendance was very important in their decision to enroll in a telecourse. Another 23 percent said time was influential in their decision. Minimizing travel to and from campus was also rated highly by the respondents. The ability to carry a heavier course load was important for some, but not a factor for others. Three in ten were motivated to try a new learning method. (See Table 8.)

Additional Comments of Telecredit Students in Fall 1982.

The survey respondents added a variety of comments to their questionnaires. (See Table 9.) Several students related how telecourses enabled them to continue their education in the context of employment and other constraints. Several courses were suggested for Telecredit delivery, including mathematics and foreign languages. One student, perhaps anticipating cable, suggested airing the video cassettes in the Technical Learning Center.

While most respondents were enthusiastic about telecourses, a few had reservations. One student missed the regular classroom interaction with the instructor, and the accompanying opportunities to learn things both related and unrelated to the course material. Another felt a previous telecourse was at an elementary level and the broadcasts unnecessary to do well in the course.

Final Grade Distributions

Final grade distributions for Fall 1982 telecourses were reviewed and compared to college-wide patterns. (See Table 10.) Telecredit students were less likely to earn A's and more likely to earn C's. The failure rate was 16 percent, compared to 13 percent for the College as a whole.

The overall pass rate for telecourses in Fall 1982 was 70 percent, near the college-wide average. However, direct comparison with sections of the same courses taught by other modes of instruction revealed that the Telecredit sections usually had lower pass rates. (See Table 11.) Two courses were offered only via Telecredit. The combined pass rates by instructional mode for the remaining seven courses were as follows:

<u>Mode</u>	<u>Enrolled</u>	<u>Passed</u>	<u>Pass Rate</u>
Eight-week lecture	60	49	82%
Standard lecture	3,390	2,694	79%
Telecredit	225	156	69%
Personalized system	281	176	63%

A similar analysis in Fall 1980 produced almost identical results, with the same order and the rates different by only a percentage point or two.

Summary of Findings to Date

Four cohorts of Telecredit students have been analyzed since Fall 1980. The replicated studies have yielded comparable data justifying the following summary statements:

- (1) At this college, the courses offered to date have enrolled disproportionately high percentages of women and students

over age 25. They have attracted continuing students with above average grade point averages. (See Table 12.)

- (2) A majority of the Telecredit students have been employed full-time. They have indicated that a lack of time for regular classroom attendance is the major reason they choose telecourses.
- (3) Telecredit pass rates have been lower than those of lecture sections of the same courses. Telecourses have been comparable to PSI classes in that they demand individualized disciplined study.
- (4) A majority of the Telecredit students have said they would not have enrolled in a standard class if the telecourse option had not been available. Assuming this to be true, the Telecredit program has generated between 180-460 credit hours each semester that would not have been realized in its absence.

*Craig A. Clagett
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February 4, 1983 .

Table 1

PRINCE GEORGE'S COMMUNITY COLLEGE
Telecredit Program Indicators, 1976-82

<u>Semester</u>	<u>Course Sections</u>	<u>Course Enrollments</u>	<u>Enrollments Per Section</u>	<u>Unduplicated Headcount</u>
Fall 1982	9	255	28	219
Spring 1982	6	180	30	N.A.
Fall 1981	4	112	28	99
Spring 1981	4	137	34	123
Fall 1980	6	174	29	139
Spring 1980	4	99	25	N.A.
Fall 1979	5	178	36	N.A.
Spring 1979	6	161	27	149
Fall 1978	5	95	19	83
Spring 1978	6	167	28	N.A.
Fall 1977	5	172	34	137
Spring 1977	6	181	30	N.A.
Fall 1976	4	125	31	108

SOURCE: Office of Research and Analysis:

1/19/83

Table 2

PRINCE GEORGE'S COMMUNITY COLLEGE

Telecredit Course Sections and Enrollments
by Course, 1976-82

		<u>Sections Held</u>	<u>Total Course Enrollments</u>	<u>Enrollments per Section</u>
Social Sciences		37	1,127	30
Anthropology	103	2	49	25
Economics	103	2	65	33
Geography	100	3	73	24
Geography	109	1	16	16
History	141	4	113	28
History	143	3	88	29
History	198	3	99	33
Political Science	101	4	142	36
Psychology	101	5	166	33
Psychology	203	4	109	27
Social Science	198	1	15	15
Social Science	298	1	20	20
Sociology	101	2	104	52
Sociology	102	2	68	34
Technical and Career Education -		11	392	36
Business	101	8	282	35
Business	161	1	27	27
Business	261	1	48	48
Data Processing	151	1	35	35
English		13	287	22
English	101	4	91	23
English	201	3	74	25
English	203	2	31	16
English	221	1	14	14
English	298	3	77	26
Science and Mathematics		5	125	25
Mathematics	109	4	88	22
Physical Science	101	1	37	37
Humanities		3	79	26
Philosophy	101	3	79	26
Physical and Health Education		1	26	26
Health	221	1	26	26
TOTAL 1976-82		70	2,036	29

SOURCE: Office of Research and Analysis, based on official third-week Systems and Programming reports INR 030. Data from Fall 1976 through Fall 1982 inclusive.

Table 3.

PRINCE GEORGE'S COMMUNITY COLLEGE
Telecredit Course Enrollments, 1980-82

	<u>Fall 1980</u>	<u>Spring 1981</u>	<u>Fall 1981</u>	<u>Spring 1982</u>	<u>Fall 1982</u>
Business 101	n.a.	39	n.a.	34	40
Business 161	n.a.	n.a.	n.a.	n.a.	27
Data Processing 151	n.a.	n.a.	n.a.	n.a.	35
English 101	19	n.a.	21	n.a.	n.a.
English 221	n.a.	n.a.	n.a.	n.a.	14
English 298	n.a.	31	n.a.	n.a.	20
Geography 109	n.a.	n.a.	n.a.	16	n.a.
History 141	31	n.a.	n.a.	n.a.	25
History 143	n.a.	38	n.a.	30	n.a.
Mathematics 109	n.a.	n.a.	n.a.	16	n.a.
Philosophy 101	n.a.	29	n.a.	n.a.	n.a.
Physical Science 101	n.a.	n.a.	37	n.a.	n.a.
Political Science 101	45	n.a.	27	n.a.	30
Psychology 101	35	n.a.	27	n.a.	40
Psychology 203	29	n.a.	n.a.	n.a.	24
Social Science 198	15	n.a.	n.a.	n.a.	n.a.
Sociology 101	n.a.	n.a.	n.a.	55	n.a.
Sociology 102	n.a.	n.a.	n.a.	29	n.a.
TOTAL	174	137	112	180	255

SOURCE: Office of Research and Analysis, based on Systems and Programming report INR030.

Table 4

PRINCE GEORGE'S COMMUNITY COLLEGE
 Profile of Telecredit Students, Fall 1982

	<u>Number.</u>	<u>Percent</u>
<i>Total Telecredit Students</i>	219	100%
<i>Sex</i>		
Female	151	69%
Male	68	31%
<i>Age</i>		
Under 21	32	15%
21 - 25	48	22%
26 - 35	99	45%
36 - 45	20	9%
46 - 49	17	8%
60 and over	3	1%
<i>Race</i>		
White	138	63%
Black	72	33%
Asian/Hispanic/Nat. Amer.	9	4%
<i>First Attended PGCC</i>		
Fall 1982	43	20%
Spring 1982	19	9%
1981	38	17%
1980	32	15%
Before 1980	87	40%
<i>Cumulative Grade Point Average</i>		
3.50 - 4.00	40	18%
3.00 - 3.49	42	19%
2.50 - 2.99	37	17%
2.00 - 2.49	30	14%
Below 2.00	29	13%
No GPA (first-time students)	41	19%

SOURCE: Office of Research and Analysis, from data on ACE computer file.
 Percentages may not total due to rounding.

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Table 5

PRINCE GEORGE'S COMMUNITY COLLEGE
Telecredit Course Profiles, Fall 1982

	<u>Business 101</u> <u>Business's Organization</u>	<u>Business 161</u> <u>Financial Planning</u>	<u>Data Processing 151</u> <u>Computer/Info. Proc.</u>	<u>History 141</u> <u>U.S. History</u>
Total Enrollments	40	27	35	25
<i>Sex</i>				
Female	28	18	19	19
Male	12	9	16	6
<i>Age</i>				
Under 21	7	1	4	3
21 - 25	10	5	4	5
25 - 35	17	16	22	12
36 - 45	3	2	1	2
46 - 59	2	2	4	3
60 and over	1	1	0	0
<i>Race</i>				
White	21	17	24	15
Black	17	10	9	8
Asian/Hispanic/Nat. Amer.	2	0	2	2

SOURCE: Office of Research and Analysis, from data on ACE computer file.

Table 5 (Cont.)

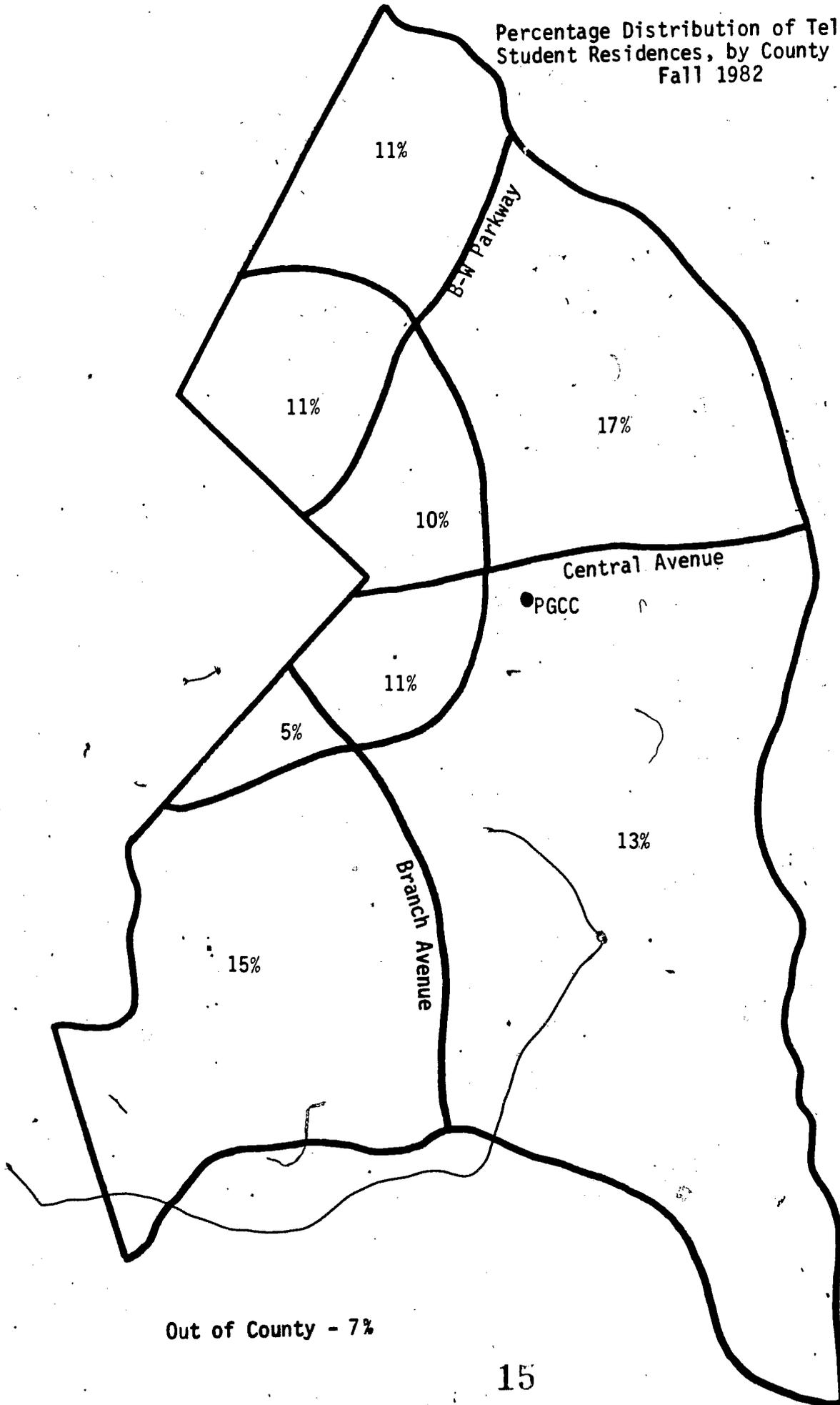
PRINCE GEORGE'S COMMUNITY COLLEGE
Telecredit Course Profiles, Fall 1982

	<u>English 221</u> <u>Shakespeare Plays</u>	<u>English 298</u> <u>Am. Short Story</u>	<u>Pol. Science 101</u> <u>Am. Nat. Govmt.</u>	<u>Psy. 101</u> <u>Gen. Psy.</u>	<u>Psy. 203</u> <u>Child. Psy.</u>
Total Enrollments	14	20	30	40	24
<i>Sex</i>					
Female	10	11	17	30	15
Male	4	9	13	10	9
<i>Age</i>					
Under 21	1	2	8	9	3
21 - 25	8	5	7	8	3
26 - 35	2	5	10	19	12
36 - 45	2	4	5	0	3
46 - 59	0	2	0	4	2
60 and over	1	2	0	0	1
<i>Race</i>					
White	7	16	18	26	14
Black	5	3	11	13	9
Asian/Hispanic/Nat. Amer.	2	1	1	1	1

SOURCE: Office of Research and Analysis, from data on ACE computer file. The 255 course enrollments described in this table were generated by 219 students; the individual course data are not additive. See prior table for unduplicated profile of entire cohort.

Figure 1

Percentage Distribution of Telecredit Student Residences, by County Sector, Fall 1982



Out of County - 7%

Table 6

PRINCE GEORGE'S COMMUNITY COLLEGE

Summary of Responses to the Telecredit Student Survey,
Fall 1982

	<u>Number of Responses</u>	<u>Percent Giving this Response</u>
Prior T.V. Course?		
No	150	79%
Yes, PGCC	39	21%
Enroll standard class if no T.V.?		
No	113	60%
Yes	76	40%
Other classes at PGCC		
Evening Largo	56	30%
Extension Center	47	25%
None	38	20%
Day Largo	37	20%
Weekend	31	16%
Educational Goal		
Transfer to 4 year college	96	51%
Develop new job skills	46	24%
Upgrade current skills	27	14%
Interest and enrichment	21	11%
Other	12	6%
Educational means		
A.A. degree	140	74%
Few specific courses	42	22%
Certificate	8	4%
Employment		
Full-Time	135	71%
Part-Time	36	19%
Not Employed	18	10%
Preferred T.V. Scheduling		
Weekday Evening	91	48%
Weekdays before 8 a.m.	88	47%
Saturday Morning	76	40%
Saturday Afternoon	43	23%
Weekdays 8-12 noon	25	13%
Weekday Afternoon	14	7%
Student Status		
Continuing at PGCC	142	75%
Recent Transfer	26	14%
First-Time Entrant	18	10%
TOTAL RESPONDENTS	189	100%

SOURCE: Office of Research and Analysis, based on Telecredit Student Survey, Fall 1982.

Table 7

PRINCE GEORGE'S COMMUNITY COLLEGE

Responses to Telecredit Student Survey, by Course,
Fall 1982

	<u>Business Organization</u>	<u>Computers & Information Processes</u>	<u>General Psychology</u>	<u>Am. Natl. Government</u>	<u>U.S. History I</u>	<u>Financial Planning & Investments</u>	<u>Child Psychology</u>	<u>Am. Short Story</u>	<u>Shake- speare Plays</u>
Prior T.V. Course?									
No	33	22	22	15	14	13	10	12	9
Yes, PGCC	0	4	3	9	7	6	6	2	2
Yes, elsewhere	0	0	0	0	0	0	0	0	0
Enroll standard class if no T.V.?									
No	14	17	13	12	17	12	13	10	5
Yes	19	9	12	12	4	7	3	4	6
Other Classes at PGCC -									
Evening Largo	14	7	8	8	3	7	4	2	3
Extension Center	10	6	4	6	6	6	3	4	2
None	4	10	1	3	7	3	5	4	1
Day Largo	4	2	9	7	1	2	3	3	6
Weekend	4	4	6	2	3	5	1	4	2
Educational Goal									
Transfer to 4 year college	8	9	15	13	14	9	11	9	8
Develop new job skills	13	3	10	12	2	2	1	1	2
Upgrade current skills	7	11	2	1	0	4	1	1	0
Interest and enrichment	3	5	3	0	3	3	2	1	1
Other	2	2	1	1	2	1	1	2	0
Educational Means									
A.A. Degree	26	14	24	22	15	12	7	9	11
Few specific courses	4	10	1	2	5	7	9	4	0
Certificate	7	0	0	1	0	0	0	0	0

Table 7 (Cont.)

PRINCE GEORGE'S COMMUNITY COLLEGE

Responses to Telecredit Student Survey, by Course,
Fall 1982

	<u>Business Organization</u>	<u>Computers & Information Processes</u>	<u>General Psychology</u>	<u>Am. Natl. Government</u>	<u>U.S. History I</u>	<u>Financial Planning & Investments</u>	<u>Child Psychology</u>	<u>Am. Short Story</u>	<u>Shaker spare Plays</u>
Employment									
Full-Time	25	23	12	16	17	17	9	10	6
Part-Time	4	2	8	7	2	0	6	3	4
Not Employed	4	1	5	1	2	2	1	1	1
Preferred T.V. Scheduling									
Weekday Evening	11	17	19	13	8	7	4	8	4
Weekdays before 8 a.m.	6	1	1	6	7	4	1	0	2
Saturday Morning	13	9	13	12	8	8	9	3	1
Saturday Afternoon	11	1	7	4	6	5	2	3	4
Weekdays 8-12 a.m.	7	4	3	1	3	2	1	2	2
Weekday Afternoon	1	1	3	1	1	1	5	1	0
Student Status									
Continuing at PGCC	21	13	15	22	15	18	14	13	11
Recent Transfer	9	8	3	0	3	0	2	1	0
First-Time Entrant	2	5	7	2	1	1	0	0	0
TOTAL RESPONDENTS	33	26	25	24	21	19	16	14	11

SOURCE: Office of Research and Analysis, based on Telecredit Student Survey, Fall 1982.

Table 8

PRINCE GEORGE'S COMMUNITY COLLEGE

Student Ratings of Selected Reasons for
Telecredit Enrollment, Fall 1982

<u>Reasons for Telecredit Enrollment</u>	<u>Very Important</u>	<u>Some Influence</u>	<u>Not a Factor</u>
Lacked time for regular classroom attendance	115	42	28
Minimized travel to and from campus	107	46	29
Allowed me to carry a heavier course load	78	39	63
Wanted to try a new learning method	50	53	71

SOURCE: *Research and Analysis survey of Telecredit students, Fall 1982.*

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Table 9

PRINCE GEORGE'S COMMUNITY COLLEGE

Selected Comments of Fall 1982 Telecredit Students

"Without the TV courses it would be next to impossible to attend classes at this time. I have 3 children in pre-school, work 2 or 3 evenings a week, have a large house, and many other commitments. However, a degree is becoming necessary for my job. Thanks for the TV classes!!!"

"I think the telecredit idea is an excellent way to learn without the hassle of having to attend classes 2 or 3 days weekly. Saturday mornings are the best time for viewing."

"I think telecourses are a great idea but they should come on a time when working people can view them. Since I work Saturdays, I save no money since I still have to go to Largo to view the tapes. (I registered for the regular class on campus but it was cancelled.)"

"I miss the class room instructor because you learn so many things related to the course (and other things in general)."

"From past experience with TV courses I feel a higher educational level should be put into the TV programs. Past presentations I have found a bit uninteresting to watch and not necessary to do well in the course. I prefer regular classes but due to limited time felt the TV class was preferred to extending the length of time needed to receive needed credits."

"I would take more telecredit courses if offered, because I feel more relaxed at home learning."

"For my personal needs, I would appreciate a high school level mathematics class. It has been a good 12 years since my last math class and needless to say things have changed. So perhaps a high school algebra class that I could watch at home would be of great help."

"I just got out of the hospital and I am not physically able to come to school each week. Without this I could not have taken a course this semester."

"Telecredit courses enable me to increase my course load and still work full time which is a must. The courses challenge me to see if I can learn on my own."

"I think any literature or drama course could benefit from being seen as well as discussed in class. I am also curious to know if more technical courses, such as math, might not be very helpful via television so that difficult passages could be viewed again and again by tape. Foreign language classes seem a natural for telecredit. Also music and art appreciation."

"I would like to see courses added in all fields to enable working mothers to obtain an education and still leave time for their jobs and families."

"Offer more basic courses toward a degree to minimize the time spent at the college. Basic math and English courses could be offered. I prefer viewing early morning or late evening. I like the flexibility of meeting as needed, with the opportunity for one-on-one attention."

"I suggest some link between television at home and the video cassettes available in the training center for the more formal classes in biology and nursing."

"I plan on taking many telecredit courses as I am a rotating shift worker. I am never off the same two days in a month. The repeat broadcasts on different days, with tape backup on campus, are what enable me to attend PGCC."

"I am not interested in courses only for credit, but noncredit as well. I would be particularly interested in areas such as income tax preparation, business math, and financial or estate planning. The best time scheduling for me is week nights after 9:00 p.m. I especially am interested in telecourses requiring little traveling from my home."

"With the rising cost of college and learning facilities, television will play a key role in delivering the education society needs to survive. To take advantage of it today is an investment for the future."

SOURCE: Research and Analysis survey of Telecredit students, Fall 1982.

Table 10

PRINCE GEORGE'S COMMUNITY COLLEGE

Final Grade Distribution, Telecredit Courses, Fall 1982

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>Toward Passing, Incomplete</u>	<u>Failed</u>	<u>Withdraw</u>	<u>Pass or Audit</u>	<u>Total</u>
COLLEGE-WIDE PERCENT.	20%	21%	18%	6%	1%	13%	14%	6%	100%
Telecredit Percent	13%	24%	26%	5%	1%	16%	14%	*	100%
<u>Course</u>									
American National Government	4	6	11	0	0	2	7	0	30
American Short Story	6	6	1	3	0	1	3	0	20
Business Organization	7	5	13	3	1	6	4	0	39
Child Psychology	2	15	4	2	0	2	2	0	27
Financial Planning	3	6	10	1	0	3	4	0	27
General Psychology	4	5	13	2	1	10	5	0	40
Information Processing	5	10	6	1	0	7	7	1	37
Shakespeare Plays	2	1	4	2	0	4	1	0	14
U.S. History	1	8	6	0	0	7	3	0	25
TOTAL TELECREDIT	34	62	68	14	2	42	36	1	259

* less than one percent

SOURCE: Office of Research and Analysis, based on Systems and Programming report SDB 030.

Table 11

PRINCE GEORGE'S COMMUNITY COLLEGE

Course Pass Rates, Telecredit Compared with
other Modes of Instruction, Fall 1982

<u>Course and Mode</u>	<u>Initial Enrollment</u>	<u>Completions</u>	<u>Pass Rate</u>
Business 101			
Standard lecture	1,316	1,066	81%
Eight-week	42	32	76%
Telecredit	39	29	74%
Business 161			
Standard lecture	207	182	88%
Telecredit	27	20	74%
Data Processing 151			
Standard lecture	24	19	79%
Telecredit	37	23	62%
History 141			
Standard lecture	465	373	80%
Personalized system	31	23	74%
Telecredit	25	15	60%
Political Science 101			
Standard lecture	449	330	73%
Telecredit	30	21	70%
Psychology 101			
Eight-week	18	17	94%
Standard lecture	896	698	78%
Telecredit	40	25	63%
Personalized system	250	153	61%
Psychology 203			
Telecredit	27	23	85%
Standard lecture	33	26	79%

Table 11
 (Cont.) Course Pass Rates, Telecredit
 Compared with other Modes of Instruction,
 Fall 1982

<u>Course and Mode</u>	<u>Initial Enrollment</u>	<u>Completions</u>	<u>Pass Rate</u>
English 221			
Telecredit	14	9	64%
English 298			
Telecredit	20	16	80%
TOTAL TELECREDIT	259	181	70%

SOURCE: Office of Research and Analysis, based on Systems and Programming report SDB 030.

1/19/83

Table 12

PRINCE GEORGE'S COMMUNITY COLLEGE
Selected Characteristics of Telecredit Students,
1980-82 Comparisons

	Fall 1980 (N=139)	Spring 1981 (N=123)	Fall 1981 (N=99)	Fall 1982 (N=219)
Female	69%	65%	72%	69%
Over age 25	66%	53%	67%	63%
Black	38%	28%	34%	33%
GPA 3.0 and above	44%	47%	44%	46%
Part-time students	73%	72%	71%	N.A.
Continuing at PGCC	84%	86%	72%	75%
Employed full-time	N.A.	58%	53%	71%
Transfer goal	N.A.	71%	43%	51%
First TV course	76%	66%	75%	79%
Would not have enrolled in standard class if no telecredit course	N.A.	59%	53%	60%
"Lack of time" reason for selecting telecredit	N.A.	84%	80%	85%
Passed telecredit course	65%	N.A.	N.A.	70%

SOURCE: Office of Research and Analysis.

1/19/83

APPENDIX

PRINCE GEORGE'S COMMUNITY COLLEGE
Office of Institutional Research

SURVEY OF TELECREDIT STUDENTS

By completing this questionnaire, you will help us plan programs to serve your needs. Thank you for participating.

1. Have you ever taken a course by television before?

- Yes, at PGCC Yes, other institution No

2. If this course had not been offered by Telecredit, would you have enrolled in a standard class of the same course this semester?

- Yes No

3. In addition to this Telecredit course, what other classes are you attending at PGCC this semester? Check all that apply.

- Day class at Largo campus (Monday-Friday)
 Evening class at Largo campus (Monday-Friday)
 Off-campus class at an Extension Center
 Weekend class
 None

4. Please check the one statement which most closely corresponds to your primary reason for attending this college.

- Exploration of new career or academic areas
 Preparation for immediate entry into a career
 Preparation for transfer to a four-year institution
 Update skills for a job currently held
 Interest and self-enrichment
 Other (specify) _____

5. How do you expect to accomplish the above goal?

- by completing a few specific courses
- by completing a formal, one-year certificate program
- by earning the Associate in Arts degree (A.A. or "two-year" degree)

6. Do you intend to work while attending PGCC this semester?

- Yes, part-time
- Yes, full-time (more than 30 hours per week)
- No, I do not plan to work

7. We want to know the extent to which the following factors influenced your decision to register for a Telecredit course. Please rate each reason as either very important, of some influence, or not a factor in your decision:

<u>Reason</u>	<u>Very Important</u>	<u>Some Influence</u>	<u>Not a Factor</u>
Minimized travel to and from campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allowed me to carry a heavier course load	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lacked time for regular classroom attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thought this would be less difficult/less work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wanted to try a new learning method	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. What is your preferred time for TV viewing of Telecredit courses?

- Weekdays before 8 a.m.
- Weekday mornings (8-12)
- Weekday afternoons
- Weekday evenings
- Saturday mornings
- Saturday afternoons
- Sunday mornings
- Sunday afternoons

9. Which statement describes your status as a credit student this semester:
- This is my first semester at any college.
 - I have attended classes at PGCC before.
 - This is my first semester at PGCC, but I have attended college elsewhere.
10. What kinds of telecredit courses would you like in the future?
11. Will you take more telecourses for credit when you have cable television with a PGCC channel?
12. Please add any further comments which would help us be responsive to your needs.

Fill out and return at orientation.

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