



An evaluative study of the masters degree program in school administration at Montana State University : an appraisal by the graduates
by James McKinnon Pannier

A doctorate submitted to the Graduate Faculty in partial fulfillment of the requirements for the degree of DOCTOR OF EDUCATION Approved: Head, Major Department •txJL Tl yR Chairman,
Examining Committee om^itt' Graduate YDean MONTANA STATE UNIVERSITY Bozeman,
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Montana State University
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Abstract:

This evaluative study of the Masters of Education Degree Program in - School Administration at Montana State University was designed to obtain feedback from the graduates to determine their career development-patterns , their opinions as to the strengths and weaknesses, of the curriculum they received, and their suggestions for improving the program.

A normative survey method of research was utilized for this study since the respondents were scattered over a wide geographical area. One hundred eighty-three graduates were identified who received a Masters Degree in School Administration between June, 1955 and June, 1969. Current addresses were obtained on 149 of the graduates and they constituted the population of the study.

A 75 per cent return (112 graduates) was experienced on the instrument. Graduate Record Examination and grade point average scores were secured on all graduates for whom these data were available in an effort -to determine the representativeness of the sample. Neither the mean GRE or GPA scores of the respondents differed significantly from the mean scores of the total population by use of the t-test at the .05 level of significance.

The returned instruments were separated and tallied into early (1955-1964) and recent (1965-1969) graduates. This was done under the assumption that the more recent graduates opinions more adequately reflected conditions of the immediate past and should be considered separately in reporting the findings.

The. results of the research were tabulated and presented utilizing descriptive statistical analysis.

Among the important conclusions derived from the study were: (1) The-Masters Degree Program in School Administration at Montana State University is well accepted by the graduates.

(-2) The number of graduates completing their course work all in summer sessions seems to be increasing slightly.

(3) An administrative internship was considered a valuable experience in' the student's preparation program.

(4) Consideration should be given to establishing minimum scores on the verbal and quantitative segments of the Graduate Record Examination.

(5) . Consideration should be given to incorporate greater information on management and budget systems in education.

(6) There seems to be a more positive attitude among recent graduates concerning the value of the written comprehensive examination and the preparation of the professional paper.

(7) There were no apparent differences in the way the early and recent graduates ranked the value of courses which were a part of their programs, the potential value of courses which were not a part of their programs; most important courses; and least valuable courses.

AN EVALUATIVE STUDY OF THE MASTERS DEGREE PROGRAM IN SCHOOL
ADMINISTRATION AT MONTANA STATE UNIVERSITY -
AN APPRAISAL BY THE GRADUATES

by

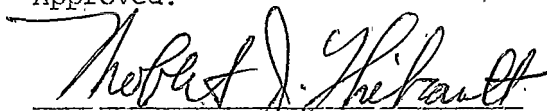
JAMES MCKINNON PANNIER


A doctorate submitted to the Graduate Faculty in partial
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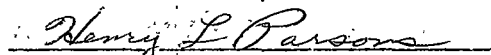
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DOCTOR OF EDUCATION

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Bozeman, Montana

August, 1971

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Deepest appreciation is extended to my wife, Bonnalyn and son Eric for their support, encouragement and patience during the long periods of review, research and composition of the paper.

With the hope that these pages will reveal some of the satisfaction that the study of the Masters Degree Program in Educational Administration at Montana State University has brought to me, I offer this thesis.

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ABSTRACT

This evaluative study of the Masters of Education Degree Program in School Administration at Montana State University was designed to obtain feedback from the graduates to determine their career development patterns, their opinions as to the strengths and weaknesses of the curriculum they received, and their suggestions for improving the program.

A normative survey method of research was utilized for this study since the respondents were scattered over a wide geographical area. One hundred eighty-three graduates were identified who received a Masters Degree in School Administration between June, 1955 and June, 1969. Current addresses were obtained on 149 of the graduates and they constituted the population of the study.

A 75 per cent return (112 graduates) was experienced on the instrument. Graduate Record Examination and grade point average scores were secured on all graduates for whom these data were available in an effort to determine the representativeness of the sample. Neither the mean GRE or GPA scores of the respondents differed significantly from the mean scores of the total population by use of the t-test at the .05 level of significance.

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The results of the research were tabulated and presented utilizing descriptive statistical analysis.

Among the important conclusions derived from the study were:

(1) The Master's Degree Program in School Administration at Montana State University is well accepted by the graduates.

(2) The number of graduates completing their course work all in summer sessions seems to be increasing slightly.

(3) An administrative internship was considered a valuable experience in the student's preparation program.

(4) Consideration should be given to establishing minimum scores on the verbal and quantitative segments of the Graduate Record Examination.

(5) Consideration should be given to incorporate greater information on management and budget systems in education.

(6) There seems to be a more positive attitude among recent graduates concerning the value of the written comprehensive examination and the preparation of the professional paper.

(7) There were no apparent differences in the way the early and recent graduates ranked the value of courses which were a part of their programs, the potential value of courses which were not a part of their programs; most important courses; and least valuable courses.

Chapter 1

THE PROBLEM

Introduction

The excellence of a university's graduate college ultimately depends upon the excellence of its components. It should be the task of each department to provide graduate students with a program which is both meaningful and relevant. Each graduate department furthermore has the responsibility and the obligation to be continuously evaluating its program if it desires to maintain its position of strength in the field and stay abreast of the needs of society.

The field of educational administration is the case in point. During the middle 1950's considerable discontent was evident concerning what colleges and universities were doing in preparing school administrators. Prior to this time administrative courses were largely folklore experiences recounted to students in summer sessions, with very little effort toward research into the process or theory of administration.¹

The following comment is indicative of the attitude held by many within the profession concerning the preparation programs in school

¹Hollis A. Moore, Jr., "The Ferment in School Administration," Sixty-third Yearbook of the National Society for the Study of Education, Part II (Chicago: The University of Chicago Press, 1964), p. 11.

administration:

Preparation programs over three or four decades have been developed with too little relevance to the difficulties of the position and the preparation essential to it.²

Despite the many critics there were many members of the profession who were attempting to improve the quality of preparation programs.

No endeavor to improve school administration received more attention than the search for a theory of administration. These efforts were rooted deeply in the behavioral sciences. During World War II, social scientists, supported by federal funds, conducted many research projects involving military personnel. These efforts lead to new knowledge and to new theories. Following the war, the social scientists began to turn their attention to the role of theory in the study of administration. By 1955, leaders in school administration, dissatisfied with the results of traditional approaches to the study of school administration, began to explore an inter-disciplinary approach.³ In 1955, Coladari and Getzels published a monograph entitled The Use of Theory in Educational Administration. Two years later, under the auspices of the National Conference of Professors of Education Administration, Campbell and Gregg

²Edgar L. Morphet, Roe L. Johns, and Theodore L. Reller, Educational Administration - Concepts, Practices and Issues (Englewood Cliffs: Prentice Hall, Inc., 1959), p. 1.

³Andrew W. Halpin (ed.), Administrative Theory in Education (Danville: Interstate Printers and Publishers, 1958), p. xi.

attempted to synthesize research findings in Administrative Behavior in Education. In 1959, Griffiths, in a monograph entitled Administrative Theory, was able to identify and describe eight theories of administration.⁴

The new approach to the study of school administration was characterized by the following statement:

Educational administration has undergone a radical change within the past few years. From a narrow strictly factual approach, attention is being directed to the theory of administration. Administrators are beginning to ask "why" rather than "what".⁵

As a result of schools of administration accepting theory as a viable approach to both the study and practice of administration significant program changes took place. There were changes from a practical orientation to a theoretical one, from a single discipline to a multi-disciplinary approach, and from a technical orientation to a general one.⁶

Today departments are aware of their responsibility for continued

⁴Roald F. Campbell, Luvern L. Cunningham, and Roderick F. McPhee, The Organization and Control of American Schools (Columbus: Charles E. Merrill Books, Inc. 1965), p. 205.

⁵John T. Travers, "Leadership and Administration," The American School Board Journal, 141:38, September, 1960.

⁶Donald J. Leu and Herbert C. Rudman, Preparation Programs for School Administrators, Seventh U.C.E.A. Career Development Seminar (East Lansing: Office of Research and Publications, College of Education, Michigan State University, 1963), p. 35.

research and development of programs which prepare school administrators to function effectively and with flexibility in today's changing and complex school environment.

A most valuable index into how successful a graduate department has been in meeting societies needs can be provided by the graduates of the program who are practicing in the field. The demands and responsibilities required in the day-to-day operation of a graduate's position enables him to recognize those areas of his graduate preparation which have proven most beneficial in the successful performance of his occupation.

Cocking emphasized the important role of the school administrator in evaluating preparation programs in the following statement:

The administrator has a responsibility for the preparation of people for his profession . . . his experience on the job alerts him to its ever changing nature. He becomes aware of the abilities it requires. He analyzes himself and his own preparation. He knows the gaps in that preparation, he has ideas how preparation could be improved . . . the school administrator, too, is in a good position to serve as a guide to the university. He can be valuable in helping to evaluate its program.⁷

While the graduate may furnish significant information as to how successfully his graduate program equipped him to encounter the responsibilities of his position, his personal background, as well as his educa-

⁷Walter D. Cocking, "Selecting Potential School Administrators," The School Executive, 15:7, October, 1955.

tion and professional experience can also provide a reservoir of data in determining his occupational and career development pattern.

William C. Mitchell emphasized the need for more accurate information and understanding of occupational role and career development by pointing out that:

An important subject for behavioral research is the interplay between organizational structure and personality, between the particular conditions or demands of given occupations and their development and the kinds of skills and accommodations that an individual needs to have and make.⁸

Statement of the Problem

The purpose of this study is to obtain feedback from the graduates of Montana State University's Masters Degree Program in Educational Administration in an effort to determine their opinions concerning the strengths and weaknesses of the program they received. On the basis of these opinions it is the further purpose of the study to formulate conclusions and recommendations that will be of assistance to the Department of Educational Services at Montana State University in improving its program in School Administration at the Masters Degree level.

Procedure

In order to execute the aforementioned purpose of this study, it

⁸William C. Mitchell, "Occupational Role Strains: The American Elective Public Official," Administrative Science Quarterly, 16:210, September, 1958.

was necessary to identify all of the graduates of Montana State University who received a Masters of Education Degree in Educational Administration from June, 1955 to August of 1969. Addresses for each graduate were secured from the Montana State University Alumni Office.

A normative survey method of research was utilized for this study. Due to the diverse geographical location of the participants, the desired information was gathered by the use of a closed form questionnaire. Carter V. Good, in his book Introduction to Educational Research, considers the closed form questionnaire the most appropriate when the investigator's objective is to classify the respondents, when there is little question as to the adequacy of the respondents information, and when the respondents opinions on the topic are well structured.⁹

A letter calling attention to the questionnaire with a special appeal for cooperation was mailed two weeks after the initial mailing. The letter included a second copy of the questionnaire and a return self-addressed stamped envelope.

Four weeks following the first mailing a third communication was sent to the non-respondents. The cover letter once again requested their cooperation and an enclosed post card enabled the individual to indicate if he was: (1) unable to participate; (2) needed another questionnaire;

⁹Carter V. Good, Introduction to Educational Research (New York: Appleton Century Crafts, Inc., 1959), p. 108.

(3) had mailed his questionnaire, or (4) that the questionnaire would be mailed shortly.

The investigation concentrated on three major areas: (1) Career Development Pattern: The graduates' professional development. (2) Program Evaluation: The graduates' opinions of the preparatory program in school administration. (3) Suggestions for improving the program in educational administration at Montana State University.

Part I of the instrument* was designed to obtain present status and position of the graduates, as well as their career development patterns.

Part II of the instrument* was structured to determine the value of courses and other components of the Masters Program in Educational Administration as well as suggestions for improving this program.

The results of the research were tabulated and presented utilizing descriptive statistical analysis.

Delimitation of the Study

This study was delimited to 149 Masters of Education Degree graduates in educational administration at Montana State University between June of 1955 to August of 1969.

* Refer to Appendix A, p. 129

Definition of Terms

In this study terms were used with specific meanings. They are defined below:

- (1) Evaluative is used to refer to the process of determining the value or merit of the program through the procedure of interpreting the data from graduates.
- (2) Department is used to refer to the Department of Educational Services within the College of Education, at Montana State University.
- (3) Program is used to refer to the graduate program leading to a Masters of Education Degree in Educational Administration at Montana State University.
- (4) Respondent is used to refer to a graduate of the Masters Program in Educational Administration at Montana State University who completed and returned a questionnaire used in this study.

Major Assumptions

The major assumptions of this study were:

- (1) Graduates of a department are capable of helping to evaluate that department's program.
- (2) The normative survey method utilizing a closed form questionnaire offers a practical means to secure

valuable information for improving the Masters
Degree Program in School Administration at
Montana State University.

Significance of the Study

The evaluation and appraisal of the Masters Degree Program in Educational Administration at Montana State University is a constant challenge faced by the Department of Educational Services and the College of Education. However, at the present time the department is not utilizing a great deal of feedback from the graduates of the program. A knowledge of the elements of quality and dissatisfaction the graduates have of their program now that they are actually on the job will provide valuable information in strengthening Montana State University's program.

The importance of continual evaluation of graduate programs in terms of meeting the needs of society is of paramount importance. This is especially true in educational administration, for the men and women who accept administrative positions need to possess the educational leadership for their school or district and all the students it serves. With the rapid advancements which have characterized education during the past several years, it is imperative that the graduate school attempt to provide the most up-to-date and relevant programs possible for its students.

This study will also be of significance inasmuch as it will:

- (1) Assist in the identification of important trends and

possible implications in educational administration.

- (2) Assist in the identification of needed skills and competencies for educational administrators.
- (3) Assist professors in the guidance and advisement of graduate students.
- (4) Assist other graduate programs at Montana State University, as well as other universities, by providing direction for follow-up studies of a similar nature.

Primarily, this study is derived from a recognition that continuing, informal evaluation of the preparatory program at colleges and universities is not sufficiently comprehensive.

Secondly, this study will provide information on the occupational career development of graduates of Montana State University's Masters Degree Program in School Administration.

Thirdly, this study will be of significance, not only for the information it provides, but also for problems requiring additional study which may be revealed.

Organization of the Study

A review of related literature including position papers and a survey of related studies is presented in Chapter 2. An explanation of the instrument, the procedures used in conducting the study and the analysis of data is discussed in Chapter 3. The data gathered for the evaluation of the Masters Degree Program in School Administration at the

Montana State University was analyzed and the findings are reported in Chapter 4. The summary conclusions and recommendations of the study are presented in Chapter 5.

Chapter 2

REVIEW OF RELATED LITERATURE

Since the establishment of graduate schools in America in 1876, there has been an ever increasing demand for institutions to undergo self-appraisal in order to re-establish goals and objectives as well as to determine the effectiveness of curricula. In an effort to accomplish this task, an institution must be concerned with its graduates since, frequently colleges and universities are measured by the status, competency and success of their alumni. MacLean has expressed it this way:

The alumni and ex-students are our products. Only from them can we learn what they got from us, what we did to and for them that was right, wrong, of in consequence, fruitful or wasteful. Only by learning these things can we reshape the program of higher education in America so that it may function, be effective, and win continued support. Only thus can we learn what to cut out of present programs and what to put into future ones.¹⁰

The importance of continually evaluating a university's programs as well as incorporating alumni input are then imperative to program improvement. Many of the basic concepts utilized in this study were derived from the following review of related literature.

The chapter is divided into two parts. The first portion includes a review of position papers related to preparatory programs in the area

¹⁰ Charles Pace, They Went to College, with Forward by Malcolm MacLean (Minneapolis: University of Minnesota Press, 1941), p. xi.

of educational administration. The remainder of the chapter is devoted to a survey of related studies. Those studies reported are all directly associated with preparation programs in school administration.

Review of Related Position Papers

During the past two decades numerous developments have occurred which have significantly altered the philosophy and practice of departments of educational administration. As expressed by Jack A. Culbertson:

To be sure much remains to be achieved in attaining appropriate balance and needed depth in preparatory programs. Efforts to organize content which would update educational purposes and logically relate them to national goals are needed.¹¹

In 1958, the Committee for the Advancement of School Administration in a report, Something To Steer By, proposed the following characteristics of a program of preparation for superintendents:

1. There is a core of study material as well as many common skills which are needed by persons in all school administrative positions. Preparation for the superintendency will not be distinguishable at this stage of study from preparation for principalship or departmental director. However, since some skills are peculiar to the superintendency, and others exclusive to the principalship, a preparation program must provide for special training features which care for this specialization.

2. The need for able administrators requires that programs of training be limited to those of high quality . . .

3. The program in school administration should have the characteristics of a professional school rather than the quali-

¹¹ Jack A. Culbertson, "The Preparation of Administrators," Yearbook of Behavioral Sciences and Educational Administration (Chicago: University of Chicago Press, 1964), p. 310.

ties of graduate study in a single academic discipline.

4. Preparation for a career in school administration will require that a student devote at least one full-time, uninterrupted academic year to a planned, sequential program of preparation beyond the masters degree

5. . . . before a student launches his training for administration, the college will carefully assess his strengths and deficiencies, including his general education background, particularly in the humanities and the behavioral sciences Depth of understanding in economics and taxation, social anthropology, political science, American history and literature should be assured.

6. Training for educational administration will take an interdisciplinary approach throughout the training cycle, always, however, within the jurisdiction of a school or college of education. Many fields of learning have contributions to make to solution of educational leadership problems; these contributions can best be made when the representatives of other disciplines take an active part in teaching students of educational administration.

7. The preparation of a student's training which is carried out through discrete, three-hour courses will yield in large measure to field surveys, larger, integrated blocks of content, and seminars which draw often from several of the academically organized field of knowledge.

8. The process of administration will be stressed and opportunity will be given to try out various approaches leading to an intelligent solution to problems

9. The school administrator is a practitioner, not a researcher, and the research required of him in professional training will recognize this distinction.

10. Some--not by any means all--colleges will offer training for research specialists and instructors in educational administration as well as for practitioners.

11. The curriculum for administrators in training will include processes of working with citizen groups.

12. Preparation programs will include an opportunity for each student to participate in a community study or survey.

13. The chance for students to demonstrate skill in administration will somehow be a part of the preparation program; this should be in a situation the least artificial as possible.

14. Internships appear to be worthwhile experiences when properly supervised by the local administrator to whom the student is assigned; The student's observation of just "anything" is a haphazard approach.

15. A substantial part of the time of many faculty members will be spent in local school systems, helping and guiding students in field work.

16. Careful and continuous evaluation of each student's progress will assure guidance of the able and elimination of the inept.¹²

The Thirty-eighth Yearbook of the American Association of School Administrators (AASA), presented the following assumptions as guidelines for the preparation programs of administrators:

1. The community itself is an educational institution, and the school is a principal and specialized agent in the community complex.

2. Educational administration is general community administration in a very real sense, and the educational administrator should be expected to give leadership in some form to typical community agencies.

3. The school as an institution has a service relationship to the community, and the facilities and personnel of the school should be freely available to individuals and agencies of the community on a service and consultant basis.

¹² Committee For Advancement of School Administration, Something To Steer By, (Washington: The American Association of School Administrators, 1958), pp. 2-5.

4. The community school coordinates its programs with other agencies through facility planning, staff development, program development, and joint servicing.

5. The sum of many disciplines constitutes the resources needed in an adequate preparatory program. This means that an institution would make available for the preparatory programs in school administration individuals and other resources from most disciplines.

6. Problems in theory need to be dealt with systematically in a structured on-campus program and then tested in the field.

7. A faculty team representing disciplines and professional fields should be responsible for planning, guiding and evaluating the program.

8. Instruction, in the main, would be carried out by small multidisciplinary teams charged with certain well-defined aspects of the program.

9. Educational administrators and other community administrators should be educated in the same core curriculum and program, but with provision made for each to have specialized practical experience and special study in areas designed to give them the specialized competencies peculiar to their job.

10. The learning experiences should result from a well-planned, well-structured formal program coupled with a well-planned, well-taught internship program involving administrative experiences in actual community situations.¹³

The following basic structure and sequence for preparation programs in school administration was also outlined in the Thirty-eighth Yearbook of the AASA:

¹³American Association of School Administrators, Thirty-eighth Yearbook, Professional Administrators For America's Schools, (Washington: The Association, 1960), pp. 184-5.

1. A year's program of basic professional work in administration. Candidates for different professional diplomas would be intermingled in the core program. The work would deal largely with theoretical backgrounds, but instructors would require such observation, visiting, research, and laboratory work as would be needed to make the experiences meaningful.

2. A summer session of professional work in specific preparation for field experience. Groupings would be by professional groups, e.g., all candidates for educational administration would be grouped together, but the teaching team would still have multidisciplinary characteristics.

3. A minimum of a year of field experience in a situation in which genuine administrative responsibilities would be carried. The field work would be tied to the preceding work in theory. Although the field-work year would be essentially an internship, every attempt would be made to keep channels open to the core faculty so that field work would really result in an application of theory to the problem at hand. This point is stressed because a review of field-work practices reveals too little guidance and too much mis-education. There should always be a desirable blending of the thinking of the practitioner, the theorist, and the research worker. The case study method will at times be a highly effective learning device.

4. A summer session of (a) remedial work, largely individualized, (b) advanced or new theory, and (c) evaluation. Grouping would again be based on an intermingling of professional fields although there would be much individualized work.¹⁴

Utilizing this structure and sequence, substantive elements would be drawn from pertinent professions such as medicine and public health or from the disciplines. Whenever possible the discipline was to provide the method for attacking a professional problem. Methods were

¹⁴AASA; Professional Administrators For America's Schools, pp. 188-9.

to be much more individual in nature. A faculty committee of three or four was suggested for each candidate, with one faculty member from the chosen professional area of the candidate, one from general community administration, one from a disciplinary field, and one from an area of special interest.¹⁵

Then in 1963, the American Association of School Administrators in its booklet, The Education of the School Superintendent, continued its development of the desirable nature of preparation programs for the superintendent. The AASA went on record as supporting preparation programs which emphasized the development of human growth and development and its relationship to the school situation. The statement indicated that the program of preparation for the superintendent should be broad and penetrating enough to enable him to move with confidence and effectiveness in performing the important function of over-all management through the exercise of the various skills. It appeared that the goal to be sought was the blending of course offerings and experiences into a total program of preparation. Further, it was indicated that the program should be based upon nation-wide studies and practical experiences. The responsibility of the superintendent was considered to be a totality of functions rather than a series of discrete and separate functions, and that his program of professional preparation should have a similar

¹⁵AASA, Professional Administrators For America's Schools, p. 189.

unity.¹⁶

Three major aspects of the preparation program were emphasized:

1. Problems, developments and issues in the American culture.
2. Theory and practice in planning, organizing, and administering the program of a school system.
3. Research and evaluation, together with skill in communication, particularly as related to school-community relations.¹⁷

Several writers in the field have taken strong positions concerning preparation programs in the field of educational administration.

Among them are the following:

Culbertson, in his University Council for Educational Administration (UCEA) position paper, emphasized the importance of better-organized recruitment procedures to attract quality people for school leadership positions. He concluded that administrators must be liberally educated as well as technically competent.¹⁸

Culbertson continued his discussion concerning the preparation of administrators in the Sixty-third Yearbook of the National Society for the Study of Education. He emphasized the need to incorporate con-

¹⁶American Association of School Administrators, The Education of a School Superintendent (Washington: The Association, 1963), pp. 14-15.

¹⁷AASA, The Education of a School Superintendent, p. 17.

¹⁸Jack A. Culbertson, The Selective Recruitment of Educational Leaders (Englewood Cliffs: Prentice Hall, Inc., 1963), p. 140.

cepts from diverse disciplines such as anthropology, economics, political science, psychology and sociology so as to enhance such administrative processes as communication, decision making, change and morale building. He further stated that leaders must ultimately rely upon basic human values that are treated more adequately in philosophy and other humanities rather than in the social sciences. Instruction in the more technical aspects of administration, such as school finance and law, were also recognized as being important. Culbertson placed considerable emphasis upon the use of case studies, simulated materials, field study and internships as means of more realistically preparing administrators.¹⁹

Shaw stated that the kinds of knowledge needed by school administrators were principally in the behavioral and social sciences. He de-emphasized the development of skills and techniques.²⁰

Counts reiterated the importance of the social and human sciences:

. . . the school administrator should be well grounded during the period of pre-service training in these sciences--in history, anthropology, sociology, economics, government, law, social psychology and philosophy. The program should be designed, not to develop the specialist but rather the generalist who will know when to turn to the specialist for expert counsel and assistance. If the quality of decision making in education is to be improved, the resources of the social and

¹⁹ Culbertson, The Preparation of Administrators, pp. 329-30.

²⁰ Archibald B. Shaw, "Preparing Administrators," Over-view, 3:9, August, 1962.

human sciences will have to be incorporated into the process.²¹

McIntyre, in his UCEA position paper, emphasized that more knowledge is needed with respect to the interaction of personal variable and situational environments. In order to improve the quality and increase the quantity of administrative candidates, present selection practices need to be re-evaluated. Attempts should be made to use standards other than traditional administrative successes for identifying and recruiting candidates. Consideration should be given to sociometrics, situational performance tests and biographical charts rather than merely depending upon interviews, rating scales or letters of recommendation.²²

Reller, writing in Preparing Administrators: New Perspectives, stated:

... it may be noted that educational administration is caught up in a changing world. Such forces as demographic changes, technological changes, increasing mobility, extension of communication, intensifying contacts between diverse people, extension of governmental interest and action, and increasing value attached to research, operate to fashion a new setting within which the public school must function. The new administrator must be aware of and be able to provide leadership within this setting.²³

²¹George S. Counts, "Decision Making in American Education," Education Digest, 20:8, October, 1954.

²²Kenneth E. McIntyre, Selection of Educational Administrators (Austin: University of Texas, 1963), p. 19.

²³Theodore L. Reller, A Comprehensive Program for the Preparation of Administrators (Columbus: The University Council for Educational Administration, 1963), pp. 108-9.

Reller made the following comments concerning the qualifications of the administrators:

Specifically, this educator will need a high level of competency (knowledge, technical skills, conceptual ability, human or leadership skills) in the following areas:

1. The changing world, and the forces at work within it.
2. Culture and education in societies other than his own--with strength in at least one other.
3. Historical and philosophical backgrounds and sociological conditions of his own society.
4. The local community, its composition, and the forces at work in it; community organization, how various institutions may cooperate in their efforts.
5. Human growth and development.
6. The process of education.
7. The organization and functioning of formal education and its relation to informal.
8. Large-scale organization, theory and practice of administrative organization, structure, functioning in general (i.e., in other selected areas) and in education in particular.
9. The behavioral sciences and their contributions to an understanding both of the individual and of groups (large and small), leadership, power, authority, motivation, and change.
10. The character and potentialities of research; research design, administration and utilization as applied to a wide variety of issues in education and related areas.²⁴

The evolving nature of the task of school administration was summarized by the American Association of School Administrators as they set

²⁴Reller, p. 110.

forth the following suggestions for preparatory programs for school administrators:

The program of professional preparation for the school superintendent should be supported by content from the fields of economics, taxation, and related finance; political science and anthropology and sociology and psychology, plus a good overview of philosophy, literature and history. The program should lead to a thorough understanding of human relationships and personnel policies, public relations problems and procedures, principles and practices in supervision, and essentials in school design. In addition, it would include preparation in curriculum planning and in selecting of instructional materials. It is upon these and other disciplines and bodies of practical experiences that the total program of professional preparation should be based if the over-all competence and leadership qualities necessary to directing a school system are to be developed.²⁵

One can generalize from the several authorities cited that among the component parts of a strong preparatory program in school administration should be: (1) The de-emphasis on skill and technique development, with increased attention being given to the behavioral sciences. (2) The development of leadership and communication ability so as to deal more successfully with people both in and outside the institution. (3) The development of a generalist, rather than a specialist, who will, when necessary, turn to the expert for counsel. (4) A greater blending of theory and practice. (5) The increased use of the case study and the internship to more realistically prepare administrators. (6) Greater consideration of the evaluative means incorporated in the identification

²⁵AASA, The Education of a School Superintendent, p. 18.

and selection of potential administrators.

Review of Related Studies

The remainder of this chapter is devoted to a presentation of a sample of investigations whose main purpose was to appraise and assess preparatory programs in school administration. The studies were selected because of their similar nature to this study, including the fact that they dealt with masters degree programs and graduates.

Sharpe's Study

Donald Martin Sharpe completed a follow-up study of former graduate students of the College of Education at the University of Illinois, under the advisement of J. Lloyd Trump.

Sharpe cited three interrelated purposes of the study. They were: (1) to improve the liaison between the College of Education and its advanced degree graduates; (2) to discover what these graduates were doing, what problems they had experienced, and some of the attitudes they held; and (3) to learn how these graduates evaluated the graduate program for the College of Education at the University of Illinois, and what suggestions they had for its improvement. The study was concerned with all persons who had received their masters degree in education from the University of Illinois for the period, January, 1939 to December, 1948, and with all persons participating in the advanced degree program who had earned three or more units beyond the masters degree during that

ten-year period.²⁶

Input was obtained from 1267 persons representing sixty-four per cent of those eligible to participate in the study. The questionnaire was the primary instrument used to secure the data.²⁷

Sharpe made a careful survey of the questionnaires used in other studies before constructing his instrument. A comprehensive file of possible questions was made from the survey. Each member of the faculty of the College of Education was asked to participate in the construction of the questionnaire by taking the list of questions prepared by Sharpe and suggesting changes, deletions, and/or additions. Sharpe then constructed the questionnaire incorporating into it the faculties' suggestions. The instrument was also submitted to an advanced graduate seminar for additional suggestions. Finally, the questionnaire was checked by the advisor and by the Dean of the School of Education. A pilot-study was conducted with fifteen graduate students who contributed further to its refinement. The instrument was given a final revision by Sharpe and printed for mailing.²⁸

Questions asked on the questionnaire were listed under the follow-

²⁶Donald M. Sharpe, "A Follow-up Study of Former Graduate Students of the College of Education, University of Illinois" (Unpublished Doctor's Dissertation, University of Illinois, 1949), pp. 5-8.

²⁷Sharpe, p. 6.

²⁸Sharpe, pp. 15-16.

ing eight headings:

1. Education and Experience
2. The Graduate Program
3. Evaluation of The Best Graduate Course in Education Taken at The University of Illinois
4. Evaluation of The Poorest Graduate Course in Education Taken at The University of Illinois
5. Contacts With The College of Education, University of Illinois, and With The Committee on The Appointment of Teachers
6. Your Work and Your Problems
7. (Reserved for comments or suggestions on number six)
8. Follow-up Study--Supplement For Students Who Have Participated in the Ed.M. or Ed.D. Degree Program²⁹

Sharpe found from an analysis of the data: (1) that persons holding graduate degrees in education from the University of Illinois had normal, if somewhat busy, lives holding positions of leadership in the community, reading at least two professional magazines, a news magazine and a digest or fictional magazine; (2) that, generally, graduates were of the opinion that they had solved their problems without great difficulty, had financial security, had leisure time, and (3) that most graduates were of the opinion that they were adequately prepared professionally. Sharpe concluded that the graduates holding

²⁹Sharpe, pp. 396-412.

degrees in Education from the University of Illinois seemed to be of the opinion that their training program had prepared them for the professional responsibilities they had been called upon to discharge.³⁰

On the basis of the findings in the study, Sharpe concluded that the College of Education at the University of Illinois should take the following action to strengthen the preparation program for school administrators:

1. Facilitate the application of theory. Relate training to real life situations, by maintaining high standards of scholarship, by providing supervised practice in actual school situations; by exemplifying approved methods of instruction in the graduate classroom, and by emphasizing professional competence.

2. Develop a functional guidance program. A policy should be formulated with respect to the guidance program, by strengthening the guidance staff, by arranging for implementation of the guidance policy, by broadening the scope of the guidance program by continuous evaluation of the program, and by relating the placement service to the guidance service.

3. Provide closer student staff relationships. Facilitate informal contacts between students and staff members and supplement class meetings with conferences or discussion groups.

4. Develop a more integrated program. It was suggested by Sharpe that the common core of educational experience in education should include, in addition to Educational Philosophy and Educational Psychology, work in guidance and curriculum, the common core subjects to be taken by all students. Duplicating and overlapping should be eliminated, elective courses should be truly specialized, there should be a wider selection of specialized courses in all areas, the total needs of the students should be recognized, and the dissertation requirement should be critically examined.

³⁰ Sharpe, pp. 316-17.

5. Implications of the five-year program for teacher training should be carefully examined before adoption.

6. The field services should be extended. Such action would help the graduates maintain a close relationship with the public schools. Steps to facilitate extension of the field services should include: (a) a continuous follow-up service; (b) enlargement of the extramural program; (c) distribution of a newsletter to graduates; (d) publication of a professional journal devoted to in-service growth; (e) development of a more aggressive placement service; and supplementation of the services to the Bureau of Research.

7. Educational frontiers should be explored and research should be stimulated.³¹

Beyers' Study

The study carried out by William E. Beyers at the University of Pittsburgh was to determine the degree to which the University of Pittsburgh's program of graduate training in educational administration was providing the educational leader with the professional competency needed for the job.³²

Beyers used a normative survey method of research for the study, which included the following techniques:

1. Interviews were held with participants in the study.
2. The opinions of outstanding individuals and groups were collected in the form of lists of leadership competencies in educational administration.

³¹ Sharpe, pp. 319-27.

³² William E. Beyers, "An Appraisal of the Graduate Program of Educational Administration at the University of Pittsburgh" (unpublished Doctor's dissertation, The University of Pittsburg, 1954), p. 1.

3. An appraisal instrument was developed and used in a try-out study with selected individuals from the group of participants.

4. A questionnaire was used in polling the participants in the study.

5. The degree of central tendency was the statistical procedure used in analyzing the data. The mean or arithmetic average, was the only measure of central tendency employed since statistical accuracy was not needed beyond that point.

6. A ranking technique was used to determine the strengths and weaknesses of the program.³³

The questionnaire consisted, primarily, of a list of eighty-six competencies considered to be desirable abilities and knowledge the school administrators should possess. The list resulted from the consolidation of all lists Beyers obtained through a search of the literature.³⁴ There were 478 participants in the study. They were divided into three groups. Those in Group I had reached the masters level in school administration. Those in Group II were approaching the doctoral level of study in school administration; and Group III was composed of those who had completed the Doctor of Education degree or the Doctor of Philosophy degree in school administration during the ten year period prior to the study.³⁵ The percentage of returns from all groups combined was sixty-five per cent.³⁶

³³ Beyers, p. 17.

³⁴ Beyers, p. 28.

³⁵ Beyers, p. 36-8.

³⁶ Beyers, p. 51.

From an analysis of the data, Beyers made the following conclusions:

1. A definite effort was being made to list the competencies needed by the leader in education for effective administration of the education program of the local school system.

2. The total number and variety of individuals who participated in the appraisal study represented a fair sampling of any similar national group, considering such factors as sex, age, marital status, and number of children. The number of hours of graduate work completed, surpassed other national groups in terms of their professional training.

3. A summary of the graduate credits of the participants showed that the median person in the study who had finished the program had had a commendable coverage of associated areas of advanced training in: administration, secondary education, elementary education, general education, educational research, psychology, supervision, and vocational education. On the other hand, those with only one year of graduate training were weak in administration, research, and in psychology.³⁷

On the basis of the findings and conclusions of the study, Beyers made the following recommendations:

1. The guidance and counseling services for graduate students in educational administration should be carefully analyzed. There should be provided a definite, required series of counseling and guidance experiences for all graduate students in educational administration.

2. The background of every beginning graduate student in educational administration should be analyzed to determine: (a) his previous training; (b) his previous experience, educational and otherwise; (c) his purpose or goal; and (d) his total potentialities as a leader in education.

3. All graduate students should be required to take specific training in the general area of the American and World Scene and their relationships to public education.

³⁷Beyers, pp. 216-17.

4. The present training program for educational leaders should be examined in light of the experiences provided in the general area of sociology.
5. Specific courses in the related disciplines of psychology, sociology, public health, political science, and economics should be examined to see if any effort is made to relate the content and experiences of these fields to education.
6. Training in the general area of instruction should be provided for any graduate student in educational administration whose background may have been weak in this area.
7. Definite plans should be made to utilize the principles of successful group processes.
8. Supervised training in public speaking should be required to all graduate students in educational administration.
9. Some additional writing experiences in education seem to be desirable for educational leaders. Suggested were:
(a) planned series of attractive bulletins to parents; (b) regular written communication to school personnel; (c) written announcements to pupils; (d) news items, articles, and announcements for school papers, newspapers, radio, and television; and (e) monthly, special, and annual reports to the Board of Education.
10. School law or the legal principles of education should be a required field of study for all leaders in education.
11. Additional experiences in workshops, conferences, and conventions should be included in the training of educational leaders.
12. Research training for leaders in education might well be reorganized to include more social research, action studies, case studies, and operational analyses.
13. Library facilities should be examined carefully with respect to the special needs of the graduate student in educational administration, or in other fields of advanced study.
14. Additional attention should be given to training in the development of planned programs of in-service training for personnel in the local school systems.

15. Graduate training for educational leaders should be coordinated as much as possible with the total accumulated knowledge and experiences of industry, business and other institutions in the Pittsburgh area.

16. Progressive details of erecting a new school plant may be a training area of vital concern to the leader in education in light of the present and future building possibilities in most local school districts.³⁸

Garrison's Study

Martin Byron Garrison's study concerned the preparation program in educational administration at George Peabody College For Teachers. The purpose of the study was to survey and to analyze the status of the graduate preparation program and to determine the strengths and weaknesses of the program.³⁹

Garrison used the following procedures:

1. Analyzed courses offered in the preparation program to determine duplication of topics covered;
2. Analyzed courses offered in the preparation program to determine topics omitted from the total program;
3. Examined materials and methods of the instructional program to determine strengths and weaknesses;
4. Analyzed the program with a view to determining its helpfulness to graduates in the solution of school administration problems encountered on the job;

³⁸Beyers, pp. 224-28.

³⁹Martin B. Garrison, "An Analysis of the Preparation Program in Educational Administration at George Peabody College For Teachers" (unpublished Doctor's dissertation, George Peabody College For Teachers, 1956), p. 1.

5. Made proposals for improvement of the program.⁴⁰

The data for the study was obtained through the use of three questionnaires and through interviews with the professors in school administration at the college. The first questionnaire was designed to collect information concerning the major topics taught and the procedures used in each of the courses in educational administration. A second questionnaire consisted of a list of knowledge and information, technical skills, and operational beliefs. Each professor responded to the questionnaire by indicating the courses in which significant time was spent on each of the topics in the three separate schedules. The schedules were taken from the competency pattern as developed in the activities conducted under the auspices of the UCEA in the Southern Region. A third questionnaire was given to a selected number of graduates whose major course of study was in school administration. This questionnaire was designed to collect data from the recent graduates revealing their opinions concerning the helpfulness of their graduate training experience in solving the problems which they had faced and were currently facing as school administrators.⁴¹

Garrison devoted forty-five pages of his presentation to the elaboration of his general and specific recommendations. The following

⁴⁰ Garrison, pp. 3-4.

⁴¹ Garrison, p. 4.

general recommendations were reported:

1. The organization of a basic course in school administration to be required of all students majoring in administration;
2. Flexibility in total course requirements to meet needs of individual students;
3. A recognizable design of course work beamed toward job preparation;
4. Increased opportunities for the student of educational administration to participate in learning activities off the campus;
5. More emphasis on the two year graduate program;
6. Improved guidance program;
7. Improved selection and recruitment procedures;
8. Improved program for preparation of college administrators; and
9. Improved doctoral program.⁴²

Garrison derived the following conclusions from an analysis of the detailed description of each course offered at George Peabody College: (1) sequential program development was lacking; (2) seventy-five to eighty per cent of total class time was used by lecture and class discussion; (3) there was overlapping of topics covered in the courses; (4) relatively few opportunities were available for students to make application of information acquired; (5) the materials used in courses consisted primarily of textbooks and reading lists; and (6) a large number of courses

⁴²Garrison, pp. 187-88.

was available to the student, for helping the student learn about principles and practices of educational administration.⁴³

Garrison drew the following conclusions from the reactions of students to the program:

1. Graduates believe the greatest strength in the program is in the quality of faculty personnel.
2. Graduates feel that the number of courses available is a strength.
3. Graduates believe that the greatest weakness of the program is the lack of opportunities to learn principles and practices of administration in relation to practical situations.
4. Graduates feel there is a weakness in a program planning for job specialties.
5. The most often stated recommendation is for increased opportunity to learn application of administrative theory.⁴⁴

Riddles' Study

Similar conclusions were presented by Riddles in his study of the doctoral program in education at the University of Colorado for the years 1941 to 1956. Even though the investigation emphasized the doctoral program, the conclusions seemed to warrant inclusion in this paper. The problem was to collect data from Ph.D. graduates of the College of Education at the University which could (1) be used as one basis for the eval-

⁴³Garrison, pp. 177-88.

⁴⁴Garrison, pp. 178-79.

uation of the doctoral program and (2) provide data to aid prospective doctoral students in the selection of their program and in answering many of their questions.⁴⁵

In the evaluation of the Ed.D. programs, respondents cited six noteworthy features of the School of Education's program:

1. The areas of school administration and secondary education
2. The professional reputation of the dean of the graduate school and his staff
3. The adherence to strict entrance requirements
4. The outstanding library facilities available at the university
5. The availability of the Ed.D. degree
6. Lack of supervised teaching experiences at the university level.⁴⁶

The following weaknesses were also reported by Riddles:

1. Inadequate programs in elementary and higher education
2. An insufficient permanent staff to individually work with candidates
3. Overlarge size of summer graduate classes
4. Lack of supervised teaching experiences at the university level.⁴⁷

⁴⁵ Willard P. Riddles, "The Doctoral Program in Education at the University of Colorado, 1941-1956" (unpublished Doctor's dissertation, University of Colorado, 1956), pp. 89-92.

⁴⁶ Riddles, p. 93.

⁴⁷ Riddles, p. 95.

Willey's Study

In 1961, Richard Lee Willey completed a follow-up study of 704 individuals granted graduate degrees in secondary school administration from the University of Missouri, during the period, 1928-1961, inclusively. Willey cited three purposes for the study: (1) to present the status of those individuals who graduated from the University of Missouri with graduate degrees in Secondary School Administration, during the period, 1928-1961, inclusively; (2) to present the appraisal by this group, of the programs they had completed; and (3) to present the suggestions, and recommendations of the members of the group for the improvement of the graduate program in secondary school administration at the University of Missouri.⁴⁸

Willey attempted to answer the following questions concerning the graduates:

1. What was the status of their professional experience and employment immediately before and since receiving the graduate degree?
2. What positions did they hold, for the year, 1961-1962, and in what related activities were they engaged?
3. How did they evaluate various phases and aspects of their graduate training at the University of Missouri?
4. What opinions and attitudes did they hold regarding certain issues relative to their professional training?

⁴⁸Richard Lee Willey, "A Follow-up Study of Those Granted Graduate Degrees in Secondary School Administration From the University of Missouri, 1928-1961" (unpublished Doctor's dissertation, University of Missouri, 1962), p. 1.

5. What suggestions and recommendations did they offer for the improvement of the degree in Secondary School Administration?⁴⁹

The study was directed to four basic groups: (1) those who received masters degrees in secondary school administration and subsequently left the teaching profession; (2) those who received doctorates in secondary school administration from the University of Missouri; (3) those who received masters degrees in secondary school administration but who had received doctorates under different advisement; and (4) those who received masters degrees in secondary school administration from the University of Missouri, and were actively engaged in, or retired from, the teaching profession.⁵⁰

Willey used two separate questionnaires for the study. A copy of one questionnaire was sent to each respondent who held a masters degree. A copy of the other was mailed to each respondent holding a doctors degree. Both questionnaires were of the short answer or check-list type.⁵¹

The findings of the study prompted Willey to conclude:

1. Those earning the masters degree are much more likely to remain in Missouri than are those who have earned the doctorate.

⁴⁹Willey, pp. 4-5.

⁵⁰Willey, pp. 373-78.

⁵¹Willey, pp. 373-78.

2. Achievement of the doctorate in secondary school administration lessens the likelihood that the recipient will remain in Secondary School Administration.

3. Claims and assertions that individuals who leave teaching experience lasting regret, lowered social status, or decreased satisfactions are not necessarily valid, particularly where the change has been financially advantageous.

4. Active and continuing good will toward the University on the part of graduates who subsequently leave the field of their graduate training is dependent in part upon the active, continuing interest and demonstrated good will of the graduate's advisor.

5. There is and apparently will continue to be increasing recognition of the desirability of supplementing graduate programs of professional courses with selected graduate course work in various subject matter fields.

6. The professional program has very definitely given its graduates the desire to go on learning.⁵²

Willey made the following recommendations for strengthening the preparation program in educational administration at the University of Missouri:

1. More careful screening should be devised and utilized before final acceptance of candidates in this field.

2. The entire program should continue to be closely scrutinized with respect to advisory techniques, organization and presentation of course materials, etc., to insure constant improvement in the light of changing needs.

3. Since by far the greatest number of graduates with doctorates in this area are evidently entering the field of higher education, this might very well be made a field of specialization.

⁵² Willey, pp. 364-5.

4. Since many of these graduates indicated that they attended the University of Missouri primarily because of its teachers and secondarily due to its convenience and accessibility--graduate centers should be established in heavily populated areas of Missouri and such centers should be staffed by faculty members of unquestioned training and field experience.

5. Systematic efforts should be made to insure that financial rewards are attractive enough to retain a larger proportion of those men whose training has been in the area of secondary school administration.

6. A course in technical writing could very well be added to those basic requirements leading to a graduate degree, and specifically the doctorate.

7. Since approximately two thirds of those who received a masters degree in secondary school administration returned to the University of Missouri to take advanced graduate work and since this additional work is likely to be selected in a haphazard fashion, efforts should be made to add to the attractiveness of the specialist certificate, thus insuring more careful planning on the part of student and advisor.⁵³

Fighur's Study

A study of a narrower scope was conducted by Fighur in 1965 to determine whether a select group of school administrators in Arizona were satisfied with the training they had received in Arizona State University. A secondary purpose was to secure suggestions and criticisms that could lead to possible improvements in the educational administration program. Seventy-six per cent, or 122 of the 158 administrators contacted, responded to the instrument. Over 80 per cent of the respondents

⁵³ Willey, pp. 366-68.

reported they considered their preparation to be adequate for the performance of their duties, whereas less than 10 per cent believed their preparation to be poor. Only twenty-eight respondents took the opportunity to offer criticisms, comments or suggestions. Among them, however, were the following: Inadequate programs in elementary and higher education; an insufficient permanent staff to work individually with candidates and over-sized summer graduate classes.⁵⁴

Yarnell's Study

Yarnell's study of graduate programs in educational administration at Ohio State University covered the period from 1955 to 1965. An open-ended questionnaire, utilizing the perceptions of the graduates as a criterion, was employed to secure data for an appraisal of the strengths and weaknesses of the doctoral program. Forty-two of fifty-four graduates responded. Supplementary data was obtained from personal interviews with a selected sample of the population, analysis of school records, and related research and literature. Information was also gathered concerning the professional backgrounds of the graduates. The findings of the study indicated:

1. Approximately 60 per cent of the graduates assumed college position; the remaining 40 per cent went into positions below the college

⁵⁴ Edward A. Fighur, "The Development and Student Appraisal of the Educational Administration Program at Arizona State University (unpublished Doctor's dissertation, Arizona University, 1965), pp. 95-100.

level.

2. The age range of graduates was from twenty-eight to fifty, with a median age of thirty-five.

3. The respondents generally agreed that some teaching and some administrative experience was desirable.

4. Nine respondents saw little substantive value to the dissertation project. Additionally, eight individuals indicated only "some" value was derived from the dissertation.

5. There was a general plea for more time with advisors and more time in unstructured course work where a grade does not pose a threat; more emphasis upon seminars, practicums, and small group instruction was suggested.

6. Full-time residence and on-campus work experience was very valuable.

7. Perceptions of the value of individual courses varied. It was suggested that some should be considered for revision or deletion.

8. A need was shown for more emphasis in the cognate disciplines and inter-disciplinary seminars.

9. Most respondents felt that a clearly-defined area of research methodology and statistics was needed; however, very few included in their program those courses available in these areas.⁵⁵

⁵⁵ Edward A. Yarnell, "An Appraisal of the Doctoral Program in Educational Administration at the Ohio State University as Perceived by Its Graduates" (unpublished Doctor's dissertation, The Ohio State University, 1965), pp. 65-90.

As a final quotation to exemplify the importance of utilizing graduates as appraising agents of their preparatory programs the following quotation by Yarnell is presented.

In order that they may confirm (or alter) their convictions, the views and opinions of those who have gone through the program are of special value. It seems to the writer that soliciting such an appraisal is a healthy sign of vigorous growth. The willingness to expose a total program to the searching view and possible criticism of its graduates, and to accept the opinions at face value, using them as a guide to modification of requirements and offerings is probably a quality one would find only in a democratic society.⁵⁶

⁵⁶Yarnell, pp. 20-21.

Chapter 3

THE RESEARCH DESIGN

Introduction

This study grew out of the desire of the Department of Educational Services at Montana State University to secure information which might assist them in evaluating its Masters Degree program in School Administration. The design of the study evolved after a review of the related literature, previously utilized research instruments and the informational needs of the department.

The purpose of this chapter is to present an explanation of the instrument, the procedures used in conducting the study, as well as the analysis of data. The first segment of the chapter is devoted to detailing the development of the instrument and the specific functions various portions of the questionnaire were intended to serve. The procedures used in conducting the study are then presented in the second part of the chapter, while an explanation of the analysis of data is given in the third section.

The Instrument

A survey of literature revealed two basic types of questionnaires most often used in follow-up studies. One was the closed form in which provisions were made for "yes" or "no" answers, short responses, or a checklist of suggested responses. This type of questionnaire is simple,

brief, channeled, relatively objective and easily tabulated. The open-form questionnaire, however, invites a greater depth of response. The disadvantages of the open-type of instrument lie in the difficulty of interpretation, tabulation, and summarization.⁵⁷

A clear preference for the closed-form questionnaire was indicated in the literature pertaining to the topic. However, the use of a closed-form type of instrument, supplemented by several open-form questions, was selected as being the most appropriate for this study.

Part I of the questionnaire was designed to ascertain the career development patterns of the respondents. Such information as positions held prior to and since completion of the masters degree; undergraduate major and minor; means by which the masters degree was secured; motivation behind seeking a masters degree; professional organization memberships; salary; as well as continued graduate work, served as the basis for this portion of the instrument.

Part II of the questionnaire attempted to secure a judgment by each respondent as to the value of those courses which were a part of his masters program in light of the professional responsibilities he has encountered as an administrator. The respondents were also asked to estimate the value to themselves as administrators of those courses which were not a part of their program, but are presently offered by the College

⁵⁷ John W. Best, Research in Education (Englewood Cliffs, N. J.: Prentice Hall, Inc., 1959), pp. 144-45.

of Education at Montana State University.

The final section of Part II of the instrument attempted to secure information concerning the graduate's attitude toward his preparatory program as well as offering constructive criticism and recommendations as to means of improving the program.

A normative survey method of research was utilized for this study. This method obtains the desired information through the use of a questionnaire as a data-gathering instrument. Since the respondents were scattered over a wide geographical area, it was most impractical to conduct personal interviews. The value of the questionnaire as an information-gathering device has been expressed by Topp and McGrath:

. . . if the questionnaire method were eliminated, progress in many areas of educational research would be severely handicapped and a mass of information would be overlooked.⁵⁸

Parker, Wright and Clark, in a study comparing the interview to the questionnaire as a research technique, posed the following question on the basis of their findings:

Can we afford the time and expense to train interviewers when questionnaires or similar techniques can only be slightly less reliable?⁵⁹

⁵⁸ Robert F. Topp and G. D. McGrath, "About the Questionnaire-- Answer It!", The School Executive, LXX (October, 1950), p. 59.

⁵⁹ C. A. Parker, et. al., "Questions Concerning the Interview as a Research Technique," Journal of Educational Research, LI (November, 1957), p. 220.

Kerlinger listed two serious drawbacks of the use of the questionnaire as a survey instrument:

1. A possible lack of response
2. The inability to check the responses given.⁶⁰

However, within this study the percentage of returns was 75 per cent.

In support of this size return, Tyrus Hillway stated:

What percentage of returns may be considered adequate? Obviously, a larger one is required if the population sample is fairly small--say, if only 100 or 200 questionnaires in all are sent. As a rule of thumb, returns ought to average between 65 and 90 percent.⁶¹

Carter V. Good wrote:

Although the goal of 90 to 100 percent return has not been achieved generally in questionnaire surveys, definite progress in this direction is being made through improved plans for sponsorship, formulation of question, follow-up, checking results, and studying nonrespondents. The mean percentage of questionnaire returns from a large number of survey investigations were as follows: 170 masters theses at Indiana State Teacher's College, 72 per cent; and of 204 doctoral dissertations at Teacher's College, Columbia University, 71 per cent.⁶²

After a careful examination of related literature and consultation with Dr. Earl N. Ringo, Dean of the College of Education at Montana State University, a pilot questionnaire was developed. The instrument

⁶⁰Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, Inc., 1967), p. 397.

⁶¹Tyrus Hillway, Handbook of Educational Research (Boston: Houghton Mifflin Company, 1969), p. 35.

⁶²Good, p. 203.

was administered to ten graduates of the educational administration program at the University. A dummy analysis of data was also included within the test study. As a result of the pilot study several revisions and adjustments were made before the structure of the instrument was finalized.

Procedures Used in Conducting the Study

One hundred eighty-three individuals who had completed the Masters of Education Degree in Educational Administration at Montana State University, during the period June 1955, to August 1969, were identified. Addresses were secured for one hundred forty-nine of the graduates through the cooperation of the Montana State University Alumni Office. The remaining thirty-four graduates were either deceased or the Alumni Office had no up-to-date address for them.

The questionnaire was mimeographed, and a copy was mailed to each of the graduates on October 22, 1970.* Included with each instrument was a letter introducing the study asking for each graduate's support of the investigation. A return self-addressed stamped envelope was also enclosed.

On November 17, 1970 a letter calling attention to the instrument with a special appeal for cooperation was mailed to the nonrespond-

* Refer to Appendix A, p. 129.

ents. ** The letter included a second copy of the questionnaire and a return self-addressed stamped envelope.

On December 15, 1970 a third communication was sent to the non-respondents. ** The letter attempted to communicate the importance of the study and the significant contribution each graduate could make by expressing his opinion as to the preparation program he received, as well as the means to improve the program in school administration.

A 75 per cent return was experienced on the instrument.

Analysis of Data

In an effort to determine the representativeness of the respondents to the total population of graduates, data was obtained from the Montana State University Graduate School concerning the Graduate Record Exam (GRE) and grade point average (GPA) scores of all graduates for whom these data were available. Comparisons were made between the means of the respondents and the total group of graduates on these two measures by use of a t-test.⁶³

In an effort to present the data in the most meaningful way, the respondents were placed in two categories: those who graduated between 1955 and 1964 and those who graduated between 1965 and 1969. This was done under the assumption that the most recent graduates' feedback more

** Refer to Appendix B, p. 135.

⁶³ George H. Weinberg and John A. Schumaker; Statistics, An Intuitive Approach (Belmont: Brooks/Cole Publishing Company, 1969), pp. 189-92.

adequately reflected conditions of the immediate past and should be considered in reporting the findings.

The results of the questionnaires were tabulated and presented utilizing descriptive statistical analysis. No inferential statistical methods were used. The data and findings are presented in tabular and written form and expressed most frequently in sums and percentages. Appropriate tables are included to assist in graphically describing the conditions as derived from the data and are presented in the following chapter.

Chapter 4

PRESENTATION AND INTERPRETATION OF DATA

One hundred eighty-three persons obtained Masters of Education Degrees in Educational Administration at Montana State University from June, 1955, to June, 1969. Of this number, the writer was able to obtain current addresses on 149 persons and they constituted the basic population of the study.

In an effort to report the data in the most meaningful way possible the respondents were divided into early graduates (1955-1964) and recent graduates (1965-1969) and all of the tables utilize this division of the respondents. This was done under the assumption that the most recent graduates' feedback more adequately reflected conditions of the immediate past, and should be considered separately in reporting the findings.

Of the 149 questionnaires which were sent, one hundred twelve were returned. This represented seventy-five per cent of the total population. Eighty-seven of the graduates (78 per cent) responded without any urging. A second mailing resulted in an additional sixteen (14 per cent) usable questionnaires. Nine more graduates (8 per cent) responded to the third communication appealing for cooperation.

Table 1 gives a breakdown of the population by year of graduation concerning: availability of current address, number of returned

Table 1

Respondents' Availability of Current Address and
Response to Instrument by Number and Percentage

Year	Number of Graduates	Availability of Current Address	Number of Responses	Percentage
(Early)				
1955	1	1	0	0
1956	7	4	2	50
1957	14	11	6	54
1958	11	7	2	28
1959	14	9	7	77
1960	10	7	6	85
1961	12	12	10	83
1962	11	9	7	77
1963	15	10	8	80
1964	18	17	13	76
Subtotals	113	87	61	70
(Recent)				
1965	15	12	10	83
1966	17	13	11	84
1967	14	14	13	92
1968	12	12	7	58
1969	12	11	10	90
Subtotals	70	62	51	82
Totals	183	149	112	75

questionnaires, and the per cent of return by year. As may be noted, 70 per cent of the early (1955-1964) graduates responded, while 82 per cent of the recent graduates (1965-1969) returned the instrument, resulting in a total return of 75 per cent.

As indicated in Chapter 3, page 46, this study was intended to be a normative survey. Therefore, only descriptive statistics have been used.

Representativeness of the Sample

In determining the representativeness of the sample the Montana State University Graduate School provided anonymously the Graduate Record Examination (GRE) and grade point average (GPA) scores on all graduates for whom these data were available. Out of the 112 respondents, GRE scores were secured for 99 graduates, and 103 GPA scores were reported. Grade point average scores were reported on all 37 nonrespondents, while 22 GRE scores were provided.

The mean cumulative GRE score of all respondents' was 943, while the nonrespondents' was 877. The early nonrespondents' reported a mean verbal GRE score three points higher than the early respondents, however the respondents' quantitative mean score was 66 points higher than the early nonrespondents. These data are reported in Table 2.

It was also interesting to note that the mean verbal GRE score of the recent respondents had decreased 18 points from that of the early respondents. At the same time, however, there was an increase of 21

Table 2

Mean GRE and Masters GPA Scores of Graduates
for Whom Data Were Available

Graduates	Graduate Record Exam Scores				Masters Grade Point Average	
		\bar{x}	\bar{x}	\bar{x}	\bar{x}	\bar{x}
	N	Verbal	Quantitative	Cumulative	N	
Early Respondents	49	458	483	941	52	3.36
Early Nonrespondents	13	461	417	878	28	3.36
Recent Respondents	50	440	504	945	52	3.46
Recent Nonrespondents	9	398	479	877	9	3.36
All Respondents	99	449	494	943	103	3.41
All Nonrespondents	22	435	442	877	37	3.36
All Graduates	121	447	484	931	140	3.39

points in the mean quantitative GRE score of the recent respondents to that of the early respondents. The cumulative mean GRE score had increased four points from the early to recent respondents.

To determine if the respondents' GRE and GPA scores were representative of the total population, the following statistical procedures were administered:

(1) A testing of the hypothesis that the mean GRE of the respondents was significantly different than the mean GRE of the total population by utilization of a t-test at the .05 level of significance.

The following formula was utilized: $t = \frac{\bar{X} - \mu}{\sigma_m}$

\bar{X} = mean GRE of the test group

μ = mean GRE of the total population

σ_m = standard error of the mean (The standard deviation of the test group, over the square root of the sample size.)

In order for the mean GRE score of the test group to differ significantly at the .05 significance level (2 tail), one must have a t-score of ± 1.98 for a sample of this size.

The computations, shown below, resulted in a t-score of .778.

$$t = \frac{943.030 - 931.008}{\frac{152.773}{\sqrt{99}}} = \frac{11.95}{15.36} = .778$$

Thus the mean GRE score of the test group did not differ significantly from the mean GRE score of the total population.

(2) A testing of the hypothesis that the mean GPA of the

respondents was significantly different than the mean of the total population.

Utilizing the same formula as above, the GPA scores of the respondents were compared to the GPA scores of the total population. For the mean GPA score of the test group to differ significantly at the .05 significance level (2 tail), one must have a t-score of ± 1.98 for this sample size as well.

The computations, shown below, resulted in a t-score of .462.

$$t = \frac{3.41 - 3.398}{\frac{.226}{103}} = \frac{.0120}{.026} = .462$$

Thus the mean GPA score of the test group did not differ significantly from the mean GPA score of the total population.

As stated in Chapter 1, page 7, the investigation concentrated on three major areas: (1) the career development patterns of the Masters Degree graduates in School Administration at Montana State University from 1955 to 1969, (2) an evaluation of the Masters Program in School Administration by the responding graduates, and (3) the graduates' suggestions for improving the program. These three areas will represent the major headings in the presentation and interpretation of the data.

CAREER DEVELOPMENT PATTERNS

Teaching Experience Prior to Masters Degree

Among the early respondents the mean number of years of teaching

experience prior to the completion of the masters degree was 6.83 years. The recent graduates reported have an average of 9.72 years of experience before being graduated. The mean number of years of teaching experience among the 112 respondents prior to finishing their Masters Degree in School Administration was 8.47 years. Table 3 presents the total range of teaching experience reported by the respondents prior to completing their Masters Degree.

Position Directly After Receiving Masters Degree

Thirty-nine per cent of the early and 22 per cent of the recent graduates returned to teaching after being graduated with a Masters Degree in School Administration. Ten of the early graduates (16 per cent), as well as ten of the recent graduates (19 per cent) returned to their former administrative position. Among those taking their first administrative position were nine (15 per cent) early and fifteen (29 per cent) recent graduates. In consulting Table 4 one can secure information on all respondents concerning their first position after receiving their Masters Degree.

Present Professional Positions

Sixty-seven per cent of the respondents (see Table 5) are presently employed in administrative positions, twenty-one per cent are employed as teachers, four per cent as counselors, four per cent as graduate students and four per cent are employed in government service.

Table 3

Respondents' Years of Teaching Experience Prior to Completion
of Their Masters Degree by Number and Percentage

Years of Teaching Experience	Early Grads (1955-1964)		Recent Grads (1965-1969)		Total	
	N	%	N	%	N	%
0	5	8	2	4	7	6
1	1	2	-	-	1	1
2	4	7	1	2	5	4
3	3	5	4	8	7	6
4	5	8	7	13	12	11
5	5	8	2	4	7	6
6	12	20	3	6	15	13
7	1	2	2	4	3	3
8	7	11	1	2	8	7
9	2	3	6	12	8	7
10	4	7	3	6	7	6
11	1	2	3	6	4	4
12	2	3	1	2	3	3
13	-	-	3	6	3	3
14	2	3	1	2	3	3
15	1	2	1	2	2	2
16	2	3	3	6	5	4
Over 16	2	3	7	13	9	8
No Response	2	3	1	2	3	3
Totals	61	100%	51	100%	112	100%

Table 4

Respondents' Position Directly After Receiving Their
Masters Degree by Number and Percentage

Type of Employment	Early Grads (1955-1964)		Recent Grads (1965-1969)		Totals	
	N	%	N	%	N	%
Returned to Teaching	24	39	11	22	35	31
Returned to Former Administrative Position	10	16	10	19	20	18
First Administrative Position	9	15	15	29	24	21
Superintendency without Prior Administrative Experience	7	12	3	6	10	9
New Administrative Position	7	12	8	16	15	13
Counseling	2	3	1	2	3	3
Federal Service	2	3	1	2	3	3
Graduate School	-	-	1	2	1	1
No Response	-	-	1	2	1	1
Totals	61	100%	51	100%	112	100%

Table 5

Respondents' Present Professional Positions
by Number and Percentage

Professional Position	Early Grads (1955-1964)		Recent Grads (1965-1969)		Totals	
	N	%	N	%	N	%
Superintendents	16	26	10	20	26	23
Asst. Superintendents	1	2	-	-	1	0
H.S. Principals	3	5	5	10	8	7
J.H.S. Principals	4	7	1	2	5	4
El. Principals	7	11	14	27	21	19
Asst. Principals	1	2	2	4	3	3
Supervisors	3	5	1	2	4	4
Federal Project Dir.	2	3	-	-	2	2
Student Activities Dir.	-	-	2	4	2	2
College Administrators	2	3	1	2	3	3
Subtotals	39	64%	36	71%	75	67%
El. and Sec. Teachers	9	15	9	17	18	16
College Teachers	5	8	1	2	6	5
Subtotals	14	23%	10	20%	24	21%
Counselors	3	5	1	1	4	4
Graduate Students	2	3	2	4	4	4
Government Service	3	5	2	4	5	4
Totals	61	100%	51	100%	112	100%

Age of Graduates

The mean age of the early graduates as of December, 1970 was 41.6, while the recent graduates had a mean age of 39.3. This resulted in a mean age of 40.6 for the total population.

Undergraduate Majors and Minors

Nineteen per cent of the 112 respondents listed a physical education major, thirteen per cent listed social studies, and thirteen per cent indicated elementary education. The remaining undergraduate majors were in a number of areas and are reported in Table 6.

As may be seen in Table 7, twenty per cent of the respondents listed biology as their undergraduate minor. Sixteen per cent listed history, thirteen per cent English, seven per cent physical education, six per cent mathematics and six per cent social studies. The remaining undergraduate minors were in a variety of subject areas.

Length of Program

Thirty-two (29 per cent) of the respondents completed their programs in approximately three years (see Table 8), twenty-three (21 per cent) in one year, twenty-two (20 per cent) in two years, fifteen (13 per cent) in four years, nine in five years and five in six years. Of the three who took over eight years to complete their degrees, one took ten years and one eleven. The remaining respondent completed his program over a period of eighteen years.

Table 6

Respondents' Undergraduate Majors
by Number and Percentage

Major	Early Grads (1955-1964)		Recent Grads (1965-1969)		Totals	
	N	%	N	%	N	%
Physical Education	15	25	6	12	21	19
Social Studies	7	12	7	14	14	13
Agricultural Science	6	10	-	-	6	5
Business Administration	6	10	3	6	9	8
Elementary Education	5	8	10	20	15	13
Biology	5	8	6	12	11	10
History	5	8	3	6	8	7
Industrial Arts	4	7	4	8	8	7
Mathematics	1	1.5	3	6	4	3
English	1	1.5	5	10	6	5
Business Education	1	1.5	1	1	2	2
Music	1	1.5	2	4	3	3
Printing	1	1.5	-	-	1	1
Art	1	1.5	-	-	1	1
Chemistry	1	1.5	1	1	2	2
Sociology	1	1.5	-	-	1	1
Totals	61	100%	51	100%	112	100%

Table 7

Respondents' Undergraduate Minors
by Number and Percentage

Minor	Early Grads (1955-1964)		Recent Grads (1965-1969)		Totals	
	N	%	N	%	N	%
History	11	18	7	14	18	16
Biology	15	25	7	14	22	20
English	7	11	7	14	14	13
Physical Education	4	6	4	8	8	7
Mathematics	3	5	4	8	7	6
Foreign Language	3	5	1	2	4	4
Psychology	2	3	1	2	3	3
Art	1	2	-	-	1	1
Social Studies	5	8	2	4	7	6
Physics	1	2	1	2	2	1
Music	1	2	-	-	1	1
Agricultural Education	1	2	-	-	1	1
Chemistry	-	-	2	4	2	1
Sociology	-	-	1	2	1	1
Industrial Arts	-	-	1	2	1	1
No Minor Reported	7	11	13	24	20	18
Totals	61	100%	51	100%	112	100%

Table 8

Number of Years to Complete the Masters of Education Degree
in Educational Administration

Years	Early Grads (1955-1964)		Recent Grads (1965-1969)		Totals	
	N	%	N	%	N	%
1	13	21	10	20	23	21
2	14	23	8	15	22	20
3	17	28	15	29	32	29
4	10	17	5	10	15	13
5	2	3	7	14	9	8
6	3	5	2	4	5	4
7	-	-	-	-	-	-
Over 8	2	3	2	4	4	3
No Response	-	-	2	4	2	2
Totals	61	100%	51	100%	112	100%

The mean number of years taken to complete the Masters Program in School Administration at Montana State University was three years.

When Course Work was Taken

Table 9 refers to the means by which the respondents' course work was completed. As shown in the table, fifty-three per cent of the graduates responding to the question indicated their degree was completed all in summer sessions. Thirty-five per cent completed programs in an academic year and a summer session, while eleven per cent used extension courses and summer sessions. It is interesting to note the decrease of ten per cent in the number of recent graduates who finished their work through an academic year and summer session, as well as the eleven per cent increase in the number of recent graduates who completed their programs all in summer sessions.

Financial Assistance Provided for Graduates

Table 10 provides a breakdown of the financial assistance from Montana State University the respondents received while completing their degrees. As may be noted, 94 of the 112 respondents (84 per cent) indicated they received no financial assistance from the University. Eight per cent of the graduates had teaching assistantships, two per cent scholarships and six per cent were project assistants. The assistantships and scholarships were not necessarily offered by the Department of Educational Services or the College of Education.

Table 9

Means by Which the Respondents' Course Work was Completed
by Number and Percentage

Means	Early Grads (1955-1964)		Recent Grads (1965-1969)		Totals	
	N	%	N	%	N	%
All in summer sessions	29	48	30	59	59	53
Extension and summer sessions	8	13	5	10	13	11
Academic year and summer session	24	39	15	29	39	35
Other	-	-	-	-	-	-
No Response	-	-	1	2	1	1
Totals	61	100%	51	100%	112	100%

Table 10

Respondents' Financial Assistance from Montana State
University While Completing Degree

Type	Early Grads (1955-1964)		Recent Grads (1965-1969)		Totals	
	N	%	N	%	N	%
None	53	87	41	80	94	84
Teaching Assistant	5	8	4	8	9	8
Scholarship	0	0	2	4	2	2
Project Assistant	3	5	4	8	7	6
Other	-	-	-	-	-	-
Totals	61	100%	51	100%	112	100%

Table 11 refers to the financial assistance that the respondents' received from their school district or other agency. As one can see from the chart, 87 respondents (78 per cent) received no financial assistance. Of the other forms of assistance the GI Bill represented the largest portion with twelve per cent of the respondents.

Motivation to Obtain Degree in School
Administration at Montana State University

Seventy-one per cent of all the respondents listed professional advancement and certification, and twenty-two per cent listed better salary as the motivation for seeking a masters degree. Two graduates listed the lack of job opportunities with the B.S. degree as their motivational force, while four per cent made no response. These data are reported in Table 12.

The reasons that the respondents gave for selecting school administration are presented in Table 13: personal interest accounted for forty-five per cent, professional advancement thirty-one per cent and respondents' desire to improve the field of school administration, fifteen per cent. Nine per cent made no response to this item.

As may be noted from Table 14, twenty-six per cent of the respondents listed living in the Bozeman area as the primary reason for selecting Montana State University for their graduate work. Twenty-one per cent selected the University because they had done their undergraduate work there. The location of the school, recommendations from friends,

Table 11.

Respondents' Financial Assistance from Their
School Districts or Other Agency

Type	Early Grads (1955-1964)		Recent Grads (1965-1969)		Totals	
	N	%	N	%	N	%
None	49	80	38	75	87	78
Sabbatical Leave	1	2	1	1.5	2	1.5
School District Payment for Credits Completed	2	3	5	10	7	6
GI Bill	9	15	4	8	13	12
Scholarship	-	-	2*	4	2*	1.5
No Response	-	-	1	1.5	1	1
Totals	61	100%	51	100%	112	100%

* One from NDEA, one from Shriners

Table 12

Respondents' Motivation for A Masters Degree

Reason	Early Grads (1955-1964)		Recent Grads (1965-1969)		Totals	
	N	%	N	%	N	%
Professional Advancement and Certification	43	71	36	71	79	71
Better Salary	12	20	13	25	25	22
Lack of Job Opportunities with BS Degree	2	3	-	-	2	1.5
Other	2	3	-	-	2	1.5
No Response	2	3	2	4	4	4
Totals	61	100%	51	100%	112	100%

Table 13

Respondents' Reasons for Selecting School Administration

Reasons	Early Grads (1955-1964)		Recent Grads (1965-1969)		Totals	
	N	%	N	%	N	%
Personal Interest	27	44	23	45	50	45
Professional Advancement	18	30	17	33	35	31
To Improve the Field	9	15	8	16	17	15
No Response	7	11	3	6	10	9
Totals	61	100%	51	100%	112	100%

Table 14

Respondents' Reasons for Selecting
Montana State University

Reasons	Early Grads (1955-1964)		Recent Grads (1965-1969)		Totals	
	N	%	N	%	N	%
Did Undergraduate at Montana State University	17	28	6	12	23	21
Living in the Bozeman Area	14	23	15	29	29	26
Reputation of Faculty	10	16	3	6	13	12
Location	8	13	7	14	15	13
Recommendation from Friends	7	11	8	16	15	13
Strength of the Program	4	7	10	20	14	13
Desired to Attend a Small University	1	2	-	-	1	.5
No Response	-	-	2	3	2	1.5
Totals	61	100%	51	100%	112	100%

and the strength of the program each received thirteen per cent of the responses. The reputation of the faculty accounted for an additional twelve per cent.

Professional Offices Held and Publications Received

As may be noted in Table 15, fifty-nine per cent of the respondents had not held professional office during the past three years. Twenty-three per cent held one office, thirteen per cent held two offices and five per cent held three.

Thirty-five per cent of the respondents subscribe to at least four publications, twenty-nine per cent received three, and fourteen per cent received two. It was interesting to note that fifteen of the respondents (13 per cent) subscribe to over four publications, and only one person was not receiving any. One graduate did not respond to this question. Another interesting fact was that, of the subscriptions listed by the respondents, Phi Delta Kappan was listed by thirty-four per cent of the graduates. These data are reported in Table 16.

Current Salaries Earned and Additional Graduate Work Taken

Twenty-one per cent of the graduates indicated salaries in the eleven thousand dollar range. Twenty-one of the respondents (19 per cent) reported salaries in the twelve thousand dollar category, while thirteen per cent indicated salaries in the thirteen thousand dollar range. Fourteen per cent of the respondents had salaries in the fifteen

Table 15

Offices in Professional Organizations Held by Respondents
During the Past Three Years, by Number and Percentage

Offices	Early Grads (1955-1964)		Recent Grads (1965-1969)		Totals	
	N	%	N	%	N	%
None	37	61	29	57	66	59
1	13	21	13	25	26	23
2	9	15	6	12	15	13
3	2	3	3	6	5	5
Totals	61	100%	51	100%	112	100%

Table 16

Respondents' Subscriptions to Professional Publications
by Number and Percentage

Subscriptions	Early Grads (1955-1964)		Recent Grads (1965-1969)		Totals	
	N	%	N	%	N	%
Over 4	9	14	6	12	15	13
4	22	36	17	33	39	35
3	20	33	12	23	32	29
2	8	13	8	17	16	14
1	1	2	5	9	6	5
None	1	2	2	4	3	3
No Response	-	-	1	2	1	1
Totals	61	100%	51	100%	112	100%

thousand to \$16,999 area, while ten per cent reported salaries between fourteen thousand to \$14,999. Four per cent reported salaries below ten thousand dollars, while an additional four per cent had salaries over nineteen thousand dollars. The entire distribution is presented in Table 17.

Twenty-nine per cent of the graduates reported earning no credits since being graduated from Montana State University. (See Table 18) However, eighteen per cent indicated they had earned over forty hours of graduate credit. Fourteen per cent stated they had taken six to ten credits, twelve per cent had eleven to fifteen credits, eight per cent had earned between 31 and 40 credits, while seven per cent had accumulated one to five graduate credits beyond their masters degree.

Table 19 presents the number and percentage of respondents presently working on, or having completed advanced degrees. Of the four early graduates (1955-1964) three had completed their specialist degree at one of the following institutions: Eastern Montana State College (Reading), the University of Santa Clara, and the third graduate did not indicate the school from which he was graduated. One early respondent is working on his specialist degree at the University of North Dakota.

Of the twelve early graduates listed under "Doctoral", seven have completed their programs. Four of the respondents completed their doctoral study at Montana State University and three are working toward their degrees there. One respondent has completed his study at Stanford

Table 17

Respondents' Salary Range by Number and Percentage

Salary	Early Grads (1955-1964)		Recent Grads (1965-1969)		Totals	
	N	%	N	%	N	%
Below \$10,000	2	3	3	6	5	4
\$10,000 to \$10,999	3	5	5	10	8	7
\$11,000 to \$11,999	10	16	13	25	23	21
\$12,000 to \$12,999	12	20	9	18	21	19
\$13,000 to \$13,999	6	10	9	18	15	13
\$14,000 to \$14,999	6	10	5	10	11	10
\$15,000 to \$16,999	13	21	3	6	16	14
\$17,000 to \$19,000	6	10	3	6	9	8
Over \$19,000	3	5	1	1	4	4
Totals	61	100%	51	100%	112	100%

Table 18

Number of Quarter Hours of Graduate Credit Earned
by Respondents Since Receiving Masters Degree

Number of Credits	Early Grads (1955-1964)		Recent Grads (1965-1969)		Totals	
	N	%	N	%	N	%
1 to 5	3	5	5	10	8	7
6 to 10	7	11	9	18	16	14
11 to 15	10	16	3	6	13	12
16 to 20	4	7	1	2	5	4
21 to 25	1	2	3	5	4	4
26 to 30	4	7	-	-	4	4
31 to 40	7	11	2	4	9	8
Over 40	17	28	3	6	20	18
None	8	13	25	49	33	29
Totals	61	100%	51	100%	112	100%

Table 19

Respondents Presently Working on or Having
Completed Advanced Degrees

Degree	Early Grads (1955-1964)		Recent Grads (1965-1969)		Totals	
	N	%	N	%	N	%
Specialist	4	7	2	4	6	5
Doctoral	12	20	3	6	15	13
Making Application for Advanced Study	-	-	3	6	3	3
Not Presently Working on an Advanced Degree	45	73	43	84	88	79
Totals	61	100%	51	100%	112	100%

University, another at the University of Wyoming, and still another at the University of Montana. Two additional respondents were doing doctoral study at Purdue University and the University of Illinois.

Seventy-three per cent of the early graduates are not presently working on advanced degrees.

Two of the recent graduates (1965-1969) are working on specialist degrees at the University of Oregon and Kansas State College. All three of the recent respondents listed under "Doctoral" are, or were, enrolled in programs at Montana State University. One of them has now completed his course of study.

Of the three graduates who indicated they were making application for advanced study, the following institutions were listed: Montana State University, University of Oregon and Washington State University.

Eighty-four per cent of the recent graduates indicated that they were not presently working on advanced degrees.

PROGRAM EVALUATION

Evaluation of Courses Taken in Program

Graduates were asked to express their opinion as to the value of those courses which were a part of their masters program in light of the professional responsibilities they had encountered. Table 20 presents the frequency of the ratings given by the respondents and the mean score for each course.

Table 20

Respondents' Values as to Courses Which Were
a Part of Their Masters Program

No. of Early Grads (1955-1964) Who Indicated Course was:					No. of Recent Grads (1965-1969) Who Indicated Course was:					
Very Valuable	Valuable	Little Value	Total N	Mean Score	Course	Very Valuable	Valuable	Little Value	Total N	Mean Score
7	22	6	35	5.1	The Junior High School	2	14	4	20	4.5
1	6	4	11	3.6	Vocational Ed. in Sch. Curr.	2	1	1	4	6.2
1	8	2	11	4.5	Challenges in El. Ed.	5	6	2	13	6.2
6	19	9	34	4.6	Curriculum in Sec. School	5	11	6	22	4.8
7	7	5	19	5.5	Seminar	1	8	2	11	4.5
7	8	8	23	4.8	Research Design	1	13	10	24	3.1
9	16	13	38	4.4	Eval. and Meas. in Ed.	2	13	13	28	3.0
4	14	1	19	5.8	Org. & Sup. of El. Sch. Bdg.	6	8	3	17	5.9
14	24	15	53	4.9	Supervision of Instruction	13	19	10	42	5.4
10	13	7	30	5.5	Prof. & Pub. Rel. in Ed.	6	7	4	17	5.6
14	23	9	46	5.5	Counseling	10	20	7	37	5.4
9	21	4	34	5.7	El. School Organization	11	21	5	37	5.8
2	10	11	23	3.0	Educational Statistics	1	8	5	14	3.6
37	17	-	54	8.4	School Law	22	9	4	35	7.6
28	22	7	57	6.8	School Administration	27	12	4	43	7.7
28	18	2	48	7.7	School Finance	28	12	2	42	8.1
-	13	22	35	1.9	History of Education	3	6	11	20	3.0
3	4	2	9	5.6	School Plant Planning	1	3	1	5	5.0
2	5	2	9	5.0	Slow and Gifted Learner	-	2	4	6	1.6
12	7	4	23	6.7	Imp. Inst. Tchg. of Reading	8	8	5	21	5.7

Table 20 (continued)

No. of Early Grads (1955-1964) Who Indicated Course was:					No. of Recent Grads (1965-1969) Who Indicated Course was:					
Very Valuable	Valuable	Little Value	Total N	Mean Score	Course	Very Valuable	Valuable	Little Value	Total N	Mean Score
6	26	9	41	4.6	High School Organization	4	13	11	28	3.6
4	14	1	19	5.8	Const. of Curriculum	5	13	12	30	3.8
-	5	6	11	2.3	Comparative Education	1	3	1	5	5.0
3	3	3	9	5.0	Systematic Phil. of Educ.	2	1	2	5	5.5
-	1	1	2	5.0	College Teaching	-	-	-	-	-
-	1	-	1	5.0	College Administration	-	-	-	-	-
-	-	1	1	-	State & Federal Relations	-	1	-	1	5.0

The mean score was determined by assigning a point value to the categories as follows: Very Valuable: 10; Valuable: 5; and Little Value: 0; and summing the weighted responses and dividing by the total number responding. For example, the course The Junior High School was rated Very Valuable by seven of the early graduates, therefore generating 70 points. Twenty-two of the early graduates rated the course Valuable, thus 110 points. The six graduates who rated the course of Little Value generated no points, therefore the total score for the course The Junior High School (180), divided by the number of graduates responding (35) equals a mean score of 5.1.

The rank order of the eight courses which the respondents found to be most valuable in light of the responsibilities they encountered are presented in Table 21. It is interesting to note the similarity in the rank order between the early and recent graduates.

Evaluation of Courses Offered But Not Taken

Graduates were also asked to estimate the value of courses which were not a part of their programs, but were, or are, included in the educational administration curriculum. The value was to be estimated in terms of the potential worth of the courses to the individual as an administrator. Table 22 lists the frequency of the ratings given by the respondents and the mean score for each course. The mean score was computed by the same method as in Table 20.

Table 21

Respondents' Rank Order as to Value of Courses
Which Were A Part of Their Masters Program

Course	Early Grads (1955-1964)			Recent Grads (1965-1969)		
	Rank Order	Mean Score	N	Rank Order	Mean Score	N
School Law	1	8.4	54	3	7.6	25
School Finance	2	7.7	48	1	8.1	42
School Administration	3	6.8	57	2	7.7	43
Imp. Inst. Tchg. of Reading	4	6.7	23	8	5.7	21
Org. & Sup. of El. School Building	5	5.8	19	6	5.9	17
Const. of Curriculum	5	5.8	19	*	—	—
El. School Org.	7	5.7	34	7	5.8	37
School Plant Planning	8	5.6	9	*	—	—
Vocational Ed. in School Curriculum	—	—	—	4	6.2	4
Challenges in El. Ed.	—	—	—	4	6.2	13

* Not ranked in top eight

Table 22

Respondents' Estimated Value of Courses Which Were
Not a Part of Their Masters Program

No. of Early Grads (1955-1964) Who Indicated Course Was:					No. of Recent Grads (1965-1969) Who Indicated Course Was:					
Very Valuable	Valuable	Little Value	Total N	Mean Score	Course	Very Valuable	Valuable	Little Value	Total N	Mean Score
2	8	4	14	4.3	The Junior High School	3	13	2	18	5.3
8	20	10	38	4.7	Voc. Educ. in Sch. Curr.	8	18	5	31	5.5
7	23	7	37	5.0	Challenges in El. Educ.	6	12	6	24	5.0
-	14	2	16	4.4	Curriculum in Sec. School	3	10	13	-	6.1
8	13	3	24	6.0	Seminar	9	9	5	23	5.9
4	11	9	24	4.0	Research Design	2	11	7	20	3.8
3	12	-	15	6.0	Eval. & Meas. in Educ.	6	18	4	28	5.4
5	18	5	28	5.0	Org. & Sup. of El. Sch. Bdg.	6	14	2	22	5.9
1	2	1	4	5.0	Supervision of Instruction	1	-	1	2	5.0
7	10	3	20	6.0	Prof. & Pub. Rel. in Educ.	14	12	4	30	6.7
3	6	1	10	6.0	Counseling	4	5	1	10	6.5
3	3	6	12	3.8	El. School Organization	-	1	3	4	1.2
1	16	10	27	3.3	Educational Statistics	2	19	10	31	3.7
1	1	-	2	7.5	School Law	7	5	1	13	7.3
-	-	-	-	-	School Administration	-	-	-	-	-
1	2	1	4	5.0	School Finance	4	5	-	9	7.2
1	7	9	17	2.6	History of Education	1	11	11	23	2.8
9	23	10	42	4.9	School Plant Planning	11	21	5	37	5.8
9	28	4	41	5.6	Slow and Gifted Learner	17	20	-	37	7.3

Table 22 (continued)

No. of Early Grads (1955-1964) Who Indicated Course Was:					No. of Recent Grads (1965-1969) Who Indicated Course Was:					
Very Valuable	Valuable	Little Value	Total N	Mean Score	Course	Very Valuable	Valuable	Little Value	Total N	Mean Score
9	10	6	25	5.6		Imprv. Inst. Tchg. of Read.	8	11	5	24
-	6	4	10	3.0	High School Organization	-	2	5	7	1.4
8	14	6	28	5.3	Const. of Curriculum	5	11	2	18	5.8
5	14	18	37	3.2	Comparative Education	4	20	12	36	3.9
1	15	20	36	2.4	Systematic Phil. of Educ.	3	14	17	34	2.9
10	8	11	29	4.8	College Teaching	4	5	12	21	3.1
10	6	11	27	4.8	College Administration	4	6	11	21	3.3
17	19	10	46	5.8	State & Federal Relations	14	18	5	37	6.2

The rank order of the eight courses the respondents estimated to be of greatest potential value to them as administrators is presented in Table 23. There is once again considerable similarity in the rank order of the courses between the early and recent graduates. However, it is interesting to note, that the recent graduates included School Finance (ranked third) and Curriculum in Secondary School (ranked seventh). Among recent graduates the course Organization and Supervision of the Elementary School Building also ranked eighth, but was not included in Table 23.

Course Units Needing Greater Development

Among the course units most frequently mentioned by respondents as needing greater development in an effort to more adequately meet the demands placed upon them as administrators were: greater emphasis on public relations, problems associated with school finance, federal state relationships including proposal development, management and budget systems, supervision of instruction, and the development of an internship program in school administration. These data are reported in Table 24. Fifty-nine per cent of the respondents provided input concerning this question.

In presenting Tables 24, 25 and 26 consideration should be given to the small number of respondents in most cases.

Table 23

Respondents' Rank Order as to the Potential Value of Courses
Which Were Not A Part of Their Masters Program

Course	Early Grads (1955-1964)			Recent Grads (1965-1969)		
	Rank Order	Mean Score	N	Rank Order	Mean Score	N
School Law	1	7.5	2	1	7.3	13
Seminar	2	6.0	24	8	5.9	23
Eval. & Meas. in Education	2	6.0	15	*	—	—
Prof. & Pub. Rel. in Education	2	6.0	20	4	6.7	30
Counseling	2	6.0	10	5	6.5	30
State & Federal Relations	6	5.8	46	6	6.2	37
Slow & Gifted Learner	7	5.6	41	1	7.3	37
Imp. Inst. Tchg. of Reading	8	5.6	25	*	—	—
School Finance	—	—	—	3	7.2	9
Curriculum in Sec. School	—	—	—	7	6.1	13

* Not ranked in top eight

Table 24

Frequency of Topics Which Respondents
Believe Need Greater Development

Course Units	Early Grads	Recent Grads	Totals	Per Cent of Total Response
	(1955-1964)	(1965-1969)		
	N	N	N	
Public Relations	4	10	14	13
Federal-State Relationship	4	7	11	10
Problems in School Finance	7	3	10	9
Management and Budget Systems	4	4	8	7
Supervision of Instruction	4	4	8	7
Development of an Intern- ship Program	5	2	7	6
Group Dynamics-Human Relationships	3	3	6	5
Curriculum Development	3	2	5	4
Professional Negotiations	2	2	4	4
Courses in "New Trends"	1	2	3	3
Dealing with Discipline	1	1	2	2
Planning for Individualized Instruction	2	-	2	2
School Plant Design	1	1	2	2
Philosophy of Vocational Education	1	1	2	2
Scheduling Techniques	-	2	2	2
Data Processing in Education	-	1	1	1
Course in Personnel Administration	1	-	1	1
Course in Transportation	1	-	1	1
Learning Disabilities	1	-	1	1
Counseling in Elementary Education	1	-	1	1

Table 25

Number of Respondents Who Listed A Course as One
of the Two Most Important in Their Program

Course	Early Grads	Recent Grads	Totals	Per Cent of Total Response
	(1955-1964)	(1965-1969)		
	N	N	N	
School Law	31	16	47	42
School Finance	24	17	41	37
School Administration	17	9	26	23
Elementary School Administration	2	9	11	10
Supervision of Instruction	7	3	10	9
Teaching of Reading	5	4	9	8
Guidance and Counseling	6	2	8	7
Public Relations	4	2	6	5
Construction of Curriculum	1	4	5	4
High School Organization	-	3	3	3
Challenges in Elementary Education	1	2	3	3
Philosophy of Education	2	1	3	3
Group Dynamics	1	1	2	2
Taba Thought Process	1	1	2	2
Research Design	1	1	2	2
Organization and Supervision of Elementary School	1	1	2	2
Seminar	-	2	2	2
Junior High School	1	1	2	2
Thesis	2	-	2	2
Slow and Gifted Learner	1	-	1	1
Comparative Education	1	-	1	1

Table 26

Number of Respondents Who Listed A Course as One of the Two
Least Valuable Courses in Their Program

Course	Early Grads	Recent Grads	Totals	Per Cent of Total Response
	(1955-1964)	(1965-1969)		
	N	N	N	
History of Education	15	10	25	22
Guidance and Counseling	7	7	14	13
School Curriculum Development	5	8	13	12
Supervision of Instruction	5	8	13	12
Educational Statistics	5	5	10	9
Tests and Measurements	4	6	10	9
Research Design	1	8	9	8
Professional Paper	2	5	7	6
Philosophy of Education	4	2	6	5
High School Organization	3	2	5	4
Public Relations	4	1	5	4
School Finance	4	1	5	4
Junior High School	-	3	3	3
Comparative Education	4	-	4	4
Challenges in El. Education	2	1	3	3
School Plant Planning	3	-	3	3
School Law	2	-	2	2
School Administration	1	1	2	2
Teaching of Reading	1	-	1	1
El. School Organization	1	1	2	2
Vocational Education	1	-	1	1
Seminar	-	1	1	1

Most and Least Valuable Courses in Program

The courses in School Law, School Finance and School Administration received the greatest number of responses when graduates were asked to list the two most important courses in their program. Table 25 presents a complete list of the graduates' responses.

Table 26 gives the opinions of all respondents concerning the two least valuable courses in their programs. History of Education ranked first in terms of the least valuable course, with Guidance and Counseling, School Curriculum Development and Supervision of Instruction following in that order. Twenty-eight per cent of the early, and fourteen per cent of the recent graduates did not respond.

Some of the respondents indicated reasons why the particular courses were not valuable. Most frequently mentioned was the instruction. Others reasons given included: too much busy work, too much theory, course not being made pertinent to the issues one faces in the field, and the amount of time was not worth it, as it related to the value received from the course.

Evaluation of Minors

A list of the respondents' minors and the value placed upon them in terms of the administrative duties the graduates had encountered is presented in Table 27. Twenty-nine per cent of the respondents indicated History as a minor in their masters programs. However, sixteen of the 33 respondents (48 per cent) stated that the minor had been of no value.

Table 27

Respondents' Minors and the Value Placed Upon Them

Minor	Very Valuable		Some Value		Little Value		No Value		Totals*	
	Early Grads	Recent Grads	Early Grads	Recent Grads	Early Grads	Recent Grads	Early Grads	Recent Grads	Early Grads	Recent Grads
History	5		2	1	2	4	9	7	21	12
Social Studies		1		2	4	1	1		5	4
Sociology		4		1		1		1	0	8
English	1	3		1	1			2	2	6
Guidance & Counseling	2	1	4						6	1
Mathematics		1		1	1	1		1	2	4
Commerce	4	1			1				5	1
Biology					1	1	1	1	2	3
Elementary Education	5								5	0
Geography		1		1				1	0	4
Music			1	2					1	2
Science				1			1		2	1
Economics			1						1	0
Physical Education	1	1							1	1
Psychology	1								1	0
Agricultural Education	1								1	0
No Minor									1	0
No Response									5	4
Totals									61	51

* In some instance, respondents did not rank the value of the minor.

Five of the graduates (15 per cent) found their History minor to be very valuable. The remaining minors were well mixed, with Guidance and Counseling and Elementary Education receiving the highest over-all value. Eight per cent of both the early and recent graduates did not complete this item.

Table 28 presents the ranking of five possible minors which the graduates were asked to rate in terms of the greatest assistance to the potential school administrator. The rank score was determined by assigning five points for each first place selection, four points to each second place selection, down to one point for each fifth place selection. Both the early and recent respondents ranked Psychology first, followed by Sociology. The early graduates ranked Commerce third, while the recent respondents listed Liberal Arts. Home Economics was ranked fifth by both groups. Fifteen per cent of the early and ten per cent of the recent graduates did not respond.

SUGGESTIONS FOR IMPROVEMENT

A series of open-ended questions were included in the survey form which gave the respondents an opportunity to identify those elements of the program with which they were dissatisfied and to suggest improvements for the program. The author has concluded that perhaps the most significant finding relative to these questions was the small number who were dissatisfied to the extent that they felt obliged to respond. The reader

Table 28

Respondents' Ranking of Selected Minor Areas Which Would Be
of Greatest Assistance to the Potential Administrator

Minor	Early Grads (1955-1964)	Recent Grads (1965-1969)	Early Grads (1955-1964)	Recent Grads (1965-1969)
	Rank Score	Rank Score	Rank	Rank
Psychology	185	153	1	1
Sociology	182	134	2	2
Commerce	142	120	3	4
Liberal Arts	139	130	4	3
Home Economics- Family Life	85	76	5	5
No Response	9	5		

is cautioned to keep this in mind as he considers the following paragraphs.

Major Weaknesses

In responding to the question, What were the major weaknesses of your program in School Administration?, only three items were commented on by as many as ten per cent of the respondents. (See Table 29) Eighteen individuals (16 per cent of all respondents) felt that there was too much theory in courses. Fourteen graduates (14 per cent) were critical of the staff, particularly of the summer staff, who sometimes gave the impression that they were more interested in vacationing than teaching. A need for more practical experience or an internship program was expressed by eleven respondents (10 per cent). Only isolated responses were obtained on other weaknesses reported, and seventeen of the graduates (15 per cent) gave no response to this question.

No tabulation was made of the major weaknesses in respondents' minor areas in their masters program due to a lack of feedback from the graduates.

Means of Improving Program

The development of an internship program was listed by nineteen (17 per cent) of the respondents as a means by which the Masters Program in Educational Administration at Montana State University can be improved. One graduate suggested that it be used to replace the minor in a student's

Table 29

Major Weaknesses Within Masters Program in School
Administration as Reported by Respondents

Weaknesses	Early Grads	Recent Grads	Totals	Per Cent of Total Response
	(1955-1964)	(1965-1969)		
	N	N	N	
Too much theory--far removed from reality--not practical	6	12	18	16
Instruction (especially some visiting summer staff)	5	9	14	13
Lack of internship--practical experience	7	4	11	10
Need for greater total integra- tion of courses--too much repetition of material	2	3	5	4
Too much "busy work"	4	1	5	4
Not enough guidance and counseling	3	1	4	4
More problem solving seminars	1	1	2	2
Too many credits required outside administration	1	1	2	2
Student-Committee communi- cation need improvement	-	2	2	2
Program geared to school systems much larger than most in Montana	-	1	1	1
More training in supervision	1	-	1	1
More training in vocational courses	1	-	1	1
No weaknesses	17	12	29	25
No Response	13	4	17	15
Totals	61	51	112	100%

program. Structuring courses to the reality of administration was cited by fifteen (13 per cent) of the graduates. Successful teaching and administrative experience, along with incorporating theory and practical application into instruction, were characteristics listed as being necessary in maintaining an excellent instructional staff. Forty-four per cent of the early and twenty-nine per cent of the recent respondents offered no suggestions as to means by which to improve the masters program. (See Table 30)

Advisory Time

Seventy-nine per cent of all respondents indicated they did have sufficient opportunities for conferences with their advisors. Of those who felt they did not have sufficient opportunities (19 per cent), the following recommendations were made: allow greater time for advisement, have fewer candidates per advisor, and establish time blocks for advising graduate students. Only two per cent of the respondents did not respond to this item. These data are reported in Table 31.

Evaluation of Professional Paper and Examinations

Thirty-one per cent of the early and forty-one per cent of the recent respondents found the preparation of the professional paper very necessary and valuable. (See Table 32) A better understanding of research procedures was cited by twenty-eight per cent of the early and twenty-one per cent of the recent graduates. Twenty per cent of the

Table 30

Respondents' Suggestions as to Means by Which the Masters
Program Can be Improved

Suggestions	Early Grads	Recent Grads	Totals	Per Cent of Total Response
	(1955-1964)	(1965-1969)		
	N	N	N	
Develop an Internship Program	12	7	19	17
Structure Courses to the Reality of Administration	8	7	15	13
Maintain Excellent Instruc- tional Staff	5	4	9	8
Greater Emphasis on Human and Public Relations	-	8	8	7
More Seminars and Workshops	2	2	4	3
Greater Individualism in Programs	2	1	3	2
Do Away With Professional Paper	2	1	3	2
Greater Emphasis on Office Management Techniques	-	2	2	2
Greater Emphasis on Problem Solving and Innovation	-	2	2	2
Greater Emphasis on Counseling	1	-	1	1
Greater Emphasis on Supervision	1	-	1	1
Greater Emphasis on Vocational Education	1	-	1	1
Greater Emphasis on Materials from Northwest Regional Lab	-	1	1	1
Teaching Experience at Level of Administration Desired	1	-	1	1
Review Syllabi and Delete Repetitions	1	-	1	1
Less Work in Minor Field and More in Major	-	1	1	1
No Suggestions	25	15	42	37
Totals	61	51	112	100%

Table 31

Responses to Sufficient Opportunities for Formal
and Informal Conferences with Advisors

Sufficient Oppor- tunities Provided	Early Grads (1955-1964)		Recent Grads (1965-1969)		Totals	
	N	%	N	%	N	%
Yes	48	78	40	78	88	79
No	12	20	9	18	21	19
No Response	1	.2	2	4	3	2
Totals	61	100%	51	100%	112	100%

Table 32

Respondents' Value in the Preparation
of the Professional Paper

Value	Early Grads (1955-1964)		Recent Grads (1965-1969)		Totals	
	N	%	N	%	N	%
Very Necessary-Valuable	19	31	21	41	40	36
Better Understanding of Research Procedures	17	28	11	21	28	25
Little Value	8	13	9	18	17	15
No Value	12	20	7	14	19	17
No Response	5	8	3	6	8	7
Totals	61	100%	51	100%	112	100%

1955-1964 respondents and fourteen per cent of the 1965-1969 graduates found no value in the preparation of the professional paper. The major criticism being that for the amount of time spent it was not worth it, as it related to the value received from doing it.

Among the reasons given for the preparation of the professional paper were: that it was a good learning situation, for the writing experience, as a background for further study, determination and self-discipline. Seven per cent did not respond to the question.

Thirty-five per cent of all respondents found little value in the written comprehensive examination, while 25 per cent found them to be a valuable experience. It is interesting to note that among the recent graduates 41 per cent indicated the written comprehensive exam was a valuable experience. Twenty-two per cent found no value in the examination, 10 per cent did not take one, and 8 per cent did not respond. These data are presented in Table 33.

Three of the reasons stated as to the value of the written comprehensive examinations were: it was a good review, there was an integration of information and that it served as a good motivational tool.

Forty-three per cent of all respondents found the oral examination to be a valuable experience. (Note Table 34) Some value in the experience was expressed by 17 per cent, while 4 per cent saw little value in it. Twenty-one per cent indicated that the oral examination was of no value to them, while an additional 12 per cent did not respond.

Table 33

Respondents' Value of the Written
Comprehensive Examination

Value	Early Grads (1955-1964)		Recent Grads (1965-1969)		Totals	
	N	%	N	%	N	%
Little Value	22	36	17	33	39	35
Valuable Experience	7	11	21	41	28	25
No Value	15	25	10	20	25	22
Did Not Take One	11	18	-	-	11	10
No Response	6	10	3	6	9	8
Totals	61	100%	51	100%	112	100%

Table 34

Respondents' Value of Oral Examination

Value	Early Grads (1955-1964)		Recent Grads (1965-1969)		Totals	
	N	%	N	%	N	%
Valuable	36	59	12	24	48	43
Some Value	10	17	9	18	19	17
Little Value	0	0	5	10	5	4
No Value	13	21	11	21	24	21
Not Required	0	0	3	6	3	3
No Response	2	3	11	21	13	12
Totals	61	100%	51	100%	112	100%

Additional Comments on Program

The thirty-first question on the instrument asked the respondents to make any additional comments they felt would be helpful in improving the Masters Program in Educational Administration at Montana State University. While fifty-nine per cent of the early, and fifty-five per cent of the recent graduates did not respond to this item, those who did made the following suggestions:

- (1) Incorporate an internship program
- (2) Less emphasis on isolated facts and details, with more emphasis on concepts pertaining to the realistic factors of administration
- (3) The program should be structured to meet the individual needs of each student
- (4) College professors should get out and see what is actually going on in the schools
- (5) Greater utilization of input from the graduates as to strengths and weaknesses of the program
- (6) Review the need (number of years) of teaching experience before one is eligible to embark on a degree in educational administration
- (7) Closer supervision and evaluation of students during program
- (8) Student faculty seminars on topics or problems the administrator will face on the job
- (9) Greater utilization of successful administrators for instructional purposes
- (10) Incorporate more business administration techniques
- (11) Be sure to keep current to reflect changing ideas and trends

- (12) The program should be more selective
- (13) Less harassment
- (14) Decrease the number of liberal arts courses
- (15) Do away with minor, and require more administration courses
- (16) Greater opportunity for teaching assistanceships

Reactions to Present Entrance Requirements

As may be noted from Table 35, sixty-four per cent of the respondents felt that an undergraduate grade point average of 3.0 the last two years was about right. Twenty-eight per cent expressed the attitude that it was unduly restrictive, while only one respondent felt it should be more restrictive. Seven per cent did not respond.

Table 35 further shows that fifty-three per cent of the respondents believed the 850 cumulative Graduate Record Examination score was about right. Thirty-one per cent felt that it should be more restrictive. No response was received from ten per cent of the respondents.

Table 36 provides a breakdown of the respondents' ability to meet the present grade point average and Graduate Record Examination entrance requirements. Of all the respondents, sixty-three indicated they had an undergraduate grade point average of at least 3.0 their last two years. Twenty-five per cent stated they did not have a 3.0 grade point average, while twelve per cent did not respond.

In comparing the percentage of those respondents who did not have

Table 35

Respondents' Attitude Toward Present
Entrance Requirements

Undergraduate Grade Point Average of 3.0 Last Two Years						
Attitude	Early Grads (1955-1964)		Recent Grads (1965-1969)		Totals	
	N	%	N	%	N	%
Unduly Restrictive	21	34	10	20	31	28
About Right	35	57	37	73	72	64
Should be More Restrictive	1	2	0	0	1	1
No Response	4	7	4	8	8	7
Totals	61	100	51	100	112	100

850 Cumulative Score on Graduate Record Examination						
Attitude	Early Grads (1955-1964)		Recent Grads (1965-1969)		Totals	
	N	%	N	%	N	%
Unduly Restrictive	22	36	13	25	35	31
About Right	30	49	29	57	59	53
Should be More Restrictive	3	5	4	8	7	6
No Response	6	10	5	10	11	10
Totals	61	100	51	100	112	100

Table 36

Respondents' Ability to Meet Present GPA and GRE
Entrance Requirements

Had an Undergraduate Grade Point Average of at Least 3.0 Last Two Years						
Response	Early Grads (1955-1964)		Recent Grads (1965-1969)		Totals	
	N	%	N	%	N	%
Yes	38	62	33	65	71	63
No	14	23	14	27	28	25
No Response	9	15	4	8	13	12
Totals	61	100	51	100	112	100
Had A Cumulative Graduate Record Examination Score of 850 or Better						
Response	Early Grads (1955-1964)		Recent Grads (1965-1969)		Totals	
	N	%	N	%	N	%
Yes	36	59	38	75	74	66
No	11	18	6	12	17	15
No Response	14	23	7	14	21	19
Totals	61	100	51	100	112	100

an undergraduate grade point average of at least 3.0 their last two years (25 per cent), with those who thought the requirement was unduly restrictive (28 per cent), one can see that they are quite comparable.

Sixty-six per cent of the respondents indicated they had cumulative Graduate Record Examination scores of at least 850. Fifteen per cent stated they could not meet the requirement, while nineteen per cent did not respond.

Once again, comparing the percentage of those respondents who did not have a cumulative Graduate Record Examination score of 850 (15 per cent), with those who indicated that they thought the requirement was unduly restrictive (31 per cent), one can conclude that more than just those who could not meet the requirements believed it to be unduly restrictive. No response was given by ten per cent of the respondents.

Fifty-four per cent of the early and forty-five per cent of the recent respondents provided suggestions for improving entrance requirements. The suggestions are presented in Table 37.

Evaluation of Placement Services

Eighty-three per cent of the respondents indicated they had not used the Montana State University Placement Service in securing their position following the completion of their masters degrees. (See Table 38) Thirteen of the recent, as well as early graduates, returned to their former teaching positions. Twelve of the early, and eleven of the recent respondents returned to their former administrative positions.

Table 37

Respondents' Suggestions for Improving
Entrance Requirements

Suggestions	Early Grads	Recent Grads	Totals	Per Cent of Total Response
	(1955-1964) N	(1965-1969) N		
Greater emphasis on performance recommendations, rather than GPA or GRE scores	14	6	20	18
Use of interview prior to admission	10	5	15	13
Use of a probationary period for promising students not able to meet all of the admission requirements	6	4	10	9
Lower the GRE score required	2	6	8	7
At least two years of teaching experience prior to admission in program	1	3	4	4
A verbal minimum score should be established on the GRE	2	-	2	2
Entrance requirements made more liberal with completion requirements made more competitive and restrictive	4	-	4	4
Do not let anyone into the program unless they can meet the established standard for admission	-	1	1	1
No response	22	26	48	42
Totals	61	51	112	100%

Table 38

Respondents' Use of the Montana State University
Placement Service

Response	Early Grads (1955-1964)		Recent Grads (1965-1969)		Totals	
	N	%	N	%	N	%
Yes	10	16	6	12	16	14
No	50	82	43	84	93	83
1. Returned to former teaching position	13		13			
2. Returned to former administrative position	12		11			
3. Secured own position	16		11			
4. Used a professional teacher placement service	0		0			
5. Used a state placement service	3		2			
6. Indicated no, but not the means of securing position	6		6			
No Response	1	2	2	4	3	3
Totals	61	100	51	100	112	100

Sixteen of the early, and eleven of the recent graduates secured their own positions after graduation. None of the respondents used a professional teacher placement service, and only five used a state placement service.

Overall Reaction to the Program

Table 39 presents the rank order of those aspects of the respondents' program which he felt contributed most to his development. The rank score was computed the same way as in Table 27. The quality of the faculty, the faculty student relationship, and the quality of the program were ranked first through third by both the early and recent respondents. The library was ranked fourth by the early graduates, while the location of the University placed fourth with the recent graduates. Location of the University placed fifth among early graduates, while among the recent respondents, the library was ranked fifth. The prestige of the University, and the placement service were ranked sixth and seventh by both groups.

In response to the question, would you select Montana State University again as the institution to take your masters degree from?, 87 per cent of the early and 88 per cent of the recent respondents indicated they would. (See Table 40)

Of the six early respondents, two indicated reasons why they would not return to Montana State University. One graduate believed Eastern and Northern Montana State Colleges were doing a better job of

Table 39

Respondents' Ranking of Selected Aspects of the Program
Which Contributed Most to Their Development

Program Aspects	Early Grads (1955-1964)	Recent Grads (1965-1969)
	Rank Score	Rank Score
Quality of Faculty	1	1
Faculty-Student Relationship	2	2
Quality of the Program	3	3
Library	4	5
Location of the University	5	4
Prestige of the University	6	6
Placement Service	7	7

Table 40

Respondents' Attitude Toward Selecting Montana State University
Again for A Masters Program in School Administration

Response	Early Grads (1955-1964)		Recent Grads (1965-1969)		Totals	
	N	%	N	%	N	%
Yes	53	87	45	88	98	88
No	6	10	5	10	11	10
No Response	2	3	1	2	3	2
Totals	61	100%	51	100%	112	100%

preparing people to handle learning disabilities, and the other respondent indicated he would work on a degree in a field not offered at the University.

Among the reasons cited by the five recent graduates for not returning to the University were:

- (1) I do not believe I would attend a secular college again
- (2) Contradictions in catalog concerning writing or not writing a professional paper (respondent was under the impression he did not have to write one)
- (3) Would select a program not offered at the University
- (4) The opportunity for expression was limited

The following reasons, as well as the frequency of the response, were given by graduates as to why they would again select Montana State University:

Early graduates:

- (1) The strength of the faculty and the faculty student relationship (4)
- (2) Location (3)
- (3) Strength of the program (3)
- (4) An enjoyable experience (3)
- (5) A fine school (1)
- (6) The best in Montana (1)
- (7) The attitude of the department (1)
- (8) Left with a warm feeling for the place (1)

- (9) Down to earth--have recommended it often (1)
- (10) Had the feeling my professors were pulling for me and were 100 per-cent interested in my advancement (1)

Recent graduates:

- (1) Strength of the faculty and the faculty student relationship (14)
- (2) Location (14)
- (3) Strong academic program (4)
- (4) Has qualities that promote a sincere desire to attend (1)
- (5) I liked it there (1)
- (6) I feel it offers the best program, has the best instructors, and prepares the administrator better than any other graduate school of education.

Summary

Chapter 4 has presented information as to the career development patterns of the respondents, as well as their attitude toward the value of course work and other phases of the preparatory program in school administration at Montana State University.

The final chapter presents the summary, conclusions, and recommendations of the study.

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The purpose of this study was to evaluate the Masters Program in Educational Administration at Montana State University as perceived by the graduates: (1) by identifying elements of their career development patterns and (2) the utility of specific components of that preparatory program for their subsequent professional endeavors, and (3) to identify graduates' suggestions for improving the program.

Summary

This study was motivated from recognition that the evaluation and appraisal of the Masters Degree Program in Educational Administration at Montana State University is a constant challenge faced by the Department of Educational Services and the College of Education, and that a knowledge of the career development pattern, as well as the elements of quality and dissatisfaction the graduates' have of their program now that they are on the job would provide valuable information in strengthening Montana State University's program. Hence, this study was based upon questions in three general categories:

(1) Career Development Pattern: What were the graduate's personal characteristics and professional and educational experiences en route to the masters degree in educational administration and his occupa-

tional pursuits after completion of the degree?

(2) Program Evaluation: What was the value of specific courses and other components of the Masters Program in Educational Administration at Montana State University in preparing the graduate for his present position?

(3) Suggestions for Improvement: What suggestions do graduates of the program in educational administration make for improving the program?

Methodology

A normative survey was utilized for the study. This method obtained the desired information through the use of a questionnaire as a data gathering device. Since the respondents were scattered over a wide geographical area, it was impractical to conduct personal interviews.

After examination of position papers and the related literature, a pilot questionnaire was developed. Application of the questionnaire was tested by ten graduates of the Educational Administration Program at Montana State University. The pilot test provided the opportunity to delete, add, and clarify certain portions of the questionnaire.

The questionnaire was mimeographed and sent to 149 graduates. Two attempts were made to secure information from the nonrespondents through the use of letters. As a result a 75 per cent return was experienced.

Analysis of Data

As the completed questionnaires were returned, the information was separated and tallied into early (1955-1964) and recent (1965-1969) graduates. This was done under the assumption that the most recent graduates' feedback more adequately reflected conditions of the immediate past and should be considered separately in reporting the findings.

Tests of the representativeness of the sample were conducted utilizing data on Graduate Record Examination scores and grade point averages. The t-test was used and no differences were found between the respondents and nonrespondents on these two characteristics at the .05 level of significance.

The data and findings of the study were presented in tabular and written descriptive form and expressed most frequently in sums and percentages.

Findings

The findings, summarized below, are reported according to the three major categories within the questionnaire.

Career Development Pattern: What were the graduate's personal characteristics and professional and educational experiences en route to the masters degree in educational administration and his occupational pursuits after completion of the degree?

(1) Sixty-seven per cent of the respondents were employed in administrative positions at the time the instrument was returned.

Twenty-one per cent of the group were listed as teachers, and four per cent each as counselors, graduate students and government service.

(2) The mean cumulative Graduate Record Examination (GRE) score of all the graduates for whom information was available was 931, while the mean grade point average (GPA) was 3.39.

(3) The mean age of all respondents was 40.6 years. Thirty-eight per cent of the respondents listed administrative experience prior to the completion of their masters degree. Nineteen per cent returned to teaching after securing their degree. Over one quarter of the respondents had no administrative experience, and took administrative positions directly after completing the program.

(4) The average number of years taken to complete the program was three.

(5) About one-fifth of the graduates were physical education undergraduate majors. Biology was the most common minor, with twenty per cent of the respondents.

(6) Over one half of the respondents' completed their masters degree in school administration through summer sessions only. Among recent graduates, there had been a ten per cent drop in the number of those who finished their work through an academic year and a summer, and an eleven per cent increase in those completing their programs all in summer sessions.

(7) Eighty-four per cent of the respondents did not receive

financial assistance from the University while doing their masters study.

(8) Almost three quarters of the respondents listed professional advancement and certification as the primary motivating force behind seeking a masters degree.

(9) Personal interest accounted for forty-five per cent of the reasons respondents gave for selecting school administration. Professional advancement was cited by thirty-one per cent of the graduates.

(10) About one-quarter of the respondents indicated they selected Montana State University for their graduate study because they lived near the institution. Another twenty-one per cent had done their undergraduate work there.

(11) Over sixty-nine per cent of the respondents subscribe to at least three professional publications.

(12) Twenty-nine per cent of the respondents indicated they had not earned any credits since completing their degree. Another eighteen per cent had earned over forty quarter hours.

(13) Three respondents have completed specialist's degrees, with an additional three working on programs. Eight of the respondents have completed doctoral programs, and seven more are working on them. Five of the seven completed doctoral programs were at Montana State University.

Program Evaluation: What was the value of specific courses and other components of the Masters Program in Educational Administration at Montana State University in preparing the graduate for his present posi-

tion?

(1) School Law, School Finance, School Administration, Counseling and Elementary School Organization were seen by all respondents to be very valuable courses in light of the responsibilities they encountered on the job.

(2) History of Education ranked first in terms of the least valuable course in respondents' programs.

(3) Sociology and Psychology were ranked as the best minors for the potential administrator.

(4) Too much theory in courses, criticism of the summer teaching staff and the lack of an internship program were three of the major weaknesses respondents' listed in their masters programs.

(5) Over three-quarters of the respondents believed they had sufficient opportunities for conferences with advisors.

(6) Forty-one per cent of the recent graduates found the preparation of the professional paper and the written comprehensive examination very necessary and valuable segments of their programs. The oral examination was seen as a valuable experience by forty-three per cent of all respondents.

(7) Sixty-four per cent of the respondents felt the undergraduate grade point average requirement of 3.0 the last two years was about right, while twenty-eight per cent thought it was unduly restrictive.

(8) Fifty-three per cent indicated that the 850 cumulative

Graduate Record Examination score was about right, with thirty-one per cent of the opinion that it was unduly restrictive.

(9) Eight-three per cent stated they had not used the University Placement Service in securing their position after graduation.

(10) The quality of the faculty, the faculty student relationship and the quality of the program were ranked by all respondents as the program aspects which contributed most to the respondent's development.

(11) Eighty-seven per cent of all respondents indicated they would again select Montana State University to take their masters degree from.

Suggestions for Improvement: What suggestions do graduates of the program in educational administration make for improving the program?

In terms of overall reaction, the respondents were quite pleased with their preparatory program and felt the program was effective in preparing them.

(1) Respondents recommended greater emphasis on public relations, problems associated with school finance, management and budget systems, supervision of instruction, and federal state relationships including proposal development.

(2) Reasons cited for courses not being valuable included: too much busy work, too much theory, courses not being made pertinent to the issues one faces in the field, and that the amount of time was not worth it, as it related to the value received.

(3) The development of an internship program was suggested by several respondents (17 per cent) as an element of the present program could be developed further in an effort to more adequately meet the demands placed upon administrators.

(4) Structuring courses to the reality of administration was cited by fifteen (13 per cent) of the respondents as a means to improve the program.

(5) Successful teaching and administrative experience, along with incorporating theory and practical application into instruction, were characteristics listed as being necessary in maintaining an excellent instructional staff. Forty-two per cent of the respondents offered no suggestions for improving the masters program.

(6) The following suggestions were made by the nineteen per cent of the respondents who believed there were not sufficient opportunities for conferences with advisors: allow greater time for advisement, have fewer candidates per advisor, and establish time blocks for advising graduate students.

(7) Among the suggestions respondents made concerning improving the program, not previously stated, were: greater utilization of input from the graduates as to the strengths and weaknesses of the program; greater use of successful administrators for instructional purposes; incorporate more business administration techniques; decrease, or do away with, the number of credits in the minor, and require more adminis-

tration courses, and greater opportunity for teaching assistantships.

(8) Greater emphasis on performance recommendations, rather than GPA and GRE scores, was cited by twenty of the respondents as a means of improving entrance requirements. Also listed was the use of an interview prior to admission (15 respondents) and the use of a probationary period for promising students not able to meet all of the admission requirements (10 respondents).

Conclusions

Based upon an analysis and interpretation of the findings of the study, the following conclusions appear to be warranted:

(1) The Masters Degree Program in School Administration at Montana State University is well accepted by the graduates.

(2) Over three-quarters of the graduates are either in administrative positions, or graduate school in administration.

(3) The number of graduates completing their courses work all in summer sessions seems to be increasing slightly, while the number taking their course work in an academic year and a summer session is decreasing somewhat.

(4) Over one-third of the respondents had administrative experience prior to the completion of their masters degrees.

(5) An internship experience was considered to be a valuable experience in the preparation of an administrator.

(6) There were no apparent differences in the way the early and recent graduates ranked the value of courses which were a part of their programs. This was also true concerning the potential value of courses which were not a part of their programs; most important courses; and least valuable courses.

(7) There seems to be a more positive attitude among the recent graduates concerning the value of the written comprehensive examination and the preparation of the professional paper.

(8) Generally speaking, the respondents believe the entrance requirements were about right.

Recommendations

The following recommendations were derived from the study:

(1) Consideration should be given to establishing minimum scores on the verbal and quantitative segments of the Graduate Record Examination.

(2) The College of Education should attempt to provide greater financial assistance for students in the masters program.

(3) Consideration should be given as to how the course in the History of Education can be made more meaningful.

(4) Students should be encouraged to take the following courses based upon the potential value expressed by the graduates in the field: State and Federal Relations, Slow and Gifted Learner, School Plant Planning, and Professional and Public Relations. At the same time, instruc-

tors should be encouraged to structure these, as well as all courses, to the reality of school administration.

(5) The possibility of developing an administrative internship program at Montana State University should be explored.

(6) Consideration should be given to incorporating greater information on management and budget systems in education.

(7) Minors in Sociology, Psychology and Commerce should be encouraged for the potential administrator.

Implications For Further Research

A number of salient issues and questions have developed as a result of this study and are worthy of further research.

(1) The large non-response to the open-ended recommendation items of the questionnaire could be interpreted as overwhelming satisfaction on the part of the graduates with their programs. One could also conclude that the respondents either had no suggestions or lacked interest to respond. Therefore, it is recommended that subsequent research utilize an interview technique when the presence of the interviewer could possibly elicit a higher response.

(2) Because of the significance of the instructor within a course, what value did the respondents place on the competence of individual instructors?

(3) The question could be raised as to whether the graduates of the Department are the only or best way to evaluate the program. Other

means could be explored that would offer additional direction to the institution. Such things as employer evaluation of graduates and comparison studies with other institutions' departments would be beneficial.

(4) Social change is an important characteristic of modern America. Is the role of the masters degree graduate in educational administration changing in terms of his place in society? This would be most significant in order to re-evaluate the preparatory program in light of society's changing needs. Whether graduates on the job are too much a part of the organization needing change to see social change clearly needs to be ascertained.

The purpose of this study was to assess, according to the graduates, the effectiveness of the masters program in educational administration at Montana State University.

The suggestions made for improving the program should not be limited to the findings of this particular study. It is paramount to recognize that the needs of society and the educational administrator are both dynamic and complex. Thus, it is most important to constantly re-evaluate the preparatory program in light of these changing needs.

APPENDIX A

QUESTIONNAIRE SENT TO GRADUATES

QUESTIONNAIRE

Part I.

1. A. Name _____ B. Age _____
C. Present Position _____
2. Positions held prior to completion of masters degree beginning with the most recent:
 - A. Title _____ Years _____
Employer _____
 - B. Title _____ Years _____
Employer _____
 - C. Title _____ Years _____
Employer _____
 - D. Title _____ Years _____
Employer _____
3. Positions held since completion of masters degree beginning with the most recent:
 - A. Title _____ Years _____
Employer _____
 - B. Title _____ Years _____
Employer _____
 - C. Title _____ Years _____
Employer _____
 - D. Title _____ Years _____
Employer _____
4. What was your undergraduate major? _____
What was your undergraduate minor? _____
5. In what year did you begin your masters program? _____
In what year did you graduate? _____
6. How did you complete the course work?
 - _____ A. All in summer sessions
 - _____ B. Extension and summer sessions
 - _____ C. Academic year and summer session
 - _____ D. Other, please explain: _____
7. Did you receive any financial assistance from the University while working on your degree?
 - _____ A. No
 - _____ B. Yes
 - _____ 1. Teaching assistant
 - _____ 2. Scholarship
 - _____ 3. Project Assistant
 - _____ 4. Other, please explain: _____

Part II

Listed below is the present curriculum in Educational Administration at Montana State University. The courses are in random order. You have taken some of these, while others were either not available or not appropriate for your program or interest.

On the left hand side, section I, please express your opinion as to the value of those courses which were a part of your masters program in light of the professional responsibilities which you have encountered.

On the right hand side, section II, please estimate the value to you as an administrator, of those courses which were not a part of your program. Please respond to ALL courses.

Section I (Courses Taken)		Courses	Section II (Courses Not Taken)	
Very Valuable	Valuable		Very Valuable	Valuable
Little Value	Not relevant to my program		Little Value	Not relevant to my program
		The Junior High School		
		Vocational Educ. in School Curr.		
		Challenges in Elementary Education		
		Curriculum in Secondary School		
		Seminar		
		Research Design		
		Evaluation & Measurement in Education		
		Org. & Supervision of El. School Bldg.		
		Supervision of Instruction		
		Prof. & Public Relations in Education		
		Counseling		
		Elementary School Organization		
		Educational Statistics		
		School Law		
		School Administration		
		School Finance		
		History of Education		
		School Plant Planning		
		Slow and Gifted Learner		
		Imprv. Instruc. Tchg. of Reading		
		High School Organization		
		Construction of Curriculum		
		Comparative Education		
		Systematic Philosophy of Education		
		College Teaching		
		College Administration		
		State & Federal Relations		

18. What courses or course units do you believe should be developed to more adequately meet the demands placed upon school administrators?
19. What were the two most important courses in your program and why?
 A. _____ :
 B. _____ :
20. What were the two least valuable courses in your program and why?
 A. _____ :
 B. _____ :
21. What was your minor(s) in your masters program?
22. How valuable has your minor been to you in school administration?
23. Rank the following minor areas, in order of importance, that you would encourage a masters degree candidate to select which would be of greatest assistance to him in school administration.
 _____ A. Commerce
 _____ B. Sociology
 _____ C. Home Economics - Family Life Sciences
 _____ D. Psychology
 _____ E. Liberal Arts area: History, English, etc.
24. What were the major weaknesses of your program in school administration?
25. What were the major weaknesses in your minor area?
26. What specific suggestions do you have for strengthening the masters program in educational administration at Montana State University?
27. Did you feel you had sufficient opportunities for formal and informal conferences with your advisor?
 _____ A. Yes
 _____ B. No, What recommendations would you make to improve the situation? _____
28. What value do you see in the preparation of your professional paper?
29. What value do you see in the written comprehensive examination?
30. If you were required to have an oral examination, of what value do you now see in it?
31. Please add any additional comments you feel would be helpful in improving the Masters Program in Educational Administration at Montana State University.

32. At the present time to gain entrance into the masters program a student must have an undergraduate grade point average his last two years of 3.0 or better and a Graduate Record Examination cumulative score of at least 850. How do you feel about the present entrance requirements?

3.0 GPA850 GRE Score

- | | |
|-------------------------------------|-------------------------------------|
| <u> </u> A. Unduly restrictive | <u> </u> A. Unduly restrictive |
| <u> </u> B. About right | <u> </u> B. About right |
| <u> </u> C. More restrictive | <u> </u> C. More restrictive |

33. Would you have been able to meet these two requirements?

- | | |
|-------------------------------------|--------------------------------|
| <u> </u> Yes Undergraduate GPA | <u> </u> Yes GRE score of |
| last two years | 850 or better |
| <u> </u> No 3.0 or better | <u> </u> No |

34. What alterations would you suggest in the entrance requirements and screening procedures?

35. Did you use the MSU Placement Service in securing your position after completing your degree?

- A. Yes
- B. No
1. Returned to my former teaching position
 2. Returned to my former administrative position
 3. Secured my position on my own
 4. Used a professional teacher placement service
 5. Used a state teacher placement service

36. What was your opinion of the services offered by the MSU Placement Service?

- A. Most helpful
- B. All right
- C. Needs much improvement, how _____

37. Please rank, (in order of strength from 1 being most significant to 7) those aspects of your program which you feel contributed most to your development.

- A. Quality of the program
- B. Quality of the faculty
- C. Faculty-student relationship
- D. Location of the university
- E. Prestige of the university
- F. Library
- G. Placement service

38. Would you select Montana State University again as the institution to take your masters degree from?

- Yes, why?
- No, why?

APPENDIX B

LETTERS SENT TO GRADUATES

October 22, 1970

Dear M.S.U. Graduate:

The Department of Educational Services at Montana State University in an effort to obtain data that will assist in evaluating and improving its master degree program in school administration has granted me permission to survey the graduates as a doctoral thesis.

Your assistance is needed in completing the enclosed questionnaire and returning it to me by November 4, 1970, in the enclosed stamped, self-addressed envelope.

We believe that as a graduate of this program you can furnish significant information as to how successfully your program equipped you to encounter the responsibilities of your present position. Information concerning your career development pattern as well as your professional experience will also provide extremely valuable information in strengthening Montana State University's program.

Your cooperation in completing and returning the questionnaire by November 4, will be genuinely appreciated.

Sincerely yours,

MONTANA STATE UNIVERSITY

Earl N. Ringo, Dean
College of Education

by
James M. Pannier
Doctoral Candidate

JMP:ahb

Enclosures

November 17, 1970

Dear M.S.U. Graduate:

The questionnaire mailed to you concerning the masters degree program in school administration at Montana State University has not been received as of this date.

I am sure you understand the importance of securing as much input as possible in formulating recommendations to the Department of Educational Services.

A duplicate copy of the instrument has been enclosed for your convenience.

Your cooperation in completing and returning the questionnaire by December 1, is greatly appreciated.

Sincerely yours,

Earl N. Ringo, Dean
College of Education

by
James M. Pannier
Doctoral Candidate

JMP:ahb

Enclosures

December 15, 1970

Dear M.S.U. Graduate:

You have received two previous requests to complete a questionnaire concerning your attitude toward your Masters Degree Program in School Administration at Montana State University.

This questionnaire represents a significant opportunity for you to express your opinions as to the masters preparation you received and to offer your recommendations as to means for improving the program.

Undoubtedly, there are many demands on your time; however, your taking a few minutes to complete the instrument and returning it to me will be of tremendous importance in aiding others at Montana State University.

In anticipation of your cooperation I sincerely thank you.

Very truly yours,

James M. Pannier
Doctoral Candidate

JMP/dh

P.S. If you would happen to need another copy of the questionnaire, I will be glad to forward one to you.

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BIBLIOGRAPHY

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