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ABSTRACT

The Ryerson Open College in collaboration with the Ontario Educational Communications Authority offered a multimedia, introductory credit course in sociology in 1972. Of the 173 students who participated in the course evaluation, only 18 percent completed all of the four questionnaires which constituted the evaluation data. Student grades and dropout rates were examined relative to students' age, sex, employment status, and previous education. Students also rated the relative merits of television lectures, radio discussions, and other instructional activities. Student attitudes, costs, and benefits are also discussed. (EMH)

The Ontario Educational
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Research and
Planning Branch

Number 27

Evaluation of the Ryerson Open College Introductory Sociology Multi-Media Course

by

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EVALUATION OF THE RYERSON OPEN COLLEGE

INTRODUCTORY SOCIOLOGY MULTI-MEDIA COURSE

Ryerson Open College, in co-operation with the Ontario Educational CommunicationsAuthority, offered the course Introductory Sociology in the Spring of 1972. This multi-media credit course was presented through two one-hour radio programs each broadcast three times a week, 17 half-hour television programs each broadcast three times a week, two study weekends held early in March and at mid-May, and periodic correspondence between the students and the course instructor-tutors. One day a week, radio broadcasts incorporated a half-hour open-line section when students could telephone the instructor-tutor in the studio.

It is difficult to tease out the effect of O.E.C.A.'s involvement because the television programs were aimed mainly at enrichment, being only part of the learning system, which was all designed by the Open College. However, it will be shown that those who viewed television more, worked harder and did better in the course, so T.V. may well have been a motivator.

Introductory Sociology was first offered during the 1971 Spring term, but was not evaluated in detail. Because other multi-media courses were being planned, an evaluation study was initiated for the 1972 course.

The evaluation was conducted in four phases. In Phase 1, students at the beginning of the course answered a questionnaire seeking demographic data, their reasons for taking the course, their media habits, and their attitudes related to sociological concepts. In Phase IV, students at the study weekend near the end of the course, were questioned to find out what they thought of the course and to detect any shift in attitudes.

In Phases II and III, the students were asked to record their participation in course-related activities every day for the two-week periods immediately following the study weekends.

Of the 173 students who participated in the study, 99% answered the Phase I questionnaire, 40% and 23% respectively filled in the Phase II and Phase III Activity/Evaluation sheets; and 52% answered the Phase IV questionnaire. Only 18% completed all four questionnaires. The response rates should be viewed against the fact that, of the 194 students who registered for the course at the beginning of 1972, 70% were still actively participating at mid-term, but only 48% actually completed the course, including writing the final examination. Of the completers, 81% answered the Phase IV questionnaire.

In the following analysis it should be noted that the differences which appear in the tables contrasting various groups of students are mostly too small to reach accepted standards of statistical significance. However, the differences remarked upon in the text are generally statistically significant, because those differences are relatively large, or because the groups being compared include many of the same people (e.g. all but two students who responded in Phase III also responded in Phase II, all but one who responded in Phase IV responded in Phase I).

In tables of percentages, the base, i.e. the number of respondents represented, is given at the end of each row or column which sums to 100%, apart from rounding errors.

Characteristics of enrolled students

Three-quarters of all students attending the orientation day at the start of the course were women. (Table 1).

A third of all students were aged 31 to 40 and nearly all the rest were in the age groups 41 to 50 and 21 to 30. (Table 2).

Housewives formed a third of the original enrollment and there were almost as many managers and professionals. Clerical and sales staff constituted a fifth of the enrollment. The remaining students included draftmen, nursing assistants, blue-collar workers, and three people who described themselves as students (Table 3).

Nearly a fifth of students had not completed Grade 12, but 41% had had some form of post-secondary education. (Table 4).

English was the second language of 17% of students, including 3% who still understood French, 2% Polish, 2% Ukrainian and 1% German.

Characteristics of dropouts

It is important in planning any course to be able to anticipate which of the students who enrol are likely to drop out and to identify their probable reasons for doing so. The study of dropouts is particularly important for Ryerson Open College, considering that 100 of the 194 students who registered for the Introductory Sociology course failed to complete it.

An analysis of the questionnaires completed by the 172 students who attended the orientation day shows that only 35% of the men completed the course, whereas 60% of the women did so (Table 1).

Two-thirds of the completers were in the age range 31 to 50, whereas nearly two-thirds of the dropouts were in the 21 to 40 range; dropouts tended to be younger, though there were more dropouts aged 51 and over than there were completers (Table 2).

The course was completed by only 35% of clerical and sales staff. In contrast, the course was finished by 57% of managers and professionals, and 61% of housewives. Of the remaining students, who included draftsmen, nursing assistants and blue-collar workers, 54% completed the course. None of the three people who described themselves simply as students, dropped out (Table 3).

Of the students at the start of the course, 48% were employed full time, and of these 56% dropped out; 16% worked part time, and only 31% of them dropped out; but of the 36% "not employed" (consisting almost entirely of housewives) 42% dropped out (Table 5). It seems that some work outside the home is conducive to an attitude of mind which leads to course completion, but that full-time work may have been found too demanding by people interested in this course.

Only 36% of students with grades 9 to 11 dropped out compared to 54% of those with Grade 12. There was an above-average dropout rate among those who had attended community college, whereas the rate was below average among those who had had some university experience, but four of the five who already had bachelor's degrees dropped out (Table 4).

In short, the educational level of dropouts was higher than completers. It may be that some dropouts got bored with the course, whereas the less educated tended to find it more stimulating. It is also probable that better educated people tend to have more demanding jobs which make it difficult to finish a course of study.

A socio-economic difference between dropouts and completers is indicated by the facts that 6% of dropouts did not have television, but only 3% of completers did not; and that 25% of completers had colour TV compared to 16% of dropouts. (The figures for completers are parallel Ontario)

There was no apparent difference between the dropout rates of native English speakers and of those with other mother tongues.

Student characteristics related to grades awarded

The relative staying power of the various demographic groups just mentioned was reflected in the grades awarded to those who completed the course.

The grade distribution for 75 such respondents in Phase IV is as follows:

Grade A	28%
Grade B	45%
Grade C	18%
Grade D	3%

The explanation for only two people receiving a grade below a C is that students tended to drop out if they sensed that they would not do well. Those who completed all of the course requirements including the final examination were those who had expectations of receiving a reasonably good mark.

An A grade was awarded to 31% of women, but to only 9% of men (Table 6).

C was the modal grade for students aged 21 to 30 and for the over-50s. B was the modal grade for the rest, but a C or D was awarded to some 25% of students aged 41 to 50, whereas only 8% of those aged 31 to 40 got C, and none of them got a D (Table 7).

An A or B grade was gained by 100% of those who described themselves as students, by 85% of housewives, by 74% of managers and professionals, by 65% of clerical and sales staff, but by only 40% of the others, who included draftsmen, as well as blue-collar workers (Table 8).

Just over half of those students with some prior university training gained an A grade, which was not awarded to any of the students who had been to a community college- just over half of whom gained a C! Two-thirds of students who had completed Grade 12 gained a B, but only 13% gained an A. These scores were bettered by the remaining students - both those who had completed Grade 13 and those who had not attained Grade 12: about 30% of those groups of students gained A and at least 43% gained B (Table 9).

To summarize, those who did best with regard both to staying in the course and final grade were housewives in the 31 to 40 age bracket. People aged under 30 or over 50, those who had been to community college, and full-time workers in clerical, sales or blue-collar jobs did rather badly.

Expectations and perceived benefits

Students in Phase I were asked to state why they enrolled in the Introductory Sociology course, and to rank their reasons in order of importance. As Table 10 makes clear, the greatest proportion, 26%, ranked "for credit" as their main reason, but this was not given as a reason at all by 38%. Only 30% gave interest in a media-based course as a reason for enrollment, and only 10% gave social reasons. There appeared to be no great difference between dropouts, and completers, so far as their motives for enrolling were concerned.

In Phase IV, students were asked to check on a list of eight possible benefits those they had gained from the course. Nearly all checked benefits concerned with learning and two-thirds checked "something to do, a change of pace". (Table 10 combines these Phase IV responses with reasons given for enrollment in Phase I.) Half of the 88% of students who claimed that the course gave them an appreciation of the multi-media approach declared that to be an unexpected benefit. Likewise, new social experiences were unexpected by half of the 81% of students who claimed that benefit.

Two-thirds of students believed that they could not have gained the benefits they derived from the course in any other way. As for the remainder, they chose the course because it was a convenient way to study, especially for those with family responsibilities and time commitments.

At the start, students thought the greatest advantages of taking a course by radio and television would lie in the fact that they could listen to a lecture more than once and could listen day or night. At the end, they cited the ease and comfort of listening in one's own home and not having to waste time travelling as the greatest advantage (Table II)

Being unable to question the instructor immediately was initially expected by more than a third of students to be the greatest disadvantage of a course given by radio and television. Having no other students to talk to was the second greatest expected disadvantage, but 44% of completers cited

this as the worst drawback at the end of the course. Among the 14 dropouts who responded in Phase IV, having to cope with distractions at home was the most frequently cited drawback; 36% gave this response (Table 12).

Perceived helpfulness of electronic course components

At the end of the course about 93% of students claimed that the assigned readings, study weekends and radio lectures had all been helpful or very helpful. Only 68% gave the same ratings to television broadcasts, and only 29% to the radio open line (Table 13).

The perceived helpfulness of the radio broadcasts was directly related to success in the course - the lectures were deemed very helpful by twice as many students who gained an A as by dropouts. Nobody found the radio broadcasts not helpful (Table 14).

There were very different attitudes regarding the radio open line, whereby students could phone in to the instructor-tutor in the studio after the first half hour of the Wednesday broadcasts. None of the dropouts thought the open line not useful, as against 25% of students who gained B, C or D, and 14% of A-grade students. None of the A-grade students thought the open line very helpful, as against 6% of the B, C and D students and 14% of the dropouts (Table 15)

As for TV broadcasts, only 5% of students who gained an A thought them very helpful, in contrast to 37% of those who gained B, C or D, and 36% of dropouts (Table 16).

There is no clear relationship between personal characteristics of the students and their perceptions of the helpfulness of the various electronic components of the course. Considering that the essentials of the course were taught by radio lectures and assigned readings, it seems that the lower success rate of the devotees of TV broadcasts and the radio open line may have stemmed from a failure to perceive that these components were less essential, being provided mainly for enrichment.

It is noteworthy that 43% of dropouts and 33% of B, C and D-grade students claimed they learned more from radio broadcasts than from face-to-face lectures given at the study weekends, but none of the students who gained an A made this claim (though about half of all students stated that they liked the classroom situation better).

Students were asked to give reasons for their liking or disliking the various course components. The positive responses are generally too vague to be enlightening (they are given in detail in Progress Report No. 1 on this project). The few negative criticisms perhaps deserve more consideration. They are listed here with parenthetically-given percentages of the 90 Phase IV respondents making the criticisms.

The pace of radio lectures was too fast for adequate note-taking (2%).

Many questions asked on the radio open line were not useful, relevant or interesting (20%).

Too nervous to use the open line (6%).

Difficult to hear the questions (4%).

Could not use the open line because of long distance telephone costs (4%)

Patterns of television viewing

One television program was scheduled for each week of the course, each program being generally shown three times: on Wednesdays, Fridays and Sundays. However, in Phase II, one Sunday broadcast was cancelled, and in Phase III the Wednesday broadcast was cancelled in the first week, and in the second week there were no broadcasts on either the Friday or the Sunday. Of the students who answered questions about their viewing during these two phases, the percentages watching on the two Sundays were 58 and 46, on the three Wednesdays 30, 16 and 8, and on the three Fridays 27, 17 and 7. It is clear that the Sunday Broadcasts which started at 11 a.m. were at a generally convenient time, whereas the broadcasts starting at 8:30 p.m. on Fridays and 9:30 a.m. on Wednesdays were not.*

The average number of TV programs watched by the 27 students who participated in Phase II but not Phase III was calculated using frequency distributions for various groups found in Phase I; this standardisation procedure was adopted to rectify accidental differences in numbers of representatives of each group due to the small size of the sample. Two different programs were broadcast in the two-week period; the mean number watched by completers was 1.38 against 1.00 by dropouts. Clerical, sales staff and those in the group of other miscellaneous occupations watched twice as much as managers and professionals (Table 17).

These findings suggested that there might be a relationship between TV watching and degree of success in the course, but that calculations should take account of the proportions of people in different occupations, who were evidently characterised by different viewing habits. This hunch was checked by comparing the mean number of broadcasts watched by students awarded various grades and by dropouts. The number of broadcasts watched in a two-week period were averaged over Phases II and III for 35 students for whom there was adequate data. The means were again standardized, using frequencies for occupational groups found in Phase IV (which, it will be remembered was chronologically just prior to Phase III).

This time no significant difference appeared between the viewing behaviour of the various occupational groups, but it was found that students who gained an A grade viewed considerably more than average and dropouts viewed considerably less (Table 18).

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*Friday broadcasts were on Channel 19 which can only be received by viewers with UHF or cable facilities. Some 15% of students had neither, but this could not account for much of the observed contrast with Sunday viewing on Channel 11. The Wednesday broadcast was on Channel 9.

It should not be concluded that television was necessarily responsible for raising grades. The broadcasts were intended mainly for enrichment and occupied a student at most half an hour a week, compared with an average of 14 hours spent on all other course activities. Students who gained A grades spent about 18 hours a week on all aspects of the course, whereas those who gained a C or D spent only about 12 -all of which suggests that the more successful students were simply more conscientious about television viewing as in all other aspects of the course.

Patterns of Radio Listening

Three radio programs were broadcast each week. On Wednesdays and Thursdays the program was broadcast both in the afternoon and evening. On Sunday, the program was broadcast in the morning only. The most popular listening time was Wednesday afternoon (when 51% of students responding to Phase II and III questionnaires tuned to the program). The other times were, in order of popularity, Wednesday evening (47% tuned), Thursday afternoon (45%), Sunday morning (40%) and Thursday evening (37%). These figures include the average of 10% of students who wrote in on their questionnaires that they listened to both Wednesday broadcasts and the 6% who listened to both Thursday broadcasts.

The popularity of Wednesday broadcasts may be related to the fact that only half of the program consisted of a lecture. The remainder of the hour was devoted to the radio open line which was listened to by only 44% of students in the afternoon and only 36% in the evening. In other words, as soon as the open line began the listening audience dropped to the same levels as on Thursdays.

No important differences were noted between the numbers of radio lectures listened to by students who responded in Phase II only (Table 17).

However, the more meaningful average for both Phase II and III showed an unambiguous trend: the more lectures a student listened to, the higher his ultimate grade. Doubtless there was a cause connection here because the lectures, unlike the TV broadcasts, gave essential instruction (Table 19).

Some 44% of students recorded the radio lectures and regularly played them back.

More than three-quarters of the students listened to the radio lectures and watched the TV broadcasts alone. Only 16% were usually with one other person, and only 5% were usually in a group.

Patterns of other course activities

There was no consistent relationship between time spent on assigned reading and success in the course, probably because poorer students tend to be slower readers who find it necessary to read much of the material several times (Tables 17 and 20).

Only 4% of students complained that assigned readings were difficult to understand, dull or not relevant.

Time spent on other activities, mainly concerned with the preparation of assignments, had the clearest payoff: about 10 hours a week earned an A; 8 hours were worth a B; a C or D required about 6 hours, but fewer presaged a dropout! (Table 21).

During Phase II, 19% of students spoke to their tutor by telephone; 10% did so in Phase III. Only 6% of students complained that their tutor was difficult to contact, though 9% complained that tutors' comments on assignments were too brief or not constructive enough.

The study weekends were an overwhelming success. In Phase IV, 44% of students declared the social aspects of the course were very satisfying and nobody declared them not satisfying. Asked why they liked the study weekends, 64% gave responses to the effect that interaction with other students and their tutor was stimulating, combatted feelings of isolation, and renewed their enthusiasm; another 20% stated that the exchange of ideas and opinions clarified thinking and cleared up misunderstandings. During each week-end, just over a quarter of the students had private interviews with their tutors.

Attitudes to the course as a whole

In Phase IV when the question was posed: "To what extent did the course meet the objectives stated in its brochure and other announcements?" 63% of respondents answered "almost completely" and all but 1% of the remainder replied "To a considerable extent".

Ninety-three per cent said they would like to take another Ryerson Open College course, and the same proportion would recommend it to a friend, including 68% who would recommend it highly. However, 4% would warn their friends about the heavy time demands of the course.

A third of the students said too much material was covered, and 12% added that the work-load was heavier than they expected.

Attitudes to sociological topics.

Both at the start and finish of the course, students were asked to declare their attitudes to 30 statements of sociological importance. Generally, the students were characterised by claims to open-mindedness (as exemplified by the responses summarized in Table 22) to receptivity to new ideas and change (Table 23) and to rejection of ethnocentrism and acceptance of immigration (Table 24).

These liberal, open-minded attitudes could be seen as desirable outcomes of the Introductory Sociology course. However, it seems that successful students were willing, from the very start, to examine carefully concepts of individual and social responsibility. There are no significant differences between Phases I and IV in the patterns of response given by students who completed the course, though they did display a consistent tendency to claim greater generality in their thinking by becoming more interested in principles than facts (exemplified by Table 25).

There were no significant differences between the responses of dropouts and completers in either Phase I or Phase IV, though the completers generally claimed somewhat more open-minded attitudes. On the other hand, as compared with the dropouts who responded in Phase I, the few dropouts who responded in Phase IV showed an apparent(albeit statistically non-significant) shift towards the liberal attitudes claimed by completers. Considering the negligible shift in attitude shown by completers, it seems that most of those who got more than halfway through the course began with attitudes which were congruent with those of their teachers, while the less open-minded gradually dropped out.

This finding raises the question: did the less open-minded drop out because they disliked the philosophy of the course,or because their tutors reacted negatively to their views, or because they had a type of character which is incompatible with success in a multi-media course?

An answer to this question is suggested by a study of responses to statements concerning self-interest. The dropouts who responded in Phase IV admitted more than they did in Phase I to resentment when they did not get their own way, to interest in improving their own standard of living rather than that of developing countries, and to irritation with people who ask favours. The shift in attitude to these matters shown by completers was much less (Table 26). The greater intolerance shown by dropouts may be a sign that they were experiencing frustration in the course. Considering that everybody who persisted to the extent of writing assignments and the final exam got a pass grade, it is reasonable to speculate that success in the course was largely a function of tolerance of stress. It may be that the less tolerant became impatient or discouraged and dropped out, while the more open-minded, liberal students were more tolerant generally and could cope with the stress which is the concomitant of any college course, so they continued doggedly to the not-so-bitter end.

Costs and Benefits

The television broadcasts for Introductory Sociology attracted an estimated weekly audience of about 40,000 viewers (Table 27). This very considerable audience for an educational broadcast was largely accounted for by an exceptionally large viewership for the one Sunday broadcast during the two-week survey period (there was no Introductory Sociology broadcast on the other Sunday). The large Sunday audience is in line with the finding that most students preferred viewing on Sundays.

The radio broadcasts attracted an estimated weekly audience of about 10,000 (Table 28).

Considering the benefits derived from the course which were stated explicitly by students and implicitly by the size of its television and radio audiences, it is illuminating to discover that the cost per enrolled student is closely comparable to that of a conventional university course.

Although it would doubtless have been possible to provide even better broadcast programs had there been a larger budget, the cost of developing the programs in 1971 was kept to $70,000 (Table 29). The largest total is the Open College's share, over the six-month development period, of Ryerson Polytechnical Institute's administrative costs, $25,000. This sum includes the cost of providing counselling, health, food, recreational and library services, as well as classrooms, though hardly any of these facilities were enjoyed by Open College students. On the other hand, program production costs were extremely low, because the College owns its own radio station, CJRT, and has its own well-equipped television studios, and because a number of people gave their services gratis in appreciation of the potential value of the course.

In calculating the actual cost of the course in 1972, the development cost has been treated as if it were amortized over five years. But both television and radio programs were considerably revised in 1972, and further revision would probably be required in every succeeding year. Therefore the costs to OECA, totalling $23,000, would probably continue at the same level. The cost of students' books, all provided by the Open College, would change in proportion to the enrollment, as would the number of tutors. All in all, the total cost of $97,000 (Table 30) seems to be a fair estimate of the cost of running the course.

As 194 students were enrolled, the average cost of the course per student is an even $500. This compares with $433. per student taking a conventional sociology course in a group of 18 undergraduates (this figure was calculated from data kindly supplied by an Ontario university with a large undergraduate enrollment). The Open College programs had the bonus of considerable television and radio audiences of people not enrolled in the course. Although the dropout rate was much higher than for a conventional course, it must be remembered that the dropouts did appreciate it: in Phase IV, 13 out of the 14 people who did not complete the course declared that they would like to enrol for another one.

It would be a mistake, however, to dwell too much on the comparison between conventional courses and Ryerson Open College's. The College is not in competition with universities: nearly all its students are people who would find it very difficult or impossible to attend classroom lectures. The Open College fills a unique need, and, according to most of its students, fills it well.

Recommendations

Registering students should be warned that a Ryerson Open College course demands 14 hours of their time in an average week.

Students should be advised how best to allocate their time.

Broadcasts should be scheduled for times which are convenient to students.

Study week-ends are so popular that consideration should be given to the possibility of increasing their number from two to three.

To overcome feelings of isolation, students should be given the opportunity to contribute their telephone numbers to a listing for circulation among those interested so that they could call each other, and even experiment with occasional conference calls.

Further research is under way to determine how the electronic components of an Open College course can best be used to meet its educational objectives.

Table 1. Sex of Students.

	All Students	Proportion who dropped out.
Female	75%	40%
Male	25%	65%
Total	100%	46%
Base	172	

Table 2. Age of Students.

	All Students	Proportion who dropped out.
Under 21	2%	50%
21 to 30	26%	55%
31 to 40	32%	46%
41 to 50	29%	35%
51 to 60	8%	57%
Over 60	2%	75%
Base	170	

Table 3. Occupations of students.

	All Students	Proportion who Dropped out.
Housewives	33%	39%
Managers, professionals	31%	43%
Clerical and Sales	20%	65%
Students	2%	0%
Others	15%	46%
Base	172	

Table 4. Education of Students.

	All Students	Proportion who Dropped out.
Grade 8	1%	100%
Grades 9 to 11	18%	36%
Grade 12	25%	54%
Grade 13	17%	45%
Community College	11%	53%
Some University	11%	39%
BA Degree	3%	80%
Other Post-Secondary	16%	41%
Base	171	

Table 5. Employed Time of Students

	All Students	Proportion who Dropped out.
Full-time	48%	56%
Part-time	16%	31%
Not employed	36%	42%
Base	169	

Table 6. Sex by Grade.

	A	B	C	D	Base.
Female	31%	48%	19%	2%	64
Male	9%	27%	55%	9%	11

Table 7. Age by Grade.

	A	B	C	D	Base.
Under 21	100%	0%	0%	0%	2
21 to 30	15%	23%	54%	8%	13
31 to 40	36%	56%	8%	0%	25
41 to 50	28%	48%	21%	3%	29
Over 50	0%	40%	60%	0%	5

Table 8. Occupation by Grade.

	A	B	C	D	Base.
Housewives	25%	61%	14%	0%	28
Managers and professionals	33%	41%	22%	4%	27
Clerical and sales	25%	38%	38%	0%	8
Students	100%	0%	0%	0%	2
Others	10%	30%	50%	10%	10

Table 9. Education by Grade.

	A	B	C	D	Base
Grade 9 to 11	29%	43%	29%	0%	14
Grade 12	13%	67%	13%	7%	15
Grade 13	29%	43%	29%	0%	14
Community College	0%	43%	57%	0%	7
Some University	60%	20%	20%	0%	10
Other Post-Secondary	33%	47%	13%	7%	15

Table 10. Reasons for enrollment and perceived benefits.

	Students giving this reason for enrolling		Students in Phase IV claiming that they obtained this benefit*
	- As their main reason	- As one reason*	
Academic Credit	26%	62%	81%
Interest in Sociology	22%	83%	97%
Enjoyment of learning	17%	70%	96%
Gain of useful knowledge	16%	74%	99%
Regular stimulus to learn	10%	52%	64%
Change of activity	6%	37%	62%
Interest in multi-media approach	2%	30%	88%
New Social Experiences	0%	10%	81%
Base	172	172	90

* Column sums to more than 100% because students checked several benefits.

Table 11. Percentages of students selecting each listed advantage in taking a credit course by radio/television.

	In Phase I		In Phase IV	
	Dropouts	Completers	Dropouts	Completers
Ease and comfort of listening in one's own home	26%	22%	21%	38%
No waste of time travelling to a lecture hall	18%	18%	14%	24%
Being able to listen day or night	23%	30%	29%	17%
Being able to listen to a lecture more than once	34%	23%	7%	26%
Unable to leave home	6%	10%	0%	40%
No response	3%	0%	29%	4%
Base	79	93	14	75

(Some columns add to more than 100% due to multiple responses.)

Table 12. Percentages of students selecting each listed disadvantage in taking a credit course by radio/television.

	In Phase I		In Phase IV	
	Dropouts	Completers	Dropouts	Completers
Having no other students to talk things over with	28%	30%	29%	44%
Having to cope with distractions at home while attending to radio/television broadcasts	27%	25%	36%	23%
Having to accept what the instructor says without being able to question him immediately.	37%	36%	14%	32%
Not enough interaction with tutor	0%	0%	0%	1%
Other	6%	6%	0%	4%
No response	1%	5%	7%	3%
Base	79	93	14	75

(Some columns add to more than 100% due to multiple responses)

Table 13. Perceived helpfulness of course components.

	Very Helpful	Helpful	Somewhat Helpful	Not Helpful	No Response
Radio lectures	54%	39%	7%	0%	0%
Radio open line	6%	23%	52%	19%	0%
Television broadcasts	29%	39%	23%	6%	3%
Assigned Readings	61%	33%	3%	1%	1%
Study week-ends	68%	26%	7%	0%	0%
Correspondence with the lecturer*	12%	27%	2%	16%	43%
Correspondence with the tutor(s)*	33%	37%	12%	7%	11%
Base	90	90	90	90	90

*Questionnaire responses reveal that some students interpreted "correspondence" as the regular exchange of assignments.

Table 14. Perceived helpfulness of radio lectures by grade.

	A	B	C and D	Dropout
Very helpful	67%	62%	40%	36%
Helpful	33%	32%	40%	64%
Somewhat helpful	0%	6%	20%	0%
Not helpful	0%	0%	0%	0%
Base	21	34	20	14

Table 15. Perceived helpfulness of radio open line by grade.

	A	B	C and D	Dropout
Very helpful	0%	6%	5%	14%
Helpful	33%	24%	25%	7%
Somewhat helpful	53%	44%	45%	79%
Not helpful	14%	26%	25%	0%
Base	21	34	20	14

Table 16. Perceived helpfulness of TV broadcasts by grade.

	A	B	C and D	Dropout
Very helpful	5%	41%	30%	36%
Helpful	52%	35%	30%	43%
Somewhat helpful	33%	21%	25%	7%
Not helpful	5%	3%	10%	7%
No response	5%	0%	5%	7%
Base	21	34	20	14

Table 17. Average number of broadcasts attended to and average hours spent on reading and other course-related activities by 27 students during the two weeks of Phase II.

	No. of TV Programs Watched	No. of Radio Lectures Listened to	Hours of Assigned Reading	Hours of Other Activity
Housewives	1.22	3.72	8.57	17.85
Managers and Professionals	0.79	3.60	8.66	10.55
Clerical Staff and others	1.55	3.74	12.45	10.08
Completers	1.38	3.83	8.20	14.10
Dropouts	1.00	3.53	11.99	11.31

All averages are means directly standardized by reference to frequency of each sub-group among Phase I respondents.

Table 18. Mean number of television broadcasts watched in a two-week period (averaged over Phases II and III) by 35 students, cross-tabulated by grade and occupation.

	A	B	C and D	Dropouts	All students*
Housewives	1.25	0.70	1.25	0	0.95
Managers and Professionals	1.33	0.80	0.75	0.50	0.87
Clerical staff and others	0.75	0.88	0.83	1.00	0.86
All occupations	1.21	0.76	0.89	0.43	0.90
		0.91			

*Means standardized by reference to frequency of each sub-group among Phase IV respondents.

Table 19. Mean number of radio lectures listened to in a two-week period (averaged over Pases II and III) by 35 students, cross-tabulated by grade and occupation.

	A	B	C and D	Dropouts	All students*
Housewives	4.42	3.80	4.50	4.50	4.12
Managers and Professionals	4.50	4.50	3.75	0.50	3.61
Clerical Staff and others	4.00	3.75	2.66	5.50	3.57
All occupations*	4.39	4.02	3.41	3.00	3.80
		3.95			

*Means standardized by reference to frequency of each sub-group among Phase IV respondents.

Table 20. Mean hours spent on assigned reading in a two-week period (averaged over Phases II and III) by 35 students cross-tabulated by grade and occupation.

	A	B	C & D	Dropouts	All students*
Housewives	8.85	7.67	12.34	3.88	7.91
Managers and Professionals	14.24	7.40	6.13	5.00	8.56
Clerical Staff and others	6.56	6.29	8.75	18.25	9.09
All occupations	11.04	7.34	8.55	7.44	8.44
			8.63		

*Means standardised by reference to frequency of each sub-group among Phase IV respondents.

Table 21. Mean hours spent on preparing assignments and other course-related activities by 35 students, cross-tabulated by grade and occupation, in a two-week period (averaged over Phases II and III)

	A	B	C & D	Dropouts	All students *
Housewives	17.50	15.70	10.54	14.13	15.22
Managers and Professionals	25.10	19.74	12.20	3.00	16.56
Clerical staff and others	16.00	13.49	15.16	10.25	14.10
All occupations*	20.86	16.62	13.20	8.53	15.45
			16.78		

Table 22. Agreement with the statement "For many questions there is no one right answer"

	Dropouts		Completers	
	Phase I	Phase IV	Phase I	Phase IV
Strongly agree	35%	21%	46%	37%
Agree	49%	79%	50%	57%
Undecided	8%	0%	0%	3%
Disagree	5%	0%	1%	0%
Strongly disagree	1%	0%	1%	3%
No response	1%	0%	1%	0%
Base	79	14	93	75

Table 23. Agreement with the statement "There is really something refreshing about enthusiasm for change"

	Dropouts		Completers	
	Phase I	Phase IV	Phase I	Phase IV
Strongly agree	19%	7%	26%	20%
Agree	61%	64%	62%	65%
Undecided	9%	7%	8%	11%
Disagree	8%	21%	4%	4%
Strongly disagree	3%	0%	0%	0%
No response	1%	0%	0%	0%
Base	79	14	93	75

Table 24. Agreement with the statement "The influx of immigrants in the last 15 years has made Toronto a more interesting place in which to live"

	Dropouts		Completers	
	Phase I	Phase IV	Phase I	Phase IV
Strongly agree	42%	29%	37%	37%
Agree	42%	57%	52%	52%
Undecided	10%	7%	7%	5%
Disagree	4%	7%	3%	1%
Strongly disagree	1%	0%	2%	0%
No response	1%	0%	0%	4%
Base	79	14	93	75

Table 25. Disagreement with the statement "I like to talk about facts rather than ideas"

	Dropouts		Completers	
	Phase I	Phase IV	Phase I	Phase IV
Strongly agree	4%	0%	2%	4%
Agree	18%	21%	23%	12%
Undecided	10%	7%	7%	9%
Disagree	59%	71%	65%	65%
Strongly disagree	8%	0%	3%	9%
No response	1%	0%	0%	0%
Base	79	14	93	75

Table 26. Disagreement with the statement "As a country we shouldn't be as concerned as we are about improving our own standard of living and should do more to improve conditions in the new countries of Asia and Africa".

	Dropouts		Completers	
	Phase I	Phase IV	Phase I	Phase IV
Strongly agree	4%	0%	6%	4%
Agree	15%	7%	32%	25%
Undecided	13%	14%	11%	17%
Disagree	49%	71%	36%	39%
Strongly disagree	17%	7%	13%	12%
No response	2%	0%	2%	3%
Base	79	14	93	75

Table 27. Average Toronto area television audiences for Introductory Sociology

Station and time	Men	Women	Teens	Total
CICA (Channel 19) Fridays, 8:30 p.m.	400	4,600	*	5,000
CHCH (Channel 11) Sundays, 11:00 a.m.	6,100	17,500	5,100	28,700
CFTO (Channel 9) Wednesdays, 9:30 a.m.	*	3,500	1,900	5,400
Total	6,500	25,600	7,000	39,100

Estimates derived by BBM Bureau of Measurement from March 1972 Survey

*No data available for estimates

Table 28. Radio audiences for Introductory Sociology

Wednesday lecture:	
1:30-2:00 p.m. Wednesdays	800
9:00-9:30 p.m. Wednesdays	2,500
9:00-10:00 a.m. Sundays	*
Total unduplicated audience	3,400
Thursday lecture:	
1:30-2:30 p.m. Thursdays	3,400
9:00-10:00 p.m. Thursdays	5,700
10:00-11:00 a.m. Sundays	*
Total unduplicated audience	9,100
Open line	
2:00-2:30 p.m. Wednesdays	4,200
9:30-10:00 p.m. Wednesdays	2,500
Total weekly unduplicated audience	9,900

Estimates derived by BBM Bureau of Measurement from March 1972 Survey

*No data available for estimates

Table 29. Development Costs of Introductory Sociology Course

Academic and Administration		
Teacher -- 8 months	$ 12,000	
Assistant- 4 months	4,500	
Open College's share of Ryerson Polytechnical Institute's administration costs -- 6 months	25,000	
Radio and Television		
Radio producer -- 6 months	5,500	
Television production staff	3,000	
Television production direct costs	15,500	
Share of CJRT total costs to cover use of studio facilities for 3 hours for each hour of programming produced	3,500	
Video and audio tapes	1,000	
TOTAL	$ 70,000	
Annual Cost (i.e. total amortized over 5 years)		$14,000

Table 30. Costs of Spring 1972 Introductory Sociology Course

Academic and Administration	
Director of studies -- 4 months	$ 6,000
Assistant -- 2 months	2,000
7 tutors	13,000
Open College's share of Ryerson Polytechnical Institute's Administration costs -- 6 months	25,000
Radio, Television, Books, and Research	
Radio producer -- 6 months	6,000
Share of CJRT total costs to cover broadcast of radio lectures and open line	3,500
Development costs (amortized over 5 years)	14,000
OECA purchase of rights to Ryerson College's video materials	5,000
OECA editing of video materials, including two weeks' work by Producer and assistant and hire of editing facilities	8,500
Share of OECA administrative costs in ratio of direct costs of purchase of rights and editing to all OECA direct costs	5,000
Air time: CICA - operating costs	650
CHCH - fees	850
CFTO - free	-
Student books	4,500
OECA research	3,000
TOTAL	$ 97,000