



A supervisors evaluation of the graduate physical education professional preparation program at Montana State University
by Howard Eldon Cole

A thesis submitted in partial fulfillment of the requirements for the degree of MASTER OF SCIENCE in Physical Education
Montana State University
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Abstract:

The purpose of this study was to conduct a supervisor's evaluation of the graduates of the Graduate Physical Education Professional Preparation Program at Montana State University. Specifically, this study attempted to: (1) design and develop a questionnaire for collection of data; (2) secure permission from graduates to be evaluated; (3) conduct the initial mailing to all the graduates and supervisors, and any follow-up correspondence that was necessary; (4) collect and treat the data; and (5) present and analyze the results.

The study was delimited to graduates of Montana State University in the Graduate Physical Education Professional Preparation Program from 1969 through 1976, who have been professionally employed since graduation. It was further delimited to the responses to the statements on the questionnaire sent to the supervisors of the graduates.

Questionnaires were sent to supervisors of 62 graduates who agreed to be in the study. Four graduates requested to be evaluated by two different supervisors. Of the 66 questionnaires sent out 62 were completed and returned. The percentage of participation by the supervisors was 94 percent.

A questionnaire was designed and developed by the investigator to collect data needed for this study. Results from the questionnaire support the following conclusions: (1) There was no significant difference between the evaluations done in comparison to all employees and the evaluations done in comparison to those in the department only.

(2) The majority of the graduates are performing the 'same as' or 'better than' other employees. (3) The item, Represents a good educational background for work in Health, Physical Education, or Recreation, impressed supervisors as being an item that the graduates exhibited higher than the other items in comparison to all employees. (4) Supervisors, when comparing graduates to others in the same department, noticed the ability to search for new methods and ideas to improve effectiveness. (5) Most of the graduates evaluated did not have any 'worse than' marks indicating that their preparation made them equal to or better than their co-workers. (6) The low combined ranking of the graduates in finding, evaluating, and applying the research of others indicated a need for more preparation in that area to meet that departmental objective. (7) The data indicated is that the Graduate Physical Education Professional Preparation Program is producing graduates who are prepared very well to perform the tasks of serving in Health, Physical Education, or Recreation, and are performing very well in their profession. (8) The graduates evaluated ranked low in comparison to other objectives of the department in the ability to identify and correct problems encountered in work.

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July 25, 1977

A SUPERVISORS' EVALUATION OF THE GRADUATE PHYSICAL EDUCATION
PROFESSIONAL PREPARATION PROGRAM AT
MONTANA STATE UNIVERSITY

by

HOWARD ELDON COLE

A thesis submitted in partial fulfillment
of the requirements for the degree

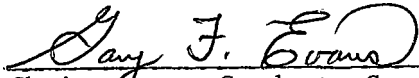
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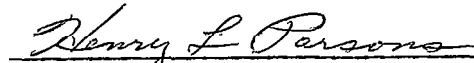
in

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TABLE OF CONTENTS

<u>Chapter</u>		<u>Page</u>
	Vita	ii
	Acknowledgements	iii
	Table of Contents	iv
	List of Tables	v
	Abstract	vi
1	INTRODUCTION	1
	Statement of the Problem	1
	Definitions	2
	Delimitations	3
	Limitations	3
	Justification of the Study	3
2	REVIEW OF LITERATURE	6
3	PROCEDURES	10
4	ANALYSIS OF DATA	14
5	SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	41
	Conclusions	45
	Recommendations	47
	LITERATURE CITED	48
	APPENDICES	50
A	Questionnaire	51
B	Cover Letter #1	54
C	Permission Postcard	56
D	Explanation Letter #1 to Supervisor	58
E	Follow-Up Cover Letter #1	60
F	Follow-Up Cover Letter #2	62
G	Follow-Up Explanation Letter #2 to Supervisor	64
H	Comments of Supervisors to Item 15	66

LIST OF TABLES

<u>Table</u>		<u>Page</u>
1	Shows Ability to Think and Work in an Organized Fashion	16
2	Seeks Suggestions from Others in Order to Improve Instruction	18
3	Is Receptive to Constructive Criticism	20
4	Evaluates Own Performance and Tries to Improve Effectiveness	21
5	Searches for New Methods and Ideas to Improve Effectiveness	23
6	Represents a Good Educational Background for Work in Health, Physical Education, or Recreation . . .	24
7	Demonstrates Ability to Identify and Correct Problems Encountered in Work	26
8	Demonstrates Ability to Find, Evaluate, and Apply the Research of Others to his/her Work	27
9	Demonstrates an Ability to Contribute to the Knowledge in his/her Field	29
10	Demonstrates a Commitment to his/her Work	30
11	Demonstrates Enthusiasm for his/her Work	32
12	Demonstrates the Ability to Develop and Implement New Programs and/or Methods	33
13	Demonstrates the Ability to Communicate Ideas to Others	35
14	Demonstrates the Ability to Understand the Ideas of Others	36

ABSTRACT

The purpose of this study was to conduct a supervisor's evaluation of the graduates of the Graduate Physical Education Professional Preparation Program at Montana State University. Specifically, this study attempted to: (1) design and develop a questionnaire for collection of data; (2) secure permission from graduates to be evaluated; (3) conduct the initial mailing to all the graduates and supervisors, and any follow-up correspondence that was necessary; (4) collect and treat the data; and (5) present and analyze the results.

The study was delimited to graduates of Montana State University in the Graduate Physical Education Professional Preparation Program from 1969 through 1976, who have been professionally employed since graduation. It was further delimited to the responses to the statements on the questionnaire sent to the supervisors of the graduates.

Questionnaires were sent to supervisors of 62 graduates who agreed to be in the study. Four graduates requested to be evaluated by two different supervisors. Of the 66 questionnaires sent out 62 were completed and returned. The percentage of participation by the supervisors was 94 percent.

A questionnaire was designed and developed by the investigator to collect data needed for this study. Results from the questionnaire support the following conclusions: (1) There was no significant difference between the evaluations done in comparison to all employees and the evaluations done in comparison to those in the department only. (2) The majority of the graduates are performing the 'same as' or 'better than' other employees. (3) The item, Represents a good educational background for work in Health, Physical Education, or Recreation, impressed supervisors as being an item that the graduates exhibited higher than the other items in comparison to all employees. (4) Supervisors, when comparing graduates to others in the same department, noticed the ability to search for new methods and ideas to improve effectiveness. (5) Most of the graduates evaluated did not have any 'worse than' marks indicating that their preparation made them equal to or better than their co-workers. (6) The low combined ranking of the graduates in finding, evaluating, and applying the research of others indicated a need for more preparation in that area to meet that departmental objective. (7) The data indicated is that the Graduate Physical Education Professional Preparation Program is producing graduates who are prepared very well to perform the tasks of serving in Health, Physical Education, or Recreation, and are performing very well in their profession. (8) The graduates evaluated ranked low in comparison to other objectives of the department in the ability to identify and correct problems encountered in work.

Chapter 1

INTRODUCTION

Periodically, it is the business of the field of education to evaluate its past performance. Results of these evaluations prompt change in areas found lacking and reassert the techniques used in areas found to be highly effective. This process of evaluation and change is a constant phenomenon in the life of a good teacher in his individual teaching career. School, or departmental evaluations that encompass an entire system or department are done on a more systematic basis annually or at other time intervals deemed appropriate to the situation at hand.

A department evaluation is the basis for this thesis. The graduate program in physical education at Montana State University was the subject of the study done during the Winter and Spring quarters in 1977.

Statement of the Problem

The general problem of this study was to conduct a supervisor's evaluation of the graduates of the Graduate Physical Education Professional Preparation Program at Montana State University.

Specifically, this study attempted to:

1. design and develop a questionnaire for collection of data;

2. secure permission from graduates to be evaluated;
3. obtain names and addresses of supervisors who would do the evaluating;
4. conduct the initial mailing to all the graduates and supervisors, and any follow-up correspondence that was necessary;
5. collect and treat the data; and
6. present and analyze the results.

Definitions

The following terms used in this study were defined by the investigator for use in this study and may not have the same meaning as in everyday usage.

Evaluation. Evaluation refers to an ascertainment of the value or amount, or an appraisal of some criterion.

Graduate. Graduate refers to a person who has completed all the requirements for a Master of Science degree in Physical Education.

Graduate Physical Education Professional Preparation Program. Graduate Physical Education Professional Preparation Program refers to the curriculum at Montana State University that leads to the degree of Master of Science in Physical Education or Master of Education Degree with emphasis in Physical Education.

Supervisor. Supervisor refers to the person in charge of an operation, or the person to whom a worker or employee is responsible.

Delimitations

This study was delimited to those graduates of Montana State University in the Graduate Physical Education Professional Preparation Program from 1969 through 1976, who have been professionally employed since graduation. It was further delimited to the responses to the statements on the questionnaire sent to the supervisors of the graduates.

Limitations

This study was limited by those graduates who did not agree to be evaluated by their supervisor, or did not respond to the appeal to be in the study at all.

Justification of the Study

In 1975 Evans conducted a survey of the graduates of the Graduate Physical Education Professional Preparation Program at Montana State University. In that survey each graduate was asked to evaluate the courses that were included in his program. He was to consider the merits of the course in preparing him for his vocation and its usefulness in his job. The results of this survey showed the attitudes of the graduates toward the courses

they had taken and how they felt they have been prepared for their vocation.

Prior to that study other graduate programs within the College of Education had been evaluated for National Council for Accreditation of Teacher Education (NCATE) accreditation, the most recent being in the spring of 1973. At that time it was stated that

". . . also within the college, but determined as beyond the scope of NCATE accreditation, is a Master of Science degree in Physical Education." (NCATE, 1:2)

This study sought to ascertain the effectiveness of the Graduate Physical Education Professional Preparation Program in order to determine whether the department objectives were being accomplished. To achieve this, an evaluation of the performance of the graduates of this program was made of their work by their supervisors.

"The advantages of examining the effectiveness of individual performance is that better inferences can be made about the total system from individual performance than about individual performance from the performance of the total system." (ERIC 8:2)

Hopefully, then, as each graduate is evaluated, the feedback obtained will serve as an indicator of the performance of the graduate program in preparing a product that is qualified to operate effectively and efficiently in the real world of work.

The evaluation of a program can have useful results if the method of evaluation is sound and reliable. If the evaluation is

done on the basis of the objectives of the department then the results of that evaluation should show how well those objectives are being met.

"Planning a specific evaluation system for personnel should begin with closely defined goals for the educational program and evaluation purposes that relate directly to the over-all program goals." (ERIC 8:4)

Chapter 2

REVIEW OF LITERATURE

There have been other evaluations of the physical education program at Montana State University at the undergraduate level. The most recent one was the Sartorius study in 1971 (Sartorius 9). Evans, in 1975, conducted a survey of the graduates of the Graduate Physical Education Professional Preparation Program at Montana State University. In that survey each graduate was asked to evaluate the merits of each course he took in preparing him to meet the challenges of his professional task (Evans 4).

The researcher could find no study that completely paralleled the technique of this study, however there were some articles in the literature relative to evaluation and graduate programs in physical education.

Barnes, et al., in an article concerning the professional preparation of athletic administrators stressed the need for strong emphasis in administrative techniques.

"The growth of athletics in schools and colleges, the expanding public interest, and the complex cultural aspects of sports have resulted in athletic administration which is sufficiently unique to require specialized professional preparation. Thus the need for highly trained educators who can administer these increasingly complex athletic programs has become more and more important in today's educational system."

This article goes on to outline a program of graduate study for those interested in the administration of athletics (Barnes 2:20).

Another aspect of graduate study that receives considerable emphasis in the literature is the preparation and training of researchers. Gutin noted an absence in some graduate programs of proper emphasis on research training.

"An important vehicle for the production of quality research by physical educators is graduate education that is carefully structured to develop people who have the capacities and tools necessary for scientific inquiry . . . From the standpoint of the field of physical education, much time and energy of high level faculty has been spent without commensurate return to the field. The field would gain far more if the student were trained to do quality research and continued to do so throughout his professional life."
(Gutin 5:66)

Meditch, noting the changing nature of the physical education curriculum and the need for novel facilities stated:

"Designing facilities to meet these changing needs calls for creating new thoughts and concepts. Appropriate areas and facilities must be initiated by those close to the new philosophies--namely, the physical educators themselves. For this reason, a course in areas and facilities has been inaugurated for graduate students majoring in physical education at Ball State University . . . Any competent physical education teacher can save his organization several times his salary each year by the application of knowledge gained through a course in planning facilities for physical education and recreation." (Meditch 7:32)

Two studies were found that dealt with evaluation of graduate programs in different ways than the method used in this study.

Lirag conducted a study on the graduate program at the University of the Philippines in order to determine the effectiveness of that program in producing competent health educators. She compiled a list of competencies that were deemed to be important in health education and then had the graduates themselves respond as to how they felt the program had prepared them to be health educators (Lirag 6).

Buschner conducted a survey of graduate programs in physical education in Illinois Universities. His purpose was to compare the different programs based on the following criteria: graduate student, graduate faculty, organizational patterns, instructional methodology, instructional and research resources, and programs of study. He found that there was a great deal of variety among the universities studied and recommended that each graduate department make it clear to its students just what the departmental philosophies and purposes for the graduate study were. He also recommended that universities maintaining separate departments for men and women cooperate more to provide quality programs (Buschner 3).

These articles and studies proved helpful in determining areas of emphasis and direction for this study. The researchers could find no mention in the literature of evaluations done on the basis of employer's or supervisor's evaluation of the product of the

graduate program of a university.

Chapter 3

PROCEDURES

A questionnaire was developed by the researcher to procure information about the performance of each graduate in his professional task. A questionnaire was used for gathering data because it was impractical to interview each of the supervisors of the graduates personally. It was the most efficient and rapid method of gathering the data needed for the research and the design of the questionnaire was geared to provide easy analysis by the Sigma Seven Computer at Montana State University.

A pilot study was conducted using fourteen graduate students in physical education at Montana State University during Winter quarter 1977. The purpose of this study was to determine:

1. any possible bias in the statements in the questionnaire,
2. any ambiguities in the wording of the statements,
3. the need for any additional information, and
4. the length of time needed to complete the questionnaire.

These students were not included in the study.

Each graduate was evaluated by his supervisor on the basis of the following ten statements of objectives of the graduate department of Health, Physical Education, and Recreation at Montana

State University.

1. To think and work in an organized fashion.
2. To be self-critical without being self-condemning.
3. To help build an investigative attitude that leads to continual scrutiny and search for the truth.
4. To help clarify and pull together personal philosophic concepts, to provide for the exploring of the philosophic concepts of the profession's leaders. To provide the opportunity to understand the foundations upon which professional thought and practice rest.
5. To provide the opportunity to begin developing a specialization in health education, physical education, recreation, or athletics.
6. To provide chances to engage in independent study.
7. To remain flexible enough to remain teachable.
8. To be able to evaluate, interpret, and apply the research of others.
9. To be able to identify and analyze significant problems and to plan and conduct research.
10. To contribute to the body of knowledge in one's field (Montana State University 10:6).

The questionnaire called for two evaluations, one a comparison with all employees in the school or business, and the second, a comparison with employees in the graduates' department only. The fourteen criteria for evaluation were based on the ten statements of objectives. The questionnaire (Appendix A), a cover letter requesting permission of the graduate to be evaluated along with an

explanation of the study (Appendix B), and a self-addressed, stamped, return postcard that either granted permission for the researcher to contact the supervisor and gave his name, title, and address, or indicated unwillingness to be included in the study (Appendix C), were sent to each of the 81 graduates of the Graduate Physical Education Professional Preparation Program at Montana State University.

Once the postcard was returned, permission granted, and the name, address, and position of the supervisor given, a questionnaire, letter of explanation (Appendix D), and a self-addressed, stamped envelope were sent to each supervisor named.

Those who refused to be in the study were not contacted again and were not included in the study.

In the case of those graduates who did not respond to the first letter, a follow-up cover letter (Appendix E), another questionnaire and a permission postcard was sent three weeks later.

For those graduates who still did not respond, a second follow-up cover letter (Appendix F), with a questionnaire and a permission postcard was sent. This was the last attempt to contact the graduates.

After the questionnaire was sent to the supervisors, five weeks was given for them to return the information and then a follow-up explanation letter (Appendix G), with another questionnaire

and a self-addressed, stamped envelope was sent. This was the last attempt to contact the supervisors.

A daily record of responses was kept so all subsequent mailings that were necessary could be kept current. This record also indicated when follow-up letters should be sent.

The data was collected by the questionnaires returned by the supervisors of the graduates and tabulated. It was then entered on a form for a chi-square analysis by the Sigma Seven Computer at Montana State University. The results have been summarized into tables in a later chapter.

Chapter 4

ANALYSIS OF DATA

The data presented in this chapter was collected from 62 graduates of the Graduate Physical Education Professional Preparation Program at Montana State University during Winter and Spring Quarter in 1977. Questionnaires were sent to 66 supervisors of graduates who agreed to be in the study. Four graduates requested to be evaluated by two supervisors.

There have been 81 recipients of the Master's Degree in Physical Education since the program was instituted. Of those 81 graduates, the current address of one could not be determined. Of the remaining 80 graduates, 72 (89 percent) responded to the request to be in the study. There were four people (4.9 percent) who did not want to be evaluated by a supervisor and 6 (7.4 percent) who have not been professionally employed since graduation. Eight graduates (9.9 percent) did not respond to any of the three letters of request for permission. That left the 62 graduates who agreed to be evaluated for the study. Since four graduates requested a double evaluation, 66 questionnaires were sent to supervisors requesting the desired information. Sixty-two (94 percent) of these questionnaires were returned to the researcher.

There were two analyses done to the responses on the questionnaire. First, a Chi-square analysis was done to determine if there was any significant difference between the comparison with all employees and the comparison with only those employees in the same department. Second, the percentages of scores in each of the categories was tabulated and each item was ranked to show the comparison of one item with the others. To arrive at the proper ranking a 'better than' evaluation was given three points, a 'same as' two points, and a 'worse than' one point. The total was then used to rank the fourteen items in order.

All questions are presented as they appeared on the questionnaire. The .05 level of significance for the Chi-square analysis was used and the percentages were computed to the nearest tenth of one percent.

The responses to questions not specific to the questionnaire indicated that of those involved in education, 12 are presently in elementary, 14 in junior high, 28 in senior high, one in junior college, and 11 at the college level. Some are currently working at more than one level. Sixteen graduates indicated they were involved in administration, 48 in teaching, 39 in coaching, seven in recreation, and one in counselling. Again, many of the graduates are working in more than one area.

Fifty-four of the returned questionnaires showed the length of

time the employee had been in the employ of the school or business. The average length of employ in one school or business was 3.9 years with the median falling at 3.5 years. The range was from 17 years to one year.

Table 1

Shows Ability to Think and Work
In an Organized Fashion

	Better Than	Same As	Worse Than	No Response	Chi- Square
All Employees	34 (54.8%)	25 (40.3%)	0 (0%)	3 (4.8%)	.7064
Department Only	35 (56.4%)	22 (35.5%)	0 (0%)	5 (8.1%)	

Item 1. Shows ability to think and work in an organized fashion.

The figures in Table 1 indicate that 34, or 54.8 percent, of the employees of the graduates in the study rate them 'better than' other employees in the school or business at thinking or working in an organized fashion. Twenty-five, or 40.3 percent, were categorized as being the 'same as' others in the employ of the school or business. There was not one employer who felt that the graduate in question demonstrated worse ability than the others. Three supervisors, or 4.8 percent, did not respond to the item.

By comparison, when rated against other people in the same department, 35, or 56.4 percent, of the supervisors rated the graduate as 'better than' others in the same department. Twenty-two, or 35.5 percent, responded in the 'same as' category, and, again, no one thought the person being evaluated rated 'worse than' others in the department. Five, or 8.1 percent of the evaluators did not respond to this item in comparing the graduate to others in the same department.

The Chi-square analysis value was .7064 which at the .05 level of significance is less than the necessary value of 5.991 needed to show a significant difference between the comparison of the graduates to all employees and to only those employees in the same department.

The percentage ranking of item number one revealed that when used as an evaluative measure against all employees it ranked seventh. However, as a measure within the department, it ranked third.

Table 2

Seeks Suggestions From Others in Order
To Improve Instruction

	Better Than	Same As	Worse Than	No Response	Chi- Square
All Employees	28(45.2%)	27(43.5%)	4(6.5%)	3(4.8%)	1.2083
Department Only	30(48.4%)	25(40.3%)	2(3.2%)	5(8.1%)	

Item 2. Seeks suggestions from others in order to improve instruction.

Table 2 shows how the graduates were rated on item number two. Twenty-eight, or 45.2 percent of the supervisors rated the graduates as 'better than' all other employees at seeking suggestions from others in order to improve performance. Twenty-seven, or 43.5 percent of the graduates were thought to be the 'same as' other employees and four, or 6.5 percent of them impressed their supervisors as being 'worse than' other employees working in the business or school. Three supervisors, or 4.8 percent did not respond to that item.

When comparing the graduates to others in the same department, 30, or 48.4 percent of the supervisors rated them as 'better

than' others in the same department. Twenty-five, or 40.3 percent of the 62 questionnaires placed the graduates as the 'same as' others in the same department. There were two, or 3.2 percent, of the supervisors who rated the graduates as 'worse than' others in this category. Five, or 8.1 percent of the supervisors did not respond to this item on the questionnaire.

The value of the Chi-square analysis was 1.2038 and again this item did not register a significant difference between the way the graduates were evaluated when compared with all employees and when they were compared with the people in the same department. The value necessary to show a significant difference would be 7.815.

This item ranked twelfth in the list of the fourteen items on the questionnaire for comparison of the graduates with all employees. In the ranking for the department only it ranked ninth.

Table 3

Is Receptive to Constructive Criticism

	Better Than	Same As	Worse Than	No Response	Chi- Square
All Employees	29(46.8%)	25(40.3%)	5(8.1%)	3(4.8%)	1.3095
Department Only	25(40.3%)	28(45.2%)	4(6.5%)	5(8.1%)	

Item 3. Is receptive to constructive criticism.

Table 3 shows the evaluation made on the graduates concerning their receptiveness to constructive criticism. Twenty-nine, or 46.8 percent of the supervisors evaluated them as being 'better than' other employees in the business or school. There were 25, or 40.3 percent of the supervisors who rated them as being the 'same as' all other employees, and five, or 8.1 percent of them rated the graduate they worked with as being 'worse than' other employees in accepting constructive criticism. Three, or 4.8 percent of the supervisors did not respond to this item on the questionnaire.

In comparison with other people working in the same department 25, or 40.3 percent of the supervisors rated the graduates in the 'better than' category. Twenty-eight, or 45.2 percent saw the graduates as being the 'same as' other people in the department in being

receptive to constructive criticism. Four, or 6.5 percent of the supervisors felt the graduates with whom they worked were 'worse than' others in the department. Five, or 8.1 percent did not respond to the item.

Once again the Chi-square analysis did not show a significant difference as the value of 1.3905 was less than the required 7.815 needed to show significance.

The ability of each graduate to be receptive to constructive criticism ranked tenth when compared with other items on the questionnaire for all employees and it ranked fourteenth, or last, as an item of comparison for the department only.

Table 4

Evaluates Own Performance and Tries to Improve Effectiveness

	Better Than	Same As	Worse Than	No Response	Chi- Square
All Employees	38(61.3%)	19(30.6%)	2(3.2%)	3(4.8%)	.8432
Department Only	33(53.2%)	23(37.1%)	1(1.6%)	5(8.1%)	

Item 4. Evaluates own performance and tries to improve effectiveness.

Table 4 shows the results of the evaluation by supervisors on item number 4. Thirty-eight, or 61.3 percent of the supervisors rated the graduates in the survey as being 'better than' all employees at self-evaluation. Nineteen, or 30.6 percent of the supervisors felt that their graduates were the 'same as' other employees, while two, or 3.2 percent of those supervisors who responded rated them as 'worse than' the other employees with whom they worked. Three, or 4.8 percent did not respond.

When the graduates in the survey were evaluated in comparison with other employees in the same department, 33, or 53.2 percent of the supervisors rated them as 'better than' the others; 23, or 37.1 percent rated them the 'same as' the others; and one, or 1.6 percent of the supervisors rated his employee as 'worse than' the others. Five, or 8.1 percent did not respond to this item on the questionnaire.

There was no significant difference between the evaluations comparing the graduates with all employees and those comparing them with employees in the same department. The chi-square value of .8342 was less than the necessary value of 5.991 needed to show a significant difference.

In the ranking of this item in the categories of all employees, and within the department only, it ranked fifth in both areas.

Table 5

Searches for New Methods and Ideas to Improve Effectiveness

	Better Than	Same As	Worse Than	No Response	Chi- Square
All Employees	38(61.3%)	20(32.3%)	1(1.6%)	3(4.8%)	.6566
Department Only	39(62.9%)	17(27.4%)	1(1.6%)	5(8.1%)	

Item 5. Searches for new methods and ideas to improve effectiveness.

Table 5 presents the results of item 5 on the questionnaire.

Thirty-eight, or 61.3 percent of the supervisors categorized the graduate as 'better than' the other employees in their school or business. Twenty, or 32.1 percent rated them the 'same as' the other workers, and one, or 1.6 percent of the supervisors rated the graduate as 'worse than' the other employees at searching for new methods or ideas to improve effectiveness. Three, or 4.8 percent of the supervisors did not respond to this item.

Comparing them to other employees in the same department 39, or 62.9 percent rated them as 'better than' others in the department. Seventeen, or 27.4 percent were rated as the 'same as' the others in the department on this item. Again one, or 1.6 percent of the supervisors rated the graduate as 'worse than' the others in the

department. Five, or 8.1 percent of the supervisors did not respond to this item.

The chi-square analysis did not reveal a significant difference between all employees and the department only. The .6566 value was less than the 5.991 value needed to show a significant difference at the .05 level of significance.

When ranking this item in the list of fourteen items for all employees it was found that this item ranked fourth on the list. By comparison, it ranked first on the list when used as a criterion of evaluation for the department only.

Table 6

Represents a Good Educational Background for Work
In Health, Physical Education, or Recreation

	Better Than	Same As	Worse Than	No Response	Chi- Square
All Employees	43(69.3%)	15(24.2%)	0(0.0%)	4(6.5%)	1.0504
Department Only	39(62.9%)	16(25.8%)	1(1.6%)	6(9.7%)	

Item 6. Represents a good educational background for work in Health, Physical Education, or Recreation.

The results shown in Table 6 indicate that 43, or 69.3 percent

of the supervisors felt the graduate represented a better educational background than other employees for work in Health, Physical Education, or Recreation. Fifteen, or 24.2 percent ranked them as the 'same as' other employees, while no supervisors ranked any graduates as 'worse than' the other employees. Four, or 6.5 percent did not respond to the item on the questionnaire.

Thirty-nine, or 62.9 percent of the supervisors, in rating the graduate by comparing them to others in the department only, rated them 'better than' others in the department. There were 16, or 25.8 percent of the supervisors who felt the graduates were the 'same as' others in the department. There was one, or 1.6 percent of the supervisors who rated a graduate as 'worse than' the other ones in the department. Six, or 9.7 percent of the supervisors did not respond to the item.

Again, the chi-square analysis revealed no significant difference in the two comparisons. The value of 1.0504 was less than the 5.991 level needed to show a significant difference.

When used as a criterion of evaluation for all employees this item ranked number one for the graduates and second as a criterion for evaluation within the department only.

Table 7

Demonstrates Ability to Identify and
Correct Problems Encountered in Work

	Better Than	Same As	Worse Than	No Response	Chi- Square
All Employees	27(43.5%)	29(46.8%)	3(4.8%)	3(4.8%)	.7923
Department Only	28(45.2%)	27(43.5%)	2(3.2%)	5(8.1%)	

Item 7. Demonstrates ability to identify and correct problems encountered in work.

Table 7 shows the results of the evaluation on the criterion of demonstrated ability to identify and correct problems encountered in work. Twenty-seven, or 43.5 percent of the supervisors rated the graduates as 'better than' others in the school or business at problem solving in work. Twenty-nine, or 46.8 percent were rated as the 'same as' others while three, or 4.8 percent were labeled as 'worse than' other employees. Three, or 4.8 percent of the supervisors did not indicate a response to this item.

For the department only evaluation 28, or 45.2 percent of the supervisors rated the graduates as 'better than' other employees in the department. Twenty-seven, or 43.5 percent rated them as the 'same as' others in the department, and two, or 3.2 percent of the

supervisors felt the graduate rated 'worse than' others in the same department. Five, or 8.1 percent gave no response to this item.

A value of 7.815 was needed on the chi-square analysis to show a significant difference between the section for all employees and the section for department only. A value of .7923 was found showing no significant difference at the .05 level of significance.

Ranking this item in relation to the other items on the questionnaire showed that it ranked thirteenth on the evaluation of all employees and twelfth on the evaluation of employees in the same department.

Table 8

Demonstrates Ability to Find, Evaluate, and Apply
The Research of Others to His/Her Work

	Better Than	Same As	Worse Than	No Response	Chi- Square
All Employees	26(41.9%)	28(45.2%)	3(4.8%)	5(8.1%)	.3396
Department Only	29(46.8%)	25(40.3%)	3(4.8%)	5(8.1%)	

Item 8. Demonstrates ability to find, evaluate, and apply the research of others to his/her work.

The information in Table 8 shows the results of item 8 on the

questionnaire. Twenty-six or 41.9 percent of the supervisors rated the graduates as 'better than' other employees in the search, evaluation, and application of the research of others. Twenty-eight, or 44.2 percent of the graduates were evaluated as the 'same as' other employees, three, or 4.8 percent of the supervisors felt their graduates were 'worse than' other employees. Five, or 8.1 percent did not respond to this item.

For the section on the department only, 29, or 46.8 percent of the supervisors judged the graduates to be 'better than' the other employees in the department. Twenty-five, or 40.3 percent judged them to be the 'same as' the others in the department and three, or 4.8 percent of the supervisors judged their graduate to be 'worse than' others in the department. Again, five or 8.1 percent of the supervisors did not respond to this item on the questionnaire.

A value of 7.815 was needed for the chi-square analysis to show a significant difference between the two sections on the questionnaire. A level of .3396 was found, thus no significant difference at the .05 level of significance was found.

In ranking this item by the weighted percentages explained earlier this item ranked last, or fourteenth in the section for all employees. For the department only section it achieved a ranking of eleventh.

Table 9

Demonstrates an Ability to Contribute to the
Knowledge in His/Her Field

	Better Than	Same As	Worse Than	No Response	Chi- Square
All Employees	32(51.6%)	22(35.5%)	4(6.5%)	4(6.5%)	
Department Only	30(48.4%)	26(41.9%)	0(0.0%)	6(9.7%)	4.4155

Item 9. Demonstrates an ability to contribute to the knowledge in his/her field.

The results shown in Table 9 reveal that 32, or 51.6 percent of the supervisors rated the graduates as 'better than' other employees, and 22, or 35.5 percent of them saw the graduate as the 'same as' other employees. There were four or 6.5 percent of the supervisors who rated the graduates as 'worse than' others in the business or school. Four, or 6.5 percent did not respond to this item.

In the section for the department only 30, or 48.4 percent of the supervisors rated the graduates as 'better than' other employees in the same department. In addition, 26, or 41.9 percent evaluated the graduates as the 'same as' others while no supervisors rated a graduate as 'worse than' the others in the department for this

criterion. Six or 9.7 percent of the supervisors did not respond to this item.

A chi-square level of 4.4155 was found in that analysis of the data, however a value of 7.815 was necessary to show a significant difference between the two sections.

The ranking of this item indicated that it ranked in eighth place in both of the categories on the questionnaire.

Table 10

Demonstrates a Commitment to his/her Work

	Better Than	Same As	Worse Than	No Response	Chi- Square
All Employees	39(62.9%)	20(32.3%)	0(0.0%)	3(4.8%)	1.7657
Department Only	32(51.6%)	25(40.3%)	0(0.0%)	5(8.1%)	

Item 10. Demonstrates a commitment to his/her work.

Table 10 showed that 39, or 62.9 percent of the graduates were rated as 'better than' all employees at demonstrating a commitment to their work. Another 20, or 32.3 percent felt the graduates were the 'same as' the others, and no supervisors felt they were 'worse than' the others in the school or business. Three, or 4.8 percent

of the supervisors did not respond to this particular item on the questionnaire.

In the section for the department only 32, or 51.6 percent of the supervisors rated the graduates as 'better than' the others in the department. There were 25 or 40.3 percent of the supervisors who evaluated the graduates as the 'same as' others in the department. There were no supervisors who rated a graduate as 'worse than' others in the department. Five, or 8.1 percent did not register a response to this item.

In the chi-squared analysis a level of 1.7657 was found but this was not significant since a level of 5.991 was necessary to show a significant difference at the .05 level of significance.

This item ranked second on the list of fourteen for the category of all employees on the questionnaire. For the other section, department only, the item ranked sixth on the list of fourteen items.

Table 11

Demonstrates Enthusiasm for His/Her Work

	Better Than	Same As	Worse Than	No Response	Chi- Square
All Employees	39(62.9%)	18(29.0%)	2(3.2%)	3(4.8%)	.9619
Department Only	34(54.8%)	23(37.1%)	0(0.0%)	5(8.1%)	

Item 11. Demonstrates enthusiasm for his/her work

Table 11 shows the results of the evaluation of demonstrating enthusiasm for work. Thirty-nine, or 62.9 percent of the supervisors of the graduates rated them as 'better than' all employees in this area. Eighteen, or 29 percent were rated as the 'same as' all employees, while two, or 3.2 percent were rated as 'worse than' other employees. Three, or 4.8 percent did not respond to this item.

Thirty-four, or 54.8 percent of the supervisors rated the graduates as 'better than' other employees in the same department. In addition, 23, or 37.1 percent of the supervisors felt the graduates were the 'same as' the others in the department. No supervisor rated a graduate as 'worse than' others in the department, but five, of 8.1 percent of the supervisors did not respond to this item

at all.

The chi-square analysis required a value of 5.991 to show a significant difference at the .05 level. The value of .9619 does not indicate a significant difference between the two categories in this item.

In ranking this item of enthusiasm for work a ranking of third was found for the category of all employees and fourth for the category of department only.

Table 12

Demonstrates the Ability to Develop and Implement
New Programs and/or Methods

	Better Than	Same As	Worse Than	No Response	Chi- Square
All Employees	37(59.7%)	18(29.0%)	3(4.8%)	4(6.5%)	4.6303
Department Only	32(51.6%)	24(38.7%)	0(0.0%)	6(9.7%)	

Item 12. Demonstrates the ability to develop and implement new programs and/or methods.

Table 12 shows the supervisors' evaluation of the graduates in demonstrating ability to develop and implement new programs and methods. Thirty-seven, or 59.7 percent of the supervisors rated the graduates as 'better than' all employees. Eighteen, or 29

percent of the supervisors felt the graduates were the 'same as' other employees, and three, or 4.8 percent felt they were 'worse than' all employees. Four, or 6.5 percent of the supervisors did not respond to this item.

In the section on the department only, 32, or 51.6 percent of the supervisors rated the graduates as 'better than' other employees in the same department. Twenty-four, or 38.7 percent of the supervisors evaluated the graduates as the 'same as' the others in the department. There were no supervisors who rated a graduate as 'worse than' others in the department. Six, or 9.7 percent of the supervisors did not respond to this item.

The chi-square value of 4.6303 again was not significant at the .05 level as a value of 7.815 was needed to show a significant difference for this item.

Item 12 ranked sixth on the all employee section of the questionnaire. In the section for the department only it ranked seventh of the fourteen items.

Table 13

Demonstrates the Ability to Communicate Ideas to Others

	Better Than	Same As	Worse Than	No Response	Chi- Square
All Employees	29(46.8%)	27(43.5%)	3(4.8%)	3(4.8%)	
Department Only	29(46.8%)	26(41.9%)	2(3.2%)	5(8.1%)	.7189

Item 13. Demonstrates the ability to communicate ideas to others.

The results in Table 13 indicate the results of the supervisor's evaluation of the graduates on the basis of ability to communicate ideas to others. Twenty-nine, or 46.8 percent of the supervisors felt the graduates were 'better than' other employees on this item. Twenty-seven, or 43.5 percent felt the graduates were the 'same as' other employees. There were three, or 4.8 percent supervisors who rated the graduates as 'worse than' other employees, and three, or 4.8 percent who did not respond to that item on the questionnaire.

In the section for department only 29, or 46.8 percent of the supervisors rated the graduates as 'better than' others in the department. Twenty-six, or 41.9 percent rated the graduates as the 'same as' the others. There were two, or 3.2 percent of the

supervisors who indicated the graduate was 'worse than' others in the department. Five, or 8.1 percent did not register a response to that item.

The chi-square analysis again did not show a significant difference at the .05 level. A value of .7189 was found, but a value of 7.815 was needed to show significance.

The ranking of this item placed it in ninth place for the section of all employees, and in tenth place for the department only section.

Table 14

Demonstrates the Ability to Understand
The Ideas of Others

	Better Than	Same As	Worse Than	No Response	Chi- Square
All Employees	28(45.2%)	28(45.2%)	3(4.8%)	3(4.8%)	3.9457
Department Only	25(40.3%)	32(51.6%)	0(0.0%)	5(8.1%)	

Item 14. Demonstrates the ability to understand the ideas of others.

Table 14 shows the results of item 14 on the questionnaire. Twenty-eight, or 45.2 percent of the supervisors felt the graduates were 'better than' all employees in understanding the ideas of others.

Twenty-eight, or 45.2 percent of the supervisors evaluated the graduates as the 'same as' all employees in that area. Three, or 4.8 percent registered no response to this item.

Twenty-five, or 40.3 percent of the supervisors, in comparing the graduates to others in the department, rated them as 'better than' others in the department. Thirty-two, or 51.6 percent of the supervisors rated them as the 'same as' others in the department, and no supervisors rated them as 'worse than' others in the department. Five, or 8.1 percent of the supervisors did not respond to that item.

A chi-square value of 7.815 would have been necessary to register a significant difference, but a value of 3.9457 was found so there was no significant difference in this item on the questionnaire.

Item 14 ranked eleventh in the section of all employees of the fourteen items. In the department only section it ranked thirteenth of the fourteen items on the questionnaire.

Item 15. Please add any other comments about the graduate's abilities to his/her performance.

- is an excellent coach--has the knowledge and ability to demonstrate and teach the skills needed for students.
- is an enthusiastic, energetic, optimistic professional.--nice to have on our staff.--a credit to teaching.

- strong in planning and performance--low in human relation skills.
- very concerned about providing the best for students.
- knowledge of the physiological aspects of running and endurance conditioning have helped our distance program immensely.--is respected by our athletes because of knowledge and interest in and dedication to them.
- is extremely conscientious and hard working.--has a very good rapport with students and with other faculty members.
- this teacher appears to lack empathy for students, does not communicate well and, in short, we are displeased with his performance in light of Masters Degree and several years experience.
- shows outstanding ability in understanding the personal needs of students.--helps teams set achievable goals so that they feel like winners even if they lose.
- is inclined to work best when given freedom to develop own curriculum and relate to students in own way.--identifies with students, responds to their enthusiasm and is most successful in using expertise to direct them.--academic preparation is evident in relationship with students and is an above average teacher in the classroom.
- is an outstanding individual.--is an asset to our school and a pleasure to work with.--people of that caliber are few and far between in this day and age.
- is an outstanding teacher and co-worker,--coaching techniques, student coordination, and teaching methods are outstanding,--is one of the highest quality all-around educators I have ever known.
- has handled the P.E. program very well.
- an outstanding professional who puts everything into the job.--This individual's desire to provide the best possible program is only hindered by the limitation of 24 hours in a day.

- is a hard worker.--has good rapport with most of the faculty and students.--does as much or more than is required.
- is a fine representative of your program and the profession of physical education.
- is a hard worker and very dedicated, but has a tendency to get frustrated over small matters.--doesn't like personal criticism.
- person of extremely high principles, professionally.--outstanding patience.
- is an outstanding physical educator.
- good reputation as coach, teacher, and referee in sports field.--is fast maturing into a very capable administrator.
- has the maturity and personality to make change happen in individual students.
- relates well to others, provides a positive image for the college.
- this is a very positive evaluation because _____ is a very good teacher and person.
- serves us well.
- came to our school in the middle of a building program need and has worked with care and meticulous order. All the teachers like and respect _____ abilities and personal character.
- competent person--needs more experience handling students--also must improve handling details. He has tremendous potential.
- personality conflicts and somewhat negative attitude create some problems.
- is highly energetic and enthusiastic in work and has a very analytical mind.

- very dedicated to working with young people. An excellent basketball coach--knowledgeable; able to get the best out of team members.
- is a very conscientious and a personable person.--has been an asset to our school.
- dedication and idealism tend to heighten sensitivity to criticism.
- is willing to share work load in related areas.--is willing to take stands on controversial issues.
- is a very cooperative and hard working instructor.
- is an excellent teacher devoted mainly to the interest of our students.
- enthusiasm and outstanding characteristic.--willing to give freely of own time.--is an outstanding teacher and coach.
- is very conscientious and hard working.--is also extremely personable and works well with people.--has a sincere interest in young people and their future.
- exceptional dedication and interest make _____ one of the best in the department.
- outstanding professional.
- is the most sincere person I have ever observed in the P.E. program.
- has done a superlative job in first year with us.
- excellent employee relations and a good staff and professional person.
- is very capable and responsible in the physical education area, but sometimes is not as dynamic and forceful as could be.
- is an outstanding teacher.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to conduct a supervisor's evaluation of the graduates of the Graduate Physical Education Professional Preparation Program at Montana State University.

Specifically this study attempted to:

1. design and develop a questionnaire for collection of data;
2. secure permission from graduates to be evaluated;
3. obtain names and addresses of supervisors who would do the evaluating;
4. conduct the initial mailing to all the graduates and supervisors, and any follow-up correspondence that was necessary;
5. collect and treat the data; and
6. present and analyze the data.

This study was delimited to those graduates of Montana State University in the Graduate Physical Education Professional Preparation Program from 1969 through 1976 who have been professionally employed since graduation. It was further delimited to the responses to the statements on the questionnaire sent to the supervisors of the graduates.

This study was limited by those graduates who did not agree to

be evaluated by their supervisors, or did not respond to the appeal to be in the study at all.

A questionnaire developed by the researcher was used to collect the data for this study. Questionnaires were sent to 66 supervisors of graduates who agreed to be in the study. Ninety-four percent of those questionnaires were returned. The data was then tabulated and entered on a form for chi-square analysis, as well as computed for percentages which were rounded to the nearest tenth of one percent for presentation in table form.

The questionnaire response, review of related literature, discussions with professors, and the author's background provided the basis for drawing conclusions and making recommendations about the Graduate Physical Education Professional Preparation Program at Montana State University.

A summary of the findings follows.

The chi-square analysis of the data gathered from the returned questionnaires indicated that there was no significant difference between the comparison of the graduates to all employees and the comparison to only those employees in the same department. This analysis was geared to show significance at the .05 level of significance. There were no items on the questionnaire that showed a significant difference.

There was some variation in the percentage ranking of the items

between the comparisons to all employees and to those employees in the department.

Item 6, "Represents a good educational background for work in Health, Physical Education, or Recreation," had the highest combined ranking being first on the list for all employees and second for the ranking in the department only.

Item 5, "Searches for new methods and ideas to improve effectiveness," ranked first on the ranking list for department only and fourth for the comparison to all employees giving it the second highest combined ranking.

Item 11, "Demonstrates enthusiasm for his/her work," followed with the third best combined ranking. That item ranked third on the all employee section and fourth on the department only part.

Following with the fourth highest combined ranking was Item 10, "Demonstrates a commitment to his/her work." It ranked second on the list for all employees, but was ranked sixth for the comparison to employees in the same department.

The combined ranking showed a tie for the next position as Item 4, "Evaluates own performance and tries to improve effectiveness," which ranked fifth on both sections, and Item 1, "shows ability to think and work in an organized fashion," with a seventh on the all employee part had the same combined total.

Item 12, "Demonstrates the ability to develop and implement new

programs and/or methods," finished next in the ranking, placing sixth on the list for all employees and seventh for department only.

Item 9, "Demonstrates an ability to contribute to the knowledge in his/her field," was next on the combined ranking finishing eighth on each list.

Item 13, "Demonstrates the ability to communicate ideas to others," ranking ninth on the all employee list and tenth on the department only section followed next in the combined ranking.

Item 2, "Seeks suggestions from others in order to improve performance," ranked ninth on the department only section and twelfth on the all employee list. This combined ranking places it next on the list of ranked items.

Tied in the next place in the rankings were Item 3, "Is receptive to constructive criticism," and Item 14, "Demonstrates the ability to understand the ideas of others." Item 14 ranked eleventh when graduates were compared to those in the department only. Item 3, was tenth in the ranking for all employees, but finished last when the graduates were compared to others in the same department at being receptive to constructive criticism.

Tied for last position were Item 7, "Demonstrates ability to identify and correct problems encountered in work," and Item 8, "Demonstrates ability to find, evaluate, and apply the research of

others to his/her task."

In no item was the 'worse than' category checked more than the 'same as' or 'better than' category. The highest number of 'worse than' checks was four in Item 9, all employees, and Item 3, department only. In 23 of the 28 categories, (82 percent) the 'better than' category had the highest number of marks. Forty-six percent, or 13 times the 'better than' category had over half of the marks of the 62 possibilities. The highest number of 'better than' marks was 43 in Item 6, all employees. Item 14, department only, was the only 'same as' category that had over half of the marks in any particular item. In Items 7, all employees; 8, all employees; 3, department only; and 14, department only, the 'same as' category had the highest number of marks in the item. The lowest number of 'better than' marks was in Item 14, department only and Item 3, department only. The highest number of no responses were Items 6, department only; 9, department only; and 12, department only.

Conclusions

1. There was no significant difference between the evaluations done in comparison to all employees and the evaluations done in comparison to those in the department only as assessed by supervisors of the graduates.

2. The majority of the graduates are performing the 'same as' or 'better than' other employees. The highest number of 'worse than' evaluations was four. Nine items in the two categories did not have any graduates evaluated as 'worse than' the other employees.

3. Item 6, "Represents a good educational background for work in Health, Physical Education, or Recreation," impressed supervisors as being an item that the graduates exhibited higher than the others in comparison to all employees.

4. Supervisors, when comparing graduates to others in the same department, noticed their ability to search for new methods and ideas to improve effectiveness.

5. Most of the graduates evaluated did not have any 'worse than' marks indicating that their preparation made them equal to or better than their co-workers.

6. The low combined ranking of the graduates in finding, evaluating, and applying the research of others indicated a need for more preparation in that area to meet that departmental objective.

7. The data indicated that the Graduate Physical Education Professional Preparation Program is producing graduates who are prepared very well to perform the tasks of working in Health, Physical Education or Recreation, and are performing well in their profession.

8. The graduates evaluated ranked low in comparison to other objectives of the department in the ability to identify and correct

problems encountered in work.

Recommendations

The author proposes the following recommendations:

1. A similar evaluation of the graduates done on a regular basis.
2. An evaluation of each course offered in the graduate program to see if it aids in meeting any or all of the department objectives.
3. More emphasis on problem identification and solution in graduate courses.
4. A greater challenge to each student to get involved in research for the welfare of the field of physical education.
5. The findings of this study should be used by the department to evaluate its assets and liabilities.
6. The graduate program objectives should be reviewed by the department for discussion of any revisions that may be necessary.

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LITERATURE CITED

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APPENDIX

APPENDIX A

QUESTIONNAIRE

Name of Graduate _____
 Years in present position _____
 Type of work: _____ Administration _____ Teaching _____ Coaching
 _____ Recreation _____ Other (Specify) _____

If involved in education please respond to the following items:

Level of school _____ Elementary _____ Junior High
 _____ Senior High _____ Junior College
 _____ College
 Number of teachers on faculty _____
 Number of teachers in Graduate's own department _____

If involved in another area please respond to the following items:

Type of work _____
 Briefly describe the Graduate's duties. _____

 Number of employees in the company _____
 Number of employees in Graduate's own department _____

Please evaluate the Graduate's abilities in relation to other people in the school or business where he/she is employed. Also evaluate him/her in relation to just those people in the same department as the graduate. If the graduate is the only person in the department compare his/her abilities to other people you have employed in the same position. Make your comparisons on the basis of each of the fourteen statements. Column one (1) will signify "better than", column two (2) "same as", and column three (3) "worse than". Please respond on both sets of columns. The first set shows the comparison to all employees, and the second set shows the comparison to those in the same department.

1 - Better Than
 2 - Same As
 3 - Worse Than

All Dept.
 Employees Only

	1	2	3	1	2	3
1. Shows ability to think and work in an organized fashion.						
2. Seeks suggestions from others in order to improve performance.						
3. Is receptive to constructive criticism.						
4. Evaluates own performance and tries to improve effectiveness.						
5. Searches for new methods and ideas to improve effectiveness.						
6. Represents a good educational background for work in Health, Physical Education, or Recreation.						
7. Demonstrates ability to identify and correct problems encountered in work.						
8. Demonstrates ability to find, evaluate, and apply the research of others to his/her task.						
9. Demonstrates an ability to contribute to the knowledge in his/her field.						
10. Demonstrates a commitment to his/her work						
11. Demonstrates enthusiasm for his/her work.						
12. Demonstrates the ability to develop and implement new programs and/or methods.						
13. Demonstrates the ability to communicate ideas to others.						
14. Demonstrates the ability to understand the ideas of others.						
15. Please add any other comments about the graduate's abilities that are applicable to his/her performance.						

APPENDIX B



DEPARTMENT OF HEALTH, PHYSICAL EDUCATION & RECREATION

COLLEGE OF EDUCATION

MONTANA STATE UNIVERSITY, BOZEMAN 59715

February 25, 1977

Dear Graduate:

The Department of Physical Education at Montana State University is currently preparing a self-study report to be submitted to the National Council for Accreditation of Teacher Education (NCATE). As an integral element of the study we are required to obtain an evaluation of our graduates by their immediate supervisors. Therefore, as part of a follow-up study of our graduates we need to ask for your help.

Specifically we are asking your permission to allow us to contact your supervisor and have that person evaluate your present performance on the basis of the objectives of the graduate program from which you graduated. A copy of the instrument is enclosed. If you grant us permission, we will mail an identical instrument to your supervisor. Of course, all responses will be held in complete confidence. All responses will be reported in group statistics only; names will not be associated with any information on the instrument.

Data collected from your evaluation will also be used in a Masters Thesis by Mr. Howard Cole. No names will be used by Mr. Cole, only statistical data will appear in this thesis.

Your participation in this study will help us to improve the overall quality of our graduate program. Thank you for your assistance.

Please place your response on the enclosed post-card. If permission is granted for the evaluation, please sign the card and indicate the name and address of your supervisor. Your cooperation and permission is most important to this study and we shall be grateful for your response.

Sincerely,

A handwritten signature in cursive script that reads "Gary F. Evans".

Gary F. Evans, EdD
Coordinator of Graduate Study

A handwritten signature in cursive script that reads "Howard E. Cole".

Howard E. Cole

GFE/HEC:mb

encl. 2

TELEPHONE (406) 994-4001

APPENDIX C

Your Name _____
(Please print)

Please check:

_____ Yes, I grant the Department of Health, Physical Education and Recreation at Montana State University permission to obtain a confidential evaluation of my performance from my immediate supervisor.

_____ No, I do not grant permission.

If yes, name of my immediate supervisor:

_____ (Position)

_____ (Address)

APPENDIX D



DEPARTMENT OF HEALTH, PHYSICAL EDUCATION & RECREATION

COLLEGE OF EDUCATION

MONTANA STATE UNIVERSITY, BOZEMAN 59715

March 10, 1977

Dear

_____ gave your name as the person who would be able to evaluate his/her performance in his/her work. The results of this questionnaire will be used to evaluate the graduate professional preparation program in physical education at Montana State University. This information is also needed as part of the requirements by an NCATE evaluation which will be conducted on the College of Education during late March and early April.

Please fill out the enclosed questionnaire and return it in the addressed envelope. We thank you in advance for your prompt attention to this matter.

Sincerely,

A handwritten signature in cursive script that reads "Howard Cole".

Howard Cole

A handwritten signature in cursive script that reads "Gary F. Evans".

Gary F. Evans
Coordinator of Graduate
Study

APPENDIX E



DEPARTMENT OF HEALTH, PHYSICAL EDUCATION & RECREATION

COLLEGE OF EDUCATION

MONTANA STATE UNIVERSITY, BOZEMAN 59715

March 18, 1977

Dear Graduate:

Three weeks ago we sent you a letter concerning a self-study report to be submitted to the National Council for Accreditation of Teacher Education (NCATE) by the Department of Health, Physical Education and Recreation. As an essential part of this study we are required to obtain an evaluation of our graduates. Once again, we appeal to you for your assistance in case you misplaced the last letter.

Specifically we are asking your permission to allow us to contact your supervisor and have that person evaluate your present performance on the basis of the objectives of the graduate program from which you graduated. A copy of the instrument is enclosed. If you grant us permission, we will mail an identical instrument to your supervisor. Of course, all responses will be held in complete confidence. All responses will be reported in group statistics only; names will not be associated with any information on the instrument.

Data collected from your evaluation will also be used in a Masters Thesis by Mr. Howard Cole. No names will be used by Mr. Cole, only statistical data will appear in this thesis.

Your participation in this study will help us to improve the overall quality of our graduate program. Thank you for your assistance.

Please place your response on the enclosed post-card. If permission is granted for the evaluation, please sign the card and indicate the name and address of your supervisor. Your cooperation and permission is most important to this study and we shall be grateful for your response.

Sincerely,

A handwritten signature in cursive script that reads "Gary F. Evans".

Gary F. Evans, Ed.D

A handwritten signature in cursive script that reads "Howard E. Cole".

Howard E. Cole

GFE/HEC:b

encl. 2

TELEPHONE (406)994 4001

APPENDIX F



DEPARTMENT OF HEALTH, PHYSICAL EDUCATION & RECREATION

COLLEGE OF EDUCATION

MONTANA STATE UNIVERSITY, BOZEMAN 59715

April 21, 1977

Dear Graduate:

This is another effort to obtain a response from you concerning the self-study report to be submitted to the National Council for Accreditation of Teacher Education (NCATE) by the Department of Health, Physical Education and Recreation. Part of this study involves an evaluation of the graduates, and we are appealing for your assistance and cooperation for this aspect of the study. Statistical data from this questionnaire will also be used in a Masters Thesis by Mr. Howard Cole.

Response so far has been about 80 percent, but we have not had a response from you. Your participation is important so that the report can be completed. Specifically we are asking your permission to allow us to contact your supervisor and have that person evaluate your performance on the basis of the objectives of the graduate program from which you graduated. A copy of the instrument for evaluation is enclosed and, if you grant permission, an identical instrument will be sent to your supervisor.

Please return the enclosed postcard with your response as soon as possible. We anticipate your favorable response.

Sincerely,

A handwritten signature in cursive script that reads "Howard Cole".

Howard Cole
Graduate Student

A handwritten signature in cursive script that reads "Gary F. Evans".

Gary F. Evans
Coordinator of Graduate Study

Enclosures

APPENDIX G



DEPARTMENT OF HEALTH, PHYSICAL EDUCATION & RECREATION

COLLEGE OF EDUCATION

MONTANA STATE UNIVERSITY, BOZEMAN 59715

April 28, 1977

Dear

gave your name as the person who would be able to evaluate his/her performance in his/her work. Previously a questionnaire was sent to you to fill out and return. We have not received that form from you yet, so we are sending you another one in case the other one was misplaced. The results of this questionnaire will be used to evaluate the graduate professional preparation program in physical education at Montana State University.

Please fill out the enclosed questionnaire and return it in the addressed envelope. We thank you for your prompt attention to this matter.

Sincerely,

A handwritten signature in cursive script that reads "Howard Cole".

Howard Cole
Graduate Student

A handwritten signature in cursive script that reads "Gary F. Evans".

Gary F. Evans,
Coordinator,
Graduate Study

HC:GFE:mb

APPENDIX H

Item 15: Please add any other comments about the graduate's abilities to his/her performance.

- is an excellent coach--has the knowledge and ability to demonstrate and teach the skills needed for students.
- is an enthusiastic, energetic, optimistic professional.--nice to have on our staff.--a credit to teaching.
- strong in planning and performance--low in human relation skills.
- very concerned about providing the best for students.
- knowledge of the physiological aspects of running and endurance conditioning have helped our distance program immensely.--is respected by our athletes because of knowledge and interest in and dedication to them.
- is extremely conscientious and hard working.--has a very good rapport with students and with other faculty members.
- this teacher appears to lack empathy for students, does not communicate well and, in short, we are displeased with his performance in light of Masters Degree and several years experience.
- shows outstanding ability in understanding the personal needs of students.--helps teams set achievable goals so that they feel like winners even if they lose.
- is inclined to work best when given freedom to develop own curriculum and relate to students in own way.--identifies with students, responds to their enthusiasm and is most successful in using expertise to direct them.--academic preparation is evident in relationship with students and is an above average teacher in the classroom.
- is an outstanding individual.--is an asset to our school and a pleasure to work with.--people of that caliber are few and far between in this day and age.

- is an outstanding teacher and co-worker,--coaching techniques, student coordination, and teaching methods are outstanding,--is one of the highest quality all-around educators I have ever known.
- has handled the P.E. program very well.
- an outstanding professional who puts everything into the job.--This individual's desire to provide the best possible program is only hindered by the limitation of 24 hours in a day.
- is a hard worker.--has good rapport with most of the faculty and students.--does as much or more than is required.
- is a fine representative of your program and the profession of physical education.
- is a hard worker and very dedicated, but has a tendency to get frustrated over small matters.--doesn't like personal criticism.
- person of extremely high principles, professionally.--outstanding patience.
- is an outstanding physical educator.
- good reputation as coach, teacher, and referee in sports field.--is fast maturing into a very capable administrator.
- has the maturity and personality to make change happen in individual students.
- relates well to others, provides a positive image for the college.
- this is a very positive evaluation because _____ is a very good teacher and person.
- serves us well.
- came to our school in the middle of a building program need and has worked with care and meticulous order. All the teachers like and respect _____ abilities and personal character.

- competent person--needs more experience handling students--also must improve handling details. He has tremendous potential.
- personality conflicts and somewhat negative attitude create some problems.
- is highly energetic and enthusiastic in work and has a very analytical mind.
- very dedicated to working with young people. An excellent basketball coach--knowledgeable; able to get the best out of team members.
- is a very conscientious and a personable person.--has been an asset to our school.
- dedication and idealism tend to heighten sensitivity to criticism.
- is willing to share work load in related areas.--is willing to take stands on controversial issues.
- is a very cooperative and hard working instructor.
- is an excellent teacher devoted mainly to the interest of our students.
- enthusiasm and outstanding characteristic.--willing to give freely of own time.--is an outstanding teacher and coach.
- is very conscientious and hard working.--is also extremely personable and works well with people.--has a sincere interest in young people and their future.
- exceptional dedication and interest make _____ one of the best in the department.
- outstanding professional.
- is the most sincere person I have ever observed in the P.E. program.
- has done a superlative job in first year with us.

- excellent employee relations and a good staff and professional person.
- is very capable and responsible in the physical education area, but sometimes is not as dynamic and forceful as could be.
- is an outstanding teacher.

