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A SURVEY OF DOCTORAL PROGRAM RECIPIENTS FROM DECEMBER 1972  
THROUGH JANUARY 1983 REGARDING THE COLLEGE AND UNIVERSITY  
ADMINISTRATION PROGRAM AT MICHIGAN STATE UNIVERSITY

*Michigan State University*

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THROUGH JANUARY 1983 REGARDING THE COLLEGE AND  
UNIVERSITY ADMINISTRATION PROGRAM AT  
MICHIGAN STATE UNIVERSITY

By

Sara Lynn Doubledde

A DISSERTATION

Submitted to  
Michigan State University  
in partial fulfillment of the requirements  
for the degree of

DOCTOR OF PHILOSOPHY

Department of Educational Administration

1986

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## ABSTRACT

A SURVEY OF DOCTORAL PROGRAM RECIPIENTS FROM DECEMBER 1972  
THROUGH JANUARY 1983 REGARDING THE COLLEGE AND  
UNIVERSITY ADMINISTRATION PROGRAM AT  
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By

Sara Lynn Doubledée

The purpose of this study was to identify the perceptions of alumni of the College and University Administration program at Michigan State University who received the Ed.D. or Ph.D. degree from January 1972 through January 1983. A normative survey design was used in conducting the study.

The typical program alumnus is a male Ph.D. recipient with a higher education focus, who was employed full-time during the four and one-half years needed to complete the program. This typical alumnus is an administrator at a postsecondary institution that offers a baccalaureate or higher degree. In addition to administrative activities, the alumnus teaches, researches, and consults. He maintains active memberships in higher education and administratively focused organizations but usually does not hold offices. He does not tend to publish, seek grants, or present papers unless they are a job requirement.

The alumni indicated satisfaction with the admission process and their permanent advisor. The single most important factor in

Sara Lynn Doubledde

choosing Michigan State University was proximity to home or work, followed by departmental, faculty, and institutional reputation. Michigan State University would be the university of choice if the alumni were choosing a doctoral program today, although the majority of respondents would alter their program in some manner. Theory-related courses were listed most often as most valuable; Theory and Practice of Administration was listed most often. No one course was identified as least valuable. No one factor contributed most to personal and professional growth, although experiences involving faculty were listed most often.

When evaluating the program, alumni were satisfied with how the doctoral program had prepared them for the challenges of the world of work. The majority of alumni rated the overall program as good or excellent. Respondents rated decision making, planning, change, evaluation, research skills, educational personnel administration, and budgeting as important for career success. Departmental effectiveness in providing essential skills was rated as above average but not outstanding. The most effective departmental efforts were in research, student development, and student affairs administration skills. Generally, no significant gender differences were identified in demographics or program evaluation.

This dissertation is dedicated to:

Dr. Richard Featherstone, Professor, College and University Administration, Michigan State University: a gentleman and a scholar, but foremost a friend, who taught me that kindness and faith are the tools of a great educator.

James Raymond Doubledee, my father, who taught me that fairness exists in the heart—not in the world.

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Doris, who was just a phone call away.

Art, who walked behind me on the mountains but stood beside me in the valleys.

My mother, whose pride was indeed an incentive.

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## CHAPTER I

### INTRODUCTION TO THE STUDY

#### Introduction

Baldrige et al. (1980) described colleges and universities as complex organizations in which goal ambiguity has led to the evolution of decision structures designed to deal with uncertainty and conflict. These authors asserted that goal ambiguity results from three major factors: the inability of academic organizations to predict future directions because of the institution's generalized need to serve society and thus be all things to all people, the difficulty in refusing additional missions and/or goals, and the highly debatable nature of vague goals and missions. Additional pressures on colleges and universities stem from public demands for accountability as educational institutions endeavor to operationalize acknowledged goals and missions.

Dressel (1978) described these pressures, concluding that fiscal concerns underlie public demands for accountability. He enumerated the following additional demands for accountability:

1. student complaints about the irrelevance of courses and programs; and about indifference to their rights and concerns;
2. minority concerns regarding the unresponsiveness of higher education to their particular needs;

3. increasing taxes and inadequate evidence of the need for high taxes or the resulting benefits;
4. widespread doubts about general and specific educational practices and their results;
5. concern that professors have too much control over work loads and working conditions;
6. impatience with the apparent antagonism of teachers and administrators toward issues of change or innovation; and
7. recognition that administrators have lost authority to the extent that only external interventions can correct existing deficiencies and defects. (p. 75)

In general, accountability entails some type of audit to ensure that allotted resources have been used for the specified purposes, using prescribed practices or requirements (Dressel, 1978).

Until the 1970s, the purpose of academic program review was quality control; then the focus shifted to usable resources. The four foci identified by McCorkle (1982) were (1) determination of resources needed for new programs, (2) examination of effectiveness and efficiency in resource use, (3) correction of identified weaknesses, and (4) guidance of program-retrenchment activities.

Self-scrutiny is not easy. Graduate programs are largely departmentally based and are jealously guarded (Dressel, 1978). In addition, rationalization reduces evaluative pressures through claims that program efforts are long range and thus cannot be viewed at close range or that the program is too complex to measure accurately (Friesner, 1978). Avoiding program review is so common that Suchman (1967) categorized in detail major types of political influence on evaluative efforts. Some writers have even argued that all programs

dissipate with time and that the variations in performance of individuals conducting evaluations or training evaluators should be reason enough to avoid evaluation efforts (Anderson & Ball, 1978).

Many methods of academic program review exist, and it appears that planned choice is better than forced, defensive decision making under stress. Often curriculum and academic program units are not reviewed regularly because of faculty specialization and the limited viewpoints regarding existing course and program offerings (Dressel, 1980).

Anderson and Ball (1978) organized general evaluative purposes into the following six categories of academic program evaluation:

1. program installation
2. program continuation, expansion, or certification
3. program modification
4. support for a program
5. opposition to a program
6. contributions to the understanding of basic psychological, sociological, or other processes

Although there are many methods for organizing program reviews such evaluations are all based on the delivery of an organized curriculum. Evaluation should be systematic and include faculty, students, graduates, and consumers in assessing how and to what extent the stated philosophy, purposes, and objectives of the program are being met within the conceptual framework (National League for Nursing, 1977).

Dressel (1980) recommended involving alumni in a systematic evaluation effort. He indicated that although few alumni are sufficiently aware of current campus operations to offer detailed advice, informing them of current issues and providing an opportunity for involvement through mechanisms other than their wallets is appropriate. Once established within the work force, program graduates are usually experts in their specialties. These experts deal with the issues and demands of the work world and are often in influential positions. In addition, they become program consumers when graduates enter their companies and training programs. As professionals they set standards and solve crises. Their feedback provides faculty with a measure for gauging currency and effectiveness. Both positive and negative input are important in the examination of program components. As Anderson and Ball (1978) reminded evaluators, providing negatively oriented individuals with opportunities for input may stimulate program support.

#### Current Evaluation Efforts in the College of Education at Michigan State University

The Program Evaluation Center of the College of Education at Michigan State University is analyzing data collected in a total college program review undertaken in 1981-82 by means of an alumni questionnaire. Graduates were asked to provide feedback in the following areas of interest: financial support, undergraduate programs, affirmative action, degree impact, employment history, and the program of graduate study (its quality, support services, advisors and guidance committees, comprehensive examinations, and

dissertations). The information gleaned from these questionnaires should be valuable to faculty members involved in evaluation.

In addition, College and University Administration faculty periodically review the program and courses for currency and appropriateness. In December 1982, the faculty prepared a document containing their mission statement and long-range planning guidelines. Because all alumni feedback had been gained through informal mechanisms, the faculty voiced strong interest in an alumni follow-up survey for the years 1972 through 1982, in which alumni would be asked to appraise various aspects of the existing program. The present study was an attempt to fulfill that need.

#### Statement of the Problem

Most educators find it difficult to be objective when considering their own programs. Identification of program components and evaluation methodology is time consuming. Educators may have become so specialized in and involved with the process of the program that they are unaware of the discrepancies between intended and actual program effect on graduates. Knowing the common characteristics of program graduates would be helpful to educators who are interested in the success of program graduates.

The current College and University Administration program may not be completely fulfilling the competency needs of graduates who serve as administrators. Therefore, a program appraisal by doctoral alumni could provide valuable information about the currency and appropriateness of various program components.

### Purpose of the Study

The purpose of this research was to identify the perceptions of graduates of the College and University Administration program concerning various aspects of that program. Alumni who received an Ed.D. or a Ph.D. degree from January 1972 through January 1983 were surveyed. Responses were analyzed to determine the degree to which the graduates believed specific program components were appropriate and effective. A summary of characteristics of the graduates is presented as a composite picture of the "typical" alumnus.

### Importance of the Study

Demands on educational institutions change as society itself changes. Faculty serve as leaders and mold programs to meet public demands. Because of the continual state of development, educators must constantly contend with a sense of vagueness about their goals. In preparing programs to meet these vague and inconsistent missions and goals, educators must continually listen and analyze. Consequent action requires flexibility and willingness to adapt to changing issues and public outcries for accountability.

Alumni who are employed full time in college and university administration have intimate knowledge of the scope of their roles. Their valuable insights can help guide educators in their efforts to maintain program currency in a manner designed to meet societal needs.

The primary focus of the study was to identify factors within the College and University Administration program at Michigan State University that are associated with students' perceptions of (a) personal and professional development while in the program, (b) most or least valued courses in the program, (c) departmental effectiveness in developing the skills that promote success in subsequent endeavors, (d) which skills are essential to career development, and (e) departmental effectiveness in providing essential skills. These issues have been identified as important areas of concern in graduate program evaluations; hence the study findings may provide useful information for faculty in the College and University Administration program.

In attempting to identify the factors that influence student development, Brown (1972) found that course work and dissertation, followed by faculty interactions, had contributed most to the personal and professional growth of Indiana University alumni. Nigro (1973) found that doctoral recipients rated associations with major professors as most contributing to personal and professional growth in the Educational Administration program at Michigan State University.

Marler (1977) supported such trends in his study of the Student Personnel program at Michigan State University. He noted that the general category of associations with doctoral program participants ranked third of eight general categories contributing most to personal and professional growth. The subcategory of associations with faculty ranked first in the general category of associations with doctoral program participants.

In attempting to understand student needs, it could be helpful for the College and University Administration faculty to know what factors alumni cite as most contributing to their personal and professional growth. In helping students choose courses for their programs, faculty could benefit from knowing graduates' retrospective rankings of those courses. Douglas (1976) found that courses in leadership, educational planning, and curriculum development were rated most valuable to University of Alabama alumni in achieving their professional status. Likewise, Nigro (1973) identified five most-valuable courses (Extern Program, Theory of Administration, Independent Reading and Study, Education Law, and Mott Internship) and no least-valuable courses in the Educational Administration program at Michigan State University. Evaluation information could also be helpful in the future development of courses once trends are identified regarding course value.

Faculty reviewing the College and University Administration program could be aided in that review if they knew graduates' perceptions of the program's provision of skills needed to develop the capacity to function in a variety of settings. These skills are difficult to identify but encompass the ability to adapt to a new environment, the ability to identify priorities and meet deadlines, and the ability to work within informal and formal chains of command. Evaluation of alumni functioning in these areas is generally subsumed within questions focusing on the accomplishment of short- or long-term career goals or the general evaluation of program effectiveness. However, after discussing the survey tool with program faculty, the researcher

thought there was specific interest in the effectiveness of the program in providing such skills. Keith (1971) supported the focus on specific areas of interest when he discussed the dimensions of effective program evaluation (discipline impact, degree-recipient interdisciplinary mobility, degree-recipient knowledge application within the environment, and measures of investment return). Clarification of graduate program effectiveness is important when assessing the influence of a system of program development and budgeting.

In describing the common direction of program-evaluation studies, Meeks (1980) indicated the importance of eliciting alumni perceptions of the training they received in the program. Degree recipients' evaluations have value, based on the experiences and knowledge gained both within the doctoral program and on the job (Beaty, 1969; Brown, 1972; Dressel, 1980; Glass, 1971; Raby, 1977). The faculty in the College and University Administration program may benefit from knowing what skills degree recipients judge essential in planning future program changes. In addition, graduates' judgments regarding departmental effectiveness in providing those skills may be useful in faculty reviews of departmental goals.

### Design and Methodology

#### Study Design

A normative survey design was used in conducting the study. The questionnaire method was chosen because of the small population identified (N = 247) and their broad geographic distribution, which made personal interviews unrealistic and prohibitively expensive.

Also, Dressel (1978) indicated that, by using a questionnaire, it is possible to elicit responses regarding the strengths and weaknesses of the program that often cannot be gained through other methods. In addition, the length of the questionnaire prohibited the use of other methodologies, although respondents could complete the survey in less than one hour.

### The Instrument

The researcher designed a questionnaire to gather the data needed for the study. (See Appendix A.) A combination of open-ended and closed-ended questions were used.

Before constructing the instrument for this study, the researcher reviewed the questionnaires sent to graduates of other programs within the department, especially the work of Nigro (1973) and the instrument used by the Program Evaluation Center of the College of Education. In addition, the researcher reviewed courses in the College and University Administration program in refining the questionnaire. Finally, College and University Administration faculty examined the questionnaire for appropriateness of program components and the general characteristics surveyed.

Some questions were constructed with a fixed-alternative response design to elicit the respondents' perceptions about various aspects of the program. For example, on certain questions respondents used rating scales to indicate their reasons for choosing to attend

Michigan State University. Demographic questions pertaining to age, income, and so on, also required fixed responses.

In preparing the questionnaire, the researcher did not attempt to investigate all of the factors involved in preparing graduates of the College and University Administration program. Rather, she examined selected aspects of the program to determine graduates' perceptions of the effectiveness of their educational course at Michigan State University.

In the first part of the questionnaire, certain demographic data were collected for use in comparing subpopulations (i.e., gender versus degree type). Other types of demographic data included age at start and completion of program, present employment rank/position, nature of employment, and present income levels. One group of questions concerned the respondents' original reason(s) for choosing Michigan State University as the institution at which to pursue the doctoral degree. Others assessed components of the program itself (i.e., course work, seminars, dissertation) and the extent to which each component had influenced the respondent. In a third section, respondents were asked to indicate changes they would make in the program if given the opportunity. Each individual was asked to identify the three most valuable and the three least valuable courses in their education. Further, each respondent was asked to identify the course he/she thought was most valuable and the one that was least valuable from each group. Each respondent was then asked to consider listed skill areas for the degree

of importance in the College and University Administration program and to rate the department's efficiency in teaching these skills. Respondents were also asked to give an overall rating of their program. Finally, open-ended questions were posed to provide the respondents an opportunity to share their perceptions of the strengths and limitations of the program and to make suggestions for program improvements.

### The Study Population

The target population comprised 247 individuals who had received doctoral degrees in the College and University Administration program from January 1972 through January 1983. Because of the small population size, questionnaires were mailed to the entire group. This procedure allowed a wide variety of suggestions and perceptions, some of which might not have emerged if any one individual had not been included. Individual responses were of great value in this study, further encouraging the inclusion of all available population members. The size of the population was not unreasonably large, so all members were included in the study.

### Data Collection and Analysis

The Alumni Office at Michigan State University provided a list of the names and addresses of all doctoral-degree recipients identified by the alpha numbers allocated to the College and University Administration division. The list provided by the Alumni Office contained 265 names; 15 of them had unknown forwarding addresses (12 were outside the

United States). The researcher also discovered that three individuals on the mailing list had not received doctoral degrees. Subtracting these 18 persons left a base population of 247.

An initial mailing of the questionnaire was made, using bulk mail and the mailing labels provided by the Alumni Office. Three weeks later a second mailing was conducted; complete questionnaires were provided in case the first questionnaires had been discarded. Two weeks following the second mailing, a postcard was sent to remind population members to complete and return the questionnaires.

Of the 247 graduates to whom questionnaires were mailed, 165 completed and returned the surveys, a return rate of 66%. Three individuals refused to participate in the survey but indicated the value of the program in their career success. None of these three individuals was still in an educational career.

Questionnaire responses were coded into a computer data base. All data were analyzed using the Statistical Package for the Social Sciences (Nie et al., 1976).

### Research Questions

#### Primary Research Questions

The overall objective of this study was to provide a general appraisal of Michigan State University's College and University Administration program as perceived by its alumni who had received either an Ed.D. or a Ph.D. degree from January 1972 through January 1983. The following general questions were identified as primary

issues that should be addressed in evaluating the College and University Administration program.

1. Will degree recipients identify any one factor as most influencing personal and professional development while enrolled in the doctoral program in College and University Administration at Michigan State University?

2. Will any one course be identified as most or least valuable by degree recipients in their doctoral studies in College and University Administration?

3. Will degree recipients evaluate the department as effective in providing the overall ability to develop skills that promote success in subsequent jobs or positions?

4. Will degree recipients identify any listed skill as not essential for career success?

5. Will degree recipients evaluate the department as effective in providing skills essential for career success?

#### Secondary Research Questions

In addition to the aforementioned research questions, the following questions concern personal characteristics of alumni and their activities after completing the program in College and University Administration at Michigan State University.

1. Are there differences between Ph.D. and Ed.D. recipients?

2. Are there differences between males and females in terms of their mean ages

- a. at entrance into the degree program?
- b. at completion of the degree program?
- c. in the time period between entrance and completion of the degree program?

3. Are there differences between males and females in terms of employment rank or position descriptions?

4. Are there differences between males and females in terms of job changes made by personal choice?

5. Are there differences between males and females in terms of fellowship/assistantship distribution?

6. Are there differences between males and females in terms of the number of offices held in higher education or administrative professional organizations?

7. Are there differences between males and females in terms of the numbers and types of articles published?

8. Are there differences between males and females in terms of satisfaction with admission interviews?

9. Did any one factor influence graduates to choose Michigan State University as the institution at which to pursue the doctorate degree?

10. Would alumni choose Michigan State University if they were entering a degree program today?

11. Are there differences between males and females in terms of identification with a mentor?

### Delimitations of the Survey

The questionnaire was sent to only those alumni who had earned Ed.D. or Ph.D. degrees from January 1972 through January 1983. The population was delimited to those individuals who completed the degree requirements and did not include those who entered the program during this time period but did not complete the requirements.

The program evaluation was delimited to those topics covered by the questionnaire and was not comprehensive. No similar studies have been completed within the College and University Administration program, so the findings of this study could not be compared to those of previous research. The survey findings may suggest certain conclusions about the program, but without other appraisals the findings are not absolute.

### Assumptions

The writer made the following assumptions in conducting this study:

1. Participants responded to the survey questionnaire items in a sincere and forthright manner.
2. Program components have an effect on graduates and, when coupled with postgraduation experiences, can be measured in a manner useful to the faculty.
3. Program graduates have become leaders and experts within their specialties.

4. The alpha codes used by the university computers correctly identified all graduates from both the higher education and student personnel tracts.

5. The program graduates correctly recognized the focus of their program as either higher education or student personnel services.

6. The faculty of the College and University Administration program could use the data collected through the survey in a variety of ways to improve the overall program.

#### Definitions of Terms

The following terms are defined in the context in which they are used in this dissertation.

Alumnus: One who received either a Ph.D. or an Ed.D. after fulfilling the requirements of the College and University Administration program.

Budgeting: Transforming educational goals into financial terms; planning goals and then developing appropriate budgets (Nigro, 1973).

Change: The transformation of short- and long-range organizational goals into activities involving various levels of personnel.

College and university administration: The practice of school administration as it relates to postsecondary schools, e.g., community colleges, colleges, and universities (Nigro, 1973).

Decision making: The ability to plan and execute determinations within reasonable time limits, thereby increasing organizational effectiveness (Nigro, 1973).

Doctoral degree: The Ph.D. or Ed.D. degree.

Ed.D.: The Doctor of Education degree.

Educational law: Constitutional law and statutory requirements relating to higher education (Nigro, 1973).

Educational personnel administration: Effective personnel management, including recruitment, selection, orientation, training, salary, fringe benefits, welfare, morale, and negotiations (Nigro, 1973).

General finance skills: Broad understanding of fiscal affairs relating to higher education (Nigro, 1973).

Institutional development skills: Awareness of the processes and conditions by which universities, liberal arts colleges, and community colleges can fulfill missions in society, including knowledge of organizational development, change, communications, behavior, and relations (Faculty, 1982).

Management technologies: The range, purposes, processes, and problems associated with the diffusion and operation of management information systems in higher education (Faculty, 1982).

Planning: Identification of short- and long-range goals or optimal levels of operation.

Ph.D.: The Doctor of Philosophy degree.

Research: The design and analysis of educational administrative studies and their application to specific problems in the field (Nigro, 1973).

Statistical skills: Mathematical application to studies as noted in the definition of research (Nigro, 1973).

Student-affairs administration: Effective management of student facilities, resources, and environment within the educational setting. Includes dealing directly with student problems in groups or individually (Faculty, 1982).

Student development area: Focuses on the increasingly diverse range of traditional and nontraditional students in higher education. Provides conceptual understanding of student development theories; nature and characteristics of college students; and purposes, processes, and problems associated with development of student affairs programs (Faculty, 1982).

### Overview

This dissertation is organized into five chapters. The first chapter contained an introduction to the problem and its importance, the purpose of the study, and the research design and methodology. In addition, the study population was described, hypotheses and research questions were stated, and key terms were defined. Chapter II contains a review of literature pertinent to the study. Demographic data collected in the investigation and the majority of secondary research questions focusing on demographics are presented in Chapter III. Program review data and the primary and secondary research questions focusing on program components are presented in Chapter IV. The findings, major conclusions, and recommendations are contained in Chapter V.

## CHAPTER II

### REVIEW OF LITERATURE

This chapter contains a review of literature concerning common patterns and trends in program evaluation through alumni surveys. Also included is a discussion of accountability in education, as well as accountability and program development.

#### The Role of Higher Education in Society

The discipline of higher education has emerged slowly. The first class in higher education was taught in 1893, at Clark University; however, regular course work was not offered until about 1920 (Ewing & Stickler, 1964). Dressel (1974) stated that these courses were established with the belief that scholarly investigation of higher education phenomena, such as institutional development and processes, would provide the basis for policy formulation. Dressel noted that the discipline of higher education evolved at the same time as the areas of self-study, institutional research, and counseling and guidance, drawing from these fields to strengthen its own body of knowledge. This slow start has not diminished the role of higher education in American society.

Postsecondary education plays a key role in the welfare of society and the betterment of mankind. Carr (1974) pointed out that

society is increasingly dependent on the more highly trained and educated strata of the work force--those often related to higher education. Burnett (1972) validated the progressive influence of higher education on the curriculum, instruction, and research in other fields of study. This influence results in increased demand for self-scrutiny and acceptance of responsibilities. Thus, programs are required to justify their existence in terms of purpose, objectives, and priorities.

#### Accountability in Education

There is a strong link between the needs of society and its demand for accountability in education. Marquies and Blau (1973) correlated the rate of growth in higher education with positive changes in economic conditions and occupational structure--specifically professional and technical workers, whose proportions increase during times of prosperity. Whereas during times of economic abundance the number of people employed in education and related fields increases, one can also expect that economic difficulties and declining enrollments will bring about demands for a more relevant education, which is necessary for successful entry into the job market. Thus accountability would seem to be very important during less prosperous periods, when there are fewer available resources.

Mayhew (1970) found that graduate schools were preoccupied with status, prestige, and growth and that they neglected educational and societal values. He asserted that institutions of higher education are society-serving bodies, which either respond to society's expressed

needs or lose their functional ability. Messick (1970) suggested that such educational "watchwords" as action and accountability lead one to believe that the primary concerns of education are (1) the initiation and execution of programs and (2) the demonstration of such programs' overall effectiveness. However, there are indications that such concerns have not met society's needs because both economic issues and demands for answerability continue to increase (Harcleroad, 1980).

Dressel (1978) discussed the concept of accountability in his Handbook of Academic Evaluation, in which he indicated that such an undertaking requires clear channels of authority and procedures for both enforcement and disciplinary action. Educational answerability involves audits to ascertain whether resources are indeed being used for the specified purposes, as measured against expected practices or criteria. Dressel identified the following common demands for program review: student complaints about programs or violations of their rights and/or concerns, minority concerns regarding specialized needs, doubts about educational effectiveness, complaints from professors regarding work loads and the issues of control, resistance to societal needs or demands, and the need for external intervention to correct deficiencies and defects when systems of administration have failed.

#### Accountability and Program Development

Program answerability is only part of the process necessary for program development and maintenance. After the justified need is determined through a diligent needs assessment, it is restated as a

terminal objective. Such an objective indicates what the program is intended to accomplish and leads to the determination of content. Measures are then identified to ensure that both the content and the chosen methodologies are congruent with the objectives. Common methodologies for evaluating objectives include examining the end product to judge whether that product functions as trained, asking students during learning if they perceive that the objectives are being met, calling in experts to judge the integrity of a program, and measuring the amount of change within a system (Criteria, 1977; Furst, 1964; Kemp, 1978; Popham, 1972; Tyler, 1967).

Institutions of higher education have not always undertaken program evaluations (Kayla, 1981). According to Heiss (1967), barriers to educational evaluation include the fact that educators' responsibilities have tripled in a ten-year period and that there is general lack of support and time needed for systematic assessments. Nolen (1974) also remarked that there is little agreement about the specific tasks or types of programs graduates need in order to function in vaguely defined roles. The question that remains is how one evaluates the end product's efficiency in the job if one cannot identify what the job entails.

Lawrence et al. (1970) noted with despair that existing information systems lack perfection and do not warn educators of the problems that might arise when they present too narrow an emphasis on technological aspects of higher education. This problem has resulted in great numbers of higher education graduates who have faced severe

employment difficulties. Alumni become angry as their disillusionment with higher educational systems grows. Certainly, one of the responsibilities of higher education is to let the prospective student know the potential of the product--both its benefits (e.g., salary) and its limitations (e.g., limited job market). Some of those potentials can be measured by the success of program alumni.

### Alumni Follow-Up Studies

Most graduate schools do not receive substantial feedback about either alumni satisfaction or dissatisfaction with the program (Carr, 1974; Farmer, 1973; Keith, 1971; Sharp, 1949). In an alumni follow-up study, Mayhew and Ford (1974) concluded that even after problems had been identified, graduate education was unresponsive to many of the demands for reform within its system. Reisman (in Nolen, 1974) cautioned that students should not rely solely on program faculties and curricula to prepare them for a successful future; such trust would demand a systematic evaluation of educational programs.

When discussing evaluation of an educational program, it is important to remember that alumni surveys are only one segment of the total approach. Because of accelerated rates of social change, institutions of higher education must remain cognizant of program needs. The need for alumni input is justified through this emphasis on answerability in education (Douglas, 1976). Supporting the concept of consulting alumni for evaluations of program effectiveness, Meeks (1980) suggested that up-to-date files should be maintained relative to graduates' status.

Alumni are qualified to determine the quality and appropriateness of their training in relation to their occupational endeavors (Dressel, 1980; Meeks, 1980; Skinner, 1971). In fact, Bostford (1975) indicated that higher education institutions should be concerned with their alumni simply because institutions should be aware of the status, adequacy, and success of their products. Institutions must review how the curriculum enhances graduates' ability to be successful upon entering the work force. Thus, the most direct method of carrying out this aspect of evaluation would be for the institution to consult its alumni when planning curricular changes (Fellabaum, 1982; Raby, 1977; Weisman, 1970). Brantner (1974) clarified his belief when he stated, "Judgment about the effectiveness of education can be made only after the results are observable" (p. 26). Thus the success of alumni can be measured by the wages they earn, how many are engaged in the occupation for which they were trained, and the extent to which they seek or indicate a need for future education. Such feedback is invaluable in evaluating program effectiveness. With such data, program administrators may decide to change, maintain, or abort planned educational efforts.

It may not be enough simply to ask alumni to judge the adequacy of the program when other pertinent data such as alumni status and achievements are easily collected. Once they become established in the work force, alumni generally gain experience that affords them expert status as they move into powerful positions. In addition, these graduates generally obtain the one credential often found lacking in the immediate background of many educators--current experience. Alumni

are employed and deal with current issues in a world in which change is constant. Thus their feedback is invaluable to graduate programs. Such feedback enhances the scope of program evaluation, encompassing alumni experiences within the program, the relevance of day-to-day experiences on the job, and their success in meeting the demands of a rapidly changing society (Beaty, 1969; Brown, 1972; Dressel, 1980; Glass, 1971; Raby, 1977).

#### Pertinent Studies and Evaluation Efforts in the College of Education

Several projects have been designed to appraise the major areas of graduate concentration in the College of Education at Michigan State University. In 1972-73, O'Shea designed a questionnaire and surveyed graduates of the College and University Administration program. Unfortunately, before he analyzed the collected data, O'Shea left Michigan State to seek employment. His data were subsequently lost.

Nigro (1973) mailed questionnaires to alumni who had received the specialist and doctoral degrees in educational administration from 1965 through 1972. Respondents positively evaluated the program, rating seminars and associations with major professors as contributing most to both their personal and professional growth. The highest-rated skill area was school-community relations, whereas the greatest strength of the program was identified as the staff itself. More than 25% of the respondents stated that if there were any limitations in the program, it was the fault of the individual student. In terms of

improvements, alumni suggested that course work should have a broad base and be taught by professors with practical experience.

Kenny (1973) studied 274 alumni from the Department of Secondary Education and Curriculum who had graduated from 1967 through 1972. He concluded that these graduates came from varied educational and professional backgrounds, even though many of them had a background in secondary education or administration. These graduates most often entered college or university careers upon completing their programs. Respondents expressed general satisfaction with the major aspects of the doctoral program within the College of Education at Michigan State University.

Marler (1977) was concerned with the graduate program in College Student Personnel Administration in the Department of Administration and Higher Education. He sent a survey instrument based on the program's learning objectives to alumni who had graduated from 1965 through 1977. Alumni rated the relationship with their major professor as the most valuable learning experience. They also ranked their program cognate as first overall and the management cognate as contributing most to their professional growth. The major strength of the program was its flexibility in meeting individual career interests and preparation. The program weakness most frequently identified was the lack of fiscal-management content.

Sanderson (1977) focused on graduates of the doctoral program in Continuing and Adult Education from 1975 through 1976. He developed an idealized model of goals and objectives for professional development

in continuing education. Alumni judged that the idealized model was valid. Most of the respondents believed that the doctoral program had contributed positively to their professional development.

### Common Conclusions of Follow-Up Studies

Alumni follow-up studies have been popular research topics for graduate students. Douglas (1976) documented that although studies relating to doctoral programs have been conducted since the first doctorate in higher education was awarded in 1961, the majority have been follow-up studies of alumni completed by doctoral candidates.

Most researchers have been interested in where alumni were employed. Doctoral-program alumni were most often employed in academia, administration, governmental agencies, or industry. A smaller percentage were teaching in primary or secondary schools (Behunin, 1974; Booth, 1970; Brown, 1968; Fellabaum, 1982; Fendley, 1977; Garrison, 1951; Keith, 1971; Marler, 1977; Parker, 1972; Plawewski, 1974). Graduates expressed general satisfaction with their doctoral programs. They rated seminars, independent studies, internships, field studies, and practicums high when available and in demand when not offered (Alicciatore & Eckert, 1969; Behunin, 1974; Eiken, 1965; Fellabaum, 1982; Garrison, 1951; Kirkby, 1975; Nigro, 1973; Sanderson, 1977; Somers, 1970).

Nagle and Nagle (1978) found that doctoral students identified the reputation of faculty and/or programs and convenience of the school's location as the most important considerations in choosing a program. This finding was supported by other researchers, who also

indicated that financial support (e.g., graduate assistantships, grants, fellowships, and financial support packages) and whether graduates had completed their master's degree at the institution were other considerations in choosing a program/school (Booth, 1970; Davis, 1969; Fellabaum, 1982; Nigro, 1973).

More qualities of faculty than reputation have been found to contribute to graduates' satisfaction with their program. Some alumni expressed concern about faculty-student interactions; part-time students had less opportunity than did full-time students to interact with faculty members. Booth (1970) found that students who were unhappy with their program usually indicated a lack of personal contact with the faculty as a major cause for that dissatisfaction. Somers (1975) indicated that alumni found graduate assistantships and fellowships were most rewarding and of high value in fostering student-faculty contacts. Likewise, Kirby (1975) found that students ranked "associations with professors" highest in value, followed closely by dissertation experiences. Plawecki (1974) even suggested that faculty and students might be housed in proximity to each other to foster that relationship. In some situations, it was suggested that faculty teaching loads and responsibilities be arranged to allow more student-faculty interaction (Douglas, 1976). Fellabaum (1982) emphasized the importance of faculty in the graduates' perceptions of program value. Positive faculty-student interactions resulted in graduates' satisfaction with program choices and with the dissertation process, as well as generally positive perceptions of the total doctoral program.

Some alumni rated human-relations skills of faculty and support resources as inadequate (Parker, 1972; Stuart, 1972). Christiansen (1975) suggested that faculty be provided in-service programs to engender such skills as academic counseling, student support services, and teaching techniques. Some researchers also noted the lack of resources for the development of teaching skills in higher education (Aliciatore & Eckert, 1968; Somers, 1970).

During the 1960s and 1970s, concern was expressed about the lack of course work focused on higher education and the few professors experienced in higher education to teach those courses. The cause of this concern was the number of graduates who spent all or part of their professional careers in higher education (Fendley, 1977; Keith, 1971; Kenny, 1973; Kirkby, 1975; Parker, 1972; Rush, 1967). However, researchers who conducted follow-up studies in the late 1970s and early 1980s did not mention this concern. This phenomenon may reflect positive changes in doctoral programs in higher education.

### Summary

Both those who provide finances and those who receive services demand program accountability. Follow-up studies are only one method of evaluating programs in terms of objectives, but such studies do not encompass all of the evaluative needs of a program. Follow-up studies have been conducted of graduates' perceptions of their program; the majority of these studies have been the work of doctoral candidates.

Alumni have expressed concern about the need for more faculty-student interaction. Those who were dissatisfied with their program also noted a lack of interaction with their major professor. It would seem logical that part-time students suffered most from this problem. Nevertheless, the majority of alumni included in follow-up studies voiced satisfaction with their program and said they would choose it again.

Although alumni perceptions of satisfaction are important for program review, evaluators should also search for other indicators of program success. Such indicators are number of graduates employed in the area of concentration, salary levels, promotions and job titles, and professional development--that is, membership in professional organizations, publications, and presentations at professional conferences.

## CHAPTER III

### ANALYSIS OF DATA: DEMOGRAPHIC FACTORS

The demographic data elicited through the survey instrument are summarized in this chapter. The presentation is organized by question. It is important to recognize that respondents were directed not to answer questions they found troublesome or had difficulty answering. As a result, there were different sample sizes for different questions; missing cases represent unknown answers. All percentages discussed in this chapter are presented as valid percentages (percentage of cases in which an actual answer was given) unless otherwise noted. Tables not included in this chapter are presented in Appendix B unless the reader is directed elsewhere. These tables include both the valid percentage and the percentage of all respondents, regardless of omissions.

#### **1. Was the Ph.D. or Ed.D. the degree of choice from the Division of College and University Administration?**

One hundred sixty-five individuals returned the survey instrument. Two (1.2%) respondents had earned the Ed.D. degree, and the remaining 163 (98.8%) had earned the Ph.D. degree (Table 3.1). One Ed.D. recipient reported he had been denied admittance to the Ph.D. degree program, which led the writer to believe that the Ed.D. degree was not the degree of choice for that individual. The data indicated

that the Ph.D. was the degree of choice for students earning their doctorate from the College and University Administration program. The researcher was interested in examining the differences between Ph.D. and Ed.D. recipients in all areas. However, as only two Ed.D. recipients responded to the survey, comparisons were not statistically feasible.

Table 3.1.--Terminal degree earned.

| Degree Title | N   | Valid % |
|--------------|-----|---------|
| Ed.D.        | 2   | 1.2     |
| Ph.D.        | 163 | 98.8    |
| Total        | 165 | 100.0   |

Valid cases = 165

Missing cases = 0

## 2. What was the program focus of the respondents?

Of the 163 individuals who answered this question, 145 (89%) indicated a program focus in higher education (Table 3.2). Fifteen individuals chose the student personnel focus (9.2%), whereas an additional three individuals (1.8%) indicated they were unsure of the major focus of their program.

## 3. Does the population equally represent both genders?

One hundred sixty-three individuals responded to the question regarding gender. The respondent sample was predominantly male, comprising 125 (76.7%) males versus 38 (23.3%) females (Table 3.3).

Table 3.2.--Major focus of program.

| Program Focus     | N   | %     | Valid % |
|-------------------|-----|-------|---------|
| Higher education  | 145 | 88.0  | 89.0    |
| Student personnel | 15  | 9.0   | 9.2     |
| Unsure            | 3   | 1.8   | 1.8     |
| Missing cases     | 2   | 1.2   | missing |
| Total             | 165 | 100.0 | 100.0   |

Valid cases = 163

Missing cases = 2

Table 3.3.--Gender.

| Gender  | N   | %     | Valid % |
|---------|-----|-------|---------|
| Male    | 125 | 75.8  | 76.7    |
| Female  | 38  | 23.0  | 23.3    |
| Missing | 2   | 1.2   | missing |
| Total   | 165 | 100.0 | 100.0   |

Valid cases = 163

Missing cases = 2

**4. Are there differences between males and females in terms of degree or major program focus?**

Both Ed.D. recipients were males; thus 123 male respondents (75.46%) chose the Ph.D. degree, and all 38 females responding chose the Ph.D. degree (Table 3.4). The two individuals who did not indicate their gender both chose the Ph.D. option. Because there were only two

Ed.D. recipients, it is statistically impossible to discuss differences between Ph.D. and Ed.D. recipients.

Table 3.4.--Terminal degree identified by gender.

| Gender           | Terminal Degree |       | Row Frequency |
|------------------|-----------------|-------|---------------|
|                  | Ed.D.           | Ph.D. |               |
| Male             | 2               | 123   | 125           |
| Female           | 0               | 38    | 38            |
| Column frequency | 2               | 161   | 163           |

Valid cases = 163

Missing cases = 2

The majority of both males and females chose higher education as their program focus (Table 3.5). One hundred fifty-nine individuals indicated both gender and program focus. Of 122 male Ph.D. respondents, 108 (88.5%) focused on higher education and 14 (11.5%) chose student personnel. Of the 37 female Ph.D. recipients, 36 (97.3%) chose higher education as their area of program focus. One female Ph.D. recipient (2.7%) chose student personnel. Using a chi-square analysis to compare higher education versus student personnel for males and females, no statistically significant difference was found (chi-square = 2.56,  $p > .05$ ,  $df = 1$ ).

Table 3.5.--Program focus of Ph.D. recipients, controlling for gender.

| Gender       | Program Focus    |                   | Row Frequency |
|--------------|------------------|-------------------|---------------|
|              | Higher Education | Student Personnel |               |
| Male         | 108              | 14                | 122           |
| Female       | 36               | 1                 | 37            |
| Column freq. | 144              | 15                | 159           |

**5. Are there differences in gender when examined by year of graduation?**

The number of graduates by year of graduation is shown in Table 3.6. Fewer females than males graduated each year; no degrees were awarded to females in 1978. The percentage of female Ph.D. recipients ranged from 0 in 1978 to 39% (7 of 19 total graduates) in 1981, with no apparent trend in the percentages.

**6. Are there differences between males and females in terms of their mean ages:**

- a. at entrance into the degree program?**
- b. at completion of the degree program?**
- c. in the time period between entrance and completion of the degree program?**

The mean age of respondents at the time of data collection was 42.64 years. The sample displayed a slightly positive skew, with a mean of 42.64 years and a median of 40.3 years (Table B.2). The data from Appendix Tables B-3 and B-4 are summarized in Table 3.7. The mean age at acceptance into the program (Table B-3) was 32.18 years (34.92 years for 37 females and 31.38 years for 119 males). A t-test

on the mean ages demonstrated that females entered the degree program at a later age than did males ( $t = 3.17$ ,  $df = 15$ ,  $p < .01$ ).

Table 3.6.--Number of Ph.D. graduates per year, by gender.

| Year  | Males |            | Females |            | Combined |                   |
|-------|-------|------------|---------|------------|----------|-------------------|
|       | N     | % Per Year | N       | % Per Year | N        | % of Total Sample |
| 1972  | 12    | 75.0       | 4       | 25.0       | 16       | 9.7               |
| 1973  | 14    | 93.3       | 1       | 6.7        | 15       | 9.1               |
| 1974  | 16    | 69.6       | 7       | 30.4       | 23       | 13.9              |
| 1975  | 7     | 87.5       | 1       | 12.5       | 8        | 4.8               |
| 1976  | 14    | 17.8       | 4       | 22.2       | 18       | 10.9              |
| 1977  | 9     | 81.8       | 2       | 18.2       | 11       | 6.7               |
| 1978  | 10    | 100.0      | 0       | 0.0        | 10       | 6.1               |
| 1979  | 10    | 76.9       | 3       | 23.1       | 13       | 7.9               |
| 1980  | 11    | 68.8       | 5       | 31.2       | 16       | 10.9              |
| 1981  | 11    | 61.1       | 7       | 38.9       | 18       | 10.9              |
| 1982  | 11    | 73.3       | 4       | 26.7       | 15       | 9.1               |
| Total | 125   | 100.0      | 38      | 100.0      | 165      | 100.0             |

Valid cases = 165

Missing cases = 0

Table 3.7.--Alumni age comparisons.

|          | Age at Acceptance |        |          | Age at Completion |        |          |
|----------|-------------------|--------|----------|-------------------|--------|----------|
|          | Male              | Female | Combined | Male              | Female | Combined |
| Mean     | 31.38             | 34.92  | 32.18    | 36.16             | 37.51  | 36.48    |
| N        | 119               | 37     | 156      | 119               | 37     | 156      |
| St. dev. | 5.5               | 7.15   | 6.13     | 6.01              | 6.51   | 6.14     |
| Range    | 22-47             | 25-55  | 22-55    | 24-57             | 26-58  | 24-58    |

The mean age at degree completion (Table B-4) was 36.48 years (37.51 years for females and 36.16 years for males). Thus the 156 graduates answering these questions had completed their program in an average of 4.53 years; the 119 males had finished in 4.72 years, and the 37 females had finished in 3.89 years (Table 3.8). There was no statistically significant gender difference in degree-completion time ( $t = 1.62$ ,  $df = 154$ ,  $p > .05$ ). Although the women were significantly older when they entered the program and there was no significant difference between males and females regarding age at program completion, there was no significant difference between the sexes in the time it took to complete the program.

**7. Are there differences between males and females in terms of employment institutions?**

Of the 163 individuals responding to this item, 161 indicated their employer institution type; two were unemployed. Those individuals who indicated in other parts of the questionnaire that they had retired still gave an institution type when answering this question. The writer speculated that they gave the type of institution at which they had last been employed or at which they had spent the majority of their career. The breakdown of types of employment institutions is shown in Table 3.9.

Table 3.8.--Years to complete degree.

| Years       | Males |                    | Females |                    | Combined |                    |
|-------------|-------|--------------------|---------|--------------------|----------|--------------------|
|             | N     | Cumulative Valid % | N       | Cumulative Valid % | N        | Cumulative Valid % |
| 1           | 2     | 1.7                | 2       | 5.4                | 4        | 2.6                |
| 2           | 14    | 13.5               | 7       | 24.3               | 21       | 16.1               |
| 3           | 28    | 37.0               | 11      | 54.0               | 39       | 41.1               |
| 4           | 30    | 62.3               | 6       | 70.3               | 36       | 64.1               |
| 5           | 10    | 70.7               | 5       | 83.8               | 15       | 73.8               |
| 6           | 13    | 81.6               | 2       | 89.2               | 15       | 83.4               |
| 7           | 11    | 90.8               | 2       | 94.6               | 13       | 91.7               |
| 8           | 2     | 92.5               | 1       | 97.3               | 3        | 93.6               |
| 9           | 4     | 95.9               | --      | --                 | 4        | 96.2               |
| 10          | 2     | 97.6               | --      | --                 | 2        | 97.5               |
| 12          | 1     | 98.4               | 1       | 100.0              | 2        | 98.8               |
| 16          | 1     | 99.2               | --      | --                 | 1        | 99.4               |
| 23          | 1     | 100.0              | --      | --                 | 1        | 100.0              |
| No response | 6     | missing            | 1       | missing            | 7        | missing            |
| Total       | 125   |                    | 38      |                    | 163      |                    |
| N           |       | 119                |         | 37                 |          | 156                |
| Mean        |       | 4.72               |         | 3.89               |          | 4.53               |
| St. dev.    |       | 2.87               |         | 2.16               |          | 2.74               |

Table 3.9.--Types of employment institutions, by gender.

| Type of<br>Employment | Males |         | Females |         | Combined |         |
|-----------------------|-------|---------|---------|---------|----------|---------|
|                       | N     | Valid % | N       | Valid % | N        | Valid % |
| Unemployed            | 1     | .8      | 1       | 2.6     | 2        | 1.2     |
| Public higher educ.   | 52    | 41.6    | 15      | 39.5    | 67       | 41.1    |
| Private higher educ.  | 20    | 16.0    | 3       | 7.9     | 23       | 14.1    |
| Community college     | 21    | 16.8    | 7       | 18.4    | 28       | 17.2    |
| Private business      | 10    | 8.0     | 3       | 7.9     | 13       | 8.0     |
| Retired               | --    | --      | 2       | 5.3     | 2        | 1.2     |
| Public schools        | 6     | 4.8     | 1       | 2.6     | 7        | 4.3     |
| Health related        | 7     | 5.6     | 2       | 5.3     | 9        | 5.5     |
| Government            | 6     | 4.8     | 4       | 10.5    | 10       | 6.1     |
| Overseas schools      | 1     | .8      | --      | --      | 1        | .6      |
| Religious schools     | 1     | .8      | --      | --      | 1        | .6      |
| Total                 | 125   | 100.0   | 38      | 100.0   | 163      | 100.0   |

Valid cases = 163

Missing cases = 2

One hundred eighteen individuals (72.4%) were employed at postsecondary institutions; 90 alumni (55.2%) were employed at institutions granting baccalaureate or higher degrees. Twenty-eight individuals (17.2%) were employed at community colleges. The next largest group (8.0%) was in private business. As might be expected, some individuals were involved with state or federal government employment (6.1%); health-related institutions, e.g., physicians (5.5%); public school systems (4.3%); overseas school systems (0.6%); and religious schools (0.6%). Two individuals (1.2%) were unemployed, and two (1.2%) were retired. Before performing a chi-square test, employment data were collapsed into five categories: higher education,

community college, secondary education, governmental agencies, and other. No statistically significant difference was found between males and females in terms of employment institutions (chi-square = 2.58,  $p > .05$ ,  $df = 4$ ).

**8. Are there differences between males and females in terms of employment rank or position descriptions?**

Participants were asked to indicate their current rank or title (see Appendix C, pages 161-66 ). Current ranks or titles for degree recipients are displayed in Table 3.10. A chi-square test showed no statistically significant differences between males and females in terms of rank or position description (chi-square = 3.52,  $p > .05$ ,  $df = 5$ ). The typical alumnus was most often employed in upper or middle management at a college or university.

**9. How do degree recipients allocate their work time?**

Based on the findings for the questions regarding participants' current rank, it was expected that College and University Administration alumni would spend the majority of their time in administrative functions. A summary of respondents' allotted work time is shown in Table 3.11. One hundred thirty-nine individuals indicated that some of their time was spent in administration, of whom 38 individuals (25%) indicated that they spent 99% or more of their allotted work hours in administrative functions. A larger group, 69 of the 139 individuals (49.6%), spent a minimum of 90% of their work time on administrative

Table 3.10.--Ph.D. recipients' current rank or title.

| Title/Rank                       | Males |         | Females |         | Combined |         |
|----------------------------------|-------|---------|---------|---------|----------|---------|
|                                  | N     | Valid % | N       | Valid % | N        | Valid % |
| University or college management |       |         |         |         |          |         |
| Upper                            | 36    | 29.6    | 7       | 18.4    | 43       | 27.1    |
| Middle                           | 29    | 23.9    | 9       | 23.7    | 38       | 24.0    |
| Comm. college admin.             | 16    | 13.2    | 4       | 10.5    | 20       | 12.5    |
| Public school admin.             | 5     | 4.0     | 1       | 2.6     | 6        | 3.7     |
| Faculty--higher educ.            | 12    | 9.8     | 4       | 10.5    | 16       | 10.0    |
| Faculty--comm. college           | 2     | 1.6     | 2       | 5.3     | 4        | 2.5     |
| Private business                 | 9     | 7.3     | 4       | 10.5    | 13       | 7.9     |
| Physician                        | 1     | .8      | --      | --      | 1        | .6      |
| Unemployed                       | 1     | .8      | 1       | 2.6     | 2        | 1.2     |
| Board chair                      | 2     | 1.6     | --      | --      | 2        | 1.2     |
| Law enforcement                  | 2     | 1.6     | --      | --      | 2        | 1.2     |
| Research                         | 1     | .8      | --      | --      | 1        | .6      |
| Government                       | 4     | 3.3     | 4       | 10.5    | 8        | 5.0     |
| Religious                        | 1     | .8      | --      | --      | 1        | .6      |
| Sports                           | 1     | .8      | --      | --      | 1        | .6      |
| Retired                          | --    | --      | 2       | 5.3     | 2        | 1.2     |
| Total                            | 122   | 100.0   | 38      | 100.0   | 158      | 100.0   |

Table 3.11.--Allocation of work time.

| Area           | N   | Mean %<br>of Time | S.D.   | Median %<br>of Time | Interquartile<br>Range (%) |
|----------------|-----|-------------------|--------|---------------------|----------------------------|
| Administration | 139 | 72.54             | 28.71  | 85.00               | 55.00-99+                  |
| Teaching       | 83  | 29.57             | 32.62  | 10.20               | 38.00-40.30                |
| Research       | 73  | 16.58             | 20.87  | 9.82                | 3.30-15.75                 |
| Consultation   | 71  | 15.70             | 14.83  | 9.95                | 3.56-20.05                 |
| Other          | 80  | 14.76             | 214.04 | .93                 | 0.47-15.29                 |

functions (Table B-5). Table 3.11 contains a summary of the allotted work time distribution for respondents. The distribution for each area discussed can be found in Appendix B, Tables B-5 through B-9.

Eighty-three individuals indicated they spent some time teaching (Table B-6). Of these 83 individuals, 10 (12%) spent 90% or more of their work time teaching. Seventy-three individuals allocated time to research; 50% of that group spent 10% or less of their work hours in such functions (Table B-7).

Consulting time was identified by 71 individuals; 13 respondents (18%) consulted more than 30% of their total work time (Table B-8). Forty individuals (56%) consulted between 5% and 10% of their time, which indicates that consultation, as a rule, comprised less than 10% of the work time for the majority of respondents. Eighty individuals indicated that they spent some of their allocated work hours carrying out other than administrative, teaching, or consultation responsibilities; however, 51 individuals (63%) indicated that they spent only 5% or less of their time on these tasks (Table B-9). The areas respondents reported under the listing of other responsibilities varied greatly and may be reviewed in Appendix C, pp. 167-68.

In summary, the typical allotted work time breakdown indicated that respondents spent the greatest proportion of their time on administrative duties, followed by teaching, research, consultation, and other responsibilities.

**10. Are degree recipients satisfied with their current position or rank of employment?**

When asked if they were satisfied with their current position or rank of employment, 122 respondents (73.9%) said "yes," whereas 37 (22.4%) voiced a negative response (Table 3.12). Six individuals (3.5%) chose not to answer this question. Of those individuals answering both the gender and the job-satisfaction questions, 96 of the 123 male respondents (78%) and 24 of the 34 female respondents (71%) expressed satisfaction with their current positions. No gender-related differences were identified ( $\chi^2 = 0.823$ ,  $df = 1$ ,  $p > .05$ ).

**Table 3.12.--Is the current employment position satisfactory?**

| Satisfied | Frequencies |        |         |          | Combined Valid % |
|-----------|-------------|--------|---------|----------|------------------|
|           | Male        | Female | Unknown | Combined |                  |
| Yes       | 96          | 234    | 2       | 122      | 76.7             |
| No        | 27          | 10     | -       | 37       | 23.3             |
| No answer | 2           | 4      | -       | 6        | missing          |
| Total     | 125         | 38     | 2       | 165      | 100.0            |

Valid cases = 159

Missing cases = 6

**11. Had the primary objective held at the time of graduation changed?**

The majority of alumni surveyed (62%) reported that their current employment position fulfilled the primary objective they had held at the time of graduation. Thirty-eight percent reported that their current position did not meet that primary objective (Table 3.13). Of those who answered both the gender and the primary-objective

questions, 83 of the 123 male respondents (67%) and 16 of the 36 female respondents (44%) said that their current employment position achieved the primary objective held at graduation. This gender difference was supported by a positive chi-square test (chi-square = 6.28, df = 1,  $p < .02$ ). Thus, males' employment positions generally did meet their primary graduation objective. However, females less often reported the same positive relationship between their current employment and primary graduation objective. Since all of these individuals reported satisfaction with their jobs, this finding might be related to a change in primary objective, either upon entering the work force or after experiencing the reality of the work world.

Table 3.13.--Does the current employment position meet the primary objective held at graduation?

| Perception | Frequencies |        |         |          | Combined Valid % |
|------------|-------------|--------|---------|----------|------------------|
|            | Male        | Female | Unknown | Combined |                  |
| Yes        | 83          | 16     | 1       | 100      | 62.1             |
| No         | 40          | 20     | 1       | 61       | 37.9             |
| No answer  | 2           | 2      | -       | 4        | missing          |
| Total      | 125         | 38     | 2       | 165      | 100.0            |

Valid cases = 159

Missing cases = 4

Appearing to be consistent with this assumption was the finding that two-thirds of the females responding reported changes in their employment objective. Specifically, 63 of the 123 male respondents

(51%) and 24 of the 36 female respondents (67%) indicated that their employment objectives had undergone changes since degree completion (Table 3.14). However, a chi-square test ruled out gender-related differences (chi-square = 2.68, df = 1,  $p > .05$ ).

Table 3.14.--Have alumni employment objectives changed?

| Change    | Frequencies |        |         |          | Combined<br>Valid % |
|-----------|-------------|--------|---------|----------|---------------------|
|           | Male        | Female | Unknown | Combined |                     |
| Yes       | 63          | 24     | -       | 87       | 54.0                |
| No        | 60          | 12     | 2       | 74       | 46.0                |
| No answer | 2           | --     | 2       | 2        | missing             |
| Total     | 125         | 38     | 2       | 165      | 100.0               |

Valid cases = 161

Missing cases = 4

**12. Is the employer at the time of schooling the current employer?**

Of the 148 individuals responding to this question, 57 (38.5%) were still with the same employer as at the time of schooling (Table 3.15). This finding may indicate that some alumni had pursued the doctoral degree to meet an employer's conditions for employment or to gain upward mobility. Unfortunately, the survey instrument did not investigate the reasons why alumni sought the doctoral degree; that topic may be of interest in future studies.

Table 3.15.--Number and percentage of respondents having same employer as when they were students.

| Same Employer | N   | Valid % |
|---------------|-----|---------|
| Yes           | 57  | 38.5    |
| No            | 91  | 61.5    |
| No response   | 17  | missing |
| Total         | 165 | 100.0   |

Valid cases = 148

Missing cases = 17

**13. Are there differences between males and females in terms of job changes made by personal choice?**

This question was of interest because of the potential scarcity of jobs for doctoral recipients. Although 123 of the 134 individuals responding to this question (92% of males and 96% of females identified) indicated that they had made the majority of job changes by personal choice (Table 3.16), this item only reflected the respondents' retrospective perceptions. There were no differences between males and females in terms of job changes made by personal choice (chi-square = 1.45, df = 1,  $p > .05$ ). Determining the number of jobs considered before accepting the current position might be more informative because such information would allow one to gauge the number of jobs existing in the marketplace.

**Table 3.16.--Whether the majority of employment changes were made by personal choice.**

| Perception | Frequencies |        |         |          | Combined Valid % |
|------------|-------------|--------|---------|----------|------------------|
|            | Male        | Female | Unknown | Combined |                  |
| Yes        | 96          | 25     | 2       | 123      | 91.8             |
| No         | 7           | 4      | --      | 11       | 8.2              |
| No answer  | --          | --     | 31      | 31       | missing          |
| Total      | 103         | 29     | 33      | 165      | 100.0            |

Valid cases = 134

Missing cases = 31

**14. How many positions were considered before acceptance of the current position?**

Of the 112 individuals answering this question, 84 (75%) had considered three or fewer positions before accepting the current employment (Table 3.17). The responses ranged from 1 to 99 or more choices (average = 4.59, median = 2.62). However, when the two extreme responses indicating 99 or more positions were removed, the average number of positions (2.88) considered by 110 individuals approximated the median position. The median per year varied from 1.3 (1979) to 3.0 (1972, 1975, and 1977), with no consistent trends. The median numbers of positions considered, displayed by year of graduation, suggest that the earlier graduates did not consider more positions than did recent graduates (Table 3.18). A Pearson correlation for the relationship between the number of positions considered and the year of graduation

was not significant ( $r = -.52$ ,  $df = 9$ ,  $p > .05$ ). The raw data are presented in Appendix Table B-26.

Table 3.17.--Number of positions considered before accepting current position.

| Number of Positions | N   | Valid % | Cumulative % |
|---------------------|-----|---------|--------------|
| 1                   | 33  | 29.5    | 29.5         |
| 2                   | 19  | 17.0    | 46.5         |
| 3                   | 32  | 28.6    | 75.1         |
| 4                   | 12  | 10.7    | 85.8         |
| 5                   | 6   | 5.4     | 91.2         |
| 6                   | 2   | 1.8     | 93.0         |
| 8                   | 2   | 1.8     | 94.8         |
| 10                  | 2   | 1.8     | 96.6         |
| 12                  | 1   | .8      | 97.4         |
| 22                  | 1   | .8      | 98.2         |
| 99+                 | 2   | 1.8     | 100.0        |
| Total               | 112 | 100.0   |              |

Valid cases = 112  
Mean = 4.69

Missing cases = 53  
St. dev. = 13.05

Table 3.18.--Median number of positions considered, by year of graduation.

| Year of Graduation |      |      |      |      |      |      |      |      |      |      |
|--------------------|------|------|------|------|------|------|------|------|------|------|
| 1972               | 1973 | 1974 | 1975 | 1976 | 1977 | 1978 | 1979 | 1980 | 1981 | 1982 |
| 3.0                | 2.7  | 2.8  | 3.0  | 2.0  | 3.0  | 2.3  | 1.3  | 1.5  | 2.5  | 2.5  |

**15. How many employment positions have been held since graduation?**

One hundred fifty-five individuals responded to this question. A majority (69.7%) reported that they had held one (36.2%) or two (33.5%) positions. The highest number of positions reported was five (2.0%) (Table 3.19). One hundred seventeen males averaged 2.10 positions; females averaged 1.94 positions. A t-test was performed but yielded no gender differences ( $t = .89$ ,  $df = 185$ ,  $p > .05$ ).

Table 3.19.--Number of positions held since graduation.

| Number of Positions | Frequency |        |         | Valid % | Cumulative % |
|---------------------|-----------|--------|---------|---------|--------------|
|                     | Male      | Female | Unknown |         |              |
| 1                   | 43        | 13     | -       | 36.2    | 36.2         |
| 2                   | 35        | 15     | 2       | 33.5    | 69.7         |
| 3                   | 26        | 5      | -       | 20.0    | 89.7         |
| 4                   | 10        | 3      | -       | 8.4     | 98.1         |
| 5                   | 3         | -      | -       | 1.9     | 100.0        |
| No answer           | 8         | 2      | -       | missing |              |
| Total               | 125       | 38     | 2       | 165     | 100.0        |
| Mean                | 2.10      | 1.94   |         | 2.12    |              |

Valid cases = 155  
Median = 1.91

Missing cases = 10  
St. dev. = 1.05

The number of positions held by year of graduation is shown in Table 3.20. Alumni who graduated in the earlier years included in the study tended to have held one to two more positions than recent graduates, as would be expected. A Pearson correlation for the relationship between year of graduation and number of positions held since

graduation yielded a significant correlation coefficient ( $r = -.91$ ,  $df = 11$ ,  $p < .01$ ), supporting the fact that older graduates had held more positions than younger ones.

Table 3.20.--Number of positions held, by year of graduation.

| Number of<br>Positions | Year of Graduation |     |     |     |     |     |     |     |     |     |     |
|------------------------|--------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|                        | 72                 | 73  | 74  | 75  | 76  | 77  | 78  | 79  | 80  | 81  | 82  |
| 1                      | 1                  | 1   | 3   | 1   | 4   | 5   | 2   | 8   | 5   | 11  | 11  |
| 2                      | 3                  | 3   | 14  | 2   | 4   | 3   | 2   | 2   | 9   | 5   | 3   |
| 3                      | 9                  | 6   | 2   | 2   | 6   | 2   | 2   | 2   | 1   | -   | 1   |
| 4                      | 2                  | 3   | 3   | 2   | 3   | -   | 1   | -   | -   | -   | -   |
| 5                      | -                  | 2   | -   | -   | 1   | -   | -   | -   | -   | -   | -   |
| Total                  | 15                 | 15  | 22  | 7   | 18  | 10  | 7   | 12  | 15  | 16  | 15  |
| Mode                   | 9                  | 6   | 14  | 2   | 6   | 5   | 2   | 8   | 9   | 11  | 11  |
| Mean                   | 2.8                | 3.1 | 2.2 | 2.7 | 2.6 | 2.2 | 2.3 | 1.5 | 1.7 | 1.3 | 1.2 |

**16. How many upward position movements have been made since graduation?**

Eighty-five respondents reported an average of 2.19 upward movements (Table 3.21). Recent graduates were advancing upward at a faster rate than was true of the earlier alumni (Table 3.22). There were no differences related to gender ( $\chi^2 = 5.0$ ,  $df = 5$ ,  $p > .05$ ). When no response was indicated, it could not be determined whether that meant no upward movement or the alumnus just did not answer the question. For instance, new graduates entering their first job may not yet have had opportunities for upward movement. However,

these data led the researcher to question whether the respondents perceived that they had reached the highest position available in the current employment organization.

Table 3.21.--Number of upward promotions.

| Number of Promotions | Frequency |        |         |       | Valid % | Cumulative % |
|----------------------|-----------|--------|---------|-------|---------|--------------|
|                      | Male      | Female | Unknown | Total |         |              |
| 1                    | 31        | 13     | 1       | 35    | 41.2    | 41.2         |
| 2                    | 15        | 4      | -       | 19    | 22.3    | 63.5         |
| 3                    | 14        | 3      | -       | 17    | 20.0    | 83.5         |
| 4                    | 8         | 2      | 1       | 11    | 12.9    | 96.4         |
| 5                    | 1         | -      | -       | 1     | 1.2     | 97.6         |
| 6                    | 1         | -      | -       | 1     | 1.2     | 98.8         |
| 7                    | -         | 1      | -       | 1     | 1.2     | 100.0        |
| No answer            | 65        | 15     | -       | 80    | missing |              |
| Total                | 125       | 38     | 2       | 165   | 165     | 100.0        |

Valid cases = 85

Missing cases = 8

Mean = 2.19

Table 3.22.--Upward movement by year of graduation.

| Number of<br>Movements | Year of Graduation |    |    |    |    |    |    |    |    |    |    |
|------------------------|--------------------|----|----|----|----|----|----|----|----|----|----|
|                        | 72                 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 |
| 1                      | 4                  | -  | 9  | 1  | 2  | 5  | 1  | 4  | 6  | 3  | -  |
| 2                      | 2                  | 4  | 2  | -  | 2  | -  | 2  | 2  | 1  | 1  | 3  |
| 3                      | 4                  | 2  | 2  | 2  | 2  | 1  | -  | 1  | 1  | 2  | -  |
| 4                      | -                  | 1  | 1  | 1  | 2  | 1  | 1  | -  | 1  | 1  | 3  |
| 5                      | -                  | -  | -  | -  | -  | -  | -  | -  | -  | 1  | -  |
| 6                      | -                  | -  | -  | -  | -  | -  | -  | -  | 1  | -  | -  |
| 7                      | 1                  | -  | -  | -  | -  | -  | -  | -  | -  | -  | -  |
| Total                  | 11                 | 7  | 14 | 4  | 8  | 7  | 4  | 7  | 10 | 8  | 6  |

Seventy-four of the 161 respondents (44.8%) felt that they had reached the highest position attainable at their institution of employment (Table 3.23). This indicates that more than one-half of the alumni (54%) perceived a potential for upward mobility within their present employment institutions. There were no differences related to gender ( $\chi^2 = 2.26$ ,  $df = 1$ ,  $p > .05$ ).

Table 3.23.--Alumni who had reached highest position attainable in present organization.

| Report    | Frequencies |        |         |       | Valid % |
|-----------|-------------|--------|---------|-------|---------|
|           | Male        | Female | Unknown | Total |         |
| Yes       | 60          | 13     | 1       | 74    | 46.0    |
| No        | 62          | 24     | 1       | 87    | 54.0    |
| No answer | 3           | 1      | -       | 4     | missing |
| Total     | 125         | 38     | 2       | 165   | 100.0   |

Valid cases = 161

Missing cases = 4

#### 17. What is the level of income earned by alumni?

The participants' median salary at the time of the survey was \$38,250, using raw frequencies for computation (Table 3.24). The mean could not be determined because the higher salaries were not known.

Table 3.24.--Income earned.

| Bracket<br>per 1000 | Midpoint | N   | Valid<br>% | Cumulative<br>% |
|---------------------|----------|-----|------------|-----------------|
| 0-999.999           | 7.5      | 3   | 1.9        | 1.9             |
| 10.0-14.999         | 12.5     | 1   | .6         | 2.5             |
| 15.0-19.999         | 17.5     | 5   | 3.1        | 5.6             |
| 20.0-24.999         | 22.5     | 9   | 5.7        | 11.3            |
| 25.0-29.999         | 27.5     | 26  | 16.4       | 27.7            |
| 30.0-34.999         | 32.5     | 16  | 10.1       | 37.8            |
| 35.0-39.999         | 37.5     | 30  | 18.9       | 56.7            |
| 40.0-44.999         | 42.5     | 24  | 15.1       | 71.8            |
| 45.0-49.999         | 47.5     | 15  | 9.4        | 81.2            |
| 50.0-54.999         | 52.5     | 14  | 8.8        | 90.0            |
| 55.0-59.999         | 57.5     | 5   | 3.1        | 93.1            |
| 60.0-Higher         | 62.5     | 11  | 6.9        | 100.0           |
| No answer           | --       | 6   | missing    |                 |
| Total               |          | 165 | 100.0      |                 |

Valid cases = 159

Missing cases = 6

**18. What type of financial support was sought during the program of study?**

One hundred twenty-two respondents (74.8%) reported full-time employment during their program of study, and 28 (26.4%) reported part-time employment (Table 3.25). Of the 105 alumni who responded to both questions, 59 individuals (56.2%) had worked only full time, 22 (21%) had worked only part time, 19 (18.0%) had not worked at all, and 5 (4.8%) reported both full- and part-time employment. It is unclear whether those people who reported both full- and part-time employment had worked two or more jobs concurrently or had worked on different schedules at different times during their program of study.

Table 3.25.--Summary of financial support graduates received.

| Did You<br>Receive: | Type of Support              |      |       |      |                         |      |                         |      |
|---------------------|------------------------------|------|-------|------|-------------------------|------|-------------------------|------|
|                     | Assistantship/<br>Fellowship |      | Loans |      | Full-Time<br>Employment |      | Part-Time<br>Employment |      |
|                     | N                            | %    | N     | %    | N                       | %    | N                       | %    |
| Yes                 | 63                           | 39.1 | 43    | 26.1 | 122                     | 74.8 | 28                      | 26.4 |
| No                  | 98                           | 60.9 | 122   | 73.9 | 41                      | 25.2 | 78                      | 73.6 |
| No response         | 4                            |      | --    |      | 2                       |      | 59                      |      |
| Total               | 165                          |      | 165   |      | 165                     |      | 165                     |      |

The question of interest was: Are there differences between males and females in terms of the distribution of fellowships/assistantships for doctoral study? Sixty-three individuals (39.1%) reported receiving either a fellowship or an assistantship (Table 3.25). Forty-four of 123 males (36.0%) and 19 of 36 females (53.0%) reported receiving a fellowship/assistantship (Table 3.25). A chi-square test was performed, indicating no differences between males and females in terms of distribution of graduate assistantships/fellowships (chi-square = 3.37,  $df = 1$ ,  $p > .05$ ). Appendix C, pp. 168-71, contains a list of fellowships and assistantships by year of graduation. Forty-three respondents reported receiving loans.

One hundred eighteen of the 122 respondents reporting full-time employment responded to the questions concerning whether they had received either a loan or an assistantship/fellowship. Eleven individuals (9.3%) had received both a loan and a fellowship/assistantship,

39 (33%) had received either a loan or a fellowship/assistantship, and 68 (57/6%) had received neither.

Of the 28 respondents reporting part-time employment, 7 (25%) reported receiving both a fellowship/assistantship and a loan, 17 (60.7%) had received either a loan or a fellowship/assistantship, and 4 (14.3%) had received neither type of support.

Thirteen male respondents did not report full- or part-time employment, but two (15.4%) reported receiving both a fellowship/assistantship and a loan, seven (53.8%) reported having either a loan or a fellowship/assistantship, and four (30.8%) reported neither. Of six females, one (16.7%) reported receiving both a fellowship/assistantship and a loan, four (66.7%) reported only a fellowship/assistantship, and one (16.7%) reported neither. Five people (four males and one female) gave no indication of employment or receipt of financial aid while completing their program.

The findings indicated that the majority of survey respondents had been employed full time during their doctoral program. Forty-two percent of these individuals had also received either a loan or a fellowship.

#### **19. What professional activities are alumni involved in?**

Alumni involvement in professional activities indicated their leadership activities. However, these activities were multifaceted and difficult to define. For the purposes of this survey, professional activities were limited to membership in organizations with either

administrative or higher education foci, offices held in these organizations, papers presented, and publications.

The researcher expected that leaders in a profession would demonstrate high visibility in organizations that deal with issues explicit to the profession. Therefore, graduates of the College and University Administration program would be expected to belong to professional organizations with a focus in either administration or higher education. Respondents were requested to indicate whether they belonged to such organizations and the number of organizations at each level to which they belonged, designating dues-paying or active membership. Such a distinction was made because active membership was thought to be a better indication of leadership than just a dues-paying membership.

When asked whether they were members of organizations with a focus in administration, 76 males (61.7% of 123 males responding) and 20 females (55.6% of 36 females responding) answered yes. No differences related to gender were found ( $\chi^2 = .229$ ,  $df = 1$ ,  $p > .05$ ). The responses became more complex when respondents were asked the number of administration organizations to which they belonged at each level. Some individuals who indicated that they belonged to administrative organizations did not give the number at each level. Ninety-two graduates indicated having dues-paying-only memberships in 111 administrative organizations, an average of 1.21 dues-paying memberships per respondent. Fifty males held 97 dues-paying memberships and nine females held 14 dues-paying memberships, with no gender

differences found (chi-square = 3.36, df = 1,  $p > .05$ ). One hundred seventeen individuals reported 157 organizations, an average of 1.34 active memberships per respondent (Table 3.26). Fifty-three males held 129 active memberships and 15 females held 28 active memberships, with no gender differences (chi-square = .102, df = 1,  $p > .05$ ).

Table 3.26.--Membership in professional organizations with an administrative focus.

| Level          |   | Frequencies      |        |       |          |        |        |       |          |
|----------------|---|------------------|--------|-------|----------|--------|--------|-------|----------|
|                |   | Dues Paying Only |        |       |          | Active |        |       |          |
|                |   | Male             | Female | Total | % of 165 | Male   | Female | Total | % of 165 |
| Local          | 1 | 9                | 1      | 10    | 6.1      | 11     | 2      | 13    | 8.0      |
|                | 2 | 2                | 1      | 3     | 1.8      | 3      | 1      | 4     | 2.5      |
|                | 3 | -                | -      | -     | --       | 1      | -      | 1     | .6       |
| District       | 1 | 10               | -      | 10    | 6.1      | 7      | 2      | 9     | 5.5      |
|                | 2 | -                | 1      | 1     | .6       | 1      | 1      | 2     | 1.2      |
| State          | 1 | 17               | 3      | 20    | 12.3     | 19     | 8      | 27    | 16.6     |
|                | 2 | 2                | 1      | 3     | 1.8      | 6      | 2      | 8     | 4.9      |
|                | 3 | 1                | -      | 1     | .6       | 4      | -      | 4     | 2.5      |
|                | 4 | -                | -      | -     | --       | 1      | -      | 1     | .6       |
| National       | 1 | 27               | 4      | 31    | 19.0     | 22     | 6      | 28    | 17.1     |
|                | 2 | 5                | -      | 5     | 3.1      | 9      | 1      | 10    | 6.1      |
|                | 3 | 1                | -      | 1     | .6       | -      | -      | -     | --       |
|                | 4 | 1                | -      | 1     | .6       | -      | -      | -     | --       |
| Inter-national | 1 | 5                | -      | 5     | 3.1      | 7      | -      | 7     | 4.3      |
|                | 2 | -                | -      | -     | --       | 1      | -      | 1     | .6       |
|                | 3 | -                | -      | -     | --       | 1      | -      | 1     | .6       |
| Other          | 1 | 1                | -      | 1     | .6       | 1      | -      | 1     | .6       |

A similar situation occurred regarding organizations focused on higher education. Eighty-nine males (71.2% of 125 males) and 25 females (65.8% of 38 females) responded that they belonged to higher education organizations. A chi-square test indicated no gender differences (chi-square = .189, df = 1,  $p > .05$ ). One hundred twenty-four individuals reported having dues-paying-only memberships in 175 organizations, an average of 1.41 memberships per respondent. Sixty-one males indicated 135 dues-paying memberships and 18 females indicated 43 dues-paying memberships. A chi-square test indicated no gender differences (chi-square = .024, df = 1,  $p > .05$ ). The 154 individuals reporting 198 active memberships in organizations with a higher education focus had an average of 1.29 memberships each (Table 3.27). Sixty-four males indicated 161 active memberships and females indicated 37 active memberships with no gender differences found using a chi-square test (chi-square = .964, df = 1,  $p > .05$ ).

It would seem logical to assume that holding an office in a professional organization would require qualities recognized by organization members as leadership abilities. The research question of interest was: Are there differences between males and females in terms of the number of offices held in higher education or administrative organizations? The researcher speculated that the responses indicated cumulative numbers of offices and not only current offices. When examining Table 3.28, it must be remembered that an individual may have held offices at more than one level. There were 83 responses indicating 160 offices were held in organizations that focused on higher

Table 3.27.--Membership in professional organizations with a focus on higher education.

| Frequencies    |                  |      |        |       |          |        |        |       |          |
|----------------|------------------|------|--------|-------|----------|--------|--------|-------|----------|
| Level          | Dues Paying Only |      |        |       |          | Active |        |       |          |
|                |                  | Male | Female | Total | % of 165 | Male   | Female | Total | % of 165 |
| Local          | 1                | 11   | 4      | 15    | 9.2      | 14     | 6      | 20    | 12.3     |
|                | 2                | -    | 1      | 1     | .6       | 1      | -      | 1     | .6       |
|                | 3                | -    | 1      | 1     | --       | 1      | -      | 1     | .6       |
|                | 5                | 1    | -      | 1     | .6       | 1      | -      | 1     | .6       |
| District       | 1                | 5    | 1      | 6     | 3.7      | 7      | 2      | 9     | 5.5      |
|                | 2                | 1    | 1      | 2     | 1.2      | 2      | -      | 2     | 1.2      |
| State          | 1                | 24   | 7      | 31    | 19.0     | 32     | 9      | 41    | 25.2     |
|                | 2                | 3    | 1      | 4     | 2.5      | 6      | 1      | 7     | 4.3      |
|                | 3                | 1    | -      | 1     | .6       | 2      | -      | 2     | 1.2      |
| National       | 1                | 28   | 10     | 38    | 23.3     | 29     | 10     | 39    | 23.9     |
|                | 2                | 12   | 2      | 14    | 8.6      | 12     | 1      | 13    | 8.0      |
|                | 3                | 1    | 1      | 2     | 1.2      | 1      | -      | 1     | .6       |
|                | 4                | 2    | -      | 2     | 1.2      | 1      | -      | 1     | .6       |
|                | 5                | -    | 1      | 1     | .6       | -      | 1      | 1     | .6       |
|                | 11               | 1    | -      | 1     | .6       | -      | -      | -     | --       |
| Inter-national | 1                | 5    | -      | 5     | 3.1      | 10     | 1      | 11    | 6.7      |
|                | 2                | -    | -      | -     | --       | 1      | -      | 1     | .6       |
| Other          | 1                | -    | -      | -     | --       | 2      | -      | 2     | 1.2      |
|                | 2                | -    | -      | -     | --       | 1      | -      | 1     | .6       |

Table 3.28.--Number of offices held in professional organizations.

| Level              | No. of<br>Offices | Organizational Focus |        |       |                |        |       |
|--------------------|-------------------|----------------------|--------|-------|----------------|--------|-------|
|                    |                   | Higher Education     |        |       | Administration |        |       |
|                    |                   | Male                 | Female | Total | Male           | Female | Total |
| Local              | 1                 | 6                    | -      | 6     | 7              | 1      | 8     |
|                    | 2                 | 1                    | 2      | 3     | 4              | 1      | 5     |
|                    | 3                 | -                    | 2      | 2     | 3              | -      | 3     |
|                    | 4                 | 1                    | -      | 1     | -              | -      | -     |
|                    | 5                 | 1                    | -      | 1     | -              | -      | -     |
| District           | 1                 | 8                    | -      | 8     | 4              | 1      | 5     |
|                    | 2                 | -                    | -      | -     | 2              | -      | 2     |
|                    | 4                 | -                    | -      | -     | 1              | -      | 1     |
|                    | 8                 | 1                    | -      | 1     | -              | -      | -     |
| State              | 1                 | 12                   | 4      | 16    | 12             | 4      | 16    |
|                    | 2                 | 3                    | 3      | 6     | 6              | -      | 6     |
|                    | 3                 | 4                    | 1      | 5     | 1              | 1      | 2     |
|                    | 4                 | -                    | 1      | 1     | 1              | 2      | 3     |
|                    | 8                 | -                    | 1      | 1     | -              | -      | -     |
| National           | 1                 | 11                   | 4      | 15    | 12             | 2      | 14    |
|                    | 2                 | 3                    | 4      | 7     | 2              | 1      | 3     |
|                    | 3                 | 1                    | 2      | 3     | 3              | -      | 3     |
|                    | 4                 | 2                    | -      | 2     | 1              | -      | 1     |
|                    | 5                 | 1                    | -      | 1     | 1              | -      | 1     |
|                    | 7                 | -                    | 1      | 1     | -              | -      | -     |
|                    | 10                | -                    | -      | -     | 1              | -      | 1     |
| Inter-<br>national | 1                 | 1                    | -      | 1     | 4              | -      | 4     |
|                    | 2                 | 1                    | -      | 1     | 1              | -      | 1     |
|                    | 4                 | -                    | 1      | 1     | 1              | -      | 1     |
| Other              | 1                 | 1                    | -      | 1     | -              | -      | -     |

education (average = 1.93 offices, range = 1-8). Considering gender, 34 males held 100 offices (average = 3.4 offices, range = 1-8) and 12 females held 64 offices (average = 5.33 offices, range = 1-7). Eighty responses indicating 144 offices were held in organizations with an administrative focus (average = 1.8 offices, range = 1-10). In terms of gender, 36 males reported holding 121 offices (average = 3.36 offices, range = 1-14), whereas 8 females reported holding 23 such offices (average = 2.88 offices, range = 1-15). Females who held offices held a higher average of offices than males who held offices in both organizational types. Looking at the distribution of offices held at different levels of both types of organizations, the only significant difference was found in the number of males as compared to females who held any office at the higher education national level. Eleven of 37 females (29.7%) reported holding one or more national higher education office, while only 18 of 124 males (14.5%) reported holding any national higher education office. Using a two by two chi-square test (gender by yes or no for any offices held), there was a significant gender difference (chi-square = 4.47, df = 1,  $p < .05$ ). No other apparent trends were detected in the number of organizational offices held at various classification levels, nor were further statistical analyses undertaken because of the small number present in each cell. Eighty people reported holding 144 offices in organizations with an administrative focus (average = 1.80 offices, range = 1-10). In terms of gender, 67 males reported holding 118 offices (average = 1.76 offices, range = 1-10), whereas 13 females reported holding 26 such

offices (average = 2.0 offices, range = 1-5). No apparent trends were detected in the numbers of organizational offices held at various classification levels, nor were further statistical analyses undertaken because of the small number present in each cell.

Respondents were asked to report the number of papers they had presented to professional organizations as an indication of the extent of their involvement in professional issues (Table 3.29). One hundred forty-seven respondents had presented 538 papers to organizations with a focus in higher education (average = 3.66 papers, range = 1-50). One hundred three males had presented 391 papers (average = 3.9 papers, range = 1-50), and 44 females had presented 147 papers (average = 3.34 papers, range = 1-15). Ninety respondents had presented 364 papers to organizations with an administrative focus (average = 4.04, range = 1- 62). Male respondents averaged 3.5 papers (71 males had presented 306 papers, range = 1-62), whereas females averaged 3.1 papers presented to administrative organizations (19 females had presented 58 papers, range = 1-11).

Publications were the next considered professional activity. Respondents were asked to indicate how many books, monographs, articles, and other types of publications they had completed. The question of interest was: Are there differences between males and females in terms of the numbers and types of articles published?

Table 3.29.--Number of papers presented at professional organizations.

| Level    | No. of<br>Papers | Frequency        |        |       |                |        |       |
|----------|------------------|------------------|--------|-------|----------------|--------|-------|
|          |                  | Higher Education |        |       | Administration |        |       |
|          |                  | Male             | Female | Total | Male           | Female | Total |
| Local    | 1                | 4                | 2      | 6     | 2              | 1      | 3     |
|          | 2                | 3                | 2      | 5     | 4              | 1      | 5     |
|          | 3                | 2                | -      | 2     | -              | 1      | 1     |
|          | 5                | 2                | 1      | 3     | 2              | -      | 2     |
|          | 7                | -                | 1      | 1     | -              | -      | -     |
|          | 10               | 1                | -      | 1     | -              | 1      | 1     |
|          | 11               | -                | -      | -     | 1              | 1      | 2     |
|          | 15               | 1                | -      | 1     | -              | -      | -     |
|          | 20               | 1                | -      | 1     | -              | -      | -     |
|          | 50               | 1                | -      | 1     | -              | -      | -     |
|          | 62               | -                | -      | -     | 1              | -      | 1     |
| District | 1                | 4                | 3      | 7     | 1              | 1      | 2     |
|          | 2                | 2                | 1      | 3     | 2              | 2      | 4     |
|          | 3                | -                | 2      | 2     | 1              | -      | 1     |
|          | 4                | 2                | -      | 2     | 1              | -      | 1     |
|          | 5                | 2                | -      | 2     | 1              | 1      | 2     |
|          | 6                | -                | -      | -     | 1              | -      | 1     |
| State    | 1                | 10               | 3      | 13    | 5              | 3      | 8     |
|          | 2                | 5                | 5      | 10    | 3              | 2      | 5     |
|          | 3                | 5                | 1      | 6     | 6              | -      | 6     |
|          | 4                | 1                | 1      | 2     | 5              | -      | 5     |
|          | 5                | 3                | -      | 3     | 1              | 1      | 2     |
|          | 6                | -                | 2      | 2     | -              | -      | -     |
|          | 8                | 2                | -      | 2     | 1              | -      | 1     |
|          | 9                | 1                | -      | 1     | -              | -      | -     |
| National | 1                | 10               | 6      | 16    | 6              | 2      | 8     |
|          | 2                | 14               | 2      | 16    | 7              | 1      | 8     |
|          | 3                | 3                | 1      | 4     | 3              | -      | 3     |
|          | 4                | 2                | 3      | 5     | 3              | -      | 3     |
|          | 5                | 4                | -      | 4     | -              | 1      | 1     |
|          | 6                | 1                | -      | 1     | -              | -      | -     |
|          | 8                | 3                | -      | 3     | 1              | -      | 1     |
|          | 10               | 1                | 1      | 2     | 2              | -      | 2     |
|          | 14               | -                | 1      | 1     | -              | -      | -     |
|          | 15               | 1                | -      | 1     | 1              | -      | 1     |
|          | 18               | -                | -      | -     | 1              | -      | 1     |

Table 3.29.--Continued.

| Level              | No. of<br>Papers | Frequency        |        |       |                |        |       |
|--------------------|------------------|------------------|--------|-------|----------------|--------|-------|
|                    |                  | Higher Education |        |       | Administration |        |       |
|                    |                  | Male             | Female | Total | Male           | Female | Total |
| Inter-<br>national | 1                | 5                | -      | 5     | 2              | -      | 2     |
|                    | 2                | 1                | 1      | 2     | 3              | -      | 3     |
|                    | 3                | 1                | -      | 1     | 1              | -      | 1     |
|                    | 4                | -                | -      | -     | 1              | -      | 1     |
|                    | 8                | -                | 1      | 1     | -              | -      | -     |
|                    | 10               | -                | -      | -     | 1              | -      | 1     |
| Other              | 1                | 2                | 2      | 4     | 1              | -      | 1     |
|                    | 3                | 1                | -      | 1     | -              | -      | -     |
| Total              |                  | 103              | 44     | 147   | 71             | 19     | 90    |

The first type of publication considered was books (Table 3.30). Fifteen respondents had published a total of 23 books. Six females or 16% of the female graduates had published 10 books (43.5% of 23 total books), for an average of 1.67 books per female author. Nine male respondents or 7% of the male graduates had published 13 books (56.5% of 23 total books), an average of 1.44 books per male author. A chi-square test indicated that the gender difference was not significant (chi-square = 2.48, df = 1,  $p > .05$ ).

Twenty respondents indicated they had published 139 monographs, an average of 6.95 per respondent (Table 3.31). Sixteen males had published 134 monographs (average = 8.38, range = 1-99); four females had published five monographs (average = 1.25, range = 1-2). Removing

the one male respondent who reported 99+ articles from the sample, the average for males became 2.33 monographs published, with 15 males publishing 35 monographs.

Table 3.30.--Alumni publications: books.

| Gender | Number of Books |   |   |   |
|--------|-----------------|---|---|---|
|        | 1               | 2 | 3 | 4 |
| Male   | 6               | 2 | 1 | - |
| Female | 4               | 1 | - | 1 |
| Total  | 10              | 3 | 1 | 1 |

Table 3.31.--Alumni publications: monographs.

| Gender | Number of Monographs |   |   |   |    |
|--------|----------------------|---|---|---|----|
|        | 1                    | 2 | 3 | 5 | 99 |
| Male   | 7                    | 2 | 3 | 3 | 1  |
| Female | 3                    | 1 | - | - | -  |
| Total  | 10                   | 3 | 3 | 3 | 1  |

Published articles were considered under two categories, juried and nonjuried. Juried articles are reviewed by a panel of influential colleagues before being chosen for publication, thus carrying greater prestige than nonjuried articles. Thirty-one alumni had published 157 juried articles (average = 5.06 articles, range = 1-50) (Table 3.32).

Nineteen male respondents had published 130 juried articles (average = 6.84 articles, range = 1-50). Twelve female respondents had published 27 such articles (average = 2.25 articles, range = 1-5). Removing the male respondent who had published 50 juried articles, the male average dropped to 4.44 articles; the combined average then became 2.67 for 30 alumni who had published 80 juried articles.

Table 3.32.--Alumni publications: juried articles.

| Gender | Number of Articles |   |   |   |   |   |   |    |    |    |
|--------|--------------------|---|---|---|---|---|---|----|----|----|
|        | 1                  | 2 | 3 | 4 | 5 | 6 | 9 | 10 | 20 | 50 |
| Male   | 6                  | 3 | 3 | 1 | - | 1 | 1 | 2  | 1  | 1  |
| Female | 5                  | 4 | - | 1 | - | - | - | -  | -  | -  |
| Total  | 11                 | 7 | 3 | 2 | 2 | 1 | 1 | 2  | 1  | 1  |

Forty-five alumni had published a total of 141 nonjuried articles (average = 3.13 articles, range = 1-12) (Table 3.33). Thirty-three males had published 110 articles (average = 3.33, range = 1-12), and 12 females had published 31 articles (average = 2.58, range = 1-10).

Fifty-one alumni reported having 304 other publications (average = 5, range = 1-51) (Table 3.34). Forty-seven male respondents reported 237 various other publications (average = 6.04 publications, range = 1-51). Fourteen females reported having 67 varied publications (average = 4.79 publications, range = 1-33). These efforts included

self-help booklets, newspaper articles, institutional and governmental reports, and encyclopedia articles. Appendix C, pp. 171-73, lists these types of publications by year of graduation.

Table 3.33.--Alumni publications: nonjuried articles.

| Gender | Number of Articles |    |   |   |   |   |   |    |    |    |
|--------|--------------------|----|---|---|---|---|---|----|----|----|
|        | 1                  | 2  | 3 | 4 | 5 | 6 | 7 | 10 | 11 | 12 |
| Male   | 10                 | 8  | 4 | 5 | 1 | - | 2 | 1  | 1  | 1  |
| Female | 5                  | 5  | - | - | - | 1 | - | 1  | -  | -  |
| Total  | 15                 | 13 | 4 | 5 | 1 | 1 | 2 | 2  | 1  | 1  |

Table 3.34.--Alumni publications: other.

| Gender | Number of Other Publications |    |   |   |   |   |   |   |    |    |    |    |    |
|--------|------------------------------|----|---|---|---|---|---|---|----|----|----|----|----|
|        | 1                            | 2  | 3 | 4 | 5 | 6 | 8 | 9 | 10 | 15 | 30 | 33 | 51 |
| Male   | 15                           | 9  | 3 | 6 | 4 | 3 | 1 | 1 | 2  | 1  | 1  | -  | 1  |
| Female | 7                            | 2  | 1 | - | 2 | - | - | - | 1  | -  | -  | 1  | -  |
| Total  | 22                           | 11 | 4 | 6 | 6 | 3 | 1 | 1 | 3  | 1  | 1  | 1  | 1  |

The last type of publication considered was single- and co-authored grants. Grant writing is invaluable in obtaining funding for programs and research projects. In this study, only funded grants were considered as successful writing attempts, in the same way that

only published books and articles were considered. As a single author, 60 alumni had written 295 funded grants (average = 4.12, range = 1-35) (Table 3.35). Fifty male alumni had written 257 grants (average = 5.14 grants, range = 1-10), and 10 females had written 38 grants (average = 3.8, range = 1-12).

Table 3.35.--Alumni publications: funded grants.

| Gender | Number of Funded Grants |    |   |   |   |   |   |   |    |    |    |    |    |
|--------|-------------------------|----|---|---|---|---|---|---|----|----|----|----|----|
|        | 1                       | 2  | 3 | 4 | 5 | 6 | 7 | 8 | 10 | 12 | 20 | 26 | 35 |
| Male   | 12                      | 12 | 5 | 2 | 5 | 2 | 2 | 3 | 3  | 1  | 1  | 1  | 1  |
| Female | 4                       | 2  | - | 1 | - | 1 | - | 1 | -  | 1  | -  | -  | -  |
| Total  | 16                      | 14 | 5 | 3 | 5 | 3 | 2 | 4 | 3  | 2  | 1  | 1  | 1  |

Co-authored grants were considered separately. Forty-six alumni had co-authored 177 funded grants (average = 4.85, range = 1-25) (Table 3.36). Of that number, 37 males had co-authored 155 grants (average = 5.19 grants, range = 1-25), and 9 females had co-authored 22 grants (average = 2.44, range = 1-10).

In reviewing publications by gender, women published fewer efforts than men, with the exception of books. Removing extreme cases, the comparisons shown in Table 3.37 were made to demonstrate that, in terms of mean number of publications, males who published did so in greater numbers than did females who published.

Table 3.36.--Alumni publications: co-authored funded grants.

| Gender | Number of Funded Grants |   |   |   |   |   |   |    |    |    |    |
|--------|-------------------------|---|---|---|---|---|---|----|----|----|----|
|        | 1                       | 2 | 3 | 4 | 5 | 7 | 8 | 10 | 12 | 20 | 25 |
| Male   | 11                      | 6 | 8 | 4 | 2 | 1 | 1 | 1  | 1  | 1  | 1  |
| Female | 6                       | 1 | - | 1 | - | - | - | 1  | -  | -  | -  |
| Total  | 17                      | 7 | 8 | 5 | 2 | 1 | 1 | 2  | 1  | 1  | 1  |

Table 3.37.--Comparison of mean number of publications, by gender.

|                        | Males | Females |
|------------------------|-------|---------|
| Books                  | 1.44  | 1.67    |
| Monographs             | 2.33  | 1.25    |
| Juried articles        | 4.44  | 2.25    |
| Nonjuried articles     | 3.33  | 2.58    |
| Other types            | 6.04  | 4.79    |
| Single-authored grants | 5.14  | 3.80    |
| Co-authored grants     | 5.19  | 2.44    |

## CHAPTER IV

### ANALYSIS OF DATA: EVALUATION OF PROGRAM COMPONENTS

Study participants' responses to questions about specific components of the higher education program are discussed in Chapter IV. As in Chapter III, the discussion is organized by question; the sample size for each question varies, depending on the number of responses to that item. All percentages provided are valid percentages, based on the number of actual responses to each question. Tables not presented in this chapter may be found in Appendix B unless the reader is directed elsewhere.

The first four questions focused on the respondents' perceptions of their interactions with departmental representatives or other university departments during the admission period.

#### **1. Were the initial responses to inquiries for admission to the program prompt?**

The majority of respondents (93.0%) said they had received prompt responses to their inquiries; 92.5% of the 120 males and 94.4% of the 36 females indicated satisfaction with the response time (Table 4.1). There were no gender-related differences in terms of satisfaction ( $\chi^2 = 0.16$ ,  $df = 1$ ,  $p > .05$ ). Those who indicated a less-than-prompt response (11 individuals or 7.0%) were asked to specify the

reason for their dissatisfaction. More than 11 responses were received because some individuals who indicated a prompt response also provided a written comment. Negative comments focused on delays, lost forms, poor communication with committee members who took it upon themselves to make decisions for the respondent without requesting more information, and inaccurate/outdated data given to the respondent. All comments may be found in Appendix C, pp. 173-75, organized by year of graduation.

**Table 4.1.--Respondents' perceptions regarding whether their admission inquiry had received a prompt response.**

| Prompt Response | Frequency |        |         |          | Combined Valid % |
|-----------------|-----------|--------|---------|----------|------------------|
|                 | Male      | Female | Unknown | Combined |                  |
| Yes             | 111       | 34     | 2       | 147      | 93.0             |
| No              | 9         | 2      | -       | 11       | 7.0              |
| No answer       | 5         | 2      | -       | 7        | missing          |
| Total           | 125       | 38     | 2       | 165      | 100.0            |

Valid cases = 158

Missing cases = 7

**2. Did the initial response to your inquiry answer questions and explain the program within reason?**

Again, the majority of those responding to the survey (151 individuals or 94.4%) indicated that they had received the information they were seeking or that was needed to explain the program (Table 4.2). One hundred twelve of 120 males (93.3%) and 37 of 38 females (97.4%) indicated satisfaction, with no differences related to gender

(chi-square = 0.875, df = 1,  $p > .05$ ). Nine individuals (5.6%) indicated dissatisfaction (eight males and one female). When these nine respondents were asked to indicate the nature of their dissatisfaction, answers focused on their own lack of knowledge regarding program options, which then hindered their ability to make choices, or problems with vague communication. The responses are cited in Appendix C, pp. 175-76.

Table 4.2.--Respondents' perceptions regarding whether their initial inquiry had provided the needed answers.

| Response  | Frequency |        |         |          | Combined Valid % |
|-----------|-----------|--------|---------|----------|------------------|
|           | Male      | Female | Unknown | Combined |                  |
| Yes       | 112       | 37     | 2       | 151      | 94.4             |
| No        | 8         | 1      | -       | 9        | 5.6              |
| No answer | 5         | -      | -       | 5        | missing          |
| Total     | 125       | 38     | 2       | 165      | 100.0            |

Valid cases = 160

Missing cases = 5

### 3. Are there differences between males and females in terms of satisfaction with the admission interview?

Of 140 graduates (89.5%) who indicated they had had an interview with a faculty member (Table 4.3), 130 responded to the question regarding interview satisfaction; of that number, 123 (94.6%) indicated satisfaction with the interview (Table 4.4). By gender, 109 of the 123 males (88.6%) and 30 of the 38 females (78.9%) responding indicated

they had had an interview. There were no gender differences related to completing an interview (chi-square = 2.3, df = 1,  $p > .05$ ). In terms of interview satisfaction, 96 of the 102 males (94.1%) and 26 of the 27 females (96.3%) responded positively, with no differences related to gender (chi-square = 0.197, df = 1,  $p > .05$ ).

Table 4.3.--Completion of faculty interview.

| Response  | Frequency |        |         |          | Combined<br>Valid % |
|-----------|-----------|--------|---------|----------|---------------------|
|           | Male      | Female | Unknown | Combined |                     |
| Yes       | 109       | 30     | 1       | 140      | 85.9                |
| No        | 14        | 8      | 1       | 23       | 14.1                |
| No answer | 2         | -      | -       | -        | missing             |
| Total     | 125       | 38     | 2       | 165      | 100.0               |

Valid cases = 163

Missing cases = 2

Table 4.4.--Number of respondents who expressed satisfaction with faculty interview.

| Satisfied? | Frequency |        |         |          | Combined<br>Valid % |
|------------|-----------|--------|---------|----------|---------------------|
|            | Male      | Female | Unknown | Combined |                     |
| Yes        | 96        | 26     | 1       | 123      | 94.6                |
| No         | 6         | 1      | -       | 7        | 5.4                 |
| No answer  | 23        | 11     | 1       | 35       | missing             |
| Total      | 125       | 38     | 2       | 165      | 100.0               |

Valid cases = 130

Missing cases = 35

The seven individuals who gave negative responses were asked to identify the nature of their dissatisfaction. The overall responses varied from the positive perception that an advisor had given the impression that the department was really interested in the candidate, to negative comments regarding vagueness or perceived pressure to force certain major life choices. These comments may be found in Appendix C, pp. 176-78.

#### **4. Was the assignment of a temporary advisor helpful?**

Of the 141 individuals who indicated whether they considered their temporary advisor helpful, 100 (69%) responded positively (Table 4.5). Those who responded negatively were asked to indicate the nature of their dissatisfaction (see Appendix C, pp. 178-80. These responses focused on forgetting the assignment of a temporary advisor, the mechanism of beginning in other university departments and then being assigned a permanent advisor in the Higher Education department, misadvisement, advisor's lack of interest in student, advisor being too busy, advisor not explaining available program options, and the general feeling of being left to one's own resources. Some alumni mentioned the political difficulty of changing one's advisor after the initial assignment of a temporary advisor. Some graduates also made positive comments on the quality of their advisor; the ability of students to use several faculty members to guide their progress; the feeling of loss when a professor they had enjoyed working with died, left the

university, or went on sabbatical; and the need they felt to move on to their permanent advisor.

Because overall responses regarding the helpfulness of the temporary advisor were positive, it might be assumed that the temporary advisor had become the permanent advisor. In fact, 96 of 141 individuals (68.1%) did indicate that their temporary advisor had become their permanent advisor. In addition, it might be expected that the 96 individuals who indicated that their temporary advisor had become their permanent advisor would also indicate that their permanent advisor had sat on their committee. Just one individual (1.0%) indicated that the permanent advisor had not been on the committee. Of the 45 alumni who indicated that their temporary advisor had not become their permanent advisor, six (13.3%) said that the temporary advisor had become a committee member (Table 4.5).

Table 4.5.--Information regarding the temporary advisor.

| Response    | Was Helpful |         | Became Permanent Advisor |         | Sat on Committee |         | On Committee Not as Chair |         |
|-------------|-------------|---------|--------------------------|---------|------------------|---------|---------------------------|---------|
|             | N           | Valid % | N                        | Valid % | N                | Valid % | N                         | Valid % |
| Yes         | 100         | 69.0    | 96                       | 68.1    | 95               | 99.0    | 6                         | 13.8    |
| No          | 45          | 31.0    | 45                       | 31.9    | 1                | 1.0     | 39                        | 86.2    |
| No answer   | 20          | missing | 24                       | missing | 64               | missing | 120                       | missing |
| Total       | 165         | 100.0   | 165                      | 100.0   | 165              | 100.0   | 165                       | 100.0   |
| Valid cases | 141         |         | 141                      |         | 96               |         | 45                        |         |

The next area of interest concerned the amount of graduate credit the alumni had earned at other universities or at extension sites.

**5. Was graduate credit toward the doctoral degree earned at institutions other than Michigan State University?**

Of the 165 graduates who responded to this question, 47 (28.5%) had earned graduate credits at institutions of higher learning other than Michigan State University (Table 4.6).

**Table 4.6.--Number of respondents who had earned credit toward degree at other institutions.**

| Response | N   | Valid % |
|----------|-----|---------|
| Yes      | 47  | 28.5    |
| No       | 118 | 71.5    |
| Total    | 165 | 100.0   |

Valid cases = 165

Missing cases = 0

When asked to estimate the number of quarter credits earned at other institutions, 44 individuals indicated a range from 3 to 250 credits (Table B-14). This question was intended to elicit an estimate of the number of credits earned and was placed immediately after the question concerning where the credits had been earned, yet it appeared that some alumni became confused and reported credits earned for other degrees or perhaps during their total program. The researcher made

this speculation because only a limited number of transfer credits may be applied to any graduate program, and if one earned 12 graduate credits per term it would take 8.3 terms to complete 100 quarter credits or 20.8 terms to complete 250 credits. Therefore, the extreme responses given for this question were unreasonable. A majority of respondents (71.5%) had earned no credits elsewhere, and for the 44 alumni who did indicate they had earned credits at other institutions, the median number of units earned was 12.

Forty-five graduates listed 28 different universities at which they had earned credits, which means that some individuals had studied at more than one university (Table 4.7). Twenty respondents (40.8%) (40.8%) had earned credit toward their graduate degree at colleges and universities within Michigan--11 (24.4%) at The University of Michigan, 4 (8.9%) at Central Michigan University, 3 (6.7%) at Wayne State University, 1 (2.2%) at Andrews University, and 1 (2.2%) at Eastern (assumed to be Eastern Michigan University).

#### **6. Were graduate credits earned at MSU extension centers?**

Michigan State University has established several extension centers away from the main campus to facilitate continued academic growth by Michigan residents. When asked whether they had used Michigan State University extension centers to complete program requirements, 32 (19.4%) alumni indicated they had fulfilled program requirements at these centers (Table 4.8). Thirty-one of these respondents provided the names of 13 extension centers at which they

had earned credit; the Grand Rapids center was used most often (22.6%). The centers attended by respondents are listed in Table 4.9.

Table 4.7.--Universities where graduates had earned doctoral credit.

| University             | N  | Valid %           |
|------------------------|----|-------------------|
| American University    | 1  | 2.2               |
| Andrews                | 1  | 2.2               |
| Aquinas                | 1  | 2.2               |
| Atlanta                | 1  | 2.2               |
| Ball State             | 1  | 2.2               |
| Boston University      | 2  | 4.4               |
| Cal-Poly Tech          | 1  | 2.2               |
| CMU                    | 4  | 8.9               |
| Drake University       | 1  | 2.2               |
| Duke University        | 1  | 2.2               |
| Eastern                | 1  | 2.2               |
| Elmira College         | 1  | 2.2               |
| Florida                | 1  | 2.2               |
| Iowa State             | 1  | 2.2               |
| Kent State             | 2  | 4.4               |
| Marquette University   | 1  | 2.2               |
| Mississippi State      | 1  | 2.2               |
| Northwestern           | 1  | 2.2               |
| Oklahoma               | 1  | 2.2               |
| Philadelphia           | 1  | 2.2               |
| Princeton              | 1  | 2.2               |
| SUNY-Albany            | 1  | 2.2               |
| University of Iowa     | 1  | 2.2               |
| University of Michigan | 11 | 24.4              |
| University of Texas    | 1  | 2.2               |
| Wayne State University | 3  | 6.7               |
| Wharton                | 1  | 2.2               |
| Worcester              | 1  | 2.2               |
| Total                  | 45 | 99.7 <sup>a</sup> |

<sup>a</sup>Does not equal 100.0% due to rounding.

Table 4.8.--Were program requirements completed at extension centers?

| Response | N   | Valid % |
|----------|-----|---------|
| Yes      | 32  | 19.4    |
| No       | 133 | 80.6    |
| Total    | 165 | 100.0   |

Table 4.9.--Extension centers attended by respondents.

| Response            | N  | Valid % |
|---------------------|----|---------|
| Birmingham          | 1  | 3.2     |
| Bloomfield          | 1  | 3.2     |
| Camp ZAM            | 1  | 3.2     |
| Flint               | 4  | 12.9    |
| Grand Rapids        | 7  | 22.6    |
| Health Department   | 1  | 3.2     |
| Jackson             | 4  | 12.9    |
| Kellogg             | 1  | 3.2     |
| Lake Superior State | 3  | 9.7     |
| Macomb County       | 1  | 3.2     |
| Name unknown        | 2  | 6.5     |
| Oakland             | 3  | 9.7     |
| Saginaw             | 2  | 6.5     |
| Total               | 31 | 100.0   |

**7. Was graduate credit earned at any institution since completion of the doctorate degree?**

In addition to indicating the number of credits earned toward the doctoral degree at other universities or at Michigan State University extension centers, the respondents were asked whether they

had done postdoctoral academic work. Eighteen individuals (11.1%) reported earning postdoctoral credit (Table 4.10). When asked to identify the institution, 14 people reported earning credit at nine institutions (Table 4.11). Although four individuals (28.5%) reported taking courses at Michigan State University, just 14 respondents named the institutions at which they had done postdoctoral work.

Table 4.10.--Number of respondents who had earned postdoctoral credit.

| Response    | N   | Valid % |
|-------------|-----|---------|
| Yes         | 18  | 11.1    |
| No          | 144 | 88.9    |
| No response | 3   | missing |
| Total       | 165 | 100.0   |

Valid cases = 162

Missing cases = 3

Table 4.11.--Institutions at which graduates had earned postdoctoral credit.

| Response                      | N  | Valid % |
|-------------------------------|----|---------|
| Eastern Washington University | 1  | 7.1     |
| Eastern Michigan University   | 1  | 7.1     |
| Jesuit S.                     | 1  | 7.1     |
| Lansing Community College     | 1  | 7.1     |
| Michigan State University     | 4  | 28.5    |
| Portland                      | 1  | 7.1     |
| University of Michigan        | 3  | 21.4    |
| Wayne State University        | 1  | 7.1     |
| Western Michigan University   | 1  | 7.1     |
| Total                         | 14 | 100.0   |

### 8. What were the designated cognates or related areas?

Of interest were the types of cognate or supportive areas of study chosen by graduates. Sociology was the most popular cognate; 37 individuals (22.7%) chose this area. Business drew 19 individuals (11.7%), Labor/Industrial Relations 13 (8.0%), and Business Labor Relations 1 (.6%). Combining Business and Labor/Industrial Relations, 33 individuals (20.2%) were found within this cognate area. The Management core drew the next largest group of individuals; 17 (10.4%) mentioned administration or management as their cognate (Administration: Higher Education; Personnel Management; Political Administration; and Risk and Management). The writer speculated that the flexibility of the program accounts for the large number of cognate or related areas chosen by graduates to supplement their major. The cognate or related areas reported by graduates are listed in Table 4.12.

Table 4.12.--Cognates or related areas of study reported by alumni.

| Cognate or Related Area          | N  |
|----------------------------------|----|
| Adult/Continuing Education       | 1  |
| Administration: Higher Education | 1  |
| Art Education                    | 1  |
| Arts Practice                    | 1  |
| Athletics                        | 1  |
| Biophysics                       | 1  |
| Business/Labor Relations         | 1  |
| Business                         | 19 |
| Clinical Psychology              | 1  |
| Community College                | 1  |
| Communications                   | 8  |
| Computers                        | 3  |
| Counseling                       | 2  |
| Criminal Justice                 | 4  |
| Curriculum                       | 3  |

Table 4.12.--Continued.

| Cognate or Related Area        | N   |
|--------------------------------|-----|
| Data Processing                | 1   |
| Educational Psychology         | 1   |
| Educational Sociology          | 1   |
| Education                      | 1   |
| Employee Development           | 1   |
| Government                     | 1   |
| Higher Education               | 3   |
| History                        | 3   |
| Horticulture                   | 1   |
| Industry                       | 1   |
| Labor and Industrial Relations | 13  |
| Law                            | 1   |
| Learning                       | 1   |
| Linguistics                    | 1   |
| Management                     | 13  |
| Mass Communications            | 1   |
| Mathematics                    | 1   |
| Medical Research               | 4   |
| Mixed                          | 2   |
| Nursing                        | 1   |
| Organizational Behavior        | 2   |
| Personnel Management           | 1   |
| Philosophy                     | 1   |
| Political Administration       | 1   |
| Political Science              | 2   |
| Psychology                     | 5   |
| Public Health                  | 1   |
| Research                       | 1   |
| Risk and Management            | 1   |
| Social Science                 | 4   |
| Sociology                      | 37  |
| Special Education              | 1   |
| Staff Development              | 1   |
| Systems                        | 1   |
| Theology                       | 1   |
| Urban Society                  | 1   |
| Vocational Education           | 1   |
| Total                          | 163 |

Number of listed cognates/related areas = 52

Total number of respondents = 163

Valid cases = 163      Missing cases = 3

**9. Did any item significantly influence choice of MSU as the university to enter?**

The researcher was interested in identifying the major reasons alumni had chosen to attend Michigan State University. Several investigators who have conducted studies of graduate programs have identified important factors influencing graduates' choice of a particular institution at which to pursue a graduate degree. A list of these factors was compiled for use in the present study, and respondents were asked to rate the importance of each factor in one's decision to attend a particular graduate school. Rating options ranged from 4 = of extreme importance in making the choice of institution for doctoral study to 1 = of no importance in the decision at all. Institutional reputation was the single factor receiving the highest mean rating (3.33), followed by departmental, curricular, and faculty reputations (mean ratings = 3.29, 3.10, and 2.64, respectively). Financial assistance was given the lowest rating: 1.74 (Table 4.13). Twenty-eight of 162 respondents indicated the "other" category (mean rating = 3.68).

Alumni were also asked to indicate the one factor that they considered the most important element in their decisions to attend Michigan State University. Fifty-five respondents (33.8%) rated proximity to work or home as the single most important factor affecting their choice, followed by departmental, faculty, and institutional reputation (rated most important by 15.3%, 12.3%, and 9.8% of the respondents, respectively) (Table 4.14). It is interesting that when asked which of the factors should be most important in choosing a

graduate institution, the respondents cited institutional reputation; but when asked which factor had been most important to them when choosing Michigan State University, 33% indicated proximity to work or home.

Table 4.13.--Rating of factors influencing choice of a graduate institution.

| Factor                                      | % of Respondents Giving Importance Rating |           |             |           | N   | Mean | S.D. |
|---------------------------------------------|-------------------------------------------|-----------|-------------|-----------|-----|------|------|
|                                             | Extreme<br>4                              | Some<br>2 | Little<br>3 | None<br>2 |     |      |      |
| Reputation:                                 |                                           |           |             |           |     |      |      |
| Institutional                               | 44.1                                      | 47.2      | 6.2         | 2.5       | 161 | 3.33 | .71  |
| Departmental                                | 43.1                                      | 45.6      | 8.1         | 3.1       | 160 | 3.29 | .75  |
| Faculty                                     | 38.6                                      | 38.6      | 16.3        | 6.3       | 160 | 3.10 | .89  |
| Curricular                                  | 18.2                                      | 41.5      | 25.8        | 14.5      | 159 | 2.64 | .94  |
| Assistance:                                 |                                           |           |             |           |     |      |      |
| Financial                                   | 11.6                                      | 12.3      | 14.8        | 61.3      | 155 | 1.74 | 1.07 |
| Fellowship/<br>assistantship,<br>employment | 23.9                                      | 16.8      | 10.3        | 49.0      | 155 | 2.15 | 1.26 |
| Advice:                                     |                                           |           |             |           |     |      |      |
| Alumnus                                     | 23.7                                      | 24.4      | 13.5        | 38.5      | 156 | 2.33 | 1.21 |
| Friend/colleague                            | 31.9                                      | 39.5      | 11.5        | 17.2      | 157 | 2.86 | 1.05 |
| Proximity                                   | 46.3                                      | 12.4      | 4.9         | 36.4      | 162 | 2.69 | 1.37 |
| Other factors                               | 85.7                                      | 3.6       | 3.6         | 7.1       | 28  | 3.68 | .86  |

When asked to indicate the most important factor in their decision to attend Michigan State University (Table 4.14), 11 respondents (6.7%) indicated "other" factors. Elaborating on this response,

they mentioned such factors as affordability, major in college student personnel, financial offers, contacts, application of credits earned, faculty, national reputation, employment, supportive attitude of faculty, curriculum that allowed part-time study, spouse considerations, familiarity, East Lansing as a place to live, flexibility in program design, and extension classes in areas far from the main campus. (See Appendix C, pp. 180-82.)

Table 4.14.--Respondents' choice of single most important factor considered when choosing Michigan State University.

| Factor                                     | N   | Valid % |
|--------------------------------------------|-----|---------|
| Proximity of MSU to home or job            | 55  | 33.8    |
| Departmental reputation                    | 25  | 15.3    |
| Faculty reputation                         | 20  | 12.3    |
| Institutional reputation                   | 16  | 9.8     |
| Colleague or friend's advice               | 15  | 9.2     |
| Other factors                              | 11  | 6.7     |
| Assistantship/fellowship/employment offers | 7   | 4.3     |
| Curricular alternative reputation          | 6   | 3.7     |
| MSU alumni advice                          | 5   | 3.1     |
| Financial assistance offers                | 3   | 1.8     |
| Total                                      | 163 | 100.0   |

Valid cases = 163

Missing cases = 2

**10. Would graduates choose MSU if entering a degree program today?**

After rating the factors they thought should be most important in choosing an institution for doctoral study and the reasons they chose Michigan State University, the respondents were asked if they

would attend Michigan State University if choosing a doctoral program today. Of the 157 alumni responding to this question, 130 (82.8%) said they would choose MSU today (Table 4.15). This percentage was significantly different from a chance level of 50% ( $z = 8.25$ ,  $p < .01$ ).

Table 4.15.--Number of alumni who would choose Michigan State University today.

| Response  | N   | Valid % |
|-----------|-----|---------|
| Yes       | 130 | 82.8    |
| No        | 27  | 17.2    |
| No answer | 8   | missing |
| Total     | 165 | 100.0   |

Valid cases = 157

Missing cases = 8

**11. What changes would be made in programs if respondents were to enter today?**

Thirty-nine respondents (23.7%) said they would not change their program if they were to repeat it today, whereas 57 individuals (34.5%) would add courses (Table 4.16). When asked to specify the courses they would add, 55 graduates identified 24 courses or course work areas. Budgeting (7), Marketing and Management (7), and courses in the cognate area (10) were the most common responses (Table 4.17).

Table 4.16.--Changes graduates would make in their doctoral program.

| Change         | N  | Valid % |
|----------------|----|---------|
| Major          | 18 | 10.9    |
| Cognate        | 27 | 16.4    |
| Add courses    | 24 | 34.5    |
| Delete courses | 24 | 14.5    |
| No change      | 39 | 23.7    |

Table 4.17.--Courses respondents would add to their program.

| Course Name                          | N  |
|--------------------------------------|----|
| Accounting                           | 2  |
| Budgeting                            | 7  |
| Business/Management                  | 3  |
| Clinical Nursing                     | 1  |
| Cognate Courses                      | 10 |
| Cost Accounting                      | 1  |
| Externship                           | 2  |
| Finance                              | 2  |
| Fund Raising                         | 2  |
| Higher Education Administration      | 1  |
| History of American Higher Education | 1  |
| Human Development                    | 1  |
| Labor and Industrial Relations       | 2  |
| Marketing/Management                 | 7  |
| Management Systems                   | 1  |
| Research                             | 3  |
| Statistics                           | 3  |
| Theory                               | 1  |
| Organizational Theory                | 1  |
| Politics                             | 1  |
| Program Development                  | 1  |
| Public Service                       | 1  |
| Student Affairs                      | 1  |
| Total responses                      | 55 |

Twenty-four respondents (14.5%) said they would change their program by deleting courses (Table 4.16). Twenty-three individuals indicated 16 courses or course areas they would delete (Table 4.18). No more than three people identified any one course they would delete; Sociology courses and Student Affairs were each identified by three alumni. Courses that some alumni said they would add were ones others said they would delete, such as History of American Higher Education, Student Affairs, or the Statistical sequence. Hence what benefits one person will not necessarily please another.

Table 4.18.--Courses respondents would delete from their program.

| Course Name                          | N  |
|--------------------------------------|----|
| Adolescence                          | 1  |
| Adult Education                      | 2  |
| Courses taught by graduate students  | 1  |
| Education courses                    | 2  |
| Education 804                        | 1  |
| Foreign language                     | 1  |
| History of American Higher Education | 1  |
| Instruction                          | 1  |
| Higher Education Media               | 1  |
| Occupational Information             | 1  |
| Philosophy of Education              | 1  |
| Psychometrics                        | 1  |
| Reduce number of Education courses   | 1  |
| Sociology courses                    | 3  |
| Statistics sequence                  | 2  |
| Student Affairs                      | 3  |
| Total responses                      | 23 |

Eighteen people (10.9%) said they would change their major if they were repeating the doctoral program (Table 4.16). These individuals indicated 15 disciplines they would now select as a major (Table 4.19); no consistent trend was identified.

Table 4.19.--Changes respondents would make in their major.

| Original Major             | Desired Major                |
|----------------------------|------------------------------|
| Administration             | English                      |
| Administration             | Labor Relations/Management   |
| College Students           | Psychology                   |
| Educational Administration | Counseling (2)               |
| Higher Education           | Arts Education               |
| Higher Education           | Business (3)                 |
| Higher Education           | History                      |
| Higher Education           | Clinical Psychology          |
| Higher Education           | HYPER                        |
| Higher Education           | Law School (2)               |
| Higher Education           | Management                   |
| Higher Education           | Nursing                      |
| Higher Education           | Organizational Behavior      |
| Student Personnel          | Adult & Continuing Education |
| Total responses = 18       |                              |

Twenty-seven graduates (16.4%) indicated a desire to change their cognate area (Table 4.16). Twenty-six of them specified the change they would make (Table 4.20). Eight graduates (31%) indicated some form of management or administration, 10 (38%) cited some form of business or marketing, and 4 (15%) mentioned computers or computer-related programming. Finally, 15 alumni (58%) who said they would make changes in their cognate area would drop the Sociology cognate.

Table 4.20.--Changes respondents would make in their cognate areas.

| Original Cognate             | Desired Cognate            |
|------------------------------|----------------------------|
| Art Education                | Management                 |
| Business                     | Computers                  |
| Clinical Psychology          | Management                 |
| Communications               | Business                   |
| Communications               | Marketing                  |
| Labor & Industrial Relations | Organizational Development |
| Management                   | Computers                  |
| Management                   | Questionable               |
| Organizational Behavior      | Higher Education           |
| Psychology                   | Management                 |
| Sociology                    | Business (8)               |
| Sociology                    | Computers                  |
| Sociology                    | Data Processing            |
| Sociology                    | Higher Education           |
| Sociology                    | History                    |
| Sociology                    | Management (2)             |
| Sociology                    | Management Systems         |
| Staff Development            | Institutional Development  |
| Total Responses = 26         |                            |

**12. Did alumni identify any one course as most or least valuable?**

Respondents were asked to list the three courses that were most valuable and the three that were least valuable. Almost 90 courses were listed, and a good number of them were on both the most valuable and the least valuable lists. In terms of the most valuable course, those listed with greatest frequency tended to be theory-based courses; the class in Theory and Practice of Administration was listed most frequently (50 times). No one course was identified as a least valuable course by more than 14 respondents. Least valuable courses were

identified less consistently than most valuable courses. Eight to 14 individuals indicated several courses as having little value (Community College, Career Development, 13 people identified various statistics courses, Evaluation in Higher Education, History of American Higher Education, and Student Personnel). The list of most and least valuable courses is shown in Table B-15. The data are organized so that the reader can view courses that received both most valuable and least valuable ratings.

**13. How essential to career goals would advanced graduate study in the following course content areas be if study were begun today?**

Respondents were asked to evaluate how essential advanced study in specific courses would be in completing career goals. Courses were categorized according to the area in which they are offered: department, discipline, college, or university. Graduates rated all courses on a 5-point scale, with 5 = Essential, 4 = Highly Valuable, 3 = Useful, 2 = Minimally Valuable, and 1 = Of No Value.

The departmental course rated highest in terms of value was Theory and Practice of Administration (mean rating = 4.27); Planning Change in Organizations followed closely in second place (mean rating = 4.22) (Table 4.21). Two courses in the department received ratings lower than 3.0 (Useful) on this scale: Career Development, which had a mean rating of 2.90, and Educational Society, with a mean rating of 2.78.

For courses offered within the discipline of Higher Education, the mean ratings ranged from 2.96 to 3.96 (Table 4.22). The courses in

Independent Research (mean rating = 3.96) and Evaluation in Higher Education (mean rating = 3.95) came very close to the 4.0 (Highly Useful) category. No course fell below 2.78, which is close to the Useful category (3.0).

Table 4.21.--Respondents' ratings of the value of departmental courses.

| Course Name                         | % of Responses |      |      |      |      | N   | Mean | S.D. |
|-------------------------------------|----------------|------|------|------|------|-----|------|------|
|                                     | 5              | 4    | 3    | 2    | 1    |     |      |      |
| Theory & Practice of Administration | 59.6           | 18.5 | 13.9 | 5.3  | 2.7  | 151 | 4.27 | 1.06 |
| Planning Change in Organizations    | 48.7           | 33.6 | 11.2 | 3.9  | 2.6  | 152 | 4.22 | 0.98 |
| Law of Higher Education             | 32.4           | 31.1 | 25.0 | 6.1  | 5.4  | 148 | 3.79 | 1.13 |
| Community Relations                 | 23.1           | 27.3 | 33.6 | 11.9 | 4.2  | 143 | 3.53 | 1.10 |
| Futuristics and Education           | 19.3           | 26.9 | 33.8 | 13.1 | 6.9  | 145 | 3.39 | 1.14 |
| Continuing Educational Leadership   | 14.3           | 21.8 | 31.3 | 23.1 | 9.5  | 147 | 3.08 | 1.19 |
| Career Development                  | 11.8           | 13.2 | 35.4 | 29.9 | 9.7  | 144 | 2.90 | 1.13 |
| Educational Society                 | 9.7            | 12.7 | 34.3 | 32.1 | 11.9 | 134 | 2.78 | 1.11 |

Note: The rating scale was as follows: 5 = Essential, 4 = Highly Valuable, 3 = Useful, 2 = Minimally Valuable, 1 = Of No Value

Table 4.22.--Respondents' ratings of the value of courses in the Higher Education discipline.

| Course Name                                            | % of Responses |      |      |      |     | N   | Mean | S.D. |
|--------------------------------------------------------|----------------|------|------|------|-----|-----|------|------|
|                                                        | 5              | 4    | 3    | 2    | 1   |     |      |      |
| Independent Research                                   | 37.0           | 34.8 | 18.1 | 7.3  | 2.9 | 138 | 3.96 | 1.15 |
| Evaluation in<br>Higher Education                      | 30.0           | 43.4 | 18.9 | 7.0  | 0.7 | 143 | 3.95 | 0.91 |
| Doctoral Internship                                    | 38.7           | 28.5 | 17.5 | 12.4 | 2.9 | 137 | 3.88 | 1.15 |
| Independent Research<br>in Higher Education            | 37.0           | 29.7 | 21.0 | 8.7  | 3.6 | 138 | 3.88 | 1.12 |
| Management Systems<br>in Higher Education              | 35.2           | 29.7 | 23.4 | 8.3  | 3.5 | 145 | 3.85 | 1.10 |
| Readings, Inde-<br>pendent Study                       | 30.9           | 30.9 | 21.6 | 11.5 | 5.1 | 139 | 3.71 | 1.17 |
| Political Issues<br>in Higher Education                | 20.6           | 34.9 | 36.3 | 6.2  | 2.1 | 146 | 3.66 | 0.94 |
| Contemporary Issues<br>in American Higher<br>Education | 14.5           | 29.4 | 39.4 | 15.2 | 1.5 | 138 | 3.40 | 0.96 |
| Workshops in<br>Administration and<br>Curriculum       | 15.9           | 31.9 | 33.3 | 13.0 | 5.8 | 138 | 3.39 | 1.08 |
| American College<br>Student                            | 18.6           | 23.5 | 34.5 | 16.6 | 6.9 | 145 | 3.30 | 1.16 |
| Principles and<br>Problems of<br>Instruction           | 15.5           | 23.9 | 37.3 | 21.1 | 2.1 | 142 | 3.30 | 1.04 |
| U.S. Society and<br>Higher Education                   | 18.4           | 18.4 | 40.4 | 14.2 | 3.6 | 141 | 3.29 | 1.09 |
| Student Affairs<br>in Higher Education                 | 13.6           | 29.3 | 34.3 | 15.7 | 7.1 | 146 | 3.26 | 1.10 |

Table 4.22.--continued.

| Course Name                                              | % of Responses |      |      |      |      | N   | Mean | S.D. |
|----------------------------------------------------------|----------------|------|------|------|------|-----|------|------|
|                                                          | 5              | 4    | 3    | 2    | 1    |     |      |      |
| Historical & Comparative Foundations of Higher Education | 16.2           | 19.0 | 37.3 | 23.2 | 4.2  | 142 | 3.20 | 1.10 |
| Community College                                        | 18.4           | 18.4 | 27.7 | 26.2 | 9.2  | 141 | 3.10 | 1.25 |
| College Student Affairs                                  | 13.6           | 20.0 | 30.7 | 24.3 | 6.4  | 140 | 3.05 | 1.14 |
| Practicum in Student Affairs Administration              | 17.3           | 18.7 | 25.2 | 27.3 | 11.5 | 139 | 3.03 | 1.27 |
| Department in Higher Education                           | 11.1           | 20.6 | 32.5 | 27.0 | 8.7  | 126 | 2.98 | 1.13 |
| Community College Administration                         | 15.0           | 19.3 | 25.0 | 27.9 | 12.9 | 140 | 2.96 | 1.26 |

Note: The rating scale was as follows: 5 = Essential, 4 = Highly Valuable, 3 = Useful, 2 = Minimally Valuable, 1 = Of No Value

The mean ratings of College of Education courses ranged from 3.04 to 3.80. The course with the highest mean rating was Quantitative Methods (mean rating = 3.80), whereas the lowest-rated course was Diffusion of Innovation (mean rating = 3.04) (Table 4.23).

Table 4.23.--Respondents' ratings of the value of courses in the College of Education.

| Course Name                          | % of Responses |      |      |      |      | N   | Mean | S.D. |
|--------------------------------------|----------------|------|------|------|------|-----|------|------|
|                                      | 5              | 4    | 3    | 2    | 1    |     |      |      |
| Quantitative Methods                 | 33.6           | 29.7 | 29.3 | 10.0 | 1.4  | 140 | 3.80 | 1.06 |
| Field Research Methods               | 31.6           | 29.4 | 24.3 | 13.2 | 1.5  | 136 | 3.76 | 1.08 |
| Fieldwork Research                   | 29.6           | 25.9 | 25.2 | 17.8 | 1.5  | 135 | 3.64 | 1.13 |
| Process of Instructional Development | 17.4           | 29.7 | 34.8 | 13.0 | 5.1  | 138 | 3.41 | 1.08 |
| Stress Management                    | 22.6           | 19.7 | 32.9 | 20.4 | 4.4  | 137 | 3.36 | 1.17 |
| Development of Self-Understanding    | 15.8           | 22.6 | 32.3 | 20.3 | 9.0  | 133 | 3.16 | 1.19 |
| Diffusion of Innovation              | 17.4           | 15.9 | 34.1 | 18.1 | 14.5 | 138 | 3.04 | 1.28 |

Note: The rating scale was as follows: 5 = Essential, 4 = Highly Valuable, 3 = Useful, 2 = Minimally Valuable, 1 = Of No Value

University courses were rated slightly higher than those in the preceding groups. Means ranged from 3.49 for Social Organization and Administration to 3.97 for Organizational Communications (Table 4.24).

Table 4.24.--Respondents' ratings of the value of university courses.

| Course Name                              | % of Responses |      |      |      |     | N   | Mean | S.D. |
|------------------------------------------|----------------|------|------|------|-----|-----|------|------|
|                                          | 5              | 4    | 3    | 2    | 1   |     |      |      |
| Organizational Communications            | 37.2           | 33.1 | 21.0 | 6.8  | 2.0 | 148 | 3.97 | 1.02 |
| Organizational Development               | 36.5           | 32.4 | 21.6 | 6.1  | 3.4 | 148 | 3.93 | 1.06 |
| Communication and Change                 | 33.1           | 32.4 | 24.1 | 8.3  | 2.1 | 145 | 3.86 | 1.04 |
| Complex Organizations                    | 31.0           | 33.8 | 22.1 | 9.7  | 3.5 | 145 | 3.79 | 1.09 |
| Organizational Behavior: Labor Relations | 31.3           | 30.7 | 24.0 | 10.0 | 4.0 | 150 | 3.75 | 1.12 |
| Organizational Psychology                | 25.7           | 37.2 | 24.3 | 10.1 | 2.7 | 148 | 3.73 | 1.04 |
| Social Organization and Administration   | 21.2           | 27.4 | 34.9 | 12.3 | 4.1 | 146 | 3.49 | 1.08 |

Note: The rating scale was as follows: 5 = Essential, 4 = Highly Valuable, 3 = Useful, 2 = Minimally Valuable, 1 = Of No Value

When reviewing the ratings for all groups of courses, it appeared that not all graduates rated any one course as essential. However, a majority of respondents (59.6%) rated Theory and Practice of Administration as essential. Neither did a majority of respondents rate any one course as being without value. Most courses within all categories were rated in the Useful and Highly Valuable categories. This may be because of program graduates' wide variety of career goals

and achievements. Theory courses had the highest value (e.g., Theory and Practice of Administration), whereas general-application courses (e.g., Educational Society and History of American Higher Education) and those with specific applications (e.g., Community College Administration and Student Affairs in Higher Education) were rated lower. The ten courses with the highest mean ratings are shown in Table 4.25.

Table 4.25.--Ten courses receiving highest mean ratings.

| Course Name                                   | Source     | Mean Rating |
|-----------------------------------------------|------------|-------------|
| Theory and Practice of Administration         | Department | 4.27        |
| Planning Change in<br>Organizational Settings | Department | 4.22        |
| Organizational Communications                 | University | 3.97        |
| Evaluation in Higher Education                | Discipline | 3.95        |
| Organizational Development                    | University | 3.93        |
| Independent Research in<br>Higher Education   | Discipline | 3.88        |
| Doctoral Internship                           | Discipline | 3.88        |
| Communication and Change                      | University | 3.86        |
| Management Systems in Higher Education        | Discipline | 3.85        |
| Quantitative Methods                          | College    | 3.80        |

**14. What learning experience or content would degree recipients incorporate into the program?**

The respondents were asked to mention any particular course content or learning experience they strongly felt should be incorporated into a doctoral program. The responses were widely varied, and no specific trend was identified. Many of the earlier graduates suggested an internship/externship experience, which has now been incorporated into doctoral programs at Michigan State. Some individuals were highly critical of the overall course content in administration and offered ways to strengthen the program. Later graduates tended to suggest the addition of courses in management/human relations, labor and industrial relations, or organizational behavior. Some alumni mentioned a need for a course on how to write a dissertation. Comments may be found in Appendix C, pp. 182-87.

**15. Did degree recipients identify any one factor in their program as contributing most to personal and professional growth?**

Survey respondents were asked to rate a list of factors in terms of their contribution to personal and professional growth during the doctoral program. Degree of contribution was rated as follows: 5 = High, 4 = Some, 3 = Moderate, 2 = Low, and 1 = None. Results are listed in Table 4.26, from high to low mean ratings. Individuals rated the "Other" category as the one that had promoted the most personal and professional growth, with a mean of 4.67. Respondents provided a great variety of answers when asked to specify what "other" factors promoted growth. Work on committees or task forces with faculty members, work-related experiences, experiences related to spouse and children, and

Table 4.26.--Respondents' ratings of factors contributing to growth.

| Factor                               | % of Responses                 |      |      |      |      | N   | Mean | S.D. |
|--------------------------------------|--------------------------------|------|------|------|------|-----|------|------|
|                                      | Degree of Contribution<br>High | Some | Mod. | Low  | None |     |      |      |
| Other                                | 83.3                           | 11.1 | --   | --   | 5.6  | 107 | 4.67 | 1.03 |
| Dissertation                         | 63.8                           | 31.9 | 3.1  | --   | 1.3  | 160 | 4.57 | 0.68 |
| Association with major professor     | 72.8                           | 13.3 | 5.7  | 7.0  | 1.3  | 158 | 4.49 | 0.97 |
| Independent study and research       | 45.3                           | 38.0 | 8.7  | 6.7  | 1.3  | 150 | 4.19 | 0.95 |
| Course work                          | 40.9                           | 42.8 | 10.1 | --   | 6.3  | 159 | 4.12 | 1.03 |
| Association with committee faculty   | 44.3                           | 32.3 | 14.6 | 8.2  | 0.6  | 158 | 4.11 | 0.98 |
| Seminars                             | 37.7                           | 35.5 | 18.7 | 5.2  | 1.9  | 155 | 4.04 | 0.98 |
| Association with mentor              | 55.3                           | 15.9 | 3.8  | 9.1  | 15.9 | 132 | 3.86 | 1.18 |
| Internships                          | 46.6                           | 17.1 | 12.5 | 17.1 | 6.8  | 88  | 3.80 | 1.37 |
| Association with fellow students     | 29.2                           | 35.7 | 15.5 | 11.7 | 5.8  | 154 | 3.71 | 1.18 |
| Employer, institutional support      | 51.8                           | 16.1 | 5.1  | 5.1  | 21.9 | 137 | 3.71 | 1.18 |
| Association with other faculty/staff | 31.4                           | 32.7 | 17.0 | 12.4 | 6.5  | 153 | 3.70 | 1.22 |
| Association with department faculty  | 21.6                           | 37.8 | 16.0 | 13.5 | 5.1  | 156 | 3.69 | 1.16 |
| Comprehensive exams                  | 26.1                           | 27.4 | 20.4 | 15.3 | 10.8 | 157 | 3.43 | 1.32 |
| Practicums                           | 24.4                           | 22.6 | 16.5 | 6.1  | 30.4 | 115 | 3.04 | 1.58 |
| Assistantship/fellowship             | 29.8                           | 12.5 | 5.8  | 2.9  | 10.4 | 104 | 2.71 | 1.80 |

supportive faculty relationships that encouraged program completion were cited. Comments are quoted in their entirety in Appendix C, pp. 187-88.

The dissertation process (mean rating = 4.57) and association with the major professor (mean rating = 4.49) received the next highest ratings. According to the respondents, the factors contributing least to growth were assistantships/fellowships (mean rating = 2.71) and financial aid (mean rating = 2.22). Some individuals listed their experiences in fellowships/assistantships as greatly contributing to their personal and professional growth as work-related experiences under the "other category." The writer speculated that this difference was related to respondents' interpretation of the question.

**16. Are there differences between males and females in terms of identification with a mentor?**

Sixty-eight percent of the respondents (111 individuals; 82 males, 28 females, and 1 of unknown gender) indicated they had been able to establish a mentor relationship during doctoral study (Table 4.27). Of the 111 people who had established such relationships, 88 or 54.3% (65 males or 73.9% of the 88 total and 23 females or 26.1% of the 88) said that their mentor had come from the department. Another 23 respondents (14.2%) reported a relationship with a mentor from their cognate area (17 males or 73.9% of the 23; 5 females or 21.7%; and 1 individual or 4.4% of unknown gender). Fifty-one people or 31.5% of the sample (39 males, 10 females, and 1 unknown gender) did not identify a mentor. Three people did not answer the question. No gender

differences related to mentor identification were found (chi-square = 1.0, df = 2,  $p > .05$ ).

Table 4.27.--Respondent report concerning the source of a mentor.

| Source     | Frequencies |        |         |          | Combined<br>Valid % |
|------------|-------------|--------|---------|----------|---------------------|
|            | Male        | Female | Unknown | Combined |                     |
| Department | 65          | 23     | -       | 88       | 54.3                |
| Cognate    | 17          | 5      | 1       | 23       | 14.2                |
| No mentor  | 39          | 10     | 2       | 51       | 31.5                |
| No answer  | 3           | -      | -       | 3        | missing             |
| Total      | 124         | 38     | 3       | 165      | 100.0               |

Valid cases = 162

Missing cases = 3

No trend was identified when considering whether there was a difference between males and females concerning the source of a mentor (chi-square = 0.1078, df = 1,  $p > .05$ ). Sixty-five of the 124 males (52.4%) responding to this question identified a mentor within the department, whereas 23 of the 38 females (60%) made the same identification. Seventeen of the 124 males (13.7%) and 5 of the 38 females (13.2%) identified a mentor in their cognate area. Thirty-nine of the 124 males (31.4%) and 10 of the 38 females (26.3%) had not identified with a mentor.

When asked to identify their mentors, 124 respondents named 55 individuals including Virginia Wiseman, the Erickson Hall senior secretary who helped many graduate students complete entrance and graduation

paperwork and solved difficult bureaucratic difficulties. Nineteen individuals from the department were named as mentors. Several persons were mentors for more than one student; one individual was named 15 times, two were mentioned 11 times each, one individual 9 times, and one 8 times. Mentors are listed in Appendix Table B-16.

**17. How did alumni evaluate the graduate program as preparation for short- and long-term career goals?**

When considering their preparation for meeting short-term goals, 84.4% of the respondents rated the College and University Administration program as either Excellent or Good (Table 4.28). In addition, 82.9% of the responding alumni rated the program as either Good or Excellent in preparing them to meet long-term goals. These data indicated that alumni were more than satisfied with the preparation their doctoral program had given them for the challenges of the work world. Less than 5% of the respondents felt that the program had given them Below Average or Poor preparation for meeting either their short- or long-term goals.

**18. Was the department effective in providing the ability to develop those skills necessary for success in subsequent positions or jobs?**

When respondents were asked to rate how well their program had provided the overall ability to develop skills that would promote success in subsequent positions or jobs, the responses were strongly positive; 79.4% of the alumni rated the program as Good or Excellent. Another 17.5% of the respondents rated the program as Average in

providing such skills, whereas just 3.1% rated it Below Average or Poor (Table 4.29).

Table 4.28.--Respondents' rating of program in preparing them to meet short- and long-term goals.

| Goals                                                 | Respondents' Rating |             |                |                         |             |
|-------------------------------------------------------|---------------------|-------------|----------------|-------------------------|-------------|
|                                                       | Excellent<br>(%)    | Good<br>(%) | Average<br>(%) | Below<br>Average<br>(%) | Poor<br>(%) |
| Short-term                                            | 40.6                | 43.8        | 11.9           | 3.1                     | 0.6         |
| Long-term                                             | 34.8                | 48.1        | 13.3           | 3.2                     | 0.6         |
| Short term: N = 160    Mean = 4.21    St. dev. = 0.82 |                     |             |                |                         |             |
| Long term: N = 158    Mean = 4.13    St. dev. = 0.81  |                     |             |                |                         |             |

Table 4.29.--Respondents' ratings of the program's provision of skills necessary for success.

| Respondents' Ratings (N = 160) |             |                |                         |             |
|--------------------------------|-------------|----------------|-------------------------|-------------|
| Excellent<br>(%)               | Good<br>(%) | Average<br>(%) | Below<br>Average<br>(%) | Poor<br>(%) |
| 40.0                           | 39.4        | 17.5           | 2.5                     | .6          |

**19. Did alumni identify skill-list components as important to career success?**

Using the work of Nigro (1973) and the Long-Range Planning document generated by the Faculty of College and University Administration (1982), the present writer compiled a list of skills she considered potentially important for graduates' success in meeting their career goals. Respondents were asked to rate each skill in terms of its importance in preparing graduates to meet their career goals. A five-point scale was used for these ratings, with 5 = Very Important, 4 = Fairly Important, 3 = Moderate Importance, 2 = Minimal Importance, and 1 = Not Important. The category "not in program" was offered for those individuals who felt their exposure to the skill had been minimal. Seven skills received mean ratings higher than 4.0 (decision making = 4.44, planning = 4.38, change = 4.27, evaluation = 4.23, research skills = 4.21), education personnel administration = 4.19, and budgeting = 4.07), indicating that the respondents considered these skills Fairly Important in graduate students' development (Table 4.30). Almost 77% of the respondents rated research skills Very Important or Fairly Important, whereas 62% rated statistical skills in these two categories. Nearly 87% of the respondents rated decision making in the top two categories, and 83.4% rated change skills Very Important or Fairly Important. The lowest mean rating given to any skill was 2.99 (management technology skills and student affairs administration), just under Moderate Importance. No skill was rated as of Minimal Importance or Not Important. Thus respondents viewed all of the identified skills

Table 4.30.--Respondents' ratings of importance of skills in preparing graduates for career goals.

| Skill                          | % of Responses |      |      |      |      | N   | Mean | S.D. |
|--------------------------------|----------------|------|------|------|------|-----|------|------|
|                                | 5              | 4    | 3    | 2    | 1    |     |      |      |
| Decision making                | 64.7           | 22.1 | 7.4  | 4.4  | 1.4  | 136 | 4.44 | .92  |
| Planning                       | 59.0           | 25.2 | 12.2 | 2.2  | 1.4  | 139 | 4.38 | .89  |
| Educational personnel admin.   | 55.3           | 22.7 | 11.4 | 6.8  | 3.8  | 132 | 4.29 | 1.12 |
| Change                         | 50.4           | 33.3 | 10.4 | 5.2  | .7   | 135 | 4.27 | .90  |
| Evaluation                     | 51.0           | 27.6 | 15.9 | 4.8  | .7   | 145 | 4.23 | .94  |
| Research skills                | 49.7           | 27.2 | 19.7 | 1.4  | 2.0  | 147 | 4.21 | .95  |
| Budgeting                      | 52.1           | 24.0 | 10.7 | 6.6  | 6.6  | 121 | 4.08 | 1.22 |
| General finance                | 41.7           | 30.0 | 12.5 | 9.2  | 6.7  | 120 | 3.91 | 1.23 |
| Statistical skills             | 36.9           | 25.5 | 21.5 | 11.4 | 4.7  | 149 | 3.79 | 1.19 |
| Institutional dev.             | 30.6           | 31.3 | 21.5 | 12.5 | 4.2  | 144 | 3.72 | 1.15 |
| Educational law                | 30.4           | 29.6 | 15.7 | 13.0 | 11.3 | 115 | 3.55 | 1.35 |
| Student development area       | 25.0           | 21.7 | 34.2 | 13.3 | 5.8  | 120 | 3.47 | 1.17 |
| Management technologies        | 16.8           | 16.8 | 27.1 | 27.2 | 23.3 | 107 | 2.99 | 1.27 |
| Student affairs administration | 16.2           | 18.0 | 28.8 | 22.5 | 14.4 | 111 | 2.99 | 1.29 |

Note: The rating scale was as follows: 5 = Very Important, 4 = Fairly Important, 3 = Moderate Importance, 2 = Minimal Importance, 1 = Not Important.

as being moderately to very important in preparing individuals for career goals.

**20. Did degree recipients evaluate the department as effective in providing skills essential to career success?**

Next, survey participants were asked to rate the department in terms of its effectiveness in providing the identified skills. In making this rating, they used a five-point scale, with 5 = Highly Effective, 4 = Above Average, 3 = Average, 2 = Below Average, and 1 = Poor. To exclude skills that had not been included in an individual program, the response of "not in program" was offered. Respondents gave the highest mean rating (4.15 or Above Average) to effective provision of research skills. The student development area (4.10) and student affairs administration (4.0) followed closely in terms of evaluation ratings. Mean effectiveness ratings ranged from 3.14 to 4.15, indicating that respondents perceived that the department was above average in providing essential skills, but it was not outstanding in supplying any one skill (Table 4.31). It is interesting, however, that 50.8% of the respondents believed the department was highly effective in providing research skills, although it was not uncommon for respondents to identify a need for more hands-on experience involving research, e.g., opportunity to work with faculty already engaged in research.

**21. General comments.**

Finally, graduates were given an opportunity to make general comments. Their comments were broad in scope; some focused on portions

Table 4.31.--Respondents' ratings of departmental effectiveness in providing identified skills.

| Skill                          | % of Responses       |      |      |      |     | N   | Mean | S.D. |
|--------------------------------|----------------------|------|------|------|-----|-----|------|------|
|                                | Effectiveness Rating |      |      |      |     |     |      |      |
|                                | 5                    | 4    | 3    | 2    | 1   |     |      |      |
| Research skills                | 50.8                 | 25.4 | 15.4 | 5.4  | 3.1 | 130 | 4.15 | 1.07 |
| Student development area       | 47.9                 | 24.0 | 21.5 | 3.3  | 3.3 | 121 | 4.10 | 1.06 |
| Student affairs administration | 41.5                 | 26.3 | 25.4 | 4.2  | 2.5 | 118 | 4.00 | 1.04 |
| Planning                       | 44.0                 | 22.7 | 23.4 | 6.4  | 3.5 | 141 | 3.97 | 1.12 |
| Change                         | 34.3                 | 34.3 | 26.6 | 4.2  | .7  | 143 | 3.97 | .92  |
| Decision making                | 44.1                 | 20.6 | 18.4 | 11.0 | 5.9 | 136 | 3.86 | 1.26 |
| Institutional development      | 28.0                 | 33.3 | 31.1 | 4.5  | 3.0 | 132 | 3.79 | 1.00 |
| Educational law                | 28.7                 | 31.5 | 30.8 | 7.0  | 2.1 | 143 | 3.78 | 1.02 |
| Budgeting                      | 30.5                 | 30.5 | 29.0 | 6.1  | 3.8 | 131 | 3.78 | 1.07 |
| General finance                | 32.2                 | 27.8 | 27.8 | 9.0  | 3.0 | 133 | 3.77 | 1.09 |
| Management technologies        | 26.5                 | 29.7 | 31.4 | 9.9  | 2.5 | 121 | 3.68 | 1.05 |
| Statistical skills             | 40.2                 | 17.4 | 18.9 | 13.6 | 9.9 | 132 | 3.64 | 1.38 |
| Evaluation                     | 19.7                 | 36.4 | 31.8 | 9.1  | 3.0 | 132 | 3.61 | 1.00 |
| Educational personnel admin.   | 14.3                 | 21.9 | 36.2 | 19.1 | 8.6 | 105 | 3.14 | 1.15 |

Note: The rating scale was as follows: 5 = Highly Effective,  
 4 = Above Average, 3 = Average, 2 = Below Average, 1 = Poor.

of the questionnaire, and others concerned the graduate program. Threaded throughout all comments by alumni was the general concern for the future of the College and University Administration program. Alumni specifically identified the lack of financial support for the Department by the University, nonreplacement of experienced faculty, and the general loss of identity within the School. There were comments about the many changes that were occurring in the later years of the survey. These comments may be found in Appendix C, pp. 189-202.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND IMPLICATIONS

#### Summary

The purpose of this study was to identify the perceptions of alumni of the College and University Administration program who received the Ed.D. or Ph.D. degree from January 1972 through January 1983. The study was based on the belief that alumni who are employed in college and university administration have first-hand knowledge of the scope of their roles. This knowledge, coupled with experiences related to the work world, is valuable in a retrospective evaluation of the doctoral program.

A normative survey design was used in conducting this study. The writer developed the survey instrument after reviewing questionnaires sent to graduates of other programs within the department, especially the work of Nigro (1973) and the questionnaires used by the Program Evaluation Center of the College of Education. In addition, the researcher reviewed courses in the program in refining the tool.

The data analysis was divided into two major components: respondent characteristics and program evaluation. The major findings for each component are discussed in the following pages.

### Alumni Characteristics

It is important to identify the success of an educational institution's product: its graduates. For the College and University Administration program, it is the characteristics of its graduates that indicate success.

The majority (75.8%) of the survey respondents were male; participants included 125 males, 38 females, and 2 individuals who did not indicate their gender. The majority of respondents had received a Ph.D. degree; only two respondents had earned an Ed.D. One hundred forty-five respondents identified the major focus of their program as higher education; 15 others identified student personnel as the major focus of their program. Both Ed.D. recipients were males, whereas all 38 females had received the Ph.D. degree. One hundred eight of the males chose the higher education focus (88.5%), as did 36 of the 37 females (97.3%). Because the respondent group included only two Ed.D. recipients, no comparison was made between Ph.D. and Ed.D. degree holders in further analyses.

The average respondent had entered the program at 32.18 years of age and completed the program at 36.48 years--thus finishing in 4.53 years. When considering gender, females were in the minority for each year diplomas were granted. In general, females were 3.54 years older than males when they entered the doctoral program, but they completed the program .88 years sooner than did males. There were no significant differences between males and females in terms of age at program completion or the time it took them to complete the program requirements.

No significant differences existed between males and females in terms of employment positions. The majority of respondents (72.4%) were employed at postsecondary institutions that granted baccalaureate or higher degrees. In addition, no significant differences existed between males and females in terms of rank or position descriptions; the typical alumnus was employed in upper or middle management at a college or university. The respondents indicated that they spent the majority of their time in administrative functions and spent less time on teaching, consulting, and other responsibilities. Seventy-four percent of the graduates expressed satisfaction with their current position or rank of employment; no significant differences were found between males and females concerning this perception.

More males (67%) than females (44%) said that their current employment position met the primary objective held at graduation, but this difference was not statistically significant. Fifty-one percent of the males and 67% of the females responding indicated that their employment objectives had changed since degree completion; again this difference was not significant. One might speculate that many changes occur once graduates enter the work world. This factor might also account for the lower percentage of females who reported that their current employment did not meet the primary objective they held at graduation.

Thirty-eight percent of the alumni were still employed by the same employer as when they had been in graduate school. This may indicate that some alumni sought to meet an employer's conditions for

employment by completing a doctoral degree. Significant gender differences were not found when comparing respondents who indicated that job changes had been made by personal choice (92% males and 86% females). Fifty-one percent had considered three or fewer positions before accepting their current position, which indicates that the job market offered alumni options for employment--a situation that did not change greatly between 1972 and 1983. The majority of the alumni (67%) said they had held one or two positions since graduation. There was no correlation between year of graduation and number of positions considered. Eighty-six individuals had had an average of 2.21 upward movements in their organizations. There was no correlation between year of graduation and number of positions held. Half of the respondents (54%) perceived a potential for upward mobility within their employment institution. The median salary respondents earned was approximately \$38,250.

The researcher was interested in determining what financial support the respondents had received during their doctoral study. Fifty-six percent of them reported full-time employment, whereas 21% reported only part-time employment. Another 18.2% had not worked at all, and 4.8% had worked both full and part time, although it is not clear whether they had both full- and part-time jobs during the same period. Sixty-three individuals reported receiving either a fellowship or an assistantship, with equal gender distribution. Forty-three individuals reported receiving loans. Of those working full time, 11 individuals (9.3%) received both a loan and a fellowship/assistantship,

39 (33%) received either a loan or a fellowship/assistantship, and 68 (57.6%) received neither form of support. Of those working part time, 7 individuals (25%) reported receiving both a loan and a fellowship/assistantship, 17 (60.7%) received either a loan or a fellowship/assistantship, and 4 (14.3%) received neither form of assistance. Thirteen male respondents had not been employed either full or part time, but two (15.4%) did report receiving both a fellowship/assistantship and a loan, and seven (53.8%) reported neither. Of six females, one (16.7%) reported receiving both a fellowship/assistantship and a loan, four (66.7%) reported only a fellowship/assistantship, and one (16.7%) reported neither.

When reviewing graduates' involvement in administrative organizations, it was found that no significant differences existed between males and females in terms of dues-paying or active memberships in administrative or higher education organizations. Several individuals indicated multiple memberships at varied levels.

The researcher assumed that holding office in professional organizations requires leadership ability. Thus respondents were asked to indicate the number of offices they had held in professional organizations focusing on either higher education or student personnel. It is thought that respondents indicated the cumulative rather than current number of offices held as 83 individuals cited 160 offices in organizations with a higher education focus, and 80 people indicated 144 offices in organizations with a student personnel focus. Female office holders had held more offices than had male office holders. No

significant gender differences existed at the various levels (local, district, state, national, international, and other) except in the national higher education organizations, in which females had held more offices than males.

Papers presented to professional organizations were also considered an indication of involvement in professional organizations. Ninety respondents reported an average of 4.04 presentations to administrative organizations, and 147 respondents reported an average of 3.66 presentations to higher education organizations.

Publications were the next-considered professional activity. Respondents were asked to indicate how many books, monographs, articles, and other types of publications they had completed. No statistically significant differences were found between males and females in terms of number of publications. However, the small number of respondents reporting publications made it difficult to make comparisons. Fifteen respondents had published 23 books (6 females had published 10 books [43.5%], and 9 males had published 13 books [56.5%]). Twenty people had published 139 monographs (16 males had published 134 monographs, and 4 females had published 5 monographs). Thirty-one alumni had published 157 juried articles (19 males had published 130 articles, and 12 females had published 27 articles). Forty-five alumni reported they had published 141 nonjuried articles (33 males had published 110 articles, and 12 females had published 31 articles).

Sixty-one alumni reported having had 304 other types of publications. These included self-help booklets, newspaper articles, institutional and governmental reports, and encyclopedia articles.

Funded grants were the last classification of publications considered. As a single author, 60 alumni had written 295 grants. Forty-six graduates had co-authored 177 grants.

The final evaluation of professional activities concerned postgraduate credit. Eighteen individuals (11.1%) reported earning postdoctoral credit, 14 of whom had earned credit at nine universities.

#### Profile of the Typical Graduate of the College and University Administration Program

It is important that any program consider its product. In educational efforts the product is, of course, the program graduate. The typical graduate of the College and University Administration program is described in the following paragraphs, based on data collected in this study.

The typical alumnus of the College and University Administration program is a male Ph.D. recipient with a higher education focus. He was about 32 when accepted into the program and was about 36 and one-half upon degree completion. Thus he finished the program in four and one-half years. During his studies, he was employed full time.

The typical alumnus is an administrator, employed in upper or middle management at a postsecondary institution that offers a baccalaureate or higher degree. The majority of his responsibilities are administrative; he spends less time in teaching, research, or

consultation. He is satisfied with his current position, which meets the primary employment objectives held at graduation, even though those objectives have changed over time.

When seeking employment, the typical alumnus considered an average of 4.6 positions and has held 1.5 jobs in the six years since graduation. Promotions have resulted in 2.2 upward movements, and there is still room for more upward mobility. The alumnus earns about \$39,230.

The average College and University Administration program graduate maintains active membership in organizations with both higher education and administrative foci, although he does not tend to hold offices in these organizations. This alumnus does not tend to publish, seek grants, or present papers unless they are a requirement of his job (e.g., brochures, self-help reports, and so on).

#### Program Evaluation

When undertaking a program evaluation, it is important to remember that no evaluation is comprehensive. The following discussion concerns the findings regarding program components selected for evaluation in this study.

Program entry. Respondents perceived prompt responses to program inquiries (93.1%), with no significant gender differences. Negative responses regarding program inquiries focused on delays, lost forms, poor communication with committee members, perceived pressure to change decisions, and inaccurate or outdated information. The majority

of graduates (94%) were satisfied with the information they had received about the program, again with no significant gender differences. The information received was what they had sought or what was needed to explain the program. Individuals reporting dissatisfaction indicated they either lacked the information necessary to choose program options or had received vague communications.

It was found that 88.6% of males and 78.9% of females reported having a satisfactory admission interview with a faculty member. The difference between groups was not large enough to differentiate whether more females than males had been admitted to the doctoral program without an interview. In addition, no significant gender differences were found in terms of satisfaction with the interview.

The majority of individuals who had been assigned a temporary advisor found the advisor helpful (69%); negative responses concerned problems remembering the assignment of a temporary advisor, misadvisement, beginning elsewhere in the university and being assigned a permanent advisor in the department, advisor failing to explain available program options, and the general feeling of being left to one's own devices. Some respondents mentioned the political difficulty in changing advisors after the initial assignment of a temporary advisor. The majority of individuals (68%) indicated that their temporary advisor had either become the permanent advisor or had sat on the advisory committee.

Choice of university. The single most important factor in choosing Michigan State University was proximity to work or home,

followed by departmental, faculty, and institutional reputation. Eighty-two percent of the respondents said they would select Michigan State if choosing a doctoral program today. (This percentage was significantly different from a chance level of 50%.)

Site of degree credit. Not all degree credit was earned on the Michigan State campus. Twenty-eight individuals had earned graduate credits toward the doctoral degree at 28 institutions of higher learning. Forty percent (20 individuals) of those earning graduate credit had earned it at Michigan schools. Nineteen percent of the respondents (32 individuals) had earned credits at 16 extension centers run by Michigan State University.

Cognate or related area. Sociology was the most popular cognate, drawing 23% of the respondents. Business and Industrial Relations combinations drew 20%, whereas combinations surrounding the Management core drew 10.4% of the respondents. The writer speculated that the flexibility of the program accounted for the unique combinations of areas chosen by graduates to supplement their majors.

Program changes. Only 23% of the respondents said they would not change their program if entering again today. Thirty-five percent (57 people) would add course work (Budgeting, Marketing and Management, and courses in their cognate area). Fifteen percent (23 individuals) said they would delete 16 identified courses or course areas. There was no trend, although courses taken in sociology and student affairs would be deleted by three individuals each. Eighteen respondents (10.9%) said they would change their major and indicated 15 disciplines

to which they would switch, with no consistent trend. Sixteen percent of the sample (27 alumni) would change their cognate to such areas as management/administration, business/marketing, or computer-related programs; 58% (15 individuals) noted they would drop sociology as their cognate.

Most or least valuable courses. The courses respondents frequently listed as most valuable were theory based; Theory and Practice of Administration was listed most often (50 times). No one course was identified as least valuable by more than 14 individuals. Fewer courses were listed as least valuable than as most valuable.

Course value in meeting career goals. Graduates were given a list of courses to evaluate in terms of how valuable the course would be in terms of helping students meet career goals. The classes were divided into departmental, discipline, college, and university, depending on their base.

Theory and Practice of Administration and Planning Change in Organization were the two courses rated highest among those based in the department. Career Development and Educational Society both received a rating slightly lower than 3.0 (Useful) on a 5-point scale ranging from 5 = Essential and 1 = Of No Value.

No discipline-based courses received a rating lower than 2.96 on the same scale; Independent Research and Evaluation in Higher Education were rated highest. Courses based in the College of Education received ratings from 3.04 to 3.80; Quantitative Methods was rated

highest, and Diffusion of Innovation was rated lowest. University-based courses received higher overall ratings, which ranged from 3.49 to 3.97. Organizational Communications was rated highest of the university-based courses.

Factors contributing to personal and professional growth.

Survey respondents were asked to rate selected factors in terms of their contribution to personal and professional growth during the doctoral program. No one factor emerged as most influencing personal and professional development. Rather, respondents most often chose the category of "other," in which they listed a variety of items such as committee and task force work, work-related experiences, supportive faculty relationships, and family experiences. Factors related to the dissertation process and association with the major professor were also rated highly. Factors contributing least to the growth process were assistantships/fellowships and financial aid.

Mentor relationships. One hundred eleven graduates (68%) said they had been able to establish a mentor relationship during their doctoral study. The majority (54%) identified 19 mentors from the department. Twenty-three individuals (26%) identified mentors from their cognate areas. No significant gender differences were identified in terms of mentor identification or origin.

Program evaluation. Respondents were more than satisfied with how the doctoral program had prepared them for the challenges of the work world. Specifically, 84.4% of the respondents rated the program as either Good or Excellent in preparing them to meet short-term goals.

Eighty-three percent of the responding alumni rated the program as either Good or Excellent in preparing them to achieve long-term goals. Likewise, 79.4% of the alumni rated the program as Good or Excellent in providing graduates the ability to develop skills necessary for success in future endeavors.

Necessary skills. Respondents rated seven skills (decision making, planning, change, evaluation, research skills, educational personnel administration, and budgeting) as Very Important or Fairly Important for career success. The lowest rating (2.99 on a 5-point scale on which 3.0 indicated Moderate Importance) was given to both management-technology and student-affairs-administration skills. No skill was rated of minimal importance or not important, which may indicate that graduates viewed all of the identified skills as essential in preparation for meeting career goals.

Departmental effectiveness in providing essential skills. Respondents rated the department above average but not outstanding in providing graduates with essential skills. The highest mean rating was given to effective provision of research skills, followed by student development and student affairs administration skills.

### Conclusions

Based on the findings discussed in the preceding section, the following conclusions were drawn.

1. The overall focus of the college and University Administration program at Michigan State University should not be changed in preparing students for careers in higher education administration.

2. The faculty of the College and University Administration program should continue to foster program flexibility, which allows development of unique combinations of program components to meet students' needs.

3. Departmental faculty should carefully consider the influence their personal characteristics have in fostering students' personal and professional development.

4. In future course reviews, faculty should take into consideration the trend in which theory-based courses were most often identified as "most valuable," while "application" courses that provide "essential skills" were less often identified as "valuable."

5. The College and University Administration program provides graduates the skills necessary for success in future endeavors.

6. Faculty should strive to increase departmental effectiveness in providing skills deemed essential by alumni in the discipline.

7. Although graduates indicated that faculty, departmental, and university reputations are important in choosing a university, proximity played the most important part in students' final decision to enter the College and University Administration program at Michigan State University. Faculty need to focus on nearby geographic areas for student recruitment.

8. Faculty should change their perception of the role of temporary advisor to allow students greater flexibility in their choice of a permanent advisor.

### Methodological Issues

The following methodological issues are discussed and suggestions made to alert investigators using a survey methodology to potential problems involved in such a method.

1. Survey questionnaires should be considerably shorter than the one used in this study. The researcher believed the length of this instrument was necessary to address the questions of departmental faculty. However, in retrospect, the length of the tool may explain the low return rate and why some respondents did not answer all of the survey items.

2. When using bulk mailings, the investigator must be aware that time delays may occur in mail delivery. To the writer's embarrassment, in some cases the follow-up package arrived before the initial questionnaire packet--a fact quickly pointed out by concerned participants.

3. Numbering systems should be used with care. The writer used a numbering system on the questionnaire to prevent follow-up mailings to individuals who had already responded. This system caused problems, however, because some individuals removed the code number before returning the completed questionnaire. Hence, numbering systems should be less obvious--perhaps typed instead of handwritten or not placed on the first page of the survey.

### Recommendations for Future Research

Based on the findings of this study, the following recommendations are made for future research.

1. The identification of differences between male and female graduate students at the time of admission and throughout their program of study might help departmental advisors in guiding female students within the doctoral program. Of the 165 graduates who responded to the questionnaire, only 38 were females. The unanswered question is whether fewer females than males choose Michigan State University as compared to other institutions. If equal numbers of males and females enter Michigan State, are fewer females able to complete the program? At what point in the program do females drop out, and for what reasons? Females and males differed little in terms of personal characteristics and program perceptions. Special needs of women in the department have been recognized through the focus of some courses, such as Problems of the Professional in Higher Education. In addition, special programs, e.g., the Women in Administration externship, have been designed to facilitate females' achievement. However, it is still important to continue to recognize any differences based on gender.

2. Faculty may wish to investigate why alumni sought the doctoral degree program in Higher Education. It may be of interest to investigate what prompted alumni to choose the College and University Administration program over other viable program offerings at Michigan State University.

3. Further investigation into the value of specific courses would assist faculty in advising students of courses that may facilitate attainment of their career goals. For example, future researchers could examine graduates' career patterns and identify

courses those graduates found valuable. Resulting data may help doctoral students entering the program to select courses tailored to their career needs.

4. It would be of benefit to investigate which factor results in the label "popular" or "most valued": course content or faculty personality.

5. Program evaluations should be undertaken more frequently. The College of Education's Evaluation Center would probably help graduate students and faculty members select timely issues for future evaluation efforts.

6. This survey was designed to provide a general overview of the characteristics of the graduate population and their evaluation of particular program components. Where possible, trends were identified; however, particular issues were not examined in depth. It is therefore recommended that faculty members within the discipline guide future researchers in identifying program components for study.

## APPENDICES

## APPENDIX A

### QUESTIONNAIRE AND COMMUNICATIONS WITH ALUMNI

## MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION  
DEPARTMENT OF ADMINISTRATION AND CURRICULUM  
ERICKSON HALL

EAST LANSING • MICHIGAN • 48824

September 6, 1983

Dear Alumnus:

The validity of its goals and objectives is an important consideration for every program of study. One avenue for evaluation of the effectiveness of the program's deliverance of those goals and objectives is a survey of the graduates of the program.

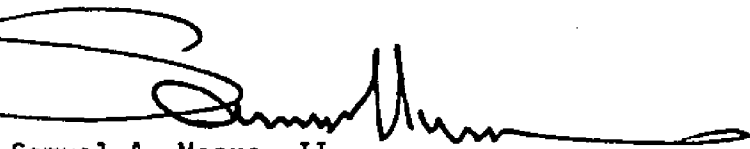
Sara Doubledde is a Ph.D. candidate in the program of College and University Administration. The faculty of the program have encouraged her to undertake this alumni/ae survey which will culminate in a doctoral dissertation. I realize that several questionnaires have been completed during the last few years, however none of these attempts has fully met our programmatic needs.

I have been assured by Ms. Doubledde that these data will be handled in a professional manner and that no individual will be quoted or identified in any way.

Your responses are vital to the success of the survey's effort to identify the perceptions of graduates from the program in College and University Administration.

I appreciate your participation in the project. If you have any concerns please feel free to contact me (517-355-4538).

Cordially,



Samuel A. Moore, II  
Professor and Chairperson

SAM/lh

Enclosure

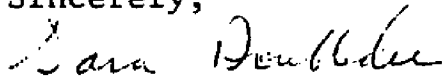
Dear Colleague:

I am a doctoral candidate in College and University Administration, Department of Administration and Curriculum, College of Education. The focus of my dissertation research is graduate perceptions of the academic program in College and University Administration. I believe that since your graduation you have established yourself in the work world to become an expert as well as a consumer. This places you in an excellent position to supply data regarding the appropriateness of the academic program. The faculty of the program in College and University Administration have demonstrated interest in the results of this dissertation study and have voiced the need to know how well you believe you were prepared to meet your short and long term goals.

All respondents will remain anonymous and only pooled or summarized data will be reported. A number appears on the right upper corner of your questionnaire. This is intended for follow up purposes only. Be assured that once the completed questionnaire is returned, this number will be removed. Strict confidence will be observed and data collection will be handled only by myself. The completion and mailing of the completed questionnaire constitutes your voluntary consent to participate in this research.

The questionnaire has been designed with a minimum of open ended questions because I appreciate your time investment. Your input is extremely important to the research study. Without your response, the total data pool is reduced and will provide less insight.

Sincerely,



Sara Doubledee  
Ph.D. Candidate  
College and University Administration  
Michigan State University

November 1, 1983

Dear Colleague:

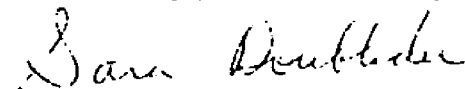
Approximately three weeks ago the enclosed packet arrived in your mail. I understand that this is a very busy time for you, but I hope that by providing a second copy of the questionnaire you will be able to take the time to complete the survey soon.

Your input is extremely important to the results of my doctoral reasearch. In addition, your input will be pooled to be summarized and presented to the faculty of the program. This is your opportunity to have input to the faculty in terms of the appropriateness of the program. Again, I wish to assure you that your response will be handled in a confidential manner, and of course, anonymously.

IF YOU HAVE ALREADY MAILED YOUR QUESTIONNAIRE, PLEASE DISCARD THIS PACKET.

I wish to take this opportunity to thank you for considering the completion of the questionnaire. If possible, please mail the questionnaire by November 21, 1984.

Sincerely,



Sara Doubledde  
Ph.D. Candidate  
College and University Administration  
College of Education  
Michigan State University

November 28, 1983

Dear Colleague:

A few weeks ago you received the second copy of a questionnaire being completed to study the perceptions of graduates of the Program in College and University Administration. The survey is the focus of my dissertation.

This card serves as a reminder of just how important your input is. Data analysis must begin soon. Please mail your completed questionnaire today.

Sincerely,

A handwritten signature in cursive script that reads "Sara Doubledee".

Sara Doubledée  
Ph.D. Candidate  
College and University Administration  
Michigan State University College of Education

# **A Study of Characteristics of Graduates of The Program in College and University Administration and Their Perceptions of Their Doctoral Program**

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**A Questionnaire To Persons Who Received A  
Doctoral Degree In Education  
Between The Years  
January 1972 and January 1983**

**Michigan State University  
College of Education  
Department of Administration and Curriculum  
Program in College and University Administration**

**Doctoral Dissertation Research  
Sara Doubledde  
Ph.D. Candidate**

DOCTORAL PROGRAM GRADUATE SURVEY  
FACULTY OF COLLEGE AND UNIVERSITY ADMINISTRATION  
DEPARTMENT OF ADMINISTRATION AND CURRICULUM  
COLLEGE OF EDUCATION

## GENERAL INSTRUCTIONS:

- (1). IF, FOR ANY REASON, YOU FEEL UNCOMFORTABLE PROVIDING THE INFORMATION REQUESTED IN AN ITEM, PLEASE SKIP THAT QUESTION AND CONTINUE ON WITH THE SURVEY.
- (2). ALTHOUGH SOME QUESTIONS CALL FOR SPECIFIC INFORMATION THAT MAY BE DIFFICULT TO RECALL, WE ANTICIPATE THAT YOU WILL RELY ON YOUR MEMORY RATHER THAN FORMAL RECORDS AND WILL FEEL FREE TO ESTIMATE OR TO PROVIDE YOUR BEST GUESS WHEN NECESSARY.

## BIBLIOGRAPHIC DATA:

|                |                       |            |                        |
|----------------|-----------------------|------------|------------------------|
| Degree Earned: | Major Program Focus:  | Gender:    | Age:                   |
| ___ Ed.D.      | ___ Higher Education  | ___ Male   | Present Age: ___       |
| ___ Ph.D.      | ___ Student Personnel | ___ Female | Age When Accepted: ___ |
|                | ___ Uncertain         |            | Age At Completion: ___ |

Year You Received Your Diploma: 19

## EMPLOYMENT DATA:

Present Position: \_\_\_\_\_  
Current Rank Or Title: \_\_\_\_\_  
Type of Institution: \_\_\_\_\_

Please Provide The Percentage Of Time You Spend In The Following Categories Within The Responsibilities Of Your Present Position:

\_\_\_ Administrative    \_\_\_ Teaching    \_\_\_ Research    \_\_\_ Consulting  
\_\_\_ Other (Please Explain): \_\_\_\_\_

Are You Now Employed In A Position Which Fully Satisfies The Primary Employment Objective You Held While Working Toward The Doctorate Degree? \_\_\_ Yes \_\_\_ No

Are You Satisfied With This Current Position? \_\_\_ Yes \_\_\_ No

Have Your Employment Objectives Changed Since You Entered The Work Force? \_\_\_ Yes \_\_\_ No

How Many Different Positions Have You Held Since Doctoral Degree Completion? \_\_\_\_\_

Have You Made The Majority Of These Changes Through Your Own Personal Choice? \_\_\_ Yes \_\_\_ No

How Many Different Position Or Job Offers Did You Consider Before You Chose Your Current Position? \_\_\_\_\_

How Many Upward Position Changes Have You Made, Or Promotions Have You Received Within Your Present Organization? \_\_\_\_\_

Is Your Current Position The Highest Ranking Position Which You Might Most Likely Achieve Within This Organization? \_\_\_ Yes \_\_\_ No

## FINANCIAL DATA:

What Is Your Current Income?

|                   |                   |                   |                   |
|-------------------|-------------------|-------------------|-------------------|
| ___ Below \$9,999 | ___ 20,000-24,999 | ___ 35,000-39,999 | ___ 50,000-54,999 |
| ___ 10,000-14,999 | ___ 25,000-29,999 | ___ 40,000-44,999 | ___ 55,000-59,999 |
| ___ 15,000-19,999 | ___ 30,000-34,999 | ___ 45,000-49,999 | ___ Over \$60,000 |

Did You Receive A Fellowship Or Assistantship While Engaged In Doctoral Study? \_\_\_ Yes \_\_\_ No

If You Answered Yes, Who Provided The Fellowship Or Assistantship? \_\_\_\_\_

Was It Necessary For You To Seek A Loan To Complete Your Doctoral Degree? \_\_\_ Yes \_\_\_ No

Did You Complete Your Degree While In Full Time Employment? \_\_\_ Yes \_\_\_ No

Did You Complete Your Degree While In Part-Time Employment? \_\_\_ Yes \_\_\_ No

If You Answered Yes To Either Of The Last Two Questions, Is Your Current Employer The Same Employer You Worked For During Doctoral Study? \_\_\_ Yes \_\_\_ No

## PROFESSIONAL ACTIVITIES:

Do You Belong To Any Professional Organizations With A Primary Focus In Higher Education?  
 \_\_\_\_ Yes \_\_\_\_ No

Do You Belong To Any Professional Organizations With A Primary Focus In Administration?  
 \_\_\_\_ Yes \_\_\_\_ No

Please Indicate The Number Of Organizations At The Indicated Organizational Levels  
 In Which You Consider Your Status As Either Dues Paying Only Or Active:

| Organizational Level | Organizations          |                           |                        |                           |
|----------------------|------------------------|---------------------------|------------------------|---------------------------|
|                      | Higher Education       |                           | Administration         |                           |
|                      | Dues<br>Paying<br>Only | Active<br>Member-<br>ship | Dues<br>Paying<br>Only | Active<br>Member-<br>ship |
| Local.....           | _____                  | _____                     | _____                  | _____                     |
| District.....        | _____                  | _____                     | _____                  | _____                     |
| State.....           | _____                  | _____                     | _____                  | _____                     |
| National.....        | _____                  | _____                     | _____                  | _____                     |
| International..      | _____                  | _____                     | _____                  | _____                     |
| Other, specify.      | _____                  | _____                     | _____                  | _____                     |

Please Indicate The Number Of Offices You Have Held For One Or More Terms In Each  
 Type Of Organization:

|                 | Higher Education | Administration |
|-----------------|------------------|----------------|
| Local.....      | _____            | _____          |
| District.....   | _____            | _____          |
| State.....      | _____            | _____          |
| National.....   | _____            | _____          |
| International.. | _____            | _____          |
| Other, specify. | _____            | _____          |

If You Have Presented Scholarly Papers At Professional Association Meetings, Please  
 Indicate The Number Of Papers Presented At Each Level:

|                 | Higher Education | Administration |
|-----------------|------------------|----------------|
| Local.....      | _____            | _____          |
| District.....   | _____            | _____          |
| State.....      | _____            | _____          |
| National.....   | _____            | _____          |
| International.. | _____            | _____          |
| Other, specify. | _____            | _____          |

If You Have Published Since Doctoral Degree Completion, Please Indicate The Number  
 Of Each Type:

\_\_\_\_ Books                      \_\_\_\_ Article, Non-juried Journal  
 \_\_\_\_ Monograph                \_\_\_\_ Article, Juried Journal  
 \_\_\_\_ Other, Please Explain: \_\_\_\_\_

How Many Grant Proposals Have You Authored Which Have Been Funded Since Doctoral  
 Degree Completion? \_\_\_\_\_

How Many Grant Proposals Have You Co-Authored Which Have Been Funded Since Doctoral  
 Degree Completion? \_\_\_\_\_

## EDUCATIONAL DATA:

Was The Initial Response To Your Inquiry For Admission To The Program Prompt? \_\_Yes\_\_ No

## EDUCATIONAL DATA CONTINUED:

If You Answered No To The Previous Question Regarding Promptness Of The Response To Your Initial Inquiry, Please Specify Any Difficulties You Met:

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Did The Initial Response To Your Inquiry Answer All Your Questions And Explain The Program Within Reason? Yes ☐ No ☐ If You Answered No, Please Specify Any Difficulties You Had:

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Did You Have An Interview With A Faculty Member? Yes ☐ No ☐ If You Answered Yes, Did You Find That Interview Satisfactory? Yes ☐ No ☐ If You Answered No, Please Specify The Nature Of Your Dissatisfaction:

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Did You Find The Assignment Of A Temporary Advisor Helpful In Establishing Yourself Within The Department? Yes ☐ No ☐ If No, Please State The Nature Of Your Dissatisfaction:

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Did Your Temporary Advisor Become Your Permanent (Major) Advisor? Yes ☐ No ☐  
Did Your Temporary Advisor Serve On Your Advisory Committee? Yes ☐ No ☐

## GRADUATE CREDIT:

Was Any Graduate Credit Toward Your Doctoral Degree Earned At Any Institution Other Than Michigan State University? Yes ☐ No ☐ If Yes, At What Institution:

Please Estimate The Number Of Quarter Credits Earned:

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Did You Complete Any Of Your Program Requirements At Michigan State Extension Centers? Yes ☐ No ☐ If You Answered Yes, At Which Extension Centers Were Credits Earned?

Have You Earned Graduate Credit At Any Institution Since Completing Your Doctoral Program? Yes ☐ No ☐ If Yes, Please Name All Of Those Institutions and ESTIMATE THE NUMBER OF QUARTER CREDITS EARNED AT EACH INSTITUTION:

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What Was Your Designated Cognate Or Related Area?

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## GRADUATE CREDIT CONTINUED:

Using The Following Scale, Please Indicate How Important Each Of The Following Items Were In Your Decision To Enroll In The Doctoral Program At Michigan State University:

1. Of Extreme Importance    2. Of Some Importance    3. Of Little Importance    4. Of No Importance
- A. \_\_\_\_\_ Reputation Of The Institution
- B. \_\_\_\_\_ Reputation Of The Department
- C. \_\_\_\_\_ Reputation Of Faculty Members
- D. \_\_\_\_\_ Reputation Of Curricular Alternatives
- E. \_\_\_\_\_ Offer Of Financial Assistance
- F. \_\_\_\_\_ Offer Of Assistantships/ Fellowships/ or Employment
- G. \_\_\_\_\_ Advice Of Graduates Of Michigan State University
- H. \_\_\_\_\_ Advice Of Friends Or Colleagues
- I. \_\_\_\_\_ Proximity Of Michigan State University To Home Or Job
- J. \_\_\_\_\_ Other: Please Specify: \_\_\_\_\_

Which Of The Above Was The Single Most Important Factor In Your Choice of MSU?

ENCIRCLE ONE LETTER:    A   B   C   D   E   F   G   H   I   J

## THE PROGRAM:

If You Were To Begin Your Doctoral Program Again, Would You Attend MSU?    Yes    No

If No, Where Would You Attend? \_\_\_\_\_

If Yes, Why? \_\_\_\_\_

What Changes Would You Make In Your Program If You Were To Repeat It?

\_\_\_\_\_ No Changes

\_\_\_\_\_ Change Major: From What \_\_\_\_\_ To What \_\_\_\_\_

\_\_\_\_\_ Change Cognate Or Related Area: From What \_\_\_\_\_ To What \_\_\_\_\_

\_\_\_\_\_ Add Courses: Which One(s)? Provide Name(s): \_\_\_\_\_

\_\_\_\_\_ Delete Courses: Which One(s)? Provide Name(s): \_\_\_\_\_

Identifying Courses By Course Name, Which Three (3) Courses On Your Program Were:

Most Valuable

Least Valuable

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Of These, Which One (1) Course In Your Program Was Most Valuable: \_\_\_\_\_

Of These, Which One (1) Course In Your Program Was Least Valuable: \_\_\_\_\_

Sometimes, During A Program Of Study, Students Find A Learning Experience Or Content Which They Believe Should Be Offered To Other Doctoral Students. This Content Might Have Been Provided In A Workshop, Externship, Or Within A Course Taught In Another Department, College Or School. Please Identify This Content, Describing The Source (Where Was It Presented), And Why You Believe It Should Be Incorporated Into Doctoral Study In The Program In College And University Administration. Additional Space Will Be Found On The Next Page:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## THE PROGRAM CONTINUED:

In Your Opinion, How Essential To Your Career Goals Would Advanced Graduate Study In The Following Course Content Areas Be, If You Were Completing Your Program Today?

Use The Following Scale:

1. Essential    2. Highly Valuable    3. Useful    4. Minimally Valuable    5. Of No Value

Departmentally Based:

\_\_\_ Educational Society  
\_\_\_ Futuristics And Educ.  
\_\_\_ Theory And Practice Of  
\_\_\_ Administration  
\_\_\_ Community Relations  
\_\_\_ Planning Change In  
\_\_\_ Organizational Settings  
\_\_\_ Law Of Higher Educ.  
\_\_\_ Continuing Educ.  
\_\_\_ Leadership  
\_\_\_ Career Development

Unit Based:

\_\_\_ U.S. Society And Higher  
\_\_\_ Education  
\_\_\_ Historical And Comp.  
\_\_\_ Found. Of H.E.  
\_\_\_ Political Issues In H.E.  
\_\_\_ Cont. Issues In Am. H.E.  
\_\_\_ Principles And Problems  
\_\_\_ Of Instruction  
\_\_\_ Community College  
\_\_\_ Student Affairs In H.E.  
\_\_\_ Department In H.E.  
\_\_\_ Management Systems In H.E.  
\_\_\_ Evaluation In H.E.  
\_\_\_ Community College Admin-  
\_\_\_ istration  
\_\_\_ American College Student  
\_\_\_ College Student Affairs  
\_\_\_ Practicum In Student  
\_\_\_ Affairs Administration  
\_\_\_ Independent Research In H.E.  
\_\_\_ Workshops In Admin. and Curr.  
\_\_\_ Readings, Independent Study  
\_\_\_ Independent Research  
\_\_\_ Doctoral Internship

University Based:

\_\_\_ Organizational Dev-  
\_\_\_ opment  
\_\_\_ Organizational Com-  
\_\_\_ munications  
\_\_\_ Communications And  
\_\_\_ Change  
\_\_\_ Soc. Org. And  
\_\_\_ Administration  
\_\_\_ Organizational  
\_\_\_ Psychology  
\_\_\_ Complex Organizations  
\_\_\_ Organizational  
\_\_\_ Behavior: Labor  
\_\_\_ Relations

College Based:

\_\_\_ Diffusion Of Innovation  
\_\_\_ Stress Management  
\_\_\_ Development Of Self  
\_\_\_ Understanding  
\_\_\_ Process Of Instructional  
\_\_\_ Development  
\_\_\_ Quantitative Methods  
\_\_\_ Field Research Methods  
\_\_\_ Fieldwork Research

Using The Following Scale, Rate Each Of These Items As You Feel It Contributed To Your Personal And Professional Growth While At Michigan State University:

1. High    2. Some    3. Moderate    4. Low    5. No  
Contribution    Contribution    Contribution    Contribution    Contribution

Note: Use N/A for Not Applicable

\_\_\_ Internships  
\_\_\_ Practicums  
\_\_\_ Seminars  
\_\_\_ Course Work  
\_\_\_ Independent Study And Readings  
\_\_\_ Assistantship/ Fellowship  
\_\_\_ Comprehensive Exams  
\_\_\_ Dissertation  
\_\_\_ Association With Major Professor (Advisor)  
\_\_\_ Association With Faculty On Your Committee  
\_\_\_ Association With Departmental Faculty Or Staff  
\_\_\_ Association With Faculty Or Staff Outside The Department  
\_\_\_ Association With A Mentor  
\_\_\_ Association With Fellow Students  
\_\_\_ Financial Aid  
\_\_\_ Support From The Institution In Which I Was Employed At The Time I Was Enrolled In  
\_\_\_ Doctoral Study  
\_\_\_ Other: Please Specify: \_\_\_\_\_

THE PROGRAM CONTINUED:

| Did You Establish A Relationship With An Individual Who Became Your Mentor During Doctoral Study? | Yes | No |
|---------------------------------------------------------------------------------------------------|-----|----|
|                                                                                                   |     |    |

**If Yes, Please Identify This Individual:**

Was This Individual A Member Of The Department In Which You Were Admitted? Yes No

If No, Was The Individual A Member Of The Department Or Discipline Designated As Your Cognate Or Related?                      Yes                      No

On The Whole, How Would You Evaluate Your Program Of Graduate Studies As Preparation For Your Short Term Goals Using The Following Scale:

1. Excellent      2. Good      3. Average      4. Less Than Average      5. Poor

**Your Rating:** \_\_\_\_\_

Using The Same Scale, How Would You Evaluate Your Program Of Graduate Studies As Preparation For Your Long Term Goals:

**Your Rating:**

Using The Same Scale Once Again, How Would You Evaluate Your Program Of Graduate Studies As Providing You With The Ability To Develop Those Skills Necessary For Success In Your Subsequent Positions Or Jobs:

**Your Rating:** \_\_\_\_\_

Please Take This Opportunity To Make Any Comments You Wish Regarding Your Doctoral Program. We Welcome All Comments. If You Need Additional Space, Please Attach Additional Paper.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

Using this scale please rate the effectiveness of the department in preparing you for your career goals:

|                                                                                                                                                                                         | 0 | 1 | 2 | 3 | 4 | 5 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|
| Research Skills (The design, analysis and interaction of educational administrative studies and their applications to specific problems in the field).                                  |   |   |   |   |   |   |
| Statistical Skills (Mathematical application to studies as noted above).....                                                                                                            |   |   |   |   |   |   |
| Planning (Identification of short and long range goals for optimal levels of operations).....                                                                                           |   |   |   |   |   |   |
| Decision Making (The ability to plan and execute determinations within reasonable time limits, which increase organizational effectiveness in meeting goals)....                        |   |   |   |   |   |   |
| Change (Transformation of organizational short and long range goals into organizational activities involving varied levels of personnel).....                                           |   |   |   |   |   |   |
| Educational Law (Constitutional law and statutory requirements relating to higher education).....                                                                                       |   |   |   |   |   |   |
| General Finance (Broad understanding of fiscal affairs relating to higher education).....                                                                                               |   |   |   |   |   |   |
| Budgeting (Transformation of educational goals into financial terms; planning goals followed by development of appropriate budgets)                                                     |   |   |   |   |   |   |
| Evaluation (Evaluation methodology in higher education).....                                                                                                                            |   |   |   |   |   |   |
| Educational Personnel Administration (effective personnel management, recruitment, selection, orientation, training, salary, fringe benefits, welfare, morale, negotiations, etc.)..... |   |   |   |   |   |   |

Using this scale,  
please rate the  
importance of these  
items in your grad-  
uate program as  
preparation for  
your career goals:

|                                                                                                                                                                                                                                                                                                                                                                                                              | 0              | 1              | 2                | 3                   | 4                  | 5             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------|------------------|---------------------|--------------------|---------------|
|                                                                                                                                                                                                                                                                                                                                                                                                              | Not In Program | Very Important | Fairly Important | Moderate Importance | Minimal Importance | Not Important |
| Management Technologies<br>(The range, purposes, pro-<br>cesses and problems assoc-<br>iated with the diffusion<br>and operations of management<br>information systems in higher<br>education).....                                                                                                                                                                                                          |                |                |                  |                     |                    |               |
| Student-Affairs Administration<br>(Effective management of student<br>facilities, resources, and<br>environment within the<br>educational setting. Includes<br>dealing directly with student<br>problems in groups or on an<br>individual basis).....                                                                                                                                                        |                |                |                  |                     |                    |               |
| Institutional Development<br>(The knowledge of the pro-<br>cesses and conditions by which<br>universities, liberal arts<br>colleges, and community colleges<br>can fulfill their missions in<br>society, which would include<br>knowledge of organizational<br>development, change, commun-<br>ications, behavior and<br>relations).....                                                                     |                |                |                  |                     |                    |               |
| Student Development Area<br>(Focus on the increasingly<br>diverse range and develop-<br>ment of traditional and non-<br>traditional students in higher<br>education. Provides conceptual<br>understanding of student<br>development theories, nature<br>and characteristics of college<br>students, purposes, processes,<br>and problems associated with<br>development of student affairs<br>programs)..... |                |                |                  |                     |                    |               |

Using this scale  
please rate the  
effectiveness of  
the department in  
preparing you for  
your career goals:

|  | 0              | 1                | 2             | 3       | 4             | 5    |
|--|----------------|------------------|---------------|---------|---------------|------|
|  | Not In Program | Highly Effective | Above Average | Average | Below Average | Poor |
|  |                |                  |               |         |               |      |
|  |                |                  |               |         |               |      |
|  |                |                  |               |         |               |      |
|  |                |                  |               |         |               |      |

This Is The End! Thank-You For Your Time And Assistance!

Please Return In The Provided Envelope.

## **APPENDIX B**

### **MISCELLANEOUS TABLES**

Table B-1. Terminal degree identified by gender.

| Gender       | Ed.D. |            | Ph.D. |            | Row<br>Frequency |
|--------------|-------|------------|-------|------------|------------------|
|              | N     | Valid<br>% | N     | Valid<br>% |                  |
| Male         | 2     | 1.6        | 123   | 98.4       | 125              |
| Female       | 0     |            | 38    | 100.0      | 38               |
| Column total | 2     |            | 161   |            | 163              |

Valid cases = 163

Missing cases = 2

Table B-2.—Age at time of survey.

| Age   | N   | Valid % | Cumulative Valid % |
|-------|-----|---------|--------------------|
| 32    | 2   | 1.2     | 1.2                |
| 33    | 2   | 1.2     | 2.4                |
| 34    | 1   | .6      | 3.0                |
| 35    | 4   | 2.5     | 5.5                |
| 36    | 13  | 8.1     | 13.6               |
| 37    | 6   | 3.7     | 17.3               |
| 38    | 10  | 6.2     | 23.5               |
| 39    | 15  | 9.4     | 32.9               |
| 40    | 21  | 13.1    | 46.0               |
| 41    | 13  | 8.1     | 54.1               |
| 42    | 7   | 4.3     | 58.4               |
| 43    | 8   | 4.9     | 63.3               |
| 44    | 8   | 4.9     | 68.2               |
| 45    | 6   | 3.7     | 71.9               |
| 46    | 12  | 7.4     | 79.3               |
| 47    | 8   | 4.9     | 84.2               |
| 48    | 3   | 1.9     | 86.1               |
| 49    | 1   | .6      | 86.7               |
| 50    | 5   | 3.0     | 89.7               |
| 51    | 2   | 1.2     | 90.9               |
| 52    | 3   | 1.9     | 92.8               |
| 53    | 2   | 1.2     | 94.0               |
| 54    | 1   | .6      | 94.6               |
| 55    | 2   | 1.2     | 95.8               |
| 56    | 2   | 1.2     | 97.0               |
| 58    | 1   | .6      | 97.6               |
| 59    | 1   | .6      | 98.2               |
| 60    | 1   | .6      | 98.8               |
| 61    | 1   | .6      | 99.4               |
| 67    | 1   | .6      | 100.0              |
| Total | 162 | 100.0   |                    |

Mean = 42.64

Std. dev. = 5.9

Range = 35.0

Median = 40.3

Table B-3.--Age at acceptance into program, by gender.

| Age      | Males |         | Females |         | Combined |         |
|----------|-------|---------|---------|---------|----------|---------|
|          | N     | Valid % | N       | Valid % | N        | Valid % |
| 22       | 1     | .8      |         |         | 1        | .6      |
| 23       | 2     | 1.7     |         |         | 2        | 1.3     |
| 24       | 1     | .8      |         |         | 1        | .6      |
| 25       | 5     | 4.2     | 2       | 5.4     | 7        | 4.6     |
| 26       | 11    | 9.2     | 1       | 2.7     | 12       | 7.7     |
| 27       | 15    | 12.7    | 2       | 5.4     | 17       | 10.9    |
| 28       | 8     | 6.9     | 2       | 5.4     | 10       | 6.4     |
| 29       | 9     | 7.6     | 6       | 16.3    | 15       | 9.6     |
| 30       | 10    | 8.4     | 1       | 2.7     | 11       | 7.1     |
| 31       | 10    | 8.4     |         |         | 10       | 6.4     |
| 32       | 9     | 7.6     | 2       | 5.4     | 11       | 7.1     |
| 33       | 6     | 5.0     |         |         | 6        | 3.8     |
| 34       | 7     | 5.7     | 2       | 5.4     | 9        | 5.9     |
| 35       | 5     | 4.2     | 1       | 2.7     | 6        | 3.8     |
| 36       | 3     | 2.5     | 1       | 2.7     | 4        | 2.6     |
| 37       | 1     | .8      | 3       | 8.1     | 4        | 2.6     |
| 38       | 2     | 1.7     | 4       | 10.8    | 6        | 3.8     |
| 39       | 1     | .8      | 2       | 5.4     | 3        | 1.9     |
| 40       | 2     | 1.7     | 3       | 8.1     | 5        | 3.3     |
| 41       |       |         | 1       | 2.7     | 1        | .6      |
| 42       | 3     | 2.5     |         |         | 3        | 1.9     |
| 43       | 1     | .8      |         |         | 1        | .6      |
| 44       | 3     | 2.5     | 1       | 2.7     | 4        | 2.6     |
| 45       | 1     | .8      |         |         | 1        | .6      |
| 46       | 1     | .8      |         |         | 1        | .6      |
| 47       | 2     | 1.7     | 1       | 2.7     | 3        | 1.9     |
| 51       |       |         | 1       | 2.7     | 1        | .6      |
| 55       |       |         | 1       | 2.7     | 1        | .6      |
| Total    | 119   |         | 37      |         | 156      |         |
| N        | 119   |         | 37      |         | 156      |         |
| St. Dev. | 5.5   |         | 7.15    |         | 6.13     |         |

Table B-4.--Age at degree completion, by gender.

| Age      | Males |         | Females |         | Combined |         |
|----------|-------|---------|---------|---------|----------|---------|
|          | N     | Valid % | N       | Valid % | N        | Valid % |
| 24       | 1     | .8      |         |         | 1        | .6      |
| 26       |       |         | 1       | 2.7     | 1        | .6      |
| 27       | 2     | 1.7     |         |         | 2        | 1.3     |
| 28       | 1     | .8      |         |         | 1        | .6      |
| 29       | 7     | 5.9     |         |         | 7        | 4.6     |
| 30       | 6     | 5.0     | 3       | 8.1     | 9        | 5.9     |
| 31       | 9     | 7.6     | 1       | 2.7     | 10       | 6.4     |
| 32       | 8     | 6.8     | 1       | 2.7     | 9        | 5.9     |
| 33       | 13    | 10.9    | 5       | 13.5    | 18       | 11.5    |
| 34       | 8     | 6.8     |         |         | 8        | 5.1     |
| 35       | 6     | 5.0     | 5       | 13.5    | 11       | 7.1     |
| 36       | 9     | 7.6     | 3       | 8.1     | 12       | 7.7     |
| 37       | 10    | 8.4     | 3       | 8.1     | 13       | 8.3     |
| 38       | 8     | 6.8     | 1       | 2.7     | 9        | 5.9     |
| 39       | 7     | 5.9     | 3       | 8.1     | 10       | 6.4     |
| 40       | 1     | .8      | 3       | 8.1     | 4        | 2.6     |
| 41       | 4     | 3.4     | 2       | 5.4     | 6        | 3.8     |
| 42       | 4     | 3.4     |         |         | 4        | 2.6     |
| 43       | 1     | .8      | 2       | 5.4     | 3        | 1.9     |
| 44       | 1     | .8      |         |         | 1        | .6      |
| 45       | 1     | .8      | 1       | 2.6     | 2        | 1.3     |
| 46       | 2     | 1.7     |         |         | 2        | 1.3     |
| 47       | 2     | 1.7     |         |         | 2        | 1.3     |
| 48       | 2     | 1.7     |         |         | 2        | 1.3     |
| 49       | 1     | .8      |         |         | 1        | .6      |
| 50       | 1     | .8      | 1       | 2.7     | 2        | 1.3     |
| 51       | 2     | 1.7     |         |         | 2        | 1.3     |
| 53       | 1     | .8      |         |         | 1        | .6      |
| 54       |       |         | 1       | 2.7     | 1        | .6      |
| 57       | 1     | .8      |         |         | 1        | .6      |
| 58       |       |         | 1       | 2.7     | 1        | .6      |
| Total    | 119   |         | 37      |         | 156      |         |
|          |       |         |         |         |          |         |
| N        |       | 119     | 37      |         | 156      |         |
| St. Dev. |       | 6.01    | 6.52    |         | 6.14     |         |

Table B-5.--Proportion of work time spent in administrative activities.

| Percentage of Time | N   | Valid % | Cumulative Valid % |
|--------------------|-----|---------|--------------------|
| 1                  | 1   | .7      | .7                 |
| 5                  | 4   | 2.9     | 3.6                |
| 10                 | 6   | 4.3     | 7.9                |
| 15                 | 4   | 2.9     | 10.8               |
| 17                 | 1   | .7      | 11.5               |
| 20                 | 1   | .7      | 12.2               |
| 30                 | 3   | 2.2     | 14.4               |
| 35                 | 1   | .7      | 15.1               |
| 37                 | 1   | .7      | 15.8               |
| 40                 | 2   | 1.4     | 17.2               |
| 50                 | 10  | 7.2     | 24.4               |
| 55                 | 2   | 1.4     | 25.8               |
| 60                 | 5   | 3.6     | 29.4               |
| 65                 | 1   | .7      | 29.8               |
| 70                 | 10  | 7.2     | 37.0               |
| 75                 | 6   | 4.3     | 41.3               |
| 80                 | 7   | 5.1     | 46.4               |
| 85                 | 5   | 3.6     | 50.0               |
| 90                 | 20  | 14.6    | 64.6               |
| 91                 | 1   | .7      | 65.3               |
| 95                 | 10  | 7.2     | 72.5               |
| 96                 | 1   | .7      | 73.2               |
| 98                 | 2   | 1.4     | 74.6               |
| 99+                | 35  | 25.4    | 100.0              |
| Total              | 139 | 100.0   | 100.0              |

Mean = 72.54

St. dev. = 29.71

Table B-6.--Proportion of work time spent in teaching activities.

| Percentage of Time | N  | Valid % | Cumulative Valid % |
|--------------------|----|---------|--------------------|
| 1                  | 2  | 2.4     | 2.4                |
| 2                  | 2  | 2.4     | 4.8                |
| 3                  | 2  | 2.4     | 7.2                |
| 5                  | 18 | 21.8    | 29.0               |
| 8                  | 1  | 1.2     | 30.2               |
| 10                 | 20 | 24.2    | 54.4               |
| 15                 | 3  | 3.6     | 58.0               |
| 20                 | 3  | 3.6     | 61.6               |
| 25                 | 4  | 4.8     | 66.4               |
| 30                 | 4  | 4.8     | 71.2               |
| 35                 | 1  | 1.2     | 72.4               |
| 40                 | 2  | 2.4     | 74.8               |
| 50                 | 3  | 3.6     | 78.4               |
| 60                 | 2  | 2.4     | 80.8               |
| 66                 | 1  | 1.2     | 82.0               |
| 80                 | 5  | 6.0     | 88.0               |
| 90                 | 2  | 2.4     | 90.4               |
| 95                 | 1  | 1.2     | 91.6               |
| 99+                | 7  | 8.4     | 100.0              |
| Total              | 83 | 100.0   | 100.0              |

Valid cases = 83  
Mean = 29.57

Missing cases = 82  
St. dev. = 32.62

Table B-7.--Proportion of work time spent in research activities.

| Percentage of Time | N  | Valid % | Cumulative Valid % |
|--------------------|----|---------|--------------------|
| 1                  | 4  | 5.5     | 5.5                |
| 2                  | 4  | 5.5     | 11.0               |
| 3                  | 1  | 1.4     | 12.4               |
| 5                  | 22 | 30.0    | 42.4               |
| 7                  | 1  | 1.4     | 43.8               |
| 10                 | 14 | 19.2    | 63.0               |
| 15                 | 5  | 6.8     | 69.8               |
| 20                 | 8  | 11.0    | 80.8               |
| 25                 | 4  | 5.5     | 86.3               |
| 30                 | 1  | 1.4     | 87.7               |
| 35                 | 2  | 2.7     | 90.4               |
| 50                 | 3  | 4.1     | 94.5               |
| 70                 | 1  | 1.4     | 95.9               |
| 85                 | 1  | 1.4     | 97.3               |
| 99+                | 2  | 2.7     | 100.0              |
| Total              | 73 | 100.0   | 100.0              |

Valid cases = 73  
Mean = 16.58

Missing cases = 92  
St. dev. = 20.87

Table B-8.--Proportion of work time spent in consulting activities.

| Percentage of Time | N  | Valid % | Cumulative Valid % |
|--------------------|----|---------|--------------------|
| 1                  | 1  | 1.4     | 1.4                |
| 2                  | 3  | 4.2     | 5.6                |
| 3                  | 2  | 2.8     | 8.4                |
| 5                  | 21 | 29.7    | 38.1               |
| 10                 | 19 | 26.9    | 65.0               |
| 15                 | 1  | 1.4     | 66.4               |
| 17                 | 1  | 1.4     | 67.8               |
| 20                 | 5  | 7.0     | 74.0               |
| 25                 | 5  | 7.0     | 81.8               |
| 30                 | 3  | 4.2     | 86.0               |
| 35                 | 2  | 2.8     | 88.8               |
| 40                 | 3  | 4.2     | 93.0               |
| 45                 | 1  | 1.4     | 94.4               |
| 50                 | 2  | 2.8     | 97.2               |
| 60                 | 1  | 1.4     | 98.6               |
| 65                 | 1  | 1.4     | 100.0              |
| Total              | 71 | 100.0   | 100.0              |

Valid cases = 71  
Mean = 15.7

Missing cases = 94  
St. dev. = 14.83

Table B-9.--Proportion of work time spent in other activities.

| Percentage of Time | N  | Valid % | Cumulative Valid % |
|--------------------|----|---------|--------------------|
| 1                  | 43 | 53.7    | 53.7               |
| 2                  | 1  | 1.3     | 55.0               |
| 3                  | 1  | 1.3     | 56.3               |
| 5                  | 6  | 7.5     | 63.8               |
| 10                 | 3  | 3.7     | 67.5               |
| 15                 | 4  | 5.0     | 72.5               |
| 20                 | 7  | 8.6     | 81.1               |
| 25                 | 1  | 1.3     | 82.4               |
| 30                 | 2  | 2.5     | 84.9               |
| 40                 | 2  | 2.5     | 87.4               |
| 50                 | 2  | 2.5     | 89.9               |
| 55                 | 1  | 1.3     | 91.2               |
| 60                 | 2  | 2.5     | 93.7               |
| 75                 | 1  | 1.3     | 95.0               |
| 80                 | 2  | 2.5     | 97.5               |
| 99+                | 2  | 2.5     | 100.0              |
| Total              | 80 | 100.0   | 100.0              |

Valid cases = 80  
Mean = 14.76

Missing cases = 85  
St. dev. = 24.04

Table B-10.--Number of considered positions by year of graduation.

| Number<br>of<br>Positions | Year |    |    |    |    |    |    |    |    |    |    |
|---------------------------|------|----|----|----|----|----|----|----|----|----|----|
|                           | 72   | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 |
| 1                         | 2    | 3  | 3  |    | 6  | 4  | 2  | 6  | 4  | 2  | 3  |
| 2                         | 1    | 2  | 5  |    | 2  |    | 2  | 1  |    | 4  | 2  |
| 3                         | 4    | 5  | 3  | 2  | 5  | 3  | 2  |    | 2  | 3  | 3  |
| 4                         | 2    | 1  | 1  |    | 1  | 1  | 1  | 2  | 1  | 2  |    |
| 5                         |      |    | 3  |    |    | 1  |    |    |    |    | 2  |
| 6                         |      |    | 1  |    |    |    |    |    | 1  |    |    |
| 8                         |      |    |    |    |    |    |    | 1  |    |    |    |
| 10                        |      |    |    |    |    |    |    |    |    | 1  |    |
| 12                        |      |    | 1  |    |    |    |    |    |    |    |    |
| 22                        | 1    |    |    |    |    |    |    |    |    |    |    |
| 99+                       |      | 1  | 1  |    |    |    |    |    |    |    |    |
| Total                     | 10   | 12 | 18 | 2  | 14 | 7  | 7  | 10 | 8  | 12 | 10 |

Table B-11.--Number of organizational offices reported by level.

| Level         | Number of Offices in Specialty Focus |                |
|---------------|--------------------------------------|----------------|
|               | Higher Education                     | Administration |
| Local         | 15                                   | 16             |
| District      | 9                                    | 8              |
| State         | 30                                   | 27             |
| National      | 29                                   | 23             |
| International | 5                                    | 6              |
| Other         | 1                                    | 0              |
| Total         | 89                                   | 80             |

Table B-12.--Summary of alumni who reported publications.

| Publications       | Frequency | Valid % |
|--------------------|-----------|---------|
| Books              | 15        | 5.4     |
| Monographs         | 20        | 7.1     |
| Other              | 63        | 22.5    |
| Nonjuried articles | 45        | 16.1    |
| Juried articles    | 31        | 11.1    |
| Grants             | 60        | 21.4    |
| Co-authored grants | 46        | 16.4    |
| Total              | 280       |         |

Table B-13.--Credits earned at other institutions toward doctoral degree.

| Quarter Credits | Frequency | Valid % |
|-----------------|-----------|---------|
| 0               | 121       | 73.3    |
| 3               | 1         | .6      |
| 4               | 4         | 2.4     |
| 5               | 2         | 1.2     |
| 6               | 6         | 3.6     |
| 9               | 5         | 3.0     |
| 10              | 3         | 1.8     |
| 12              | 7         | 4.2     |
| 15              | 1         | .6      |
| 16              | 2         | 1.2     |
| 18              | 2         | 1.2     |
| 20              | 2         | 1.2     |
| 30              | 1         | .6      |
| 35              | 1         | .6      |
| 40              | 1         | .6      |
| 45              | 1         | .6      |
| 60              | 1         | .6      |
| 75              | 1         | .6      |
| 100             | 1         | .6      |
| 118             | 1         | .6      |
| 250             | 1         | .6      |
| Total           | 165       | 100.0   |

Valid cases = 165

Missing cases = 0

Table B-14.--Courses listed as most valuable and least valuable.

| Course Name                      | Frequency<br>Most<br>Valuable |    |   | Frequency<br>Least<br>Valuable |   |   |
|----------------------------------|-------------------------------|----|---|--------------------------------|---|---|
|                                  | Choice                        |    |   | Choice                         |   |   |
|                                  | 1                             | 2  | 3 | 1                              | 2 | 3 |
| Theory & Practice Administration | 34                            | 16 |   | 3                              | 3 | 1 |
| Adolescent Personality           |                               |    |   | 1                              |   |   |
| Arts Management                  |                               |    |   |                                |   | 1 |
| Advanced Quantitative            | 1                             |    |   |                                |   |   |
| Administration: General          |                               |    | 3 |                                |   |   |
| Adult Education/Learning         |                               |    | 2 | 2                              | 1 | 1 |
| Affective Domain                 |                               |    | 1 |                                |   |   |
| All Courses                      | 1                             | 1  | 1 | 1                              | 1 | 1 |
| American College                 | 1                             | 5  | 2 |                                | 2 | 1 |
| American Society                 | 1                             |    | 1 | 2                              |   | 3 |
| Applied Quantitative             | 1                             |    |   |                                |   |   |
| Appraisal of Higher Education    | 1                             |    |   |                                |   | 3 |
| Norm Bell--any course            | 3                             |    |   |                                |   |   |
| Business Education               | 1                             | 1  | 1 |                                |   |   |
| Career Development               |                               |    |   | 1                              |   | 1 |
| Change                           |                               |    |   |                                | 1 |   |
| Community College                | 3                             | 3  | 4 | 7                              | 5 | 2 |
| College Students                 | 5                             | 3  |   | 1                              |   |   |
| Community Relations              |                               | 1  |   |                                |   |   |
| Community Service                |                               | 1  |   |                                |   |   |
| Complex Organizations            |                               |    | 1 |                                | 1 |   |
| Computers                        |                               | 1  | 3 |                                |   |   |
| Continuing Education             | 2                             | 1  |   | 2                              |   | 1 |
| Cross-Culture                    |                               |    |   | 1                              |   |   |
| Culture                          |                               |    |   |                                | 1 |   |
| Culture and Personality          |                               |    | 1 |                                |   |   |
| Curriculum Development           |                               | 1  |   | 6                              |   |   |
| Department in Higher Education   | 1                             |    | 1 | 2                              |   |   |
| Directed Studies                 |                               |    | 2 |                                |   |   |
| Dissertation                     | 2                             | 1  | 2 |                                |   |   |
| Dressel                          | 1                             |    | 1 |                                |   |   |
| Educational Administration       | 2                             | 1  |   |                                |   |   |
| Educational Courses:             |                               |    |   |                                |   |   |
| Ed 804 H                         |                               |    |   |                                | 3 |   |
| Ed 806                           |                               |    | 3 |                                |   |   |
| Ed 822 A                         |                               |    |   | 1                              |   |   |

Table B-14.--Continued.

| Course Name                     | Frequency<br>Most<br>Valuable |   |   | Frequency<br>Least<br>Valuable |   |   |
|---------------------------------|-------------------------------|---|---|--------------------------------|---|---|
|                                 | Choice                        |   |   | Choice                         |   |   |
|                                 | 1                             | 2 | 3 | 1                              | 2 | 3 |
| Ed 822 C                        |                               |   |   | 1                              |   |   |
| Ed 822 E                        |                               |   |   | 3                              |   |   |
| Ed 824 D                        |                               |   |   | 1                              |   |   |
| Ed 828 E                        |                               |   |   | 1                              |   |   |
| Ed 882                          |                               |   |   | 3                              |   |   |
| Ed 928 D                        |                               |   |   | 1                              |   |   |
| Ed 951 E                        |                               |   |   | 1                              |   |   |
| Ed 967                          |                               |   |   |                                |   | 1 |
| Ed 983                          | 1                             |   |   |                                |   | 1 |
| Educational Courses: General    |                               |   |   |                                | 1 |   |
| Educational Goals               | 1                             |   |   |                                |   |   |
| Educational Finance             | 1                             |   | 1 |                                |   | 2 |
| Educational Law or Law          | 2                             | 2 | 4 | 2                              | 3 |   |
| Educational Psychology          |                               | 1 |   |                                |   |   |
| Educational Research            | 1                             |   | 1 | 1                              |   |   |
| Evaluation in Higher Education  | 3                             | 3 | 1 | 5                              | 3 | 2 |
| Evaluation: Institutional       |                               |   | 4 |                                |   |   |
| Executive Management            | 1                             |   |   |                                |   |   |
| Featherstone's Courses          | 1                             | 1 | 1 |                                |   |   |
| Field Study                     |                               |   | 1 |                                |   |   |
| Futuristics & Higher Education  | 1                             |   |   |                                |   |   |
| Group Dynamics                  |                               |   |   |                                | 1 |   |
| Higher Education Administration | 5                             | 1 | 1 |                                |   |   |
| History of American Education   | 2                             | 5 | 4 | 3                              | 2 | 4 |
| Independent Study               |                               | 1 |   |                                |   |   |
| Institutional Design            | 1                             | 2 |   |                                |   |   |
| Independent Research            | 1                             | 5 |   |                                | 1 |   |
| Industrial Relations            |                               | 1 |   |                                | 1 |   |
| Instruction                     | 1                             | 1 |   | 1                              |   |   |
| Internship                      | 1                             |   |   |                                |   |   |
| Jennings's Management           | 2                             | 1 |   |                                |   |   |
| Labor & Industrial Relations    | 1                             |   |   |                                |   |   |
| Leadership                      | 1                             |   |   |                                |   |   |
| Legalities                      |                               | 1 |   |                                |   |   |

Table B-14.--Continued.

| Course Name                        | Frequency<br>Most<br>Valuable |   |   | Frequency<br>Least<br>Valuable |   |   |
|------------------------------------|-------------------------------|---|---|--------------------------------|---|---|
|                                    | Choice                        |   |   | Choice                         |   |   |
|                                    | 1                             | 2 | 3 | 1                              | 2 | 3 |
| Learning                           | 1                             |   | 1 | 2                              |   |   |
| Management Systems/Science         | 4                             | 4 | 3 | 3                              |   |   |
| Management Systems and Information | 1                             | 1 |   |                                |   |   |
| Management Sequence                | 1                             |   |   |                                |   |   |
| Mental Health                      | 1                             |   |   |                                |   |   |
| MET 818                            | 1                             |   |   |                                |   |   |
| Organizational Behavior/Theory     | 5                             |   | 4 | 2                              | 2 | 2 |
| OMERAD                             |                               | 1 |   |                                |   |   |
| Personality                        |                               |   |   | 1                              |   |   |
| Philosophy of Education            | 5                             | 1 | 5 | 1                              | 1 | 2 |
| Planning                           |                               |   | 1 |                                |   | 1 |
| Planning Change                    |                               |   | 2 |                                |   |   |
| Politics                           | 1                             | 2 |   | 5                              | 1 |   |
| Practicums                         |                               | 1 | 1 |                                |   |   |
| Process                            |                               | 1 |   |                                |   |   |
| Program Planning                   | 1                             |   | 1 |                                |   | 1 |
| Psychology                         |                               |   |   | 1                              |   |   |
| Psychology of Higher Education     |                               |   |   |                                |   | 1 |
| Psychometrics                      |                               |   |   |                                |   | 1 |
| Readings                           |                               | 1 | 1 |                                |   | 1 |
| Research                           | 2                             | 4 | 2 | 2                              | 2 | 1 |
| School Finance                     | 1                             |   |   |                                |   |   |
| School Law                         |                               | 1 |   |                                |   |   |
| Secondary Education                |                               |   |   | 1                              |   |   |
| Seminars                           |                               |   |   |                                |   |   |
| Administration                     | 1                             |   |   |                                |   |   |
| Community College                  | 1                             |   |   |                                |   |   |
| Computers                          | 1                             |   |   | 1                              |   |   |
| General                            | 1                             | 2 | 3 | 2                              | 2 | 1 |
| Higher Education                   | 1                             | 1 |   |                                |   |   |
| Instruction                        |                               |   |   | 1                              |   | 1 |
| Student Affairs                    |                               |   | 1 | 1                              |   | 1 |
| Social Organizations               | 1                             |   |   |                                |   |   |
| Social Strata                      |                               |   |   | 1                              |   |   |
| Sociology                          | 1                             |   | 1 | 3                              | 2 |   |

Table B-14.--Continued.

| Course Name               | Frequency<br>Most<br>Valuable |   |   | Frequency<br>Least<br>Valuable |   |   |
|---------------------------|-------------------------------|---|---|--------------------------------|---|---|
|                           | Choice                        |   |   | Choice                         |   |   |
|                           | 1                             | 2 | 3 | 1                              | 2 | 3 |
| Sociology of Education    |                               |   |   |                                | 1 |   |
| Student Affairs           |                               |   |   | 2                              | 3 | 1 |
| Student Housing           |                               |   |   |                                | 1 |   |
| Student Personnel         | 5                             | 3 | 3 | 7                              | 6 | 1 |
| Stamatakis                | 1                             |   |   |                                |   |   |
| Stat Courses              |                               |   |   |                                |   |   |
| General                   | 2                             | 8 | 8 | 6                              | 2 | 2 |
| Ed 869                    |                               | 1 |   |                                |   |   |
| Ed 882 C                  |                               | 1 |   |                                |   |   |
| Ed 982                    |                               | 1 |   |                                |   |   |
| Stat Sequence             | 1                             | 1 |   | 6                              |   |   |
| Survey Research           |                               | 1 |   |                                | 2 |   |
| Theory of Change          | 1                             | 3 |   |                                |   |   |
| W. Johnson                | 1                             |   |   |                                |   |   |
| Teaching                  |                               | 1 |   | 1                              |   | 1 |
| Tests and Measurements    |                               | 1 |   |                                |   |   |
| Testing                   |                               |   | 1 | 1                              |   |   |
| U.S. Society              |                               |   |   |                                | 1 |   |
| Women in Higher Education |                               |   |   |                                |   | 2 |

Table B-15.--Mentors.

| Name of Mentor | Frequency |
|----------------|-----------|
| W. Anderson    | 1         |
| N. Bell        | 2         |
| Bilsony        | 1         |
| Brookover      | 1         |
| Burnett        | 1         |
| Buschman       | 1         |
| Cofer          | 1         |
| R. Collins     | 1         |
| M. Davis       | 1         |
| P. Dressel     | 3         |
| Elstein        | 1         |
| Featherstone   | 11        |
| Fitzgerald     | 9         |
| Giuli          | 1         |
| B. Given       | 1         |
| R. Green       | 2         |
| Gross          | 1         |
| Groty          | 1         |
| Henson         | 1         |
| Hickey         | 1         |
| Hooker         | 1         |
| Hunter         | 1         |
| Ivey           | 2         |
| Jacobson       | 1         |
| Jennings       | 1         |
| J. Johnson     | 1         |
| V. Johnson     | 8         |
| W. Johnson     | 15        |
| R. Kleis       | 2         |
| A. Kloster     | 1         |
| Lorimer        | 1         |
| Mercer         | 1         |
| McKee          | 1         |
| McKinney       | 1         |

Table B-15.--Continued.

| Name of Mentor | Frequency |
|----------------|-----------|
| McSweeney      | 1         |
| Nelson         | 5         |
| North          | 3         |
| Nonnamaker     | 4         |
| Olmstead       | 1         |
| Paolucci       | 1         |
| Parker         | 1         |
| Raines         | 11        |
| M. Rist        | 1         |
| Schaffer       | 1         |
| G. Smith       | 1         |
| Stamatakis     | 1         |
| Steitelbaum    | 1         |
| Sweetland      | 3         |
| Thorton        | 1         |
| Useem          | 3         |
| Vandusen       | 1         |
| Weaver         | 1         |
| Wharton        | 1         |
| V. Wiseman     | 1         |
| Yelon          | 2         |

**APPENDIX C**

**RESPONDENTS' WRITTEN COMMENTS**

Current Rank or Title

The respondents listed their current rank or title. These are listed by diploma year. Current rank is listed in alphabetical order. If more than one individual gave similar responses, the actual number is shown in parentheses after the title.

Date of Graduation: 1972

Assistant Chairman

Assistant Dean for Student Affairs

Assistant Director, Career Services Center

Assistant Vice-Chancellor

Dean

Dean, Administrative Services

Dean, Community College

Dean of Instruction

Director of Academic Outreach Program

Director, Continuing Engineering Educator

Independent Counselor and Consultant, Freelance Writer

President, Private Enterprise

Retired

Supervisor II

Vice-President, Academia

Vice-President, Private Enterprise

Year of Graduation: 1973

Administrative Coordinator, College of Human Medicine

Assistant Director of Placement

Associate Dean of Students (Public Four Year + Masters)

Associate Professor of Adult Education (Land Grant Institution)

Chairman of Board, and President (I manage several companies)

Dean/Vice-President, Community College Academic Affairs

Director of Institutional Research, Community College

Director, Four-Year Institution

Insurance Agent

Physician-In-Charge, Alcohol and Drug Treatment Program

President, Liberal Arts College

President/Owner of Private, for Profit, Alternative Health Delivery System

President, Public Community College

Unemployed, but had several temporary positions since leaving MSU.  
Earning some income as commercial bookkeeper

Vice-President for Development, Private Four-Year Institution

Year of Graduation: 1974

Acting Vice-President, Student Affairs, Four-Year State University

Administrator, State Government

Assistant to Dean/Associate Director, Criminal Justice Center, Public

Assistant Vice-President For Administration, and Associate Professor  
of Higher Education, Large Four-Year University

Assistant to the Dean of Engineering

Assistant Superintendent, Public Schools

Associate Dean of Student Development, Private Liberal Arts

Associate Professor of Mechanical Engineering, University

Associate Professor, Public University

Chairman of the Board, Research Consulting Corporation

Dean, School of General Studies & Professional Education/and Professor,  
Highly Selective Graduate Research University

Dean of Students/Professor, Public Community College

Director, Cleveland Scholarship Program

Director, Emeritus

Director, Preventative Medicine/Public Health Department

Director, Student Development, Four Year University with Graduate Program

Education Consultant, State Department of Public Health

Executive Director

Faculty, Full-Time Teaching, Community College

Police Sergeant, Metropolitan Police Department

Professor and Assistant Director, Public Criminal Justice Center

Provost, Community College

Vice-President for Development, Private Liberal Arts University

Year of Graduation: 1975

Assistant Professor, State University, Executive Secretary/Treasurer,  
State Professional Association

Associate Superintendent, Michigan Intermediate School District

Psychotherapist in Private Practice

President, Four-Year State College

Professor, Community College

U. S. Government, no title, rank

Year of Graduation: 1976

Administrative Assistant to the President, Co-op. Five-Year Private  
Engineering and Management College

Assistant Dean for Planning and Administration, Medical School

Assistant Dean/Director of Graduate Program, Public University

Assistant Vice-President, Academic Affairs

Associate Dean, Student Affairs-Medicine

Associate Dean for Athletics, University with 16,000 Students

Associate Director Student Affairs, Health Science University

Dean, Community College

Dean of Admissions, Comprehensive University, Private

Dean, School of Business Administration, Private Four-Year Liberal Arts  
University, Coed

Director, Educational University

Director of Graduate Medical Education & Associate Dean for Clinical  
Affairs (Medical School)

Director of Sales, Private Business Sector

Professor, Community College

Professor of Education, Community College

Unemployed

Vice-Chancellor, University Relations and Development, Ph.D.-Granting  
University, Private

Vice-President for Student Affairs, Small Independent Church-Related  
Private College

Vice-President for Student Affairs, Public University

Year of Graduation: 1977

Assistant Professor, Higher Education, University  
 Assistant Professor, Instructional Development, University  
 Assistant Vice-President, Academic Affairs, Institution with Ph.D. Programs  
 Associate Executive Director, Association for Retarded Citizens  
 Director of Admissions, State Four-Year University  
 Director, Large Public University  
 Manager, Sales and Administrative Training, Industry  
 President, Public Community College  
 Provost, Community College  
 Researcher, State Governmental Agency, Noneducation  
 Teacher, 8th Grade, History and Math

Year of Graduation: 1978

Assistant Director, University  
 Associate Professor, State College  
 Curriculum Coordinator and Editor, Bible Institute  
 Dean, Student and Administrative Affairs, Private Graduate  
 Director of Residence Life, Private Four-Year  
 Education Consultant, Michigan Department of Education  
 Executive Director, Social Service Agency  
 President, College  
 Professor of Psychology, Four-Year Liberal Arts  
 Vice-President, Academic Affairs, Agriculture and Technology

Year of Graduation: 1979

Assistant Director of the Campus, Charge of Student Affairs, Regional Campus/Four-Year Public University  
 Assistant Dean, College of Human Medicine, Medical School  
 Assistant Professor, Four-Year  
 Chairperson, Division of General and Public Service Studies, Community College  
 Clerkship Coordinator, Department of Family Practice

Dean of Students, Four-Year Private Small College  
 Department Chairperson and Associate Professor, University, Public  
 Director, External Courses and Programs  
 Director of Student Activities, Ph.D.-Granting University  
 Headmaster, Overseas School  
 President, Community College  
 Program Administrator, University  
 Vice-President for Institutional Advancement, Assistant Professor of  
 Speech, Private, Church-Related, Coed, Liberal Arts/Professional Program

Year of Graduation: 1980

Administrative Vice-Principal, Junior High School  
 Assistant Dean, Community College  
 Assistant Professor  
 Assistant to the Vice-President For Student Affairs, Four-Year  
 Assistant Superintendent, Nonpublic System  
 Associate Director, Career Planning and Placement, Private Liberal Arts/  
 Business College  
 Associate Vice-President for Academic Affairs and Dean of the School of  
 Adult Education, Four-Year Catholic University  
 Dean of Continuing Education, Community College  
 Dean of Libraries  
 Dean of Students, High School  
 Director of Campus Activities, Large State University  
 Director of Program Administration, Business and Community Development,  
 Department of Commerce  
 Director of Student Services and Athletics, Private, Independent School  
 President, Criminal Justice Consultants, Self-Employed  
 Professor, Full, Coordinator Criminal Justice Program  
 Professor, State University  
 Security Consultant, Self-Employed  
 Vice-President for Student Affairs, Four-Year Private

Year of Graduation: 1981

Area Director, Land Grant University

Assistant Professor, Big Ten University  
 Assistant Professor, Four-Year College  
 Assistant Director, Extended Degree Program, Public University  
 Associate Professor, State College  
 Dean of Students, Community College  
 Director of Housing and Residence Life, Public Four-Year University  
 Director of Nonprofit Educational Organization  
 Executive Director, Judicial Institute (Government Continuing Education)  
 Faculty, Independent Consultant, Community College  
 Instructor, Chemistry, Community College  
 Law Enforcement Specialist, University  
 Manager, Private Psychological Consulting Firm  
 Police Inspector, Municipal Police  
 Professor, Undergraduate School of Management  
 Vice-President of Advancement, Seminary  
 Wage and Salary Administrator, Public Utility

Year of Graduation: 1982

Assistant Commissioner, Big Ten Athletic Conference, Intercollegiate Athletics  
 Associate Dean, Arts and Sciences, Community College  
 Associate Dean of Students, Private College  
 Associate Director, Recreational Sports  
 Associate Professor/Business, Assistant Director External Plan of Study, Private Four Year  
 Associate Professor of Business, State University  
 Associate Professor, Community College  
 Clinical Assistant Professor, Professional Research Associate at University  
 Coordinator Life Planning Studies, Liberal Arts College  
 Dean of Freshmen, Private University  
 Director of Staff and Program Development, Community College  
 Head of English Department, Language Institute  
 University Officer, Big Ten University  
 Vice-President for Administration, Community College  
 Vice-President, Community College

Defined Use of Time As Listed Under "Other"Year of Graduation: 1972

85% Counseling  
20% Task Force and Committee Work  
30% Service  
50% Writing and Counseling

Year of Graduation: 1973

80% Clinical Medicine  
25% Service (University and Public)  
100% Insurance Agent  
60% Fund-Raising and Public Relations  
20% Marketing and Sales

Year of Graduation: 1974

5% Student Advising and Consultation  
30% Writing State Plans, Reports to Federal Office  
15% Public Service  
40% Fund-Raising

Year of Graduation: 1975

40% Internship Supervision and Professional Participation  
10% Service  
60% Legislation, Policies, Politics  
80% Private Practice

Year of Graduation: 1976

10% Other  
2% Community Service

Year of Graduation: 1977

20% Community and State Activities

50% Instructional Development, Consultation to University Faculty on Campus  
 15% President-elect of National Professional Organization  
 15% Coaching

Year of Graduation: 1978

5% Professional Development  
 55% Special Assignments for Governor and State Superintendent

Year of Graduation: 1979

20% Program Research and Development  
 10% Proposal Writing

Year of Graduation: 1980

20% Raising  
 5% Travel  
 20% Writing/Editing Reports

Year of Graduation: 1981

5% Police Patrol  
 15% Public Service  
 5% Attending Student Events  
 75% Freelance Writing, Photography, Other  
 20% Program and Curriculum Development  
 5% Development of Instructional Materials  
 1% I teach one course overload per year

Year of Graduation: 1982

3% Speaking Engagements

Who Provided Fellowship or Assistantship?

Year of Graduation: 1972

College of Education

Employer Provided Tuition Refund

NDEA, Title IV Fellowship

Residence Halls at MA and ED.S. Levels Only

University General Fund and USOE (Rehabilitation Council) Fellowship

Year of Graduation: 1973

College of Social Sciences and College of Communication Arts

Department of Administration and Higher Education

Kellogg (2)

Kellogg Foundation

MSU

NDEA

Office of Institutional Research, MSU

R.H.P.D.

Student Personnel, MSU

Year of Graduation: 1974

College of Education: NDEA

Dean of Students Office and Department of Higher Education Administration

Department of Higher Education Administration

Doctor Eldon Nonnamaker

Kellogg

Michigan School Bus. Officials-One Year Grad Assistantship

Michigan State University: Residence Halls-Head Advisor

Rockefeller Foundation

Student Services, MSU

Vice-President for Student Affairs: Judicial Program

Year of Graduation: 1975

LEAA Fellowship Grant For Dissertation and Worked as Instructor In  
Judicial School, MSU

NIH

U.S. Government

Year of Graduation: 1976

Dean of Students; College of Business; College of Education  
 Michigan State University: USOE Grant 1 Year; Graduate Assistant 1 Year  
 Office of Medical Education Research and Development: MSU  
 Residence Hall Programs  
 Student Affairs at Michigan State University  
 Tuition Refund From Employer  
 U.S. Government--KHEW

Year of Graduation: 1977

College of Education  
 College of Education and Justin Morrill College  
 EDP Program  
 Kellogg Foundation Community College Leadership Program  
 MSU  
 National Association For Women Deans, Administrators and Counselors;  
 College of Education (Erickson Scholarship)  
 Residence Halls Program Office  
 School of Nursing, and Worked Emergency Weekend Maintenance at MSU

Year of Graduation: 1978

Michigan State University and Department of Administration & Higher  
 Education  
 Residence Halls System

Year of Graduation: 1979

Division of Nursing  
 Kellogg Intern, MSU Graduate Assistant  
 MSU  
 Residence Hall Graduate Assistant  
 Residence Hall Programs Office  
 RHPO

Year of Graduation: 1980

College of Education

Dean's Office

Law Enforcement Assistance Administration (LEAA)

Office of Institutional Research, MSU

Residential Life Department/MSU; Phi Delta Kappa/MSU

Year of Graduation: 1981

College of Education

College of Urban Development

Danforth

Department of Residence Life, MSU

Law Enforcement Education Program (LEEP)

Year of Graduation: 1982

Human Fellowship (MSU College of Education; Russell Sage Research Grant; Kleis Scholarship (MSU))

MSU Assistantship

None--However, I Worked Full Time In The Residence Halls

Social Science and Humanities Research Council of Canada and Fellowship/MSU

What Other Publications Have You Completed?

Year of Graduation: 1972

Local Workshops, Manuals, Follow-up Reports

One Monograph Chapter, One Book Chapter, 50+ Articles For National Publication

State-Level Reports/Institutional Reports

Ten Studies, Parts of Grants, Book Chapters

Three Handbooks

Year of Graduation: 1973

Four Conference Proceedings

Reviews, Tests (2), Book Chapters, Essays

Year of Graduation: 1974

Associate Editor--Juried Journal, Editorial Board--Juried Journal

Author With Colleagues a Continuing Analytical Newsletter of Comments  
About Public Policy Issues

Four+ Statistical Reports, Staff Trends in Special Education, Special  
Education Trends--1972-82

Two Training Manuals

Two Unpublished Major Reports for State Board of Education/ State  
Legislators

Year of Graduation: 1975

Newspapers

Year of Graduation: 1976

Two Articles in the Newsletter of the Macomb English Teachers' Association  
Encyclopedia Article

Paper Presented At National Meeting Published In "Proceedings"

Several Articles, Training Manuals, and Books for Proprietary Organizations

Year of Graduation: 1977

Chapters in Three Books

Two Papers

Year of Graduation: 1978

No Publications Noted

Year of Graduation: 1979

Book Chapters (2 Individuals)

Chapter in Book

Year of Graduation: 1980

Three Papers Presented At State/National Meetings  
One Training Manual At State Level

Year of Graduation: 1981

Five Computer-assisted Instruction Modules  
Two Educational Manuals  
Essay in Book; Self-Published Workbook  
Short Stories (Small Literary Magazines)

Year of Graduation: 1982

Three Articles Published prior to Doctoral: 2 juried, 1 nonjuried  
Two Articles presently being reviewed in Juried Journals for publication  
(submitted, not published--under review)

What Was The Difficulty You Experienced With Receiving  
A Prompt Response From The Department At The Time Of Admission?

Year of Graduation: 1972

I was initially disappointed in the time the program admission committee took to decide where my focused interest was. They guessed and then asked me later if they had made a correct deduction.

Year of Graduation: 1973

One individual (named) was a major barrier causing inaccurate information to be given the prospective candidate

Year of Graduation: 1974

Initially declined--had to appeal decision  
None, thanks to Dr. Max Raines  
A lot of Hot air in Student Advisement Office  
My application literally fell between the cracks. Someone had not passed it along to the proper person.

Year of Graduation: 1975

No advisor available

Getting someone to discuss program possibilities

Year of Graduation: 1976

Much delay

I did not wait long, but a friend got me an interview. After that I got a call.

Year of Graduation: 1977

There were three problems:

1. Concern over my desire to attend part time while working full time
2. Delay tactics while I was pressured to quit my job, and
3. Additional screening interviews before the decision.

Year of Graduation: 1978

No Comments

Year of Graduation: 1979

It is unclear whether or not some of my credentials were late, but although a provisional decision had been made to accept me into the M.A. program I was not informed until a friend was able to talk directly to one of the professors. I was at first accepted into the M.A. program (August 1975) and subsequently, I was asked to jump into the Ph.D. program (Spring 1976). There was some difficulty in getting the M.A. acceptance solidified and this was long distance. Since I was on the spot for the Ph.D. program, there were considerably fewer problems.

Year of Graduation: 1980

Someone misfiled my GRE scores and I had to make several additional inquiries to get my admission decision processed.

Year of Graduation: 1981

No Comments

Year of Graduation: 1982

Perhaps it was because I live overseas, but correspondence has been difficult

There were no difficulties: the process simply took several months because of the time I applied.

What Was The Nature of Your Dissatisfaction With  
The Answers To Your Questions?

Year of Graduation: 1972

I was not sufficiently clear about program options and areas of specialization to make a focus decision or declaration at that early stage. An exploratory conference would have speeded things up; I lost that one semester.

Year of Graduation: 1973

(Name Deleted), Chairman of HYPER Department was apparently making the rules as he went. No straight answers.

Year of Graduation: 1974

I made several phone calls to obtain information and two visits to MSU campus.

Year of Graduation: 1975

The answers were quite vague; the approach, until I met with Dr. Sweetland, was more of a "no time for discussion" response.

They asked me what my intended administrative specialty was, and thus indicating the curriculum track on a printed chart. None of the tracks fitted me!!!

They had no idea who I was or which program I desired. I was shuttled from office to office.

The program was explained well enough, but the structure appeared to be too rigidly tracked toward several administrative and sub-specialties. My interests were more general.

Year of Graduation: 1976

No Comment

Year of Graduation: 1977

Only that I must quit my job  
I have no recall

Year of Graduation: 1978

Most, I think.

There was no explanation as to the availability of graduate assistantships.

Year of Graduation: 1980

Advisor was Dr. Walt Johnson, who was super, and Virginia was indispensable.

Catalog survey of curriculum changed over 25 years.

Year of Graduation: 1981

No difficulties, but all questions and explanations had already been handled via the profs teaching extension courses in Sault Ste. Marie.

Year of Graduation: 1982

No Comment

What Was The Nature of Your Dissatisfaction  
With Your Interview?

Year of Graduation: 1972

No Comment

Year of Graduation: 1973

(Name withheld), Chairman of HYPER Department, "misled" prospective candidate. Later, several professors in Higher Education were extremely helpful and went the "extra" mile to get the candidate into his doctoral program.

Year of Graduation: 1974

It is difficult to relate to these items. At the time of applying for an earlier program I was really lost and received little information. Since I was on campus when applying for the Ph. D. program I did not need much assistance.

I had an oral interview by phone.

There was no dissatisfaction--credentials were strong enough, no interview was necessary. I knew all departmental faculty.

I was rejected for Ph.D. program.

Year of Graduation: 1975

My first encounter was with a faculty member. See my notes under question answered.

Year of Graduation: 1976

No dissatisfaction

Interview not required for admission

Very superficial

Year of Graduation: 1977

See notes under prompt response (concern over my desire to attend part time and work full time, delay tactics to pressure me to quit my job, and additional screening before decision).

Year of Graduation: 1978

I do not recall having an admission interview. I was not dissatisfied with that, but it did not seem essential to have.

They had no idea who I was or what program I wanted. I was sent from office to office.

Year of Graduation: 1979

No Comment

Year of Graduation: 1980

Catalog survey of curriculum changed over 25 years.

Dr. W. Johnson made me feel like the department was really interested in me.

Year of Graduation: 1981

No Comment

Year of Graduation: 1982

No Comment

What Was The Nature Of Your Dissatisfaction With Your  
Temporary Advisor?

Year of Graduation: 1972

I do not remember having a temporary advisor

I started with Dr. James Nelson and stayed with him throughout--a good relationship

Was initially in OMERAD and got permanent advisor in Higher Education

Year of Graduation: 1973

Was initially in OMERAD and was able to get permanent advisor in Higher Education.

Temporary advisor was not very well informed about Higher Education; was new on faculty.

The advisor tried to push me in an unwanted direction

Advisor was too busy to give candidate time necessary to be of any help. Candidate was on his own.

Year of Graduation: 1974

It is difficult to relate to these items. I had previously attended MSU for a one year Ed.D. program. At the time of applying of the Ed.S. program I was really lost and received little information.

I had an oral interview by phone. After acceptance I flew to Michigan for job interviews. I had two assistantship offers and two head advisor/hall directorship offers.

There was no dissatisfaction--credentials were strong enough, no interview necessary. I knew all departmental faculty.

I was rejected as a candidate for admission to the Ph.D. program.

Year of Graduation: 1975

I would not have enrolled had not the temporary advisor called me.  
He understood my situation and crafted the program that best fit me.  
The advisor did not provide the career counseling that I needed.

Year of Graduation: 1976

The temporary advisor was useless--had no idea of my special needs or programming.

Year of Graduation: 1977

Dr. Betty Fitzgerald--one of the best MSU ever had; too bad the department drove her away--MSU's loss.

Year of Graduation: 1978

If you mean by this, learning degree requirements, yes.

I am not dissatisfied but simply was able and chose to do my planning with advice from a range of faculty members and other colleagues.

Year of Graduation: 1979

The human dynamics are such in a small department that switching advisors seemed to create problems and bad feelings for others, so I and others stayed with the temporary.

Year of Graduation: 1980

Had to choose my own

Had no temporary advisor (2)

Temporary advisor was terrible. Aloof, disinterested. I requested a change.

Misguided advice on which courses to take and a general lack of knowledge of the department's program and requirements.

I had received my MA and Specialist degrees from MSU and thus did not feel a need for help in establishing myself within the department.

Very little contact.

Year of Graduation: 1981

No dissatisfaction--I already knew the department

I was concerned/anxious to become "settled" with my permanent advisor.

Year of Graduation: 1982

Helpful but not having the intense interest of my major professor whom I knew before but was on leave during my early program.

Poor relationship with temporary advisor--I found it difficult to change.

Other Reasons Listed For Choosing MSU

Year of Graduation: 1972

In-state university and affordability

Major in College Student Personnel

Best financial offer

I had done my master's degree there and knew them

Year of Graduation: 1973

No Comments

Year of Graduation: 1974

Contacts from department and RHP0

Had Ed.S. credits that would apply to Ph.D. at MSU. Knew faculty and program.

The opportunity to study with students who would become national leaders in higher education.

Friendship of several faculty and knowledge of institution.

When picking a Ph.D. program, I think one should choose the school on the basis of A, B, C, D, G, and H.

Year of Graduation: 1975

Reputation of Van Johnson for assisting those whom he advised.

Evening courses

Year of Graduation: 1976

Ability to find full-time employment at MSU

Positive friend, and supportive attitude of faculty in department  
Flexibility of program.

A curriculum which I could complete a large percentage of as a part-time student.

Year of Graduation: 1977

Continuation of Doctoral Program at University where MA degree was completed.

Personal goals.

Joint decision of spouse.

Kellogg Training Program is where introduced to faculty two years earlier.

Year of Graduation: 1978

Familiarity with MSU and the doctoral program based on experiences at the MSU level.

Night courses, extension courses, flexibility of the program.

Year of Graduation: 1979

Graduate housing.

Employment opportunity for spouse, quality of the schools and of East Lansing as a place to live.

Year of Graduation: 1980

Flexibility in designing a program.

Year of Graduation: 1981

My husband had been accepted.

Helpfulness and flexibility of faculty members (initially obtained via extension courses).

Willingness to accept transfer credits from UCB and LSSC.

Proximity of MSU to parents' and sister's home.

Offering of extension classes in Sault Ste. Marie.

Year of Graduation: 1982

Reputation of faculty members and college of cognate area.

My husband was accepted at MSU--I came with him.

Did You Find Other Experiences or Courses You Would Recommend?Year of Graduation: 1972

Computer Preparation Classes taught by computer center staff.

Modern American Society: A sociology course I took

As much experience as possible should be incorporated into the program. Higher education administration does not lend itself to didactic teaching. I had a practicum with the Bureau of the Budget. It is the best way to integrate financial and political realities.

For those in Community College Administration orientation, I would strongly urge them to build in a one-semester internship at a community college. If it is a community internship, make it two semesters long. Residential internships might be feasible for limited times if combined with independent study, thesis work projects, financial remuneration, etc.

As mentioned above, my course work with Dr. Jennings on executive stress, executive mobility monitoring, etc. proved very useful both in and outside of educational settings.

My business administration courses were extremely valuable. Research courses could and should be, much more so. Legal aspects--good and have much more relevance now.

Year of Graduation: 1974

Organizational Theory--Ignatovich

Educational Theory--Elliot

Research Design: Mary Ellen McSweeney

Computer as an Administrative Tool

Governmental Relations

Marketing of Higher Education

How to Supervise, (Supervisory and Management Development)

Computer Applications to Higher Education

General comment: Students pursuing higher educational administration should be counseled into strong academic cognates that provide increased knowledge plus allow for flexibility in pursuing career paths.

Offer a special topics course which might break into three areas of emphasis: major issues facing public four-year institutions/private higher education/community junior colleges.

Externship experiences in government agencies became the basis for my career success. Real-life hands-on experiences with the Department of Education and the legislature were invaluable.

The two content areas which several of us suggested when we were at MSU were finances and politics in higher education.

I believe that the key ingredient for a higher education doctoral program is experiences which link theory with practice. Unfortunately, theory is often dealt with in class while practice is the focus of internships, etc. but the two are seldom effectively integrated.

I taught full-time as an instructor at MSU in the Social Science Department while doing my Ph.D. course work. It was great to be involved in the process of teaching college while studying how colleges are supposed to be run. I was able to ask questions which benefited me more than a person who had never taught college. I understood more in general about colleges than students who had never been on both sides of the fence: student and teacher. I realize not all higher education administration graduate students can find teaching jobs while getting a Ph.D., but this experience helped me tremendously.

#### Year of Graduation: 1975

Extern program: chance to exchange ideas

Dr. Norm Bell's course relating to teaching and research in education. His classroom management and content were far beyond most courses. I have used his ideas and methods a great deal in my own teaching/consulting experiences.

Organizational Behavior and Communication

Financing and Budgeting

More Study in Planning and Evaluation Systems

Proposal Writing

Internships with Administrators

More Statistics

#### Year of Graduation: 1976

I do not know if this is appropriate here, but I wish I had been required to work on a research team with a professor and several other students. Part of this work would have included submitting a paper for publication and submitting a proposal to be part of a conference. Some students in Educational Psychology did this at MSU, and I have heard of it being

done elsewhere. Such a program would have helped me overcome a fear of submitting proposals and articles.

The opportunity for internships in the MSU athletic department. For anyone interested in athletic administration.

Dr. Jennings's course in Executive Management was most valuable because it helped students understand realistically the stresses and pressures of management positions and how to survive them. This course focused upon executive behavior under stress and the way they react to same; how to read nonverbal behavior; understanding, interpreting, and developing individual strategic plans for the success or at least survival of the manager or executive. I believe this individual, strategic planning and sensitivity is essential to success in administrative or corporate management positions.

More about the role of management in Higher Education. Strong Leadership.

Exposure to the concept of Academic Support Services--more broadly, how academic and student affairs are mutually supportive.

Management courses and seminars. Externship in Ex. VICE PRESIDENT, but not at MSU.

#### Year of Graduation: 1977

College of Business--management theory and Practice--stress on styles of leadership routes to the top, understanding organizations, perceptions of competence--aspirations, opportunity, and techniques for being "Maze minded" not, "Maze Dull." Also College of Education: practicum or externship directly related to program of student and career orientation--there is no substitute for job opportunities to relate learning to a practical application.

Good solid courses in practical people management. There's been a lot of good research in management techniques and some very practical, almost cookbook, methodologies developed. An excellent source is the IBM management curriculum which incorporates management theory with very practical how-to's. I had one course in this area--it is management--if you do not know how, you might as well hang it up.

Internships in the office of institutional research provided by major professor. Reason: allows one to apply theory and obtain hands-on experiences.

My program was Ph.D. for college teachers (interdisciplinary.) The seminar on Higher Education was a waste. The course work in sociology and counseling was excellent.

Developmental theory--have become involved with this as a teaching/research area since doctoral work. I feel some basis in the area is central for understanding college students.

Dr. Steven Yelons, curriculum and program construction through his how-to-do-it manuals. Dr. Max Raines--unit on admissions--testing and

interpretations. We took tests and analyzed ourselves, and developed class/group profiles.

Year of Graduation: 1978

My experience, although brief, with Fred Whims, learning about higher education financing was extremely valuable, and several related experiences could have developed therefrom, including experiences with the governing boards, the legislature, etc.

Actually, I do not think any of my internships or other experiences should be a required part of the program.

The nominal group process by Dr. Max Raines.

Year of Graduation: 1979

I took the undergraduate introductory Fortran course one summer and found it very helpful in understanding computers.

Should have more on career development for people and people whom you supervise. More on education and the law, also more on bringing groups to consensus. This is not really answering your question but some general comments.

Dr. Gross and Dr. Nelson--work in special projects.

Concept of career education in College of Education course work and the theory and application of the CIPP program-evaluation model through both course work and independent study in the College of Education.

Year of Graduation: 1980

Internships opportunity. The need of practical kinds of experiences.

Hands-on experiences, visitations, etc.

I thoroughly enjoyed my course in the School of Labor and Industrial Relations. A program in Higher Education Administration should contain a course with teaches the theory and skills needed in labor and management issues.

The late Dr. Russel Kleis provided one with a two-year internship program through ENABLE which was extremely valuable. Also, Dr. Featherstone offered a course in management systems in Higher Education which was extremely valuable.

Outside visitations to other area institutions

Independent study, collective bargaining. I think a course should be offered: Collective Bargaining in Education.

John Useem's seminar on the development of American sociological perspectives.

Externship program was extremely valuable

Year of Graduation: 1981

I took course work over a ten-year period and do not feel my answers can be objective.

The most valuable courses dealt with management, systems theory, and decision-making taught in College of Human Ecology by Dr. B. Paolucci (recently deceased). All other valuable content was found in independent study or informal one-to-one exchanges, especially in cognate area (John Useem, 69-71 and Ruth Hill Useem), and with dissertation committee (R. H. Useem, W. Johnson, R. Featherstone and H. Hickey).

Organizational development taught by Dr. M. Moore, Department of LIR, provided much information in general, not just business world.

Diffusion of Innovation--communications, key concepts at heart of change theory.

The internal politics with instruction of higher education

Human Relations in Management--practical information was provided in this course which was taught in the College of Business. Such concepts as the expectations of women and minorities in business, the subtleties of racial and sexual harassment, dress codes, etc. These things are practical and a person (particularly a female or black) will find them worthwhile.

Labor and Industrial Relations course work on grievance arbitration, collective bargaining, and organizations theory are all vital for people in higher education administration who will be personnel management specialists.

Principles of teaching and program design for administrators who should have a better understanding of what goes on in the classroom. Communication and change theory.

I think MSU offers a tests and measurements course similar to that offered by Dr. Susan Ratwick at LSSC. That course would be my candidate because of the invaluable insights it provided into testing, the practical experience, her nonjudgmental approach, etc. Should be required for all teacher administrators at all levels--to find out what (if anything) tests are good for, and which tests are good for what.

As part of an independent study, I taught a course at a local community college. The experience of teaching in administration of Higher Education if one is not regularly employed there is invaluable.

LIR 823. Organizational Behavior. This course is essential to understanding the human dynamics in any organization. Trying to design systems that bring out the best in the individual is important no matter where you are. Higher education institutions are behind in trying to understand the dynamics of the current work force.

Year of Graduation: 1982

Research assistantship or teaching assistantship (with or without pay).

I did not have a course in writing dissertations, which I think would have been most helpful.

Management Science. The small work groups to solve practical problems were most beneficial to me. The learning was much more stimulating to work in group projects.

My experience as coordinator of the Women's resource center provided me with marvelous experiences in program development and evaluation, personnel management, and more broadly, institutional development. I highly recommend that any doctoral students in higher education be employed at least part time as a program administrator. My position was a graduate assistantship. The best part of my doctoral experience, although the dissertation experience was priceless.

Other Areas That Contributed To Professional Or Personal GrowthYear of Graduation: 1972

Participation in and observations of faculty meetings and activities.

Participation on some faculty task forces.

My job at MSU.

Worked full time in student affairs at MSU and Oakland U while pursuing doctorate.

Year of Graduation: 1973

Wife, institutional graduate student travel grant.

Year of Graduation: 1974

Residence hall programs at MSU

Wife and children

Association with national associations and national professional meeting (not state or local).

Full-time administrative position at MSU

I was on several university committees and also spent a year as a Presidential Fellow. These added substantially to the strength of my program.

Year of Graduation: 1975

No Comments

Year of Graduation: 1976

Exposure to the many facets of MSU, including my employment in the Colleges of Veterinary and Osteopathic Medicine at MSU while working on Ph.D. and working as assistant to Van Johnson, then departmental chairman.

Opportunity to work in administration at MSU.

Year of Graduation: 1977

Supportive relationship of higher education departmental professors and personnel in terms of their desire to see me complete the program.

Job in residence halls.

Year of Graduation: 1978

No Comments

Year of Graduation: 1979

No Comments

Year of Graduation: 1980

Opportunities for committee membership in the department and the College of Education.

Full-time employment.

Year of Graduation: 1981

My own self-motivation.

Year of Graduation: 1982

Full-time employment in MSU information services for overview of the institution and politics.

Other Comments:Year of Graduation: 1972

I regard the combination of the degree program and my work experiences to be excellent. They did not always go hand in hand, but balanced out well in the end.

I was, am, and continue to be pleased with the depth, breadth, and quality of my doctoral studies. Drs. V. Johnson, W. Johnson, McSweeney, J. McKee, Nelson, Stamatakis, and Raines were all very important to me and my success at MSU. My associations with professors and fellow students who were experienced administrators were of tremendous value. The emphasis on formal research and documentation of knowledge were the core of my program. My cognate in sociology allowed me to broaden rather than narrow my horizons.

My only regret, as implied earlier, is that because of budget cuts, and changing priorities, the Department of Administration and Higher Education has not communicated to those in the field that it has found replacements of the quality and expertise as those who have retired since 1970.

The tailoring of a program to my specific needs and goals was more than I had expected. Walter Johnson, Paul Dressel, Margaret Lorimer, and Dr. Useem (sociology) stand out in my memory as persons who were exceptional.

The faculty in the program were not, in my opinion, accomplished managers. Dr. Nelson has been a college president (community college), which is why I chose him. The administration courses were not rigorous or current in either theory or thought. The best courses were the statistics series and the courses I took in the School of Labor and Industrial Relations. There were too many doctoral students, which meant that there was not much in the way of a student-mentor relationship. I did as much independent study and work outside of formal courses as possible. These were my best experiences. I would encourage the inclusion of outside resources (e.g., past college presidents, legislators, etc.) in the program. They could conduct seminars or even workshops. I would encourage MSU to focus their efforts in administration, select fewer candidates, do a few things and do them well.

My program opened new areas of thought and prepared me to add to and expand skills and knowledge. A Ph.D. program is only a beginning--and starts a person on a life of continuing education. The degree provided a foundation to build on and a credential which opened doors. I have continued study through seminars, workshops, and professional organizations.

I was a student over a decade ago and the MSU program is in the dumps and you can tell Sam that.

I was a number and still am a number as indicated on this questionnaire. I was fortunate to have lived on campus two years and was able to develop limited relationships with faculty members as a result of my concerted efforts. Those unfortunate commuter students were not even able to do

that much. Doctoral students were passing through the program not interacting with the people providing the program. Finally, other than through the placement bureau, no assistance was given to obtain a position for which the program was educating us.

For me at the age and time I took my doctoral course work, administration and higher education were somewhat diffuse content areas to try to sink my teeth into. Thus, I believe I benefited more or most in the more applied courses I found in my management cognate. I thoroughly appreciated the individual faculty in administration and higher education and continued to keep some contact with Drs. Johnson, Stamatakos, and Fitzgerald, and I am not sorry I completed the program. At this point in my career, I am moving out of the higher education and into private counseling and consulting work. In this regard, although it remains helpful to have my doctorate for credibility, the specific content or title of my doctorate, namely administration and higher education, does not do much for me. A doctorate in psychology or in business would be a better vehicle for my goals. But I could not have foreseen this career ten years ago, so it is not the fault of the program.

It was a fine program then and I trust it still is. Although I have moved too far away to stay involved and Walt Johnson is retired. HEW is great-as is (was Lou Stamatakos and Betty Fitzgerald).

#### Year of Graduation: 1973

No program of studies can be perfect when planned and carried out; however, my experiences at MSU were an altogether positive one. I say this largely because of the high-quality faculty I was privileged to study under and the high quality of the students with whom I was able to associate while at MSU.

It is not clear to me, in retrospect, that the Department has ever achieved consensus on what skills were important/essential to be effective college/university administration. There was an absence of ideology and integration of learning experiences among the courses. My Ph.D. program hung together. Courses are difficult to distinguish today: none jumps out as the best or worst as in my B.S. or M.A. The program design of 10-15 years ago needs critical examination. I would be happy to discuss with you. The above comments are not to imply that I did not enjoy the courses I took. I had great fun with them. What is needed is: (1) identification of skills required for effective college/university administration (e.g., effective small-group skills, how to develop and implement actual unit [department/division] plans, etc.); (2) commitment of the faculty in the program to build curriculum to integrate courses to the skills and understanding as needed; (3) design of much more simulation and actual (internship and workshop) experiences which specifically link theory to practice; and (4) much more rigor in the program. I would welcome an opportunity to talk to you in detail. The design of the program around course titles misses the point of curriculum renewal in a fundamental way. Almost all of these courses are nice...designing

around the existing course titles will give you a nice program. If we want quality, let's start at the beginning.

I believe that the department has tremendous challenge and opportunities to tighten its program and commit itself to quality preparation.

There is a need for the Department to decide whether it is preparing practitioners. If it is, then there are skills required, and the department needs to identify these skills (there are models for the above processes at the graduate level, especially medical schools, nursing schools, and other competency-based curricular approaches). There is a special irony in our (Department of Higher Education Administration) not employing such a model. With the assumption that this study is pertinent to an attempt to strengthen the graduate program, I would welcome a call from you or the department. I have specific information. There is a need for simulation of a President Cabinet, for example, over two quarters. Each individual needs to work as thorough in a responsible position and apply the theory of the topical areas to work setting during that time. [Note: There is no way to trace this individual because of the blind coding.]

It is the people that make the difference. It does not matter what they call the class. The faculty make the difference! If they expect high performance, if they are warm and supportive of the student, and if they are reasonably knowledgeable, then the student has a great chance of making the experience worthwhile. I was always challenged but treated with respect. It is a great program, and a great faculty.

My doctoral program with a few exceptions was more of a rite of passage or initiation with hurdles to overcome.

I would not change a thing from my program. Mine was done in the Communication Department for two years and then in Higher Education.

My vision of what "was" good for my future needs turned out not to be appropriate. My efforts were misdirected. I had to make a lot of adjustments and changes. Hindsight is 20/20.

I was "invited" to Michigan State to take a Ph.D. in the HYPER Department. I left a college teaching job for this opportunity. The chairman of the HYPER Department either changed his mind or had another reason for not wanting me taking a degree with emphasis in athletic administration. Dean of the College of Education, John Ivey, took interest in my past experience and credentials for doctoral study. Dean Ivey became my advisor and saw that I got a doctoral program designed to "educate" me in athletic administration. I must give certain individuals within the College of Education most of the Credit for MSU's doctoral program created for me. Walter Johnson (probably retired) was very helpful, although I never had a class from him.

#### Year of Graduation: 1974

It has been 9 and 1/2 years since the completion of my doctoral degree, and some of the information is approximated. My employment has been in

health institutions rather than educational ones. Therefore, my emphasis for business and related course work is based upon the needs required by the jobs which I have had.

I enjoyed my two years on campus. The advantage of an assistantship in the department helped me feel I was making a greater contribution to the department and the college. Dick Featherstone was chairman and he included [graduate assistants] in the departmental meetings. On the doctoral level you are encouraged and made to feel worthwhile--as much as a pre-Ph.D. can be. Once you have made it you are accepted fully into the circle. You need theory, the seminars bring theory into reality, meetings and internships help cap the experience on campus and off to your career direction.

The program was fine. My need was not for the program but for the associations, for experiences of the MSU environment, and specifically for the degree. The "stuff" around the program was of value to me. The program (and the world, etc.) was on the brink of drastic change in the early 70's. I did not need education and sociology courses, I needed law, computer science, finance, management, labor relations, etc. Now--these courses are invaluable.

I came to MSU out of state solely for the higher education department, not the college and not the institution. I am concerned with the current lack of vision, support, and endorsement of higher education within the total department and within the institution. MSU needs to re-evaluate and re-assess the role of higher education within the "educational" world and strengthen the staffing (which has been deleted unmercifully but quality remains in spite of this phenomenon) and commitment to the program.

Courses that were valuable or not so valuable...be careful when you interpret this response. The courses listed as least valuable were not necessarily unimportant topics - the course as taught may not have contributed.

Although much "content" has been forgotten, the process continues. Completion has provided many varied and exciting work opportunities. Would have strengthened cognate content--were discipline oriented. Great value in working in related field while pursuing doctorate. Excellent support from major advisor. Can be strengthened by tying internship experiences more closely to work objectives.

At the time I attended, there were only a few doctoral students in higher education administration; most were in student affairs, academic affairs, institutional research, and community college administration. Since I worked for MSU and had an opportunity to work closely with major offices of the university, I gained more of an understanding of higher education administration from work than probably many students in the graduate program. I do think a more structured program in administration would be helpful.

Faculty of the Department and those on the committee welcomed and encouraged me in my work. My dissertation was a high point in my creative life and nine years later it is still of social and intellectual importance.

Drs. Featherstone, Raines, Hooker and Van Johnson were and are outstanding individuals (Unfortunately, Professor Hooker of the history department died tragically in a fire.)

I probably learned as much from faculty and administration outside the classroom. I was a full-time student and spent a lot of time outside the class interacting with faculty, administration, and students. I particularly appreciated Walt Johnson's encouragement.

My program absolutely missed the mark on subjects germane to administration. The one law course available was either not offered when I needed it, or was full by the time I signed up for courses. The course-selection process and management in the "pit" was a sham. Educational law, business administration, accounting principles, financial management, funding sources, legislative review, etc., was dramatically needed. In its place we (I and my cohorts) had to listen to empirical rhetoric on abstract visions of educational administration. I am convinced that many of the faculty in the College of Education had no idea of the field in which they taught and we were required to take courses to keep them employed. A retrospective analysis of the curriculum in higher education (or education in general at MSU) adequately demonstrates how far they (the faculty) were from the midstream of development. The experience was worthwhile and it did get me a start in a field of my interest, but 30-45% of study was useless.

I had a terrific experience at MSU. The faculty were talented and willing to give me their time. The program was flexible enough for me to tailor my courses and build the curriculum that was right for me. I was fortunate to be selected a Presidential Fellow and served on the Lifelong Education Task Force. Finally, I had several mentors who were willing to commit themselves to my development. I believed then and believe now that doctoral students must take personal responsibility for the quality of their programs. I worked hard to get the experiences that I wanted, and I tried to learn as much as I could. So often people do not take the initiative to make their program what they want it to be. At the doctoral level, I do not believe that students can abdicate this responsibility. Finally, I am concerned about the future of higher education doctoral programs. So often they seem to suffer from a lack of clear sense of mission concerning what they are trying to produce. I believe that higher education doctoral programs like MSU's are essentially professional programs designed to educate and train scholarly practitioners. Once these essential objectives are acknowledged, curriculum can be designed that links theory with practice and develops process skills (ala Dressel) that will serve the student over time.

Explanation of four mentors: my program was unique in that I was the first Ph.D. in police and security and higher education administration that I know of. Because my program was an "example" for others, it was very demanding on me. I had to rely on Sam Moore to push me into the frontiers of administration, to demand perfection in writing, and to encourage me to research and write papers on tough subjects in administration. He and I would talk about the mill areas of administration and of those on the frontier for me to write a paper on. Max Raines helped me

from day-to-day to keep what I was doing in perspective. He would let me get excited about things that would help me finish my Ph.D. program, but he would down play anything that would depress me or get me off the track. Leon Weaver was my master's major advisor (Communication chairman), and the one who suggested that I apply for a Ph.D. program. He was also on my Ph.D. committee. Betty Giuliani helped me with my research design and during crises in my Ph.D. program that could have led to my not getting my degree. I relied on all four mentors in the area in which each was able to help me best. I was fortunate that all four were willing to spend so much time with me when I needed them. The reputation of MSU's higher education administrative program helped me choose MSU, but the four faculty members were the reason I stayed at MSU.

#### Year of Graduation: 1975

Suggest that the improvement should be made in staffing. Better pay and better people who are genuinely interested in students.

I do not know if I could have received better preparation at another college; however, I do know that without the MSU program, I would not be in the position I currently occupy. I enjoyed the program, and many of the shortcomings were the result of learning failures and inadequate efforts on my part. I would never completed the degree if it had not been for the efforts of Van Johnson--and I have several friends who had the same experience (whether they think to mention it or not). I would encourage you to support interdisciplinary programs in higher education. My combination of educational administration plus a professional cognate in Criminal Justice has served me very well. The subject areas where I could use more preparation included applied evaluation/research, organizational and faculty productivity, time management, participatory decision-making techniques, and management administrative role performance (i.e., issues such as how to say 'no', when to do nothing, how to avoid unnecessary battles, how to delegate, dealing with power and powerful others, etc.), office management, policy-development techniques. Basically, I am very pleased with the education I received and grateful to the School and University for providing the opportunity (and to the State).

I received a Ph.D. in administration of higher education only because K-12 would not approve my resident requirements; this was ridiculous at the time and is still so. All of my training, experience, and goals are in K-12. The other parts of my program made sense.

One of the strengths of my program was the flexibility which Dr. Sweetland allowed. That flexibility made it possible for me to work in English, Communication, and Higher Education. This study gave me an opportunity to develop a broader teaching base, which is important at the community college level. Too often, faculty at MSU and other universities forget that teaching at the two-year college requires depth and diversification. Too often, as I found before meeting Dr. Sweetland, professors wanted full-time people to study in a narrow-subject area. Because of Dr. Sweetland's understanding of the two-year college teacher, I was able to do what many graduate students prepare to teach at the two-year level were unable to do--diversify.

We all wish we could do it again and do it better! Perceived inadequacies of the program are likely to be a reflection of inadequacy in the perverse. I believe that the program gave me much that I needed--among other things, the degree itself. The degree in education, however, suffers from an image problem which may be a career handicap. In the course of the MSU program, "education" was interpreted specifically as "an applied social science." I believe an optional alternative should be its treatment as "applied humanities" and curricular adjustment made accordingly. Perhaps more emphasis should be placed on the cognitive field, giving the candidate some "anchorage" in the academy other than administration.

#### Year of Graduation: 1976

Concerning changes in program--I am not sure how to answer this part. I do not have anything against MSU's administrative program in the college of education, but I have found I am more interested in teaching English and doing research in that area than I am in administration. If I were to go to MSU again, I'd major in Educational Psychology. Almost everyone I worked with at MSU was friendly, and helpful, and encouraging. In particular, I want to praise Bill Schmidt, Jim Nelson, and Steve Yelon. Unfortunately, as I indicated on page four of the questionnaire, I would have been happier in a Doctor of Arts program in the Teaching of English. Although I have enjoyed studying about administration and management, I have very little desire to become an administrator!! Since starting my program at MSU I have become more interested in English teaching and less interested in administration, but this change is definitely not the fault of MSU's program.

Previous ratings and comments are appropriate.

Major weakness was the unbelievable ratio between faculty and doctoral students; some faculty had 30 to 40 doctoral advisees, and may have been on 50+ committees. Students were often "on their own" in completing thesis requirements, and quality of research suffered. Certainly taught self-reliance though!

In my opinion, the essential component of an educational program is the faculty with its attitudes, skills, abilities, and commitment. Next to the faculty, the environment of a program in higher educational administration is important. In my experience in the Ph.D. program, the above two components, the faculty and the environment, were excellent. Also an important ingredient in my experience was the heterogeneity of students in my class, i.e., college vice-presidents in many areas, administrators from public and private institutions, and administrators from industry. It was then and still is my opinion that the flexibility of the Ph.D. program and the diversity of MSU offer the student an educational experience equal or superior to any program in the country.

I believe it is essential for more meetings of a doctoral aspirant and the entire committee. I doubt that this will ever occur, but it certainly would help prevent future misunderstanding of methodology as well as content in the dissertation.

When I came out of MSU in 1976, there was a recession--no jobs available in administrative positions I could qualify for at MSU. Since I had a family to feed, I moved south and took a position in industry in training and management development, which I was qualified to do. From this I went into sales management--hiring and training sales reps. I became so successful that another company made me director of sales and is going to promote me to vice-president of sales. I was very lucky to make the transition to business at a time when higher educational opportunities were nonexistent.

More professors were not committed. Most courses were at levels far below those I had at either the B.S. or M.S. level. Evaluation guidelines and standards were poor.

MSU needs to put in more applied work: Budget Management--How to do the Job!! Good school and good people when I was there--they made the program.

Being at MSU opened many doors for me. The program is well respected, and the network of people associated with MSU has been very helpful. What I learned helps me ask many of the right questions now, and what I remember even provides a few answers!

I had a mentor but not from the Department or my committee.

I sincerely regret the lack of commitment on the part of the University to sustaining the higher education program as I knew it in the early 1970s. I have watched the cutback in staff support, research monies, opportunity for faculty to maintain professional networks, etc. I realize this demise fits into the total scheme of MSU retrenchment, but never the less regret the result on Administration and Higher Education--to the point where it seems to have no identity left.

As I read through my responses, it would seem that I was not impressed by the quality of education received. Maybe I went through the motions or did not have a good and challenging advisor. I got very frustrated in many courses of being divided into small groups for "seminar discussion" with other students from whom I was expected to learn but who had less knowledge and experience than myself. It seemed like an easy way out for the professors.

#### Year of Graduation: 1977

Dr. E. Jennings, Dr. Cee Brasten, Dr. Max Smith, Dr. Walter F. Johnson, Dr. James Nelson--not one but five--played a critical theme in my development. Both my M.A. and Ph.D. are from MSU. I am intensely proud of the university, my associations during my work on the two degrees from 1960-1977, and the degrees I earned. The Kellogg Fellowship program (under which I was funded from 1963-1965) and my studies at MSU changed my career route and started me into community college administration. This represented a significant career change from junior high school teaching and counseling. My professional opportunities at the community college level, two years as assistant to the president, and two community college presidencies (Note: names of universities left out to maintain identity cover for study)

resulted from my work at MSU. I feel I owe my total professional career satisfaction to my graduate opportunities at MSU and as a result of the Kellogg Fellowship. My total doctoral program was marked by supportive, encouraging, interested people (staff, faculty, and university personnel in general). I continue to share with others who were willing to share with me during those wonderful years in my doctoral program when I learned about myself from others.

General comment: I found this questionnaire difficult to complete since I have been employed outside of higher education since the time I completed my coursework. I certainly do not regret my degree, but I've changed my focus through circumstances and chance--and I do not regret that either. But it did make this hard to complete.

I had the flexibility to design my program to fit my goals and was not required to make a list of courses. This was perhaps the single most important aspect of my doctoral program. I was able to operationalize my needs. I also think that my doctoral program provided a solid foundation from which to learn postgraduate school. I feel this foundation was laid.

The university simply must supply more resources to enable the program to maintain the impact and reputation it had when I was fortunate enough to attend MSU.

Ph.D. for college teachers excellent for liberal arts professors..which I was at the time. I am still proud of my background even though I am in the public school classroom. If the pay and benefits were not as good as they are, I would seek a college position. I have never aspired to administration simply because I have never met an administrator with any appreciation for the fact that the early administrators were given the job by [illegible] or senior professors. As a rule they are not humble people--oriented to service. Is my program still in existence? I make \$32,000 with full vision, dental and medical...\$20,000 life insurance.

I probably am atypical as my career goals changed substantially during my doctoral studies. Likewise, I found pursuing a degree in student personnel without work experience in that area was a handicap.

#### Year of Graduation: 1978

I am pretty disgusted, frankly, with all the time and effort and money I invested into the doctoral program. Five years after receiving my degree, I am essentially doing what I was before (although my responsibilities increased as the agency enlarged). To my knowledge, neither the placement office, nor the committee membership of the college of education, made any efforts to secure other job opportunities for me. After sending out countless resumes, I gave up. I feel that the College of Education gives its students (at least in my class) unrealistic expectations regarding employment. If I sound somewhat bitter, I guess I am. I hope you have better luck! I might comment that my committee chairman provided very poor guidance while I was working on my dissertation, with the result that I had to redo a lot of work needlessly.

I thoroughly enjoyed and benefited from my involvement in both the doctoral program and employment at MSU. The program was sound in the mid 70's and is still a good one, I think. But the students in the program and faculty at the institution really make a program.

My educational experience in the MSU doctoral program was, without exception, the best I ever had. However, even with the improvement of experiences, there is always room for improvement. The program should provide graduating students job-seeking assistance and help them to lure some minority and female professors. Also it needs to recruit some minority students for the program. All Ph.D. candidates should be required to take an internship at a college or governmental agency and work directly with a key administrator to observe their leadership style.

Classes in public speaking and journalism would be helpful.

Faculty could be more personable.

#### Year of Graduation: 1979

My advisor, Dr. Featherstone, was excellent, as well as all the members of my committee. Dr. Marylee Davis from education!

Aspects (of some parts) of the coursework are now becoming valued, particularly some of the research methodologies. On the main, my committee was good, and I now treasure their admonishments and recommendations. Since my doctorate was a historical treatment--I felt a good deal of latitude--although the committee did recommend structure and design elements. In all candor, the quality of many faculty members was quite forgettable.

Fall 1975-Summer 1979---the members of the departmental faculty at that time represented a considerable amount of knowledge and experience. This interest in the students enabled these professors to impart helpful information informally. However, there was no sense of direction or purpose in the curriculum, classes, or their research. The only one engaged in research (Raines) was headed in a direction of little use to those preparing for administrative positions. There was no sense of excitement for the learning process, no sense of being on the cutting edge--in essence a tired, lifeless feeling. The reputation of the program and its graduates has suffered.

Quality of staff key--their ability to teach--background, contacts, national and internal.

I need a stronger research background including working closely with faculty actually engaged in sophisticated research.

Almost all of my current research in family practice derives from the intellectual inspiration of the years when I was a graduate student at MSU. I cannot say that much of that inspiration came from the Department of Administration and Higher Education, but I give them credit for allowing me the freedom to take courses in the Department of Electrical Engineering and Systems Science and in the Department of Psychology. I studied

mathematical systems theory under John Hurts in Psychology, and have been seeking ever since to apply his idea to family practice. Professor Bell taught the two research courses I took in the College of Education, and they were first rate. I expect that I should have profited from taking more research method courses as in nonparametric statistics. I took one course in matrix algebra (from the math department) and wish I had taken more.

I appreciated the opportunity of designing a program which addressed my short-term and long-term goals. Course work in community college administration and career education was particularly helpful. Also, opportunities for independent studies were helpful.

#### Year of Graduation: 1980

During my full-time study at MSU the department and the curriculum were undergoing many changes. Sometimes I have wondered whether I lost out on some needed coursework because of that situation. Overall, I am very pleased with my MSU "experience." I credit my satisfaction to: my advisor, Lou Stamatakis; other faculty who respected and made use of my nine years higher education experiences, namely Doctors Sam Moore, Horace King, Dick Featherstone, Mary Lee Davis, and Gary North; the great cadre of students in 1978-1980; and the opportunities that were given to me to get involved in departmental and college committees and issues.

Dr. Richard Featherstone was my principal advisor and chairman of my doctoral committee. It is my sincere belief that this individual made it possible for me to stay on my goal and achieve it with maximal respect. He has been an excellent friend and advisor to me over the years. One of the key points that came out of my own dissertation was the need to have a mentor, a friend, or someone to turn to for help when needed. Although Dr. Featherstone was not my mentor, he served as a major figure in my course work and achievement of the degree.

I was really pleased with my graduate education experience in the Higher Education Department at MSU. There were a couple of courses (and instructors) that were not terribly good but that is true of any program. If I can suggest anything it would be to include more about computers in higher education because anyone going into the field had better know. An introduction to programming and computers, and their application to teaching and administration, is essential.

Virginia Wiseman, while not a "mentor," was very helpful in practical aspects.

The lack of opportunity to involve oneself in short- or long-range research projects and to interact with faculty on that level was perhaps the greatest weakness of the program.

I believe faculty advisor is essential to the total development of the person and his/her program--faculty advisors should be willing to give time and talent to advisees, not simply add them to their list of

doctoral candidates. I had a superb advisor, Dr. L. Romano, however, I know of many doctoral candidates who suffered from advisors who gave little of their time and expertise.

#### Year of Graduation: 1981

I began my Ph.D. program in 1969, at the age of 27. When I returned at age 38, I had developed new interests, wanted different experiences, and changed the course of my program. The ten courses I took in 1978-79, therefore, seem more relevant and useful than anything I did when I first began. I appreciate the support and flexibility of the faculty who helped me proceed toward new goals. I have transposed much of what I learned in my Ph.D. program to what I now do and what I plan to do. I always thought my professional goals were "out of sync" with the department, but the faculty helped me find what I wanted and needed.

The nature of personal relationships with faculty and students was the most influential and beneficial in the program.

I did not find the program very inviting or responsive to me, a black female. The "old boys" network seemed to work fine for the white males in the program but was visibly absent for me. For example, in class professors would make comments and references to their personal associations with the males who were my fellow classmates. This seemed to isolate me from the "in crowd." Also upon completion of the program, no faculty made any attempt to help to find a job, yet I know the "network" was in full operation for the white males.

There were too many doctoral advisees assigned to each faculty member. Had to work hard to find a mentor. Dr. Raines convinced me to come to State and Stamatakos mentored me. Some other instructors (I've even repressed names) were awful. Fred Ignatovich was the best instructor I've ever had period. My best coursework was in the Labor and Industrial Relations Department. Coursework there and in the College of Business should be mandatory for Higher Education Administration students. Coursework was really very paltry in Community College and in Instructional Improvement Techniques.

This program offered poor support to the doctoral student in terms of the questions asked above--little mentoring, poor to minimal advising by advisor, and little assistance with career planning.

Everyone involved was helpful, flexible, and kind! Given my circumstances living 300 miles from MSU, one young child, another four midway through my program, serious illness, etc., it's a miracle that I finished and I'm infinitely grateful to the faculty that I did. And I must admit I was surprised by this. The courses were interesting, useful, and did a great deal for me in integrating previously acquired knowledge. I was very favorably impressed. Support from the institution rated a 1...but not because I was employed by them, but because I used its facilities, data, etc, to answer a question for them and to write my dissertation. This would have occurred even had I not been working there part time.

I approached my studies as a task to be completed as soon as possible. Virtually all courses were taken in the evening, so I did not develop the relationships either with students or faculty which are supposed to be characteristic of doctoral study. I would suggest that a mechanism be developed to attempt to compensate for that part of the program which most working adults miss, without forcing them to attend day classes, which would eliminate them from the program.

I felt my program was almost totally undirected--I picked courses, etc, without much guidance or any personal goals specified. I was seeking a rather poorly defined degree-Ph.D. in Higher Education Instruction. When my advisor died, I was truly left an orphan. My degree got me the "magic" letters after my name, and the respect and job potential that go with the best of them now. I am not sure I'm a better instructor because of anything I learned in any coursework. My dissertation project was useful and pertinent, however.

#### Year of Graduation: 1982

As one who completed the program on a part-time basis while working (even worked full time during period of residence), I never became part of the department. I always felt like one who dropped in once in a while rather than one who belonged there. From a practical point of view, this was the only way I could do it, but the lack of a feeling of connectedness to the department and the college was a detriment to my overall program. I missed the opportunity to sit down over coffee and get to know faculty members and other students. I believe that this opportunity was there, but I was not around to take advantage of it.

Courses of Stress Management and Development of Self-Understanding... not at Ph.D. level!!! These are the courses which undermine our academic respectability!! The benefit of my program was the synergy between the students, my relationships with faculty, my employment in the residence halls. I cannot highly evaluate most of my course work although some of it was excellent. In one course, the professor simply read the manuscript from his upcoming book verbatim! In another, the instructor discussed his trips to Europe...it was supposed to be a history course. My overall assessment was and is that the faculty were tired. They generally did not challenge their students--did not demand rigor and gave little of themselves (Lou Stamatakos, however, was the exception--he was great-Max Raines, too!!) I was fortunate enough to enjoy some out-of-class relationships with several faculty who made it worthwhile: again, namely Stamatakos, Raines, and North.

Very satisfied with my education program at MSU. The program was flexible and allowed me the opportunity to complete my course studies without having to quit my job. An emphasis on coursework and more emphasis on dissertation would have been useful in my case.

I am currently concerned that the department of higher education has only a student personnel emphasis as one looks at the current faculty

members' credentials, areas of expertise, and courses offered. I believe there should be given serious consideration to a program emphasizing institutional advancement.

My situation was very unique because I am residing in a foreign land. I need a doctor's degree, and MSU staff were very willing to help me in getting my degree in a minimum length of time. I am extremely grateful for their encouragement and help. Without their kindness I could not have succeeded.

Being at MSU gave me valuable, hands-on experiences as a program developer and administrator. I viewed my professors as valued colleagues to discuss MSU administration and policy. MSU was a five-year case study for me, and my continued involvement in university-wide committees and governance gave me priceless perspective--at MSU. The retrenchment process (1980-82) was of particular interest to me--incredibly powerful learning experiences. I found the most valuable course to be in philosophy and history of education. Any administrator needs a BROAD base of knowledge and the development of a philosophical and ethical framework with which to evaluate educational policy and processes.

I am very pleased that I completed my Ph.D. work. My career opportunities have been expanded, and I have a pending promotion at the present time which would have been impossible had I not completed my doctoral program. I am also pleased with MSU in general and the faculty in curriculum and administration that work with higher education candidates. My committee chairman, Dr. James Nelson, was very supportive, constructively critical, and important to me as I completed my program. The program rigor was surprising and invigorating--especially the dissertation. There will always be new information to add to a program, i.e., computers, megatrends information, stress management; however, I believe the most important courses are theory courses and most important single learning environment is the dissertation. Much importance should be placed on demanding both quality and quantity in the dissertation work.

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