A DESCRIPTIVE ANALYSIS OF DOCTORAL GRADUATES FROM CONSUMER STUDIES PROGRAMS

by

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PREFACE

This study is a descriptive analysis of doctoral graduates from consumer studies programs. The objectives included describing a sample of doctoral graduates in terms of their personal characteristics and educational backgrounds, identifying the graduates' professional careers, and establishing an empirical basis for future program modifications which would be based on the needs as identified by the graduates. In addition, the historical development of the consumer studies field is reviewed and a presentation is made on the origin and present status of the doctoral consumer studies programs used in the study.

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CHAPTER I

DEFINITION OF THE PROBLEM

Introduction

The emergence of consumer studies as a discipline in higher education is a rather new phenomena. Although consumer studies as a university discipline has not yet reached maturity, it possesses many of the attributes of a scholarly field. Programs designed to prepare persons for entry into professional work in consumer-oriented jobs are few when compared to other traditional fields of study. However, administrators in universities have developed programs that sponsor research pertaining to various aspects of the theory, problems, and issues in consumer studies. These university programs offer undergraduate and graduate degrees in consumer studies and provide public service and in-service training for teachers and community leaders.

The Growth of Consumer Studies

The availability of numerous textbooks, research magazines, professional journals, and product-testing reports demonstrates a continuing growth of consumer literature. Both private and public organizations concern themselves with generating new and systematic knowledge in the consumer area through independent and research efforts. Contributions by these organizations have been of paramount importance in the development of a body of knowledge in consumer studies.

The consumer studies discipline may lack some of the critical unifying attributes that some of the other professions and historical scholarly fields possess. Yet professors, lawyers, economists, business educators, professional staff members of testing agencies, and industrial and governmental personnel who attend conferences held by such organizations as the American Council on Consumer Interests and the Consumer Federation of America have an affinity for each other. These professionals and educators seem to identify with the intuitable concept that consumer studies is a set of problems, both abstract and practical, which require scholarly study.

The Academic Background of Consumer Professionals

Educating individuals to assume leadership roles in the consumer field is not an easy task since it involves educating persons to understand the nature of the entire economy.

One of the frequently stated goals of higher education has been the integration of knowledge from several disciplines to solve problems and contribute to the welfare of society. This multidisciplinary concept of knowledge integration is precisely what consumer studies in a university curriculum involves--the training of experts in an interdisciplinary field of study.

Individuals can begin their professional endeavors in the consumer area from several different formal academic preparations. Among these academic preparations are economics, home economics, political science, business education, and marketing. However, most of the programs available to people who wish to become specialists in a particular

aspect of consumer studies are offered by schools or departments of home economics (Burton, 1975).

The concentration of consumer studies in home economics has come about in part by the implementation of the provisions of the Vocational Educational Amendments of 1968 (Part F, Section 161). This legislation specifically delegates the responsibility of consumer education to home economics (Udell, 1974). Thus, it should be no surprise that graduate and undergraduate programs in consumer studies have developed in schools or departments of home economics. However, some universities have created a separate school in which a nontraditional, interdisciplinary curriculum in consumer studies is offered.

The professionals who are directing the academic work of students in consumer studies areas are from a variety of fields including home economics, business education, economics, marketing, sociology, advertising, political science, education, and agricultural economics. These individuals are working cooperatively to assemble an organized, systematic program of study. Their cooperative efforts provide a unique situation in the pooling of expertise of professionals from related disciplines in the common task of training leaders for the field of consumer studies.

The Need for Information About Consumer Training

Consumer studies is an academic field of sufficient importance to warrant specially trained educators and researchers. The first step toward educating consumers is to help them become aware of their rights, responsibilities, and needs. Yet, little evidence exists that any

evaluation has been made of the training or progress of consumer specialists who will contribute to the consumer field by their research and teaching.

The student's relationship to the educational process is complex, and each student's experience is unique. Students are consumers in the educational system. They are also participants in that system; and ultimately, of course, these students will be products of the educational system. These students are products not only in terms of producing for society but also in terms of living full lives within the framework of their own personal goals and values. Throughout the educational process students are not only developing areas of expertise essential to entrance into professional careers, but are also developing attitudes toward particular life styles.

How effective have the interdisciplinary programs been in preparing consumer specialists for the roles they play as professionals? There are no extensive research findings available pertaining to the professional careers of students graduating from consumer studies programs.

Statement of the Problem

The principal objective of this study is to survey graduates of doctoral consumer studies programs for the years 1965 to 1975, inclusive. More specifically, the purposes of the study are to gather information relative to the following points.

1) Assimilation of information concerning the personal characteristics and educational backgrounds of graduates who have received doctorates from consumer studies programs.

2) Identification of the professional careers the graduates have chosen.

3) Establishment of an empirical basis for future program modification which would be based on the needs identified by the graduates now involved as professionals in the consumer field.

4) Identification of the trends and developments of consumer studies as it has developed as a field of study in higher education.

Following are the specific questions answered in the study.

1. What are some of the basic personal characteristics of doctoral graduates included in this study?

2. What are the academic backgrounds of doctoral graduates reporting specialties in consumer studies?

3. What specific courses did the graduates take at the graduate level?

4. What specific courses or subject matter areas do the graduates recommend for future doctoral candidates who wish to specialize in consumer studies?

5. In what ways do the graduates criticize the graduate programs, and what changes do they recommend?

6. Before and after receiving the degree, where were the graduates employed? What are their present employment responsibilities?

Need for the Study

The purpose of the discussion presented in this section is to develop a framework to support the need for a study of graduates who have completed doctoral consumer studies programs. First, the necessity for continuous evaluation of graduate programs is discussed and documented. Then, an indication of the need and possible future uses of the findings in this study is given. Following this discussion,

the market for doctoral graduates is examined from both a global and a narrow prospective.

The Need to Evaluate Graduate Programs

As in any endeavor, the process of evaluation is an important aspect in the management of graduate programs. One method of achieving the goal of evaluation is through the collection of data concerning the jobs and activities of former students. The importance of program evaluation is substantiated in a publication sponsored by the Carnegie Commission. The author, Edgar Schein (1972) stated:

> . . . on a longer-range basis the school has a certain mission, an ideal of what its graduates ought to be doing in their careers. It is therefore essential that evaluation research include studies of alumni to determine what career paths they have followed, where they have ended up, what their views of their professional education are, what experiences led them to different kinds of careers within a profession, who has become a role innovator and why, and so on (p. 148).

Graduate schools face a dual dilemma in meeting today's job market demands. The dilemma is that graduate schools are not only responsible for producing college professors, but also are responsible for producing researchers for industry and government. It is the responsibility of graduate schools to find the compromise that will satisfy the needs of the times and prepare future graduates to perform both of the aforementioned essential functions (Keniston, 1959). In order to make sure the university programs are meeting these needs, university administrators must be willing to seek out information on the success of their graduates.

Graduate feedback should be encouraged to aid in the identification of program strengths and weaknesses. To accomplish the graduate program

evaluation, the graduates' successes in professional careers should be identified and correlated with the strengths and weaknesses of specific graduate programs. University administrators can then take necessary steps to incorporate the needed changes. Alciatore and Eckert (1968) thought it paradoxical that universities whose major function is to advance research and scholarship have not chosen to investigate their own procedures and products.

Need for This Study's Research Findings

Since the graduate programs in consumer studies are relatively new, the results of this study should prove useful to administrators and faculty responsible for the area. The findings can be used, for example, to determine the relevance of theory taught in the classroom to the actual work situations encountered by graduates in their professional careers. Correlating theory with professional assignments is an important goal of administrators and faculty members.

The data collected can also be used as a resource in assisting administrators and members of the faculties in formulating new policies or in supporting those already in existence. Furthermore, having available the type of information collected in this study should aid faculty members in providing more effective advisement and guidance of graduate students currently enrolled in consumer studies programs.

A curriculum should reflect the stated purposes of the program and needs of the students pursuing the degree. A graduate's evaluation of personal academic studies, along with the researcher's interpretation, should provide useful data from which decisions can be made to revise programs, improve effectiveness and insure continued program viability.

The information provided by the study can serve as a resource for present and future doctoral students in planning doctoral programs. In addition, data analysis on careers of graduates can provide persons interested in pursuing a degree in consumer studies a realistic view of employment options.

The findings reported in this study may encourage others in the future to become actively involved in more creative interdisciplinary programming and research. In addition, the study will provide related associations and governmental agencies baseline data for establishing guidelines for programs and research.

Consumer studies is a young discipline; and, consequently, lacks the maturity of other fields of study. The aim of this study is to present findings that will help lend integrity to the field by making known the professionalism of its graduates. It is, therefore, a purpose of this study to help consumer studies achieve a greater measure of maturity.

Market for Doctoral Graduates

An organization that plans to succeed must evaluate its product both in the light of the current markets and in the predictions made concerning future market changes. In a similar manner, administrators of higher education institutions also need to provide a continuing means by which they can evaluate their products--the graduates of their programs. One of the most significant methods of evaluation available to administrators is to determine the employment status and activities of individuals who have completed their doctoral programs.

Today, the rapid growth rate in graduate education has more than

doubled the output of master and doctoral degrees. In fact, more doctoral degrees were awarded during the 1960's than in all previous years combined (Grant, 1971). The supply of doctoral graduates has continued to increase at such a rapid rate that their numbers have surpassed the total related-employment opportunities (Grant, 1971; Wolfe and Kidd, 1971). In a recent article, it was estimated that by the end of the 1970's only one-fifth of all Ph.D.'s will find work closely related to their professional training ("Slim Pickings for the Class of '76," 1976).

Status of the Market for Consumer Studies Doctoral Graduates. Even though the projected market for doctoral graduates looks bleak, it is believed that the reverse situation exists for graduates with a specialty in consumer studies. A favorable employment market may possibly exist because the field is relatively new.

Many of those pursuing careers in consumer studies have earned degrees in fields closely related to consumer studies. The United States Department of Health, Education and Welfare and National Center for Educational Statistics (1973, 1975) reported that five doctoral degrees in Consumer Economics and Management were conferred in 1970 and 1971, as compared with three in 1971 and 1972. Prior to 1970, Consumer Economics was not listed as a degree per se. Before this time, the degree was referred to as Family Economics and Management and was housed within the discipline of home economics. Unfortunately, the statistics for doctoral degrees awarded in Family Economics were lumped together under the category "other." The manner in which the data were reported makes it virtually impossible to determine the number of degrees conferred to individuals with a specialty only in Family

Economics. However, The National Association of State Universities and Land Grant Colleges reported that 42 doctoral degrees were conferred in Family Economics and Management during the years 1966 to 1977 (Harper, 1971).

Status of the Doctoral Market in Home Economics. Because most of the doctoral consumer studies programs are located in schools or departments of home economics (Burton, 1976), a review of the job market opportunities for home economics graduates provides a clearer picture of future graduates' employability. Furthermore, the following discussion explains to some extent the favorable job market situation for doctoral consumer studies graduates.

The American Home Economics Association (AHEA) has encouraged graduate study and research since the organization was founded in 1908 (Hunt, 1958). During the second year of its existence, AHEA established the Commission on Graduate Programs. Persons serving on the committee are delegated the responsibility of determining standards for master's and doctoral degree programs.

Although the first doctorate in home economics was awarded as early as 1906 (U.S. Bureau of Education, 1915), the number of degree recipients has been smaller than in other disciplines. In 1950 and 1951, only 52 doctorates were awarded by the 12 institutions with doctoral degree programs (Coon, 1953). Much of the reason for awarding so few doctoral degrees can be attributed to the fact that the home economics discipline consisted mainly of females. This situation is rapidly changing, however (Evans, 1972).

The job market for doctoral graduates with specialties in home economics appears to be favorable. In a study conducted by Gay Evans (1972), she stated that many administrators of college and university home economics programs have been forced to hire graduates from other fields to fill their faculty vacancies. According to the study's

findings, administrators' reason for hiring persons with doctorates earned outside the home economics field is simple. There is not a supply of doctoral graduates with specialties in the various areas of home economics to fill the existing faculty positions. The reported inadequate supply of doctoral graduates in home economics would infer that there is a similar undersupply of persons with doctorates in the consumer studies field. Consequently, the job market for consumer studies graduates may not be as bleak as the projected job market for other disciplines.

The purpose of Evans' study was to investigate the supply, need, and utilization of doctoral graduates in the various areas of home economics and to predict the future market for those doctoral graduates. She found that 89 doctoral graduates were employed in the sample year 1971 and 508.5 available positions existed. In predicting future demand, she concluded that an undersupply of doctoral graduates exists in all areas of home economics and that the number of positions available are predicted to increase more rapidly than the number of people receiving doctoral degrees.

If the results and predictions of Evans' study are accurate, home economics administrators will continue to experience difficulty in filling faculty vacancies. Furthermore, administrators will undoubtedly continue to seek out and hire individuals who have earned doctoral degrees in related disciplines.

Evans recommended that a complete listing of doctoral graduates in all areas of home economics be compiled on a yearly basis by AHEA. The list would be made available to administrators, researchers, and other interested persons and would serve as an accurate source of data on the

number of persons trained in the profession.

The information provided in Evans' study is useful in facilitating and supporting the decisions and plans administrators continuously make regarding graduate programs. Data gathering on graduates of consumer studies programs provides a complimentary source of information to that provided by Evans' study. The additional information provided by this study is useful to administrators and faculty members in developing and planning curricula.

Evaluation of a graduate program involves a close look at the activities of graduates and at the problems they encounter in professional careers. Graduate opinions regarding the value of their graduate experience relative to activities and responsibilities assumed in professional employment are also important. Using evaluative procedures to collect data on graduates contributes to the continual development and evaluation of graduate programs.

Definition of Terms

Consumer Studies is defined very liberally for the purpose of this study. In the descriptive analysis of the study, the use of the term denotes a complete course of study offered at the graduate level to prepare an individual for completion of a doctorate. The curriculum of a consumer studies program is viewed as being either highly theoretical or very practical, or a combination of the two extremes.

If one mentally views a continuum, it is helpful to understand the diversity of courses, ranging from the practical to the theoretical. On one end of the continuum, one finds courses with emphasis on the practical, such as consumer buying, family finance, and methods or

procedures of teaching consumer education. On the other end of the continuum, one finds courses such as those dealing with theoretical research techniques, as well as advanced study in consumption economics, microeconomics, macroeconomics, and econometrics.

A program design could include combinations of practical and theoretical course work. It is also possible for an individual to combine concentrations in a traditional area of home economics such as housing, nutrition, or education with a practical and/or theoretical base in consumer studies. Therefore, the term "consumer studies" encompasses the inclusion of a myriad of courses which can be taken for credit toward an advanced degree program.

In the review of literature, the term "consumer studies" is used synonymously with consumer affairs, consumer education, family economics, economic education, consumer economics, and consumer science. This interpretation is necessary in order to present the writings of educators and researchers quoted in the review of literature. For example, many of the educators who developed courses in the early 1900's were, in some instances, writing about course offerings which are by today's standards and definition consumer education. However, the courses were given a variety of titles, such as consumer economics and family economics.

As used in the historical section of this study, consumer studies refers basically to the development of practical and theoretical courses which are now offered in consumer studies programs. The courses developed in the past and present typically deal with such subject matter as consumption theory, consumer economics, personal finance, selection and purchase of products, legislative process, and social consequences

of legislation passed to insure protection of the consumer.

Administrator refers to the department head of a consumer studies program or dean of a college who supplied information on names of graduates and on the formation and the future of graduate consumer studies programs.

Graduate refers to an individual who received either a degree of Doctor of Education or Doctor of Philosophy with primary emphasis of the degree plan directed toward a concentration in consumer studies.

Recipient is used synonymously with graduate, referring to an individual who has received a doctoral degree with a specialty in consumer studies.

Doctoral degree is defined as either (a) the Doctor of Philosophy (Ph.D.) degree which is the highest degree conferred for mastery within a field of knowledge and for proven ability in research or to (b) the Doctor of Education (Ed.D.) degree which is the highest degree awarded for advanced study of education after acceptance of a dissertation on individual research in education (Good, 1973).

Limitations of the Study

The limitations of this study are the number of programs represented, the sample size, the objectivity of graduates' evaluations of programs, the utilization of a mail questionnaire, and the fact that no definitions are given for the courses or subject areas. Each of the limitations are discussed in detail in the following paragraphs.

Names and addresses of graduates from consumer studies programs were received from administrators in ten universities. Graduates from only nine of the universities responded and returned the questionnaires.

In addition, when Burton published the revised edition to his study in 1976, he identified five universities with consumer studies programs which were not listed in his 1975 report. Therefore, the programs from which the graduates received degrees are only a sample of the university programs offered throughout the country.

Of the 71 graduates in the sample, 51 graduates chose to complete and returned the questionnaire. Even though the sample is small in terms of numbers, the 51 responses represent a 71.8 percent response rate of the total number of questionnaires mailed to the graduates.

Forty-one of the graduates were awarded degrees between 1970 and 1975. Due to the limited professional experience of the graduates, there may be some question concerning the graduates' ability to objectively evaluate the effectiveness of their program preparation relative to present employment responsibilities. Furthermore, responses on opinion questions may be negatively biased depending on the success of each graduate during and after completing his program of study.

The use of a mail questionnaire instead of face-to-face interviews limits the amount of information that can be obtained from any one graduate. The researcher is unable to answer any questions the graduates may have had concerning the information requested nor does she have the opportunity to clarify responses given by the graduates.

No attempt was made to define specifically the content of courses, subject matter areas, or concentrations listed by name.

CHAPTER II

THE PROCEDURE

Introduction

To collect data for this study, it was first necessary to identify universities which offered consumer studies programs at the doctoral level. After identifying the programs, the administrators of those programs were contacted in order to collect names and addresses of graduates and information on the doctoral consumer studies programs.

The sample for this study consisted of 71 graduates of consumer studies doctoral programs in ten universities scattered throughout the United States. The graduates are restricted to those who received their degrees between May, 1965, and December, 1975.

The procedures for identifying programs, gathering names and addresses of the graduates as well as the preparation of the graduate and administrators' survey instruments, panel review and pretest of the graduate survey instrument, mailing and follow-up procedures are discussed in detail in the text of this chapter. Finally, the method of data analysis is presented.

Selection of Doctoral Programs

The doctoral programs selected for this study were those identified by John Burton (1975) in his study Educational and Career Opportunities in the Consumer Field. In the report, Burton acknowledged that

all institutions offering degree programs in the consumer studies field were not represented. They were not represented mainly because some administrators of consumer studies programs had not responded to his request for information on degree programs. In late spring, 1976, another, more comprehensive, revised edition to his study was published. The collection of graduates' names for this study began in January, 1976; therefore, the universities contacted were selected from Burton's 1975 publication.

Burton identified 14 institutions which offered doctoral programs in the consumer studies area. Each of the administrators of these programs was contacted by letter. A copy of the letter is included in Appendix A. Originally, the administrators were requested to send lists of the names and current addresses of masters and doctoral graduates. This procedure was followed because in the beginning it was not possible to determine whether there would be sufficient numbers of doctoral graduates to survey. Administrators from 2 of the 14 universities reported that they did not have a doctoral program with a consumer studies emphasis. Two other university administrators reported a program but no graduates. Seventy-six names of graduates were received from administrators of ten universities.

Development of Survey Instruments

For the purposes of this study, two questionnaires were constructed. The first part of this section deals with the construction of the administrators' questionnaire which was designed to collect information on the degree programs as well as administrators' opinions on the future of consumer studies programs.

Following the discussion of the development of the administrators' questionnaire is an outline of the process initiated to develop the graduate survey instrument. A detailed discussion which identifies the steps carried out to perfect the instrument before the graduates were surveyed is presented.

Questionnaire for Administrators

One of the objectives of this study was to trace the development of consumer studies in colleges and universities. Because of the difficulty in finding current information in the literature on current trends and status of consumer studies at the doctoral level, it was decided that the most effective approach would be to go directly to the administrators of the programs in this study.

A questionnaire was designed and mailed to the individuals directing the graduate programs at selected universities. The purpose of the instrument was to collect information on the various doctoral programs and solicit opinions from the administrators on the future of such programs. A copy of the cover letter, the follow-up reminder and the questionnaire can be found in Appendices B and C.

Nine of the 10 administrators completed and returned the questionnaire. The administrators' responses to the questionnaire are summarized and presented in Chapter IV.

Questionnaire for Graduates

A careful review of the literature concerning the construction of questionnaires was conducted and questionnaires of other follow-up studies were examined before the instrument was prepared for this study.

The instrument for this study was designed to collect information on the graduates such as personal characteristics, undergraduate and graduate backgrounds, employment information, professional activities, and opinions and attitudes of the graduates on various subjects. A copy of that instrument is included in Appendix F.

The questionnaire contained open-ended questions, which are difficult to report but have the advantage of allowing the respondents to express opinions. Since the number of graduates being surveyed was not large, it was decided that open-ended questions would be appropriate. Questions of this type give the researcher a basis for judging the actual values and views of the graduates. Analyzing values is difficult when using only questions which are highly structured.

The majority of the items on the instrument were made up of multiple-choice, dichotomous, and Likert-type questions. Multiple-choice questions were used to gather information on such areas as employment and educational backgrounds of the graduates. The researcher was careful to provide space for the graduates to write in any alternative information or suggestions they chose to make available. The dichotomous questions were used where the graduates were most likely to have a clear "yes-no" answer. Both types, multiple-choice and dichotomous, offer the advantages of being easy to fill out and simple to tabulate and analyze; furthermore, they tend to reduce bias (Tull and Hawkins, 1976).

Four-point, forced response, Likert-type scaled questions were constructed and also used in the questionnaire. It is reported in the literature that a Likert-type scale is a good technique to use when conducting a mail survey because the directions can be readily

understood (Tull and Hawkins, 1976). The Likert-type question is generally considered to be a relatively reliable technique and provides fairly precise information on the graduates' attitudes. Furthermore, it is an appropriate technique for the nominal and ordinal data collected for this study.

Panel Review of the Instrument

The first draft of the graduate survey instrument was reviewed by several members of the Oklahoma State University faculty. After the questionnaire was revised, it was submitted to five individuals considered by the researcher to have expertise in the consumer studies field. All five were immediate past presidents of the American Council on Consumer Interests and were university faculty members. These five past presidents were asked to make comments and suggestion on the design and content of the instrument. The cover letter to these individuals is included in Appendix D. Three of the five consumer experts responded with a variety of suggestions, many of which were incorporated into the questionnaire.

Pretest of the Questionnaire

A pretest was conducted to check the readability and clarity of the graduate survey questionnaire. The instrument was sent to six graduates of consumer studies programs who had completed their degrees after December, 1975. These six individuals were not notified that the survey instrument was a pretest. The questionnaire was mailed to the graduates just as if they were a part of the population to be surveyed. All six graduates returned completed questionnaires. Three of the six graduates raised questions concerning the clarity of certain sections of the questionnaire. As a result of their comments, changes were made. After the changes and/or corrections were made, the instrument was printed in its final form.

Mailing Procedures and Response Rate

Presented in this section of the chapter are the procedures followed for the collection of survey data from the graduates. A description is given of the initial mailing and follow-up procedures. The response rate of the mailed questionnaires is also presented.

Procedure Followed for Initial Mailing

A cover letter and questionnaire were sent to each of the 76 graduates on February 21, 1977. A copy of the letter and the questionnaire are included in Appendices E and F.

In order to identify those who returned the questionnaire, the return envelopes were coded with numbers assigned to each graduate's name. The use of the code number made it possible to determine which of the graduates had not responded by a certain date. Only those graduates who had not returned the questionnaire were contacted and requested to return the instrument. Most of the graduates signed the questionnaire. Only one graduate returned the instrument in another envelope, and she had signed the completed questionnaire. Two questionnaires in the mailing were returned by the Post Office as "not deliverable as addressed; unable to forward."

Follow-Up Procedures

After giving the graduates one month to respond to the initial request, two follow-up procedures were carried out. On March 24, 1977, a post card was mailed as a reminder to those graduates who had not completed and returned the questionnaire. A copy of the post card is included in Appendix E. During the last week of April, the graduates

who had still not responded were contacted by telephone and requested to complete the questionnaire. The phone numbers of four graduates could not be located.

Response Rate of Mailed Questionnaires

Fifty-one instruments were completed, returned, and used in this study. Five of the graduates returned the questionnaires uncompleted and explained why they believed they should not be considered a part of the sample. In each case, these five graduates reported that their doctoral study did not qualify them as a member of the population to be sampled.

A total of 76 questionnaires were mailed to graduates of consumer studies programs. Five graduates withdrew their names; therefore, the sample consisted of 71 graduates. Of these 71 graduates, 51 completed questionnaires that were used in the study. Thus, the rate of return was 71.8 percent.

Treatment of Data

The general approach used in this study was a descriptive survey. The data and findings are utilized to formulate a descriptive picture of the individual who has earned a doctoral degree in a consumer studies program. Sums and percentages are used to present descriptively the information gathered for this study. The write-in comments of the graduates on the returned questionnaires are reported in the various sections of the analysis.

CHAPTER III

REVIEW OF LITERATURE

Introduction

The purpose of the review of literature is to identify course and theory development of consumer studies in higher education. The development of consumer studies as a separate and distinct discipline has been an erratic and sometimes controversial process. Today, there is still disagreement over the scope of the discipline, and administrators and educators have not yet agreed on a universal definition of consumer studies.

A review of the literature revealed that the development of consumer studies at secondary and elementary levels has been the subject of numerous articles and studies. However, little has been written recording or tracing the development of consumer studies as an academic discipline in universities and colleges. In this chapter, an attempt is made to identify curriculum development of consumer studies in universities and colleges.

The search of the literature also revealed that the development of a consumer studies curriculum gained support and visibility as a direct result of happenings within the private and public sectors of the economy. Therefore, when relevant, a review of the major economic, social, political, and professional events which are considered to influence the development of the field is also conducted.

As evidenced by the multidisciplinary nature of the field, the discipline of consumer studies is a composite of many influences and events. Consequently, consumer studies is dependent on other more specialized academic disciplines for much of its theoretical base. Therefore, the writings and research of individuals from these related fields are included in the historical presentation of consumer studies development.

The reader should keep in mind that the individuals who are included in this review of literature were selected because their contributions represent the knowledge, theory, or course development that evolved during the period of time under discussion. The task of including all individuals' contributions in areas of research, teaching, or writings is too great an undertaking for the purposes and scope of this review of literature.

Consumer Studies Before the 1920s

Consumer studies typically relies on other more specialized disciplines for its basic foundation. One of the strongest supporting disciplines for consumer studies is economics.

In the beginning paragraphs of this first section of the review of literature, the change in economic thought and the writings of economists who contributed to the development of consumer studies are discussed. Then, since consumer studies curriculum and programs are most frequently housed within the confines of the schools or departments of home economics, the founding and early contributions of the home economics discipline is reviewed. Following this is a description of the consumer studies courses offered prior to 1920.

A New Dimension to Economic Theory

The change in economic theory as related to the development of consumer studies had its beginnings in the latter part of the nineteenth century. The foundation for this change was initiated by Adam Smith (1887), when he wrote:

> Consumption is the sole end and purpose of all production; and the interest of the producer ought to be attended to, only so far as it may be necessary for promoting that of the consumer.
>
> The maxim is so perfectly self-evident, that it would be absurd to attempt to prove it. But in the mercantile system, the interest of the consumer is almost constantly sacrificed to that of the producer; and it seems to consider production, and not consumption, as the ultimate end and object of all industry and commerce (p. 177).

Even though Smith's writings served to offer a new approach in analyzing the economy, the emphasis in economic writings and research continued to be predominatly producer oriented. Consequently, traditional economists continued to deal indirectly with the welfare of consumers and their impact on the economy.

Early Course Offerings in Economics

Economics courses were offered in universities and colleges as early as post-Civil War. The instruction in those classes dealt with consumption problems succinctly and in the traditional theoretical fashion. Even though the roots of change were planted early, it was not until the 1930's that economics courses included consumer interests and consumption theory on more than a token basis (Anderson, 1939).

Economic Publications Related to Consumer Studies

In 1888, S. N. Patten published Consumption of Wealth (1888). In

his book, he advocated general economic education and proposed that grade school children be taught economics. Only within recent years has his proposal been implemented on a wide scale in the public school system.

Another author, Edward T. Devine, wrote The Economics Function of the Woman in 1895. His basic contribution to the development of consumer studies was to advocate in his writing the need for educating women, specifically in the area of consumption. He firmly believed there was a need to educate a woman concerning her economic roles. Economic roles were defined by Devine as intelligent retail demand and wise consumption. Furthermore, Devine assumed that educating women in retail demand and consumption roles would enhance the advancement of prosperity in the same manner as would increased efficiency in the production process (Anderson, 1939).

Additional writings during this period gave support to the development of consumer studies and to the need for education related to consumption. Included among these writings are such classics as Veblen's Theory of the Leisure Class (1899); and, Mitchell's paper The Backward Art of Spending Money (1912).

The contributions of economists' writings in the late eighteenth, nineteenth and twentieth centuries were very important to the initial development of the consumer studies field. Unfortunately, few economists chose to deviate from the traditional approach. However, the changes brought about by the industrial revolution created a greater need to consider the influence of consumers' spending and consumption habits on the economy.

The study of economics, therefore, is basic to the understanding

of consumer studies. Today, economics remains a strong supporting discipline for the consumer studies field; and many of the outstanding leaders in consumer studies have been economists.

The Beginnings of Study in Home Economics

Many aspects of consumer studies grew and developed under the auspices of Home Economics. For instance, consumer education, which developed principally within home economics, is a very important facet of consumer studies. Although other disciplines contributed to the development of consumer studies, home economics took a leadership role. The principal reason for the leadership role of home economics is that the discipline has traditionally been more concerned with the problems of consumer education than other fields (Tonne, 1941).

Social and Economic Changes. The birth of home economics as an academic discipline was brought about in part by the existing social and economic conditions during the latter part of the nineteenth and early twentieth centuries. Changes had occurred in family roles and living styles, in women's economic roles, and in the complexity of the market place. Home economic training was recognized as necessary for helping families and particularly the women in those families. During these times, women needed help in adapting to the changing social and economic conditions.

Prior to the onset of the industrial revolution, the home had traditionally been considered a production unit in the American economy. In the early twentieth century, the family unit's role rapidly became more a role of consumption rather than production (Hunt, 1909).

The problems inherent in transferring production from homes to factories were very aptly stated in an article authored by Caroline Hunt (1909). She observed that women had begun to buy commodities for their families rather than to produce commodities for them. Families had moved from a very limited but cooperative home environment into an enormously wide environment. The controlling motive of the new environment was no longer cooperation but competition. Hunt believed that the competitive atmosphere served to develop qualities which drove people apart rather than to bind them together. Consequently, she thought that the development of a power of association among all people was of paramount importance.

Hunt described the new market place as one composed primarily of private corporations and business firms, not public institutions or households. According to Hunt (1909, p. 222), those household industries " . . . laundry work, spinning and weaving of cloth and the making of garments, the curing of meat, the making of butter. . . ." were now services and products provided by business. It was her concern that the spirit of mutual aid no longer prevailed. Furthermore, she believed that the revenue which resulted from production of goods on a large scale was very naturally a bone of contention between producer and consumer.

Hunt's discussion of the basic communication problems existing in the early twentieth century between the consumer and producer provide insight into the market of that day. The problems she identified exist today.

Early Course Offerings in Domestic Sciences. Even though home economics was not formally organized as an academic discipline until

1899, before that time, universities had included in their curricula subjects referred to as domestic science. In the middle of the nineteenth century, Matthew Vassar founded a college for women and specified that domestic economy be a part of the curriculum (Jones, 1940). Between 1872 and 1874, three land grant colleges, Iowa, Kansas and Illinois, provided instruction in food, clothing and household arts (Andrews, 1943).

Subjects offered by universities during the last half of the nineteenth century are among the major areas studied in home economics today and are sometimes combined with consumer studies. These major areas of study are generally called food and nutrition, clothing and textiles, and interior design.

Formal Organization of Home Economics as a Discipline of Study

Home economics had its beginnings in 1899 at the Lake Placid Conference. An outstanding leader of that conference was Ellen H. Richards. Because of her leadership, she is often given credit for the founding of home economics and is appropriately called the godmother of consumer education (Hunt, 1958).

Ellen Richards was educated as a chemist during a time when few women had access to higher education. She supported the idea of women being educated in physics, chemistry, mathematics, physiology, sanitary science, and social science. Richards believed that women could no longer totally blame legal and social constraints for their plight but rather their own lack of education.

A review of Mrs. Richards' writings gives insight into why she is

considered the godmother of consumer education since in many of her articles, she wrote about the importance of education for women. She was concerned about women's changing roles in the family and in the economy. Specifically, Mrs. Richards stressed the importance of the consumption role (Hunt, 1958).

Library Classification of Home Economics. During the Lake Placid Conference, much emphasis was placed on the evolutionary social and industrial changes occurring and their ultimate effects on the family. The leaders of the Lake Placid Conference decided that home economics should be classified under "The Economics of Consumption" rather than the useful arts of "Production" (Hunt, 1958, p. 145). Why was the classification of home economics considered an important decision by the founders of home economics? They wanted to impress upon the public that "Home Economics involves vital matters connected with the social economy as well as the arts of cooking and sewing" (Hunt, 1958, p. 145).

Home economics is an umbrella discipline, within which many different and diverse concentrations are studied. One of these concentrations is consumer studies.

The Establishment of The American Home Economics Association

The American Home Economics Association (AHEA) was established in 1908. The stated purpose of the organization was "to improve the conditions of living in the home, the institutional household, and the community" (Andrews, 1943, p. 20). The importance of AHEA's role in the consumer movement was appropriately summarized by Benjamin Andrews (1943) when he wrote:

> The Association's conferences, committees, publications, work for legislation, cooperation with business to secure consumer standards, grades, and labels have been the largest single factor in the consumer movement (p. 20).

Today, AHEA is still taking a leading role in the consumer movement and in the development of consumer studies. The members of AHEA are college graduates and represent every phase of the profession--teachers, researchers, extension home economists, dietitians, health and welfare home economists, and journalists. Members hold positions in government, private associations, and business (Gordon and Lee, 1972).

The AHEA professional journal, The Journal of Home Economics, was first published and distributed in 1909. An editorial in the 1909 February issue emphasized the importance of the consumer's role in determining what products are produced.

> The responsibility of the consumer for the grade of goods offered in the market is suggested in this query: "Are the schools of domestic science and woman's clubs always going to accept meekly the articles that manufacturers choose to place before them in the shops?" By cooperation it would be possible in a few years to drive out of the stores ornate cookstoves, tin and glass utensils with rough edges that cut the hands while using and washing, saucepans made for left-handed persons, and pitchers that cannot be washed inside, and many other appliances that hinder the routine tasks of the household or make their performance unpleasant ("Control of the Market," 1909, p. 74).

A survey of the writings published in the Journal since 1909 provides a wealth of information. Over the years articles have been published which provide information on research, educational techniques, legislation, and the growth and historical development of the consumer studies area.

Consumer Studies Course Offerings in Home Economics

Home economics offered courses in various areas of consumer studies long before consumer studies was generally recognized as a specialty area in university curricula. The basic reason for offering these courses was to improve family living. This is still a basic fundamental objective innate to both home economics and consumer education (Coon, 1943).

During the early part of the twentieth century, several courses which emphasized buying, the retail market system, management of the home, and the effects of state government on the home were offered by universities. For example, some of the courses offered for the first time in 1909 at the University of Chicago were "Organization of the Retail Market" and "The State in Relation to the Household." At the University of California, a course was offered in the "Economic Management of the Home." Courses dealing with textile standardization and textile buying were offered at the University of Wisconsin (Jones, 1940).

In 1909, Gwendolyn Stewart conducted a survey of college course offerings in subjects that dealt with the economic problems of the family and with the conditions related to the family. The procedures for the survey included personal correspondence with instructors and an examination of the latest catalogs of universities and women's colleges. Stewart's basic concern was that after graduating from college, most students would undertake management of their own homes without adequate preparation for this task. The findings in her study indicated that the courses were in the developmental stages and were

soon to be offered. Additional results presented indicated that neither the family nor the home were as yet studied as a normal institution.

In the write-up of the survey results, Stewart included basic outlines for courses in wholesale and retail markets and in family budgets. The paper also contained a bibliography which included writings of Simon Patten, Edward T. Devine, John R. Commons, and other economists (Stewart, 1909).

The basic thrust of the early courses was often criticized. The lack of emphasis on the consumption role and on the changing environment of the home were the main reasons for the criticism.

> From an all-around producer the American woman has become the greatest consumer in the world. . . . Isn't the science of consumption, then, worthy of special emphasis in the training of home efficiency?
>
> Not many schools of home economics have grasped the fact that they should be per se trainers of consumers. They still tend to overemphasize home production; but the best of them are generally swinging toward the first and most important work of the consumer--they are beginning to establish standards (Bru're, 1912, p. 29).

Successful course offerings were reported, such as "Economics of the Household" offered by Teacher's College, Columbia University. This course of study served to stimulate teachers to become interested in the field of consumer education (Lindquist, 1939). In addition, between 1910 and 1920 several innovative changes occurred in the academic environment which directly and indirectly furthered the development of consumer studies. For example, some of the first courses in "Economics of Consumption" were developed through the cooperative efforts of academicians from departments of home economics and economics. Courses in marketing took the place of or supplemented economic principles courses. In addition few economists who were primarily interested in

consumption were appointed to home economics faculties. Together, these events served to create an atmosphere and environment conducive to the growth of the various areas of consumer studies (Lindquist, 1939).

Development of Consumer Studies in the 1920s

During the 1920's, the public had little interest in areas of consumer studies. Economic conditions were good, and people had money to spend. However, even though the general public showed little interest, educators were still concerned with the development of the field, particularly in the area of consumer education (Herrmann, 1970).

The 1920's marked the development and building of a theoretical framework for consumer studies and much of the writings published during those times supported that development. The first topic of discussion in this section, then, is the rationale for the need to educate consumers concerning the protection of their interests. Following this, a report is given of the development of a theoretical base for the study of consumption theory. Then, the first formalized consumer education curriculum, which was developed by Henry Harap, is discussed. Finally, this section discusses certain relevant publications, both theoretical and popular, and the formation of Consumers' Research, Inc.

A Rationale for Consumer Education

The need for a "science of consumption" was set out by Faith McAuley (1920), a professor in the Department of Home Economics, University of Chicago. She felt that years of careful study had been given to the problems of production, but the same effort had not been given to the problems of consumption. Her belief was that the separation of

producer and consumer was economic as well as geographic. Furthermore, because a complex market organization had developed, there was a need in 1920 for specialists trained in areas of marketing expertise, such as salesmanship and advertising.

McAuley stated that the consumer was a vital but passive factor in all business activity. In terms of trade, the consumer's principal function had simply been to be sold a bill of goods even though Congress had attempted to safeguard the consumer from exploitation through federal legislation such as the Federal Meat Inspection Act of 1891 and the Food and Drug Act of 1906. According to McAuley, the average consumer knew little or nothing about governmental efforts to protect consumers' interests. Furthermore, she believed that only through an educational process could the consumer become adequately informed about remedies available for redress in the event of exploitation (McAuley, 1920).

Theoretical Base for Consumption Theory

In 1923, Hazel Kyrk, professor at the University of Chicago, wrote A Theory of Consumption. The publication served as the scientific foundation for consumer studies and was considered an outstanding economic contribution. As a result, Kyrk was awarded the Hart Schaffner Marx Award (Andrews, 1939).

In her book, Kyrk pointed out that consumption involves choosing, as well as using, the product. This aspect of consumption is functionally related to the guidance of economic activity, the general process of human choice and valuation, and the problem of welfare as a function of wealth. Even though the consumer has a legal freedom of choice,

Kyrk believed that each consumer's freedom is limited by unequal distribution of wealth, relative adequacy of markets, and the producer's quest for profits.

According to Kyrk, the orthodox explanation, utilizing the concepts of diminishing and marginal utilities for different goods to calculate the basis for economic choices, needed to be discarded. Why? She believed the assumptions underlying the concepts were unreal to human nature. What alternative approach did she give? Her explanation was based on the psychological view that all valuation is a functional outreaching of the individual to appropriate things instrumental to a person's living. Further, these values are determined by their relation to an individual's interest. Even though these interests may be inborn or instinctive, they are developed in their special form out of contacts with a person's social group. Hence Kyrk theorized that standards of living are social in source.

Kyrk's theoretical framework had as its basis the idea that standards of living control consumption. Elements inherent in standards include the values of survival, prestige and current ideals of welfare; therefore, she concluded that standards vary with time and place. According to Kyrk, a change in a standard of living is determined by the spending of the next higher income class. A high standard of living promotes well-being and is measured by quantitative and qualitative tests. Quantitative tests are those measuring goods and services available; qualitative, what ought to be. In order to formulate the ends sought, the level of well-being must be determined. This requires a critical analysis of the existing standards. Kryk believed that a positive freedom to choose must exist if the economic

system is to work. The positive freedom to choose is dependent upon an adequate income, a wide variety of market goods, and skill in buying and dealing effectively with agencies in the market place. The ultimate prupose of consumption, then, is to attain a higher level of living (Kyrk, 1923; Anderson, 1939).

A Formalized Curriculum for Consumer Education

In 1924, Henry Harap developed a foundation for a consumer education curriculum. His book, The Education of the Consumer, was a study of curriculum organization (1924). The purpose of his book was to "incorporate into a program of study the objectives of education of American economic life with special reference to consumption" (Harap, 1924, Preface). The text was written for teachers and administrators and was intended as a guide for the development of courses of study in consumer education. The outline provided by Harap cuts across the disciplines of economics, social problems, arithmetic, science, health, household and industrial arts. Dr. Harap's major objective in publishing the book was to aid in the reorganization of curriculum "to prepare the people of the nation to live an economic life effectively" (1924, p. 1).

A second book, Economic Life and the Curriculum, was written by Harap and published in 1927. In this publication, he introduced the concept that consumer education is a principle rather than a subject. Harap also suggested that units of study in consumer education be based on situations which are meaningful to students.

Theoretical and Popular Publications of the 1920s

During the 1920's, other books were written which warrant mention. One of the first college texts on family economics was published by Andrews in 1923. Andrews was also teaching a course entitled "Educational Economics" at Teachers' College, Columbia University, during this time period. Additional texts written for use in academic study included such books as N. H. Cormish's Standard of Living-Elements of Consumption (1923); Social and Economic Standards of Living (1925) by Theresa McMahon; Tugwell, Munro and Styker's American Economic Life and the Means of Its Improvement (1925); W. C. Waite's Economics of Consumption (1928); Economic Principles of Consumption (1928) by Paul H. Nystrom; and Dr. Elizabeth E. Hoyt's Consumption of Wealth (1928); (Andrews, 1939).

A great deal of popular literature was published on the quality of available products near the close of the 1920's. For example, Change and Schlink (1927) published their book, Your Money's Worth in which they identified and focused attention on consumers' problems. The response of the consuming public was one of interest at first; but as economic and social conditions changed in the late 1920's, the interest changed to a clamor for change.

Founding of Consumers' Research, Inc.

A direct result of the public's reaction to and interest in the publication of Your Money's Worth was the formation of Consumers' Research in 1929. The new organization, along with others formed during the same period of time, served as a product testing agency.

The results of tests on consumer products were made available to the public (Herrmann, 1970). Consumer's Research still exists today in its original capacity as a product testing agency. This type of organization has provided a unique source of information that is difficult, if not impossible, for educators to obtain on their own due to lack of money and time.

The Formative Years of Consumer Studies--1930s

A very substantive growth period for the development of consumer studies occurred during the decade of the 1930's. The depression years brought home the immediacy and importance of consumer education to the general public. A large portion of the labor force was without jobs, and those who had kept their jobs adjusted to pay cuts (Herrmann, 1970). The income status of American families during the depression made it imperative that consumers evaluate carefully the products and services they bought. As a result, much was written during this period to inform and educate the general public on consumer topics.

In the beginning paragraphs of this section, some of the popular writings and theoretical textbooks published during the late 1930's are reviewed. A brief discussion of the testing agency, Consumers Union, follows. Then a report is given on Henry Harap's surveys on the number and types of consumer courses offered in universities and colleges. Following this is a presentation of the development and purpose of the Institute for Consumer Education established at Stephens College and the conferences the Institute sponsored in 1939, 1940, and 1941. Finally, a 1939 report which examined the status of consumer studies courses is summarized.

Popular and Theoretical Publications

Published works relating to consumer studies included popular books as well as college textbooks. The popular literature of the day served to create an awareness in the general public of their perilous and unprotected position in the market place. The popular literature included 100,000,000 Guinea Pigs (Kallet and Schlink, 1934); Skin Deep (Phillips, 1934); Counterfeit (Kallett, 1935); Partners in Plunder (Matthews, 1935); Eat, Drink and Be Wary (Schlink, 1935); and Guinea Pigs No More (Matthews, 1936). These writings, which condemned practically all consumer goods, caused consumers to have a hostile attitude toward business in general (Herrmann, 1970).

During the 1930's, the relationship which existed between businessmen and consumers was not particularly pleasant. However, some good did come out of this hostile environment, for the general public's hostility served as a stimulus for business educators to take a more active part in the consumer studies field. For instance, in 1934 the University of Chicago devoted an entire conference to consumer education and, the Business Education Quarterly devoted one issue to a symposium on the subject of consumer education (Jones, 1940).

A variety of college textbooks was published during the 1930's; however, most were written between 1937 and 1939. Benjamin R. Andrews (1939, p. 51), an author and teacher, described the debut of numerous publications as "the great flood--the flood of new and important college textbooks."

Seven college texts were published between 1937 and 1939. When Charles S. Wyand, an economics professor at Pennsylvania State College, published Economics of Consumption, many lauded the book as the best

college text available. Wyand's book provided a systematic view of the consumption area in economic theory. However, soon after Wyand's text was placed on the market, three other college textbooks were published. Each of these books was considered to be excellent and a credit to the growing discipline of consumer studies. These publications included Elizabeth E. Hoyt's Consumption in Our Society, Margaret G. Reid's Consumers and the Market, and Jessie V. Coles' The Consumer-Buyer and the Market. Hoyt and Reid were faculty members at Iowa State College; Coles taught at the University of Missouri. According to Anderson (1939, p. 51), the publication of any one of these texts "would make a year memorable." In addition to the textbooks previously mentioned, Vaile and Canoyer's Income and Consumption was published in 1938; and, in 1939, Waite and Cassady's The Consumer and the Economic Order became available. Vaile, Canoyer and Waite were all members of the faculty at the University of Minnesota while Cassady was on the staff at the University of California. Then, in 1939, Economics for Consumers by Gordon Lee was published, completing the publication of the "seven sisters of consumption" (Andrews, 1939, p. 51).

Each of the college texts represented a unique point of view in a special area related to consumption studies. Each text supplemented the others. A unique situation existed in that all seven books were published almost simultaneously and yet each text effectively complimented the others in terms of content presented and the subject-matter areas represented.

During the decade of the 1930's, other texts and pamphlets were written dealing with the subjects of finance; consumption management; buymanship and marketing technology; and the selection of homes, food,

clothing, and services. Books and pamphlets were written, not only for college level studies but also for elementary, secondary, and adult levels of education. In addition, long bibliographies containing thousands of sources of information were marketed to consumers (Paulson, 1939). The intended purpose of these publications was, no doubt, to educate consumers to the qualities of the available goods and services. However, the ultimate objective was to aid the consumers in making more intelligent choices.

Consumers Union

Consumers Union was established as a nonprofit corporation in 1936. Much of the information provided by Consumers Union is in the form of product testing results, social issue analyses, and the results of research on subjects related to family financial planning, decision-making and buying. Results of product tests and research on family-related subjects are reported in the 11 monthly publications of the Consumer Reports magazine. A summary of product-test results and special interest research is published annually in the Buying Guide. Consumers and educators are fortunate that Consumers Union continues to provide a reliable source of information on a broad range of consumer and social problems (Gordon and Lee, 1972; Herrmann, 1970).

Survey of Course Offerings

During the 1930's, there was a definite beginning in the offering of consumer-oriented courses in the disciplines of economics, business, mathematics, social sciences, and science education (Andrews, 1943). An important result of curriculum development in the decade of the 1930's

was that home economic courses in consumer studies areas were more highly developed than those offered in earlier years. Previously, the home economics courses had mainly emphasized buying and selecting goods or home management principles.

In 1935 and 1938, Henry Harap conducted surveys to determine the numbers and types of consumer courses offered at the secondary and college levels and in adult education programs. During the three-year interim separating the two studies, Harap found that the number of courses had increased from 28 to 71 (Harap, 1938).

In Harap's 1938 survey, he found 26 courses offered in colleges and universities. According to Harap, the university courses dealt with problems of public welfare, consumer organization, and principles of consumption. In the university offerings, little emphasis was placed on the selection of consumer goods. Public welfare classes covered topics such as problems of the consumer, role of the consumer in the economic society, distribution of wealth and income, and standards of living. Courses he surveyed in consumer organization included study of the cooperative movement, consumer organizations and consumer education. In principles of consumption courses, students studied consumers' choices, the meaning of consumption economics, human wants, and consumption as related to culture. Courses offered in buying problems emphasized the areas of advertising, price and retail selling methods, and standards and grades. Harap found that financial planning and budgeting was studied more extensively in secondary schools than in the colleges courses.

Harap indicated that economic departments held the dominant position in numbers of courses offered, followed closely by departments of

home economics and then business education. He also reported the offering of three consumer-oriented courses, that dealt specifically with consumer related problems in science departments of universities.

The courses reported in the survey were given a variety of titles. In economics, the title used most frequently was "Economics of Consumption." Home economics placed more emphasis on buying than other disciplines and this emphasis was reflected in the names of the courses: "Consumer Education," "Economics of Consumption," "Consumer Economics," "Problems of the Consumer," "Consumer Buying," and "Economics of the Home or Family." Business education generally offered courses in advertising and retail selling methods. Harap was of the opinion that course offerings in business education were usually geared more toward the small business man and his interests were not identical with those of consumers.

The information taught in the courses was obtained by the instructors from textbooks, pamphlets, certain documents, and magazine articles. Harap found that textbooks were used more often in the college courses than in classes offered at the secondary level or in the adult education programs. In addition, some of the college courses were structured so that students could obtain practical experiences. In fact, one college course included in the survey consisted entirely of laboratory and field experiences. In most instances, however, Harap found that the majority of the course work offered by universities dealt mainly with more theoretical topics. He believed that the predominance of the theoretical approach reflected the influence of the basic courses offered by economics (Harap, 1938).

Institute for Consumer Education

A landmark in the development of consumer education was the establishment of the Institute for Consumer Education at Stephens College in Columbia, Missouri. The Alfred P. Sloan Foundation financed the five-year project, contributing a total of $250,000 (Troelstrup, 1976). The basic purpose of the Institute was "to advance the best interest of the community as a whole," and the objective was "to carry forward whatever educational developments promise to be most helpful to the consumer" (Jones, 1940, p. 55).

The reasons for locating the Institute at Stephens College were threefold. The first reason was the status given consumer studies at Stephens College. For 17 years prior to the establishment of the Institute, the curriculum of Stephens College had included consumption as one of seven major areas of study. Stephens was the first college to give consumer problems a major position in a course of study. In 1939, Stephens was the only college which provided an in-depth study of the consumer studies area. The subject was not treated as a minor elective or as a single course integrated into an existing traditional program, but as an area deserving equal status with other courses of study.

The second reason for locating the Institute for Consumer Education at Stephens was that the college administration stressed the development of a functional curriculum. A course of study existed to give young women the tools they needed to live wholesome and effective lives rather than simply requiring them to follow a conventional academic program of study. The director and board members of the Institute believed that the basic philosophy underlying Stephens' curriculum

would operate to produce a functional and useful course of study in consumer education.

The third reason for locating the Institute at Stephens was the geographic location of the college. The college was conveniently located near the center of the nation.

To aid the program of study at Stephens, the Institute established a clinic where students could obtain technical information concerning the qualities of goods and services they wanted to purchase. In addition, the staff of the Institute provided instruction to students on time and money management relative to each student's value system. The Institute also supported and gave direction to the development of consumer studies courses of other colleges and universities.

The Institute sponsored a National Conference on Consumer Education for three consecutive years. The first conference, which was held in 1939, was attended by many consumer educators and leaders of the consumer movement. Delegates attending the conferences consisted of college and high school instructors, leaders of women's clubs, government personnel, businessmen, magazine editors, and officials of product testing agencies. The publications of the 1939, 1940, 1941 conferences proceedings provide a wealth of information on the status of consumer education, opinions of participants, and future plans for the consumer studies movement during the late 1930's and early 1940's (Charters, 1939).

Status of Consumer Studies Courses in 1939

As shown in surveys conducted by Harap, by the end of the decade of the 1930's, consumer studies courses were being included in more

college and university curricula than ever before. However, leaders in the field were dissatisfied with the offering of just one or two courses. Suggestions at the 1939 Conference on Consumer Education included the need to develop a multidisciplinary program in consumer studies, specifically consumer education. Educators also voiced concern about the need to encourage administrators in universities and colleges to view more seriously the consumer studies area (Davis, 1939).

In a speech entitled, "What Should Be the Place of Consumer Problems in the School Curriculums [sic]?" Loda M. Davis (1939) clearly defined the approach and place of consumer studies in the nation's schools. She voiced the opinion that consumer studies should be made an integral part of a general education program and should be provided to all students. Davis believed that the education of the consumer is a continuous process which should not stop with the secondary school or junior college, but rather should be carried on throughout university and adult education. She also felt there was a definite need to train college students concerning their roles as consumers.

Davis suggested that departments dealing with consumer studies subjects develop cooperative programs of study. She cited specifically the disciplines of home economics, science, economics, and business education. According to Davis, the design of the programs would expose students to a complete picture of the problems which confront them as consumers and of the role they play in a functioning consumer oriented society.

In Davis' opinion, consumer studies had not received serious consideration or attention by most university administrators. She believed that part of the problem was the traditional approach to

specialized subject matter in university programs. The traditional approach encouraged each specialized field to remain within the confines of its own protective domain. Consequently, few universities had chosen to formulate a new type of integrated general education program like the one Davis advocated. However, she did cite General College at the University of Minnesota and Stephens College as two outstanding examples of universities adopting the new interdisciplinary approach to curriculum development.

Decade of the 1940s

During the decade of the 1940's, the development of consumer studies was much slower than it was in the 1930's. Increased production of military goods to support the World War II effort and a necessity to sharply curb consumption directed the general public's attention to matters of more immediate importance (Herrmann, 1970). Even though the public was not as responsive to the development of consumer studies areas, educators continued to conduct research and gather data to support the need for consumer studies programs.

In this discussion of the 1940's, course and program development in consumer studies is the first topic of discussion. After a brief overview of teacher training efforts, the results of two consumer education studies conducted in the 1940's by The National Association of Secondary School Principals and the combined efforts of the Consumer's Counsel Division of the United States Department of Agriculture and United States Office of Education are reviewed. The final discussion deals with the growing support for program development in consumer studies due to a need for consumer specialists.

Course and Program Development in Consumer Studies

Alpheus Marshall (1941) conducted a survey to determine the number of college-level course offerings in consumption economics. He identified 920 courses in 451 institutions located in the United States, Puerto Rico, and the Phillippines. The findings of the survey indicated that home economics offered the largest number of courses, followed by departments of economics, business administration, and agricultural economics. Other areas offering consumer studies courses included education, sociology, physical science, social work, and social science.

Offerings identified in the Marshall study were classified using the following course titles: "Economics of Consumption," "Personal Finance," "The Consumer and the Marketing System," "Economics of the Household," "The Cooperative Movement," and "Consumer Problems." In addition, a miscellaneous category was used for courses pertaining to housing, standards of living, population problems, and other related subjects.

Marshall estimated that the number of courses which he defined as consumption economics had multiplied tenfold since the depression years. In his opinion, one-fifth of the colleges and universities in the United States, Puerto Rico, and the Phillippines offered consumption economic courses. Marshall felt that many universities and colleges needed to recognize the need for consumer studies courses or the importance of consumer problems.

W. Harmon Wilson (1943) wrote a factual report on the status of consumer education which is relative to all levels of education. Wilson used quantitative data in order to present as accurate a picture as

possible of current course offerings.

According to the findings of Wilson's report, the development of consumer education at the college level had been slower than the development at other educational levels. He attributed course development, however minimal, to the efforts of home economics, education and economics. Wilson said that studies in home economics had always been of a consumer-education nature but in recent years a trend had developed which indicated a more specific emphasis toward the solution of consumer problems. Furthermore, he felt that the growth of course offerings with a consumer orientation in the field of education and economics was the direct result of the demand for teachers who could more effectively teach consumer education on the secondary and elementary levels. However, Wilson qualified his rationale for the growth of consumer education courses by stating that the shift to a consumer orientation in economic courses could not be attributed solely to teacher training needs.

Efforts to Train Teachers in Consumer Studies

Educators were beginning to show concern for the educational training of individuals who would eventually teach courses in areas of consumer studies specifically consumer education. A problem existed, however, because teachers employed at the elementary and secondary levels were also expected to teach other specialty areas. Consequently, individuals trained to teach only consumer studies subjects were not in demand. As a result, programs of study designed specifically to train a student to teach in the area of consumer education were nonexistent. However, efforts were being made to coordinate multidisciplinary

programs in order to provide a student with some training in the consumer education area (Shields, 1943).

After conducting a cursory examination of teacher-training facilities, Harold Shields (1943) presented a partial picture of university efforts to coordinate multidisciplinary programs preparing future teachers to teach consumer education. In his case study approach, he categorized the institutions according to type and/or geographic location. A summary of his findings, categorized by the type of institution, is presented in the following paragraphs.

In a state agricultural college, the training for future teachers in consumer education was provided by home economics. Courses offered included "Economic Problems of the Family," "Economic Problems of Consumption," "Problems of Consumer Buying," "Food Economics," and "Textile Economics."

A mid-western teachers college was reported to have no special program for teacher training in consumer education. Home economics, commerce, physics, chemistry and education departments indicated an interest in the area, but a coordinated program had not been organized when Shields conducted his study. Representatives of the school indicated problems. For example, the courses offered were reportedly too short, and a definite plan for coordination of a multidisciplinary effort had not been formulated by the interested departments.

Representatives of a large state university were aware of efforts to teach consumer education at the secondary level; however, no coordinated program designed to prepare teachers to teach the subject was offered. The representatives believed there was no demand for teachers with specialties in consumer education. However, some course work was

offered in home economics, and the economics department offered one course entitled, "Consumption Economics and the Marketing System."

An Eastern teachers college reported they had a special program for teachers of consumer education. The program was under the direction of the chairperson in the department of retailing. Students were required to take prerequisites in business mathematics, business correspondence, economic geography, bookkeeping and accounting, finance, business law, economics, and retailing before they could enroll in the one consumer education class offered. The course was offered in the senior year of an undergraduate program of study.

The data gathered and presented in Shields' report indicated that a need existed for a multidisciplinary program of study in training consumer education teachers. Further, segments of this type of program were slowly being developed, although no real success had been attained in implementing such a program. This lack of success was primarily due to the fact that consumer education was not yet considered a discipline in its own right and there was no demand for consumer specialists. Even though consumer education was being taught in secondary schools, typically the subject was integrated into existing courses. Generally, courses labeled and taught as consumer education did not exist in secondary schools (Wilson, 1943).

Studies in Consumer Education

In 1942, the National Association of Secondary School Principals (NASSP) (1947) initiated a consumer education study which was funded by the National Better Business Bureau. The purposes of the study were (1) to prepare the Consumer Education Series, a sequence of teaching-

learning units addressed directly to high school students; and (2) to help teachers and administrators determine what should be taught and what methods of curricular organization and instruction were likely to prove most effective.

The NASSP took a supportive stand on the importance of consumer education because they thought something positive should be done to help those persons teaching the subject. The study identified two roles of teacher-training institutions. The first role was to prepare all young teachers for the 'incidental' consumer education properly related to their fields; the second role was to prepare a smaller number of specialists in consumer education. These specialists would be prepared either to teach consumer education on a full-time basis or to provide consultation assistance to the nonspecialists teaching the subject and other interested persons.

The reference to teaching "specialists" is interesting in that it implies the need for advanced study. Very little is mentioned in the literature concerning graduate-level courses in consumer education. However, a 1942 survey of consumer education by the Consumer's Counsel Division of the United States Department of Agriculture and United States Office of Education identified 39 courses offered in consumer education. Half of the courses were undergraduate; the remaining, graduate (Shields, 1943).

The findings of the NASSP consumer education survey (1947) reported two graduate offerings at the University of Cincinnati. The graduate course offering entitled,"Teaching Consumer Education" included study of the consumer movement; the role of the consumer in economic life; aims, status, curriculum and methodology of consumer education; and the

preparation of instructional materials. The other graduate course was a workshop devoted to a survey and evaluation of existing instructional materials and the preparation of teaching units.

In the conclusion of NASSP's study of consumer education, consideration was given to the type of educational training the consumer specialist needed to either teach and/or consult. Those conducting the study believed that one of the most difficult problems was determining the design of an appropriate program of study for consumer specialists. Designing a study plan was difficult because the knowledge a specialist should have cuts across many traditional disciplines.

The researchers involved in the consumer education study recommended that students desiring to be consumer education specialists design a multidisciplinary program of study. Suggested disciplines the specialists should choose from included social science, home economics, science, business education, industrial arts, and economics. The researchers conceded that to be an expert in all the fields mentioned would be an impossibility. Furthermore, students should be alerted to the fact that they needed adequate in-depth study in a selected number of academic disciplines. The researchers believed this concentrated study in a few selected disciplines would help those students desiring to be effective teachers or consultants in the consumer studies field.

A research study conducted in the latter part of the 1940's and released in 1950 by the National Association of Secondary School Principals (NASSP) gave more insight into the training of teachers in consumer education. The report was entitled A College Course in Consumer Problems: A Handbook for Instructors (1950). Again, the results indicated that little formal training was provided to persons

teaching consumer education.

Results of the survey conducted by NASSP indicated that a balanced sequence of courses designed specifically for teachers of consumer education did not exist. These survey findings substantiated those reported in their earlier survey. Most of the available college preparation was provided informally through the departments of home economics and business education. Home economics dominated the training in teachers colleges; business education typically provided the training in universities.

The 1950 report findings also indicated that authorities at the college level were now responsive to the introduction of consumer studies' programs. This change in attitude was most important to the continued growth and development of consumer studies programs.

The Beginnings of Program Development

Persia Campbell (1949, p. 622) identified the basic problem in the development of consumer studies as primarily "a state of indecision about curricular organization." She suggested that educators begin solving this problem by identifying the mastery a student attains on graduation. At that time no guidelines had been established to measure the competencies of students in dealing with consumer problems and issues. She thought students should be able to analyze and understand issues affecting the consumer as well as carry out their own consumer roles effectively and efficiently.

One of the primary contributions of the trends, research, and thoughts expressed in the 1940's was the birth of the idea of consumer studies programs. In the latter part of the 1940's and early 1950's,

the movement toward the actual development of consumer studies programs was still in the prenatal stage; also, the idea of training consumer specialists had been conceived. Because the idea of consumer education at the secondary and elementary levels had found favor, the natural order of events was for colleges and universities to begin developing programs designed to train individuals to teach, research, and consult in the area of consumer studies.

Consumer Studies Developments in the 1950s

The development of consumer studies was greatly affected by political maneuvers and economic conditions of the 1950's. The economy was dynamic, characterized by growing numbers of two-income families who were typically materialistic and money-conscious. Although still urban, the concentration of population was beginning a shift to suburban areas. Social and spending patterns of the American people were rapidly changing. Much of the change was due to increasing numbers of women entering the work force, the growth of the middle-income class, and increasing numbers of corporate workers (Troelstrup, 1959).

Although throughout the Korean War prices had risen and shortages occurred, the end of the war brought about production of a variety of new goods and a substantial increase in income. Spending was high during the early and middle part of the 1950's decade, creating an environment conducive to the growth of consumer education. Not only were consumers spending record amounts of money, but they were also making widespread use of credit (Herrmann, 1970).

The latter part of the 1950's was characterized by the beginnings of the cold war and Sputnik. Educational institutions at all levels

began placing more emphasis on traditional courses of study. This resulted in a decline of interest in and support for offerings in consumer studies (Troelstrup, 1959; Herrmann, 1970).

Status of Consumer Studies in 1952 and 1953

The first topic of discussion in this section deals with a study by Wilmoth Price (1953) on existing practices and possible future developments in consumer studies. Then follows a review of the founding of the Council on Consumer Information, presently called the American Council on Consumer Interests. Included in the discussion is a brief overview of ACCI's activities and literary contributions.

Wilmoth Price (1953) conducted a study to gather data on the present practices and possible future developments in consumer education. After surveying course offerings in 1,884 institutions, Price identified 500 course offerings which he believed represented approximately one-third of the consumer studies courses offered in all colleges and universities. Three questionnaires designed to gather information on objectives, materials, activities, and criteria of general consumer studies courses were mailed to 500 instructors who taught the courses. He received an 83 percent return to his survey.

The findings in Price's study indicated a growing interest in consumer education since 60 percent of the courses had been developed in the past ten years. A majority (60 percent) of the courses were taught by the faculty in home economics, and a much smaller number (15 percent) were offered by departments of business. Respondents were divided on the issue of who should have the responsibility for course offerings in consumer education. However, 92 percent of the respondents agreed that

a teacher could not be an expert on all problems confronting the consumer.

A purpose of Price's study was to provide data on establishing criteria for the development of an adequate university-level consumer education program. The response to an opinion question concerning the training of teachers revealed that 43 percent of the respondents strongly agreed that college training should be more extensive than the typical course of study offered by home economics or economics. His recommendations included the expansion of offerings to better meet the needs of students and the community. He also suggested that an investigation be conducted to determine how to provide more adequate teacher training in consumer education.

Council on Consumer Information

The founding of the Council on Consumer Information by a group of college professors helped establish the credibility of consumer studies. The Council has been renamed the American Council on Consumer Interests (ACCI).

The idea of establishing the Council on Consumer Interests was originated by Colston Warne, a distinguished economist and prominent leader in the consumer movement. In 1953, Colston Warne, Ray Price, and Henry Harap brought together, on the campus of the University of Minnesota, 21 leading consumer educators. The financing of that first meeting was provided by Consumers Union (Harap, 1969).

The group of individuals present at the first meeting of the Council on Consumer Information was made up "almost wholly of college and university professors who, incidentally, were authors or editors

of books or monographs pertaining to consumer affairs" (Harap, 1969, p. 1). The educators agreed that the organization was to be nonpolitical and would not take a stand on public policy issues. The basic objective of the professional organization, as set out by the original founders, was "to encourage fact-finding on consumer problems and the dissemination of consumer information" (Harap, 1969, p. 1).

During the late 1950's and early 1960's, ACCI published a series of pamphlets which analyzed policy issues and provided self-help information for the public at large. Topics covered by the pamphlets included fair trade, estate laws, farm price policies, life insurance, burial practices, weights and measures, antitrust issues, health, deceptive packaging, and discount houses. The founders established a policy of publishing the monthly ACCI Newsletter and the proceedings of the annual conferences. Today, ACCI also sponsors and publishes the professional journal The Journal of Consumer Affairs, and the Consumer Education Forum, a quarterly journal for the exchange of teaching ideas (Harap, 1969).

In the spring of each year, the National Conference of ACCI is held. The annual meeting brings together educators, business women and men, government officials, and members of testing agencies who share research findings and teaching techniques; discuss policy developments and current economic issues; and consider other related elements of consumer affairs. The publication of the annual proceedings provides an excellent source of information on current issues, developments, and advancements in the consumer studies field.

Developments in Consumer Studies During the 1960s and 1970s

Significant events have occurred during the past fifteen years which mark the maturation of consumer studies and the consumer movement. Officials and educators at all levels of government and education have expressed concern for and interest in the need to assume responsibility for and potential benefits of educating the consumer. Even some business women and men have come to realize that there are benefits to be derived from dealing with an informed consumer.

This section of the review of literature outlines some of the actions taken by educators and government officials to further the development of consumer studies and the growth of the consumer movement. First, a brief review is conducted of President Kennedy's 1962 message to Congress on the Consumer Bill of Rights and some of the actions he and successive presidents have initiated to provide consumers a voice in the federal government. Following that presentation is a discussion of the many and varied types of publications which are related to consumer studies and the consumer movement. Then, the purpose and first publications of The Journal of Consumer Affairs and the beginnings of the Consumer Federation of America are discussed. Following this is a review of the passage of the 1968 Amendment to the Vocational Education Act. A presentation is then made of selected research studies which provide information relative to the status and development of consumer studies.

The status of consumer programs in the 1970's is the final topic of discussion in this review of literature. First, key details of a meeting held at the 1972 American Council on Consumer Interests annual

conference on the status of advanced study in the consumer studies field are reviewed. Finally, a report is given on the results of a study conducted by John Burton on the career and educational opportunities of those involved in the consumer studies field.

Government Action for Consumer Representation

Never before in history has consumer interest been so actively supported by officials at high levels of government as in the 1960s. President Kennedy initiated that support in 1962 when he presented his Consumer Message to Congress. The preamble to his message consisted of a statement of a Consumer Bill of Rights. He presented them as (1) the right to safety, (2) the right to be informed, (3) the right to choose, and (4) the right to be heard (Kennedy, 1962).

In his Congressional Message, President Kennedy expressed the need to re-evaluate existing governmental programs, which had been created to aid the consumer, and advocated the creation of some new programs. The President's Message marked the beginning of a period of maturation for the consumer movement.

At the request of President Kennedy, the Council of Economic Advisers appointed a Consumer Advisory Council in 1962. The request was indicative of President Kennedy's intentions to put into practice his fourth stated right--the right to be heard. In theory, the idea of creating a Consumer Advisory Council was good; however, the fact that the Council's function was strictly advisory weakened its influence on Congress. Other factors which affected the Council's effectiveness included the part-time nature of the Council appointments, the limited supporting staff available, and the perhaps overly cautious approach of

the Council Chairperson (Herrmann, 1970).

The duties the Council performed included examining and providing advice to federal and state governmental officials on issues of broad economic policy and on governmental programs initiated to protect the consumer's interests. The Council was also to determine needed improvements in the flow of consumer research materials to the public (Gordon and Lee, 1972).

Many educators from colleges and universities and leaders of the consumer movement were appointed to the Council during its existence. Nevertheless, the strictly advisory function of the Council provided no power and the success of the Council was very limited. However, the existence of the Council meant for the first time ever the consumer was represented by a group designated to voice the interests and needs of the consuming public (Herrmann, 1970).

The President's Committee on Consumer Interests (PCCI) was established upon the recommendation of the Consumer Advisory Council. In January, 1964, President Lyndon B. Johnson created the position of Special Assistant to the President for Consumer Affairs and reconstituted the Consumer Advisory Council by making it a part of PCCI. In performing this act, President Johnson said: "I am today taking action to assure that the voice of the consumer will be 'loud, clear, uncompromising, and effective' in the highest councils of the Federal government" (PCCI, 1967).

The job delegated to PCCI was unique, for PCCI represented no organized segment of the American society, but was given the responsibility of representing millions of individuals--wealthy or poor, young or old, educated or uneducated. PCCI's task was also immense.

If one considers that the American public purchases more than two-thirds of all goods and services produced in this country, how then could the American public go unrepresented in the nation's capital? Unfortunately, the financing of the office was infinitesimal relative to the assigned task, and the staff was small. Nevertheless, the establishment of PCCI was the beginning of an organized voice for the American people.

President Johnson's Message on Consumer Interest re-emphasized the need for consumer education and the necessity to reevaluate curriculum content as well as to develop new materials. He believed that young people needed to be encouraged to seek instruction in the basic areas of consumer education--the fundamentals of budgeting, buying, and borrowing.

In 1971, President Nixon reorganized the PCCI office and gave it a new title--Office of Consumer Affairs in the Executive Office. Then in 1973, President Nixon transferred the Office of Consumer Affairs to the Department of Health, Education, and Welfare. Consumer activists and educators viewed the move away from the President's Office as a sign of weakening federal support (Miller, 1975).

It is somewhat questionable whether or not the consumer's interest has been represented effectively through past efforts of the Consumer Advisory Council and through the efforts of the Office of Consumer Affairs. Typically, these organizations have been too short on power, money, and staff to be highly effective. However, in reviewing the passage of consumer legislation during the past decade and a half, one realizes that the consumer's interests have been better represented than in previous years. For example, legislation has been passed in the areas of tire and auto safety, packaging and labeling of products,

meat inspection, "truth-in-lending," poultry inspection, pipeline safety, fraudulent land sales, hazardous appliance radiation and informative labeling of textiles (Herrman, 1970; Gordon and Lee, 1972). These areas regulated by recent legislative action represent only a few of the areas now affected by recent Congressional action.

Popular Literature and Textbooks

The consumer publications of the 1960's and 1970's are not unlike those of the 1930s. There has been a proliferation of popular books and academic textbooks which deal with consumer problems and issues.

The popular writings have brought to the general public's attention the social and economic problems and issues which directly effect the consumer's welfare (Herrmann, 1970). Dr. E. Thomas Garman (1977) compiled an extensive bibliography of such books. The list consists of 170 books which deal with a wide variety of issues and problems including life insurance, food, consumer fraud, consumer protection, advertising, unsafe toys, environmental protection and pollution control. Nearly all the books listed in the bibliography had been written since 1968.

Numerous textbooks have been written or updated for use in university classes. The textbooks deal with such subjects as the consumer and the marketplace, personal finance, insurance, investment, values and standards of living, consumption theory, economics of the marketplace, law and the consumer, and public policy. However, these newer texts have not totally replaced the earlier publications since some of the older consumption theory and consumer economics texts are still studied by students. These older texts are used by college instructors

to provide a theoretical base for students' advanced studies. The many textbooks now available provide the theory, content, and, in some cases, the methodology needed to support a discipline in consumer studies.

Specific textbooks and popular books are not given in this literature review due to the large number of writings now available. In order to be fair to all authors, there needed to be either an extensive listing of authors and their publications or none at all. For the purposes of this paper, neither the titles of the books nor the authors are promoted.

Publication of a Professional Journal

In 1967, the American Council on Consumer Interest published the first edition of The Journal of Consumer Affairs. The purpose of the publication was to foster professionalism and disseminate information on research findings related to consumers' interests (Metzen, 1967). The publication of a full-scale professional journal emphasizes the growing acceptance of consumer studies as a separate, maturing discipline (Herrmann, 1970).

The contents of the Journal include articles on consumer economics, consumer behavior, consumer policy, consumer problems, and consumer education methodology. The contributing scholars represent a variety of academic fields.

The readership of the Journal includes professionals from a multitude of disciplines. All of the individuals who subscribe to the Journal have in common an interest in consumer affairs and studies. Subscribers to the Journal include educators, researchers, policy

makers, consumer leaders, business persons and other professionals involved in the various areas of consumer studies (Metzen, 1967).

Consumer Federation of America

At the Second National Consumer Assembly held in Washington in November, 1967, plans were outlined to establish the Consumer Federation of America (CFA), a national federation of organizations with consumer interests. Participating organizations include labor unions; cooperatives; senior citizen groups; state, local and federal agencies; and womens' clubs.

In addition to promoting the rights of consumers, the CFA lobbies effectively for consumer legislation and supports consumer-oriented public policy. Other purposes of CFA include fact-finding, consumer issue analysis on a variety of topics, and serving as a clearinghouse for information on issues, activities, and programs affecting consumer interests. Each year CFA sponsors the consumer assembly meeting held in Washington. Members of CFA meet to discuss and analyze consumer problems and legislative needs (Harap, 1968; Herrmann, 1970; Troelstrup, 1974).

1968 Amendment of the Vocational Education Act (PL 90-576)

Educators, government officials, and the general public have come to realize that consumer education is an important and useful part of general education. Furthermore, there seems to be a generally held opinion that consumer education should be made available to all people.

A realization by the nation's leaders of the inadequacy of the family to carry on consumer education in a complex industrial society

led to the drafting and passage of the 1968 Amendments to the Vocational Act (Part F, Section 161). The act mandates that consumer education be taught in the public schools. Home economics was specifically delegated this duty. As a result, the programs designed to develop specialists at the college level had evolved primarily in home economics (Udell, 1974).

Since the passage of the 1968 Amendments to the Vocational Act, consumer education has a new status and place of importance in the educational system--a status that deserves specially trained educators and which provides a place for consumer education in the curricula of the nation's public schools and colleges.

Many of the consumer education and informational programs offered in the past have been ineffective. The programs have been inadequately staffed and financed, of short duration, and offered sporadically. The problems have been compounded because the consumer educators, in some instances, have not had the economic and business academic backgrounds essential to understand the workings of the market place. Furthermore, educators are further hindered by the dynamic equilibrium of the social and economic aspects of the system (Udell, 1974).

Research Studies Related to Consumer Studies

No consumer studies are reported in the literature that pertain directly to the research conducted for this study. However, several studies have been conducted in which the results reported have ramifications for future development and present effectiveness of college consumer studies programs. The studies reported are more pertinent to undergraduate and master's programs than doctoral preparation.

In Illinois, a state-wide program for the development of consumer

education began during the years 1969 and 1970. Donald English (1974) conducted a survey of teachers' opinions to determine future curriculum procedures to meet the needs of those individuals involved in teaching consumer education. He attempted to ascertain teachers' ability to teach topics in consumer education on the basis of academic preparation and adequacy of college training.

English surveyed business eudcation, home economics, and social studies teachers. Regardless of academic background, all teachers relied heavily on personal experiences when teaching consumer education courses. Business education teachers believed they were adequately prepared to teach insurance, savings and investments, and consumer rights and responsibilities, while home economics teachers indicated their academic training prepared them to teach general principles of consumer purchasing and making use of insurance. Social science teachers reported no academic training designed to help them teach consumer education.

Many of the teachers said that the courses they had taken in college had not prepared them adequately to teach consumer education at the secondary level. As a result of his findings, English recommended that more courses designed to provide content and methodology related to consumer education topics be included in college curriculums.

Fern Rennebohm (1971) surveyed home economics and business professors and other professionals who were members of the American Council on Consumer Interests in regard to their opinions on current consumer education issues. She found that the educators and professionals were all very concerned about the college preparation of persons who would eventually teach consumer education at the high school level.

The respondents were separated into three goups: home economics professors, business education professors and other professionals. Rennebohm also found that a significant difference of opinion existed among the three groups in regard to who should have the responsibility for teaching consumer education in specific subject-matter areas in a high school curriculum.

Status of Consumer Studies Programs in the 1970s

In this last section of the review of the literature, an attempt is made to identify the status of the consumer studies programs offered by universities and colleges. Insight into the status of the consumer studies programs is provided through a report of a meeting at an ACCI annual conference held in Dallas in 1972 in which professors, administrators and graduate students exchanged views and concerns on the status of advanced studies in the consumer studies field. Burton's study on the educational and career opportunities for those in the field indicates the number of programs available in universities and colleges and the incidence of employment opportunities in business and government.

Gwen Bymers (1972) reported the results of an oral discussion at the ACCI conference in which professors, administrators, and graduate students exchanged views on graduate study in the consumer field. Their primary concern was "How should graduate study in the consumer field be organized?" No solution was proposed, but three key concerns of those involved were identified.

First the participating persons at the ACCI conference in 1972 were concerned about what the field should be called. The point was

made that the term "consumer education" was appropriate to describe the instructional process used with students at the elementary and secondary level. However, the term "consumer education" did not describe a program of study for students choosing to involve themselves in advanced study.

The second area of concern was whether or not the field should remain a loosely identified field. That is, should a student concentrate studies in a discipline such as economics, sociology, psychology or law and then apply those fundamentals and advanced skills to some area of consumer problems or issues? Many of those participating in the discussion shared the opinion that there was a danger in either rigidly defining the area of specialization or overly diversifying by taking course work from too many different disciplines. In Bymer's summary of the discussion, she expressed the opinion that the graduate program must be defined in terms of the basics of a particular field and then consumer specialization could follow.

Finally, the group asked if those involved in the consumer field should be "developing a professional program in consumer studies that would be interdisciplinary in content, people-oriented, and problem-centered?" (Bymers, 1972, p. 77). A major concern expressed by Bymers in her summary of the discussion was that some group would define a curriculum prematurely and establish a degree which would perhaps have its own unique rigidities rather than the familiar inflexibilities that existed in the traditional disciplines.

John Burton (1975) conducted a study on the career and educational opportunities for persons involved in the consumer field. His study is divided into two major sections: degree programs and workshops in the

consumer field, and career opportunities for consumer affairs professionals.

Burton identified 40 universities and colleges which have degree programs in the consumer field. The degree programs he listed in the study included bachelor, master and doctoral degrees. For each program identified, Burton provided information on the emphasis of study, level of the degree program, and who to contact for more information. He found that the programs differed greatly in focus, objectives, and content.

In Burton's survey of careers, he found 1,000 consumer affairs professionals employed by 142 government agencies and 4,100 consumer affairs professionals working in 184 businesses. In nearly all instances, the minimum degree requirement for consumer affairs professionals in business and industry was a bachelor's degree. Business often expressed a desire for the consumer affairs professional to have work experience in business, marketing, or marketing-related areas and generally recruited consumer affairs professionals from within the organization. Governmental agencies recruited consumer affairs professionals outside the agency.

Burton found that few firms required advanced degrees. He recommended that research be conducted to determine whether or not business and government were aware of the advanced degree programs and the availability of graduates from those programs. If government and business are aware that such programs and graduates exist, but still do not hire the graduates of these programs, then administrators may need to place more emphasis on undergraduate programs.

Given the results of the survey, Burton recommended that there be

an emphasis on business subjects in undergraduate programs and that an emphasis in home economics is also important for some consumer office positions. He also found that field experience is important for a significant number of consumer affairs positions and should be provided by the degree-granting institutions whenever possible.

In 1976 Burton released a revised edition of his study in which he identified 50 universities which offer bachelor, master and/or doctoral degree programs in the consumer field. Information provided on the programs includes the name of the university, tuition costs, number and level of consumer courses offered, administrators' names and addresses, and a brief description of the degree program.

The career section of Burton's 1976 study summarized the detailed report given in his 1975 publication. However, he did report additional careers which a consumer affairs professional can consider pursuing--consumer journalism, consumer counseling, and researching for a consumer advocate, politician, or governmental agency (Bonnice, 1972).

Burton's research is significant because he has identified a number of degree programs in the consumer studies field. The number of programs is impressive simply because these programs have developed and been included within university curricula since the 1950s.

In his summary statements, Burton cautions those considering a career as a consumer affairs professional. He believes that if a graduate is interested in seeking a career in an occupational field other than education, he or she may have a difficult time finding a job. Jobs do exist in business and government for the consumer affairs professional, but his research findings indicate there are only a few of these positions.

CHAPTER IV

STATUS OF CONSUMER STUDIES PROGRAMS

Introduction

The basic objective in this chapter is to provide information on the origin, present status, and future growth of programs in consumer studies. Opinions given by the administrators of these programs are the basis for the discussion. Information contained within this chapter fills some of the gaps which exist in the review of literature and provides needed background information for the research in this study.

The literature does not reveal when the programs were actually started; furthermore, this type of information is not available in university catalogs. Burton's (1975, 1976) study is the only current research which deals specifically with the identification of universities which have degree programs in consumer studies. Therefore, contacting the administrators directly seemed an appropriate and expedient method of collecting information on the status of consumer studies programs. Nine of the ten administrators contacted completed and returned the questionnaire.

Results of the Administrators' Survey

The purpose of this survey of administrators is to provide answers to specific questions concerning the origin and present status of the programs and the administrators' opinions on the future growth of the

doctoral consumer studies programs. Also of interest is the administrators' opinions on the existing and future demand for their doctoral graduates.

The discussion in this chapter provides answers to the following questions.

1. When were the consumer studies programs made a part of university curricula?

2. What types of doctoral degrees are awarded by the different universities?

3. How many doctoral students are presently enrolled in the programs?

4. Are the programs interdisciplinary? If so, what disciplines cooperate in providing the interdisciplinary programs of study?

5. In what fields are the terminal degrees of the professors staffing the consumer studies programs?

6. In what academic areas are students encouraged to concentrate their studies?

7. Do the different programs provide experiences for doctoral students in the three areas of teaching, research, and administration?

8. Are internships available; and if so, what type of experiences do the internships provide?

9. Do the administrators believe that the demand for their graduates will continue at the same rate, increase, or decrease within the next ten years?

10. Do the administrators view the future growth possibilities for doctoral programs with optimism? What are their concerns?

11. How do the administrators evaluate the effectiveness of their programs?

Origin of Doctoral Consumer Studies Programs

One reason for conducting the survey was to specifically identify the date(s) when the doctoral consumer studies programs were first started. Table I presents the specific dates the programs were started, except in instances where the administrators did not have knowledge of the origin of the consumer studies program. According to the responses of the administrators, one program began as early as 1950, while the newest one was not started until 1975. Two administrators indicated that the present programs replaced programs of Family Economics or Family Economics and Management.

Types of Doctoral Degrees Awarded

Most of the universities awarded the Doctor of Philosophy (Ph.D.) (Table I); however, the names of the specializations or options offered by the universities are diverse. For instance, titles of the specializations or options of four different university Ph.D. programs are Consumer Economics and Public Policy; Family Environment; Management Housing and Family Development; or Agricultural Economics. Two administrators indicated that the Ph.D. is awarded in Home Economics. In one of those programs the option is in Family and Consumer Economics, while the other program offers a specialization in Family and Consumption Economics.

The Doctor of Education (Ed.D.) in business education is offered by one university. Only one university administrator reported offering

the students an option of earning either the Ph.D. or Ed.D. The specialization in this program is in Family Economics and Management.

TABLE I

ORIGIN OF PROGRAMS, DOCTORAL DEGREES AWARDED AND NUMBER OF STUDENTS IN THE CONSUMER STUDIES PROGRAMS

Universities	Year Program Started	Degree Awarded Ph.D.	Ed.D.	Number of Students[4]
A	--[1]	x		10
B	1950	x		3
C	1956[2]	x		--
D	1958[3]	x	x	8
E	1962		x	7
F	1968	x		7
G	1969	x		16
H	1974	x		1
I	1975	x		3

[1]Family Economics Department existed first; administrator unable to give date. Present department organized in 1968.

[2]Grew out of a Family Economics and Home Management Department. Present department in place when administrator took position in 1956.

[3]Approximate date.

[4]Number of students presently enrolled in programs.

Number of Students Enrolled

The number of students presently enrolled in each of the programs is not large (Table I). The largest number of doctoral candidates reported in any of the programs is 16, and the smallest enrollment reported is one. One administrator chose not to report the number of students presently enrolled in the program. The newest consumer studies program had three doctoral students enrolled.

Interdisciplinary Consumer Studies Programs

The administrators' use of the term "interdisciplinary" apparently means more than simply "cooperating disciplines." In some of the interdisciplinary programs in this study, students not only take course work in several different disciplines but also have professors with degrees from other disciplines teaching and directing their research.

The data presented in Table II indicate that all of the programs except one were described as interdisciplinary by the administrators. The administrator of that one program indicated that the focus of study is agricultural economics and that the professors on the faculty have degrees in either economics or agricultural economics.

All administrators indicated working cooperatively with economics. Only two of the program administrators did not indicate cooperative efforts with home economics. The consumer studies administrators work cooperatively with professionals from other disciplines such as business, education, political science, sociology, and statistics. According to the administrators, law and psychology are rarely used as cooperative disciplines.

Two administrators indicated the cooperating disciplines are

TABLE II

IDENTIFICATION OF INTERDISCIPLINARY PROGRAMS, DISCIPLINES COOPERATING, AND EDUCATIONAL BACKGROUNDS OF PROFESSORS TEACHING IN THE CONSUMER STUDIES PROGRAMS

	Universities								
	A	B	C	D	E	F	G	H	I
Interdisciplinary Program	yes	no	yes	yes	yes	yes	yes	yes	yes
Cooperating Disciplines									
Business			x	x	x	x		x	x
Economics	x	x	x	x	x	x	x	x	x
Education	x		x	x	x				x
Home Economics	x		x	x		x	x	x	x
Law								x	
Political Science			x		x	x		x	x
Psychology				x					
Sociology	x		x	x		x			x
Statistics	x			x		x	x	x	x
Other	x						x		

TABLE II (continued)

	Universities								
	A	B	C	D	E	F	G	H	I
Educational Backgrounds of Professors									
Agricultural Economics		x							
Anthropology							x		
Business									x
Business Education					x				
Consumer Economics						x		x	
Economics	x	x	x	x		x	x	x	
Education						x			x
Family Economics						x			
Family Finance	x					x			
Home Economics	x		x	x			x		x
Human Development	x								
Psychology							x		
Sociology			x				x		
Statistics							x		

determined by the interests of the students as well as by the focus of the students' plans of study. One of these administrators indicated that a student may have a double major, with one major being selected from disciplines within the university.

The professors who teach in the doctoral consumer studies programs come from a variety of academic backgrounds, with the most frequently mentioned areas being home economics and economics. Included in Table II are the educational backgrounds of the professors who teach in the consumer studies programs.

One administrator indicated that all the professors on his faculty have business education backgrounds. All other universities have on their consumer studies staff professors with backgrounds in two or more of the following specializations: agricultural economics, anthropology, business, consumer economics, education, family economics, family finance, human development, psychology, sociology or statistics.

Educational Experiences Provided for Students

All administrators reported that their programs provide experiences in both research and teaching. Only two administrators indicated that some administrative experience is available for those students interested in this type of training. One of these two administrators qualified her answer by stating the experience is not regularly included in the program of study.

The nine administrators indicated their programs offer some type of formal or informal internship opportunities, although funding is usually provided by an outside source. According to the administrators, students had previously participated in internships with one or more of

the following: federal and state consumer agencies, state consumer organizations, legislators, community service agencies, university extension, and business and financial counseling agencies. Two administrators reported that their students had participated in the internship program sponsored by the American Council on Consumer Interests and the Council on Consumer Organization (ACCI/COCO).

In terms of other educational experiences, one administrator indicated that special opportunities are available for the exceptional student to develop teaching skills in research methodology. Another administrator reported the availability of practicums for the interested student.

Concentrations Emphasized in the Programs

In their remarks, the administrators indicated that the focus of a student's program depends on the student's major area of emphasis and, of course, previous academic studies. In several cases, the administrators reported conscientious attempts to tailor the individual student's program to meet his or her needs. One administrator did say that there is really no need for the student to go outside the consumer studies program. The reason is that the school is highly interdisciplinary in structure and has professors with training in several areas.

The concentrations most frequently emphasized in the doctoral programs are economics and research. Other concentrations which are mentioned by the administrators include business, consumption economics, communications, education, family economics, household management, public policy and statistics. Each program offers its own unique combination of selected concentrations. Those combinations are visually depicted in Table III.

TABLE III

EDUCATIONAL EXPERIENCES PROVIDED FOR STUDENTS
AND CONCENTRATIONS EMPHASIZED IN
CONSUMER STUDIES PROGRAMS

	Universities								
	A	B	C	D	E	F	G	H	I
Educational Experiences Provided for Students									
Teaching Experience	x	x	x	x	x	x	x	x	x
Research (Other than dissertation)	x	x	x	x	x	x	x	x	x
Administration		x		x					
Internships	x	x	x	x	x	x	x	x	x
Concentrations Emphasized in Each Program									
Business					x			x	
Consumption Economics				x					
Communications								x	
Economics	x	x	x		x	x	x	x	
Education	x			x	x			x	

TABLE III (continued)

	Universities								
	A	B	C	D	E	F	G	H	I
Concentrations Emphasized in Each Program, continued									
Family Economics	x			x					
Household Management	x			x					
Public Policy						x			
Research	x		x	x	x	x			x
Statistics					x				

Demand and Job Opportunities for Graduates

All of the administrators are of the opinion that a demand presently exists for the graduates of their programs. According to the administrators, the demand for graduates with doctorates in consumer studies is primarily in teaching and research positions in universities or colleges. Eight administrators indicated some positions are available in government, and that the number of government positions will increase in future years. Most of these positions are in research. Only two administrators indicated the existence of job opportunities in business. Other specific job opportunities the administrators reported include those with extension, economic councils, and family service agencies.

In assessing the demand for the next ten years, seven administrators felt the demand would continue to increase. One administrator believed that the demand would remain steady because law students are beginning to move into the consumer studies field, while another administrator was not sure what the future holds for those with specialties in the consumer field. At least three of the administrators qualified their opinions of a continued increased demand by saying that a 10-year prediction is uncertain due to the historical cyclical movements of the consumer movement. That is, the public's interest in consumer issues and problems directly affects the demand for specialists in the field.

Future Growth Possibilities for Doctoral Programs in Consumer Studies

The administrators responded in a variety of ways to the question concerning the future growth possibilities for doctoral consumer studies programs. Their greatest concerns are focused on the availability of funding, gains in academic status of the programs, and maintaining quality of the existing programs. One administrator indicated that the future growth possibilities would be poor if the programs are not soundly based in economics, while another expressed the opinion that a doctoral program should not be offered in "the consumer per se."

Other administrators felt the future growth of doctoral consumer studies programs would be slowed due to an increase in competition from the fields of law, sociology and economics. The fear, as expressed by the administrators, is that representatives from these three disciplines would attempt to create their own consumer studies programs rather than work cooperatively with the existing programs.

Administrators' Approach in Evaluating Program Effectiveness

The administrators indicated that the contributions of and feedback from previous graduates are at present the major measurement of program effectiveness. In addition, five administrators reported that reviews of program effectiveness are also conducted through other means. Examples which were given by the administrators included the use of independent accreditation teams, formal university reviews, graduate field committee reports and surveys, and solicitation of feedback from employers. Another approach taken by one administrator was to conduct

a needs assessment study in order to design a program to meet the needs of the private sector.

Summary

After analyzing the administrators' responses to the survey, results indicate that students have a variety of alternatives available in selecting a program to meet their specific self-assessed needs. That is, each program represented in this study is unique in focus. Some programs appear to be highly structured and based within the confines of one or two traditional disciplines. Others are designed so that the student has a great deal of flexibility in designing his or her own interdisciplinary plan of study. The students, then, have the responsibility to do the necessary research to identify the program which best meets their needs.

CHAPTER V

PERSONAL CHARACTERISTICS AND EDUCATIONAL BACKGROUNDS OF GRADUATES

Introduction

The purpose of this chapter is threefold. The first purpose is to describe the graduates in terms of selected personal characteristics. The second purpose is to acquaint the reader with the educational backgrounds of the graduates in terms of specializations acquired at the undergraduate and graduate levels. The third purpose is to analyze in more detail the doctoral-content specialization and reasons for the graduates' pursuing a doctorate in the consumer field.

The first section of this chapter discusses selected personal characteristics of the graduates. These personal characteristics include age, sex, marital status, and number of children. The second section deals with the information collected on the graduates' undergraduate and master's degree programs. Included in that section is the type of degrees, the years the degrees were conferred, and the major areas of specialization.

The discussion of the doctoral degree programs is presented in much greater detail than is the undergraduate and master's programs of the graduates. A wide variety of information was collected which included goals held by graduates upon entrance into the doctoral programs, data related to their doctoral studies, and content of their

doctoral programs.

In the first part of the section on doctoral programs, information is presented on the time span between the graduates completion of the master's degree and entrance into the doctoral programs, type of doctoral degrees received, years of completion, universities awarding the degrees, incidence of receiving more than one degree from the same university, and graduates' ages at the time the doctorate was received. Then, the specific goals the graduates had set before they entered the doctoral programs are discussed along with their assessment of how satisfied they are with their goal attainment. Included also is their assessment of their overall satisfaction with professional goal achievement.

A presentation is made in the final part of this chapter on the graduates' major and minor areas of specialization at the doctoral level. In addition, a detailed analysis is given of the graduate course work taken by the graduates. A report is also given on the postdoctoral work of some graduates and their reasons for continuing their educational training beyond the doctoral degree.

Personal Characteristics

The personal characteristics discussed in this first section are presented in Table IV. The sample can be broadly described as follows: A majority of the 51 graduates are female (76.4 percent), between 31 and 45 years of age (68.7 percent), and married (56.8 percent). Only 22 graduates (45.1 percent) reported having children. Thirty-nine (76.4 percent) of the 51 graduates earned the Doctor of Philosophy (Ph.D.) degree.

TABLE IV

PERCENTAGE DISTRIBUTIONS OF SELECTED PERSONAL DATA BY TYPE OF DEGREE

Personal Data of Graduates (N=51)	Ed.D. Number	Ed.D. Percent of Total	Ph.D. Number	Ph.D. Percent of Total	Total	Percent of Total
Age						
25 to 30	0	0.0	4	7.8	4	7.8
31 to 35	3	5.9	6	11.8	9	17.7
36 to 40	4	7.8	10	19.6	14	27.4
41 to 45	3	5.9	9	17.6	12	23.6
46 to 50	0	0.0	4	7.8	4	7.8
51 to 55	1	2.0	3	5.9	4	7.8
56 to 60	0	0.0	3	5.9	3	5.9
60 and over	1	2.0	0	0.0	1	2.0
Totals	12	23.6	39	76.4	51	100.0
Sex						
Male	9	17.7	3	5.9	12	23.6
Female	3	5.9	36	70.5	39	76.4
Totals	12	23.6	39	76.4	51	100.0
Marital Status						
Single	2	4.0	16	31.4	18	35.4
Married	10	19.6	19	37.2	29	56.8
Divorced	0	0.0	4	7.8	4	7.8
Totals	12	23.6	39	76.4	51	100.0
Number of Children						
None	5	9.8	23	45.0	28	54.8
One	0	0.0	2	4.0	2	4.0
Two	4	7.8	7	13.7	11	21.5
Three	3	5.9	6	11.7	9	17.6
--						
--						
Six	0	0.0	1	2.0	1	2.0
Totals	12	23.6	39	76.4	51	100.0

According to the figures presented in Table IV, only 12 (23.5 percent) of the 51 graduates were 46 years of age or older, while just 4 (8 percent) of the graduates are 30 years of age or younger. Therefore, a majority (35 or 68.7 percent) of the graduates in the sample are between the ages of 31 and 45.

Thirty-nine (76.4 percent) of the graduates are female. Three females reported earning the Doctor of Education (Ed.D.), while 36 females are recipients of the Ph.D. Males are a minority in the total sample but represent a majority of those graduates who earned the Ed.D. Nine of the 12 males in the sample are recipients of the Ed.D., while the remaining three male graduates hold the Ph.D.

Eighteen of the 51 graduates (35.2 percent) are single, and 29 graduates (56.8 percent) are married. Four females are divorced with only two of those four graduates reporting that they have children. See Table V for percentage distributions of the number of children by the marital status of the graduates.

Over half (54.8 percent) of all graduates reported no children in their families. Twenty (39.2 percent) of the graduates reported having either two or three children, while two graduates have only one child. The largest number of children was reported by a female Ph.D. recipient who has six children.

In summary, the graduates in the sample used for this study are typically married female Ph.D. recipients in their thirties or early forties. More than half of the graduates have no children. Graduates who did report having children generally have either two or three children.

TABLE V

NUMBER OF CHILDREN BY MARITAL STATUS
OF GRADUATES

Number of Children (N=51)	Single		Married		Divorced		Total	Percent of Total
	Number	Percent of Total	Number	Percent of Total	Number	Percent of Total		
None	18	35.2	8	15.6	2	4.0	28	54.8
One	0	0.0	2	4.0	0	0.0	2	4.0
Two	0	0.0	11	21.5	0	0.0	11	21.5
Three	0	0.0	7	13.7	2	4.0	9	17.7
--								
--								
Six	0	0.0	1	2.0	0	0.0	1	2.0
Totals	18	35.2	29	56.8	4	8.0	51	100.0

Academic Backgrounds of the Graduates

The multidisciplinary approach in college education is a concern of administrators and educators. Evidence of this concern is found throughout the historical review presented in Chapter III, for many of the educators who were quoted had indicated the need for a multidisciplinary approach in consumer studies. An objective of this study, as stated in Chapter I, is to determine what type of educational training the graduates in consumer studies have; and if, in fact, their educational backgrounds are multidisciplinary. The remainder of this chapter descriptively analyzes the undergraduate and graduate training of the graduates in this study.

Baccalaureate Degrees and Undergraduate Majors of the Graduates

The following discussion is a descriptive analysis of the graduates' undergraduate education. Table VI lists the type of undergraduate degrees earned and the years the degrees were awarded. Table VII presents the different majors which were studied by the graduates for their baccalaureate degrees.

Type of Undergraduate Degree and Years of Graduation. According to the figures in Table VI, 42 (87.5 percent) of the 48 graduates who provided this information received a Bachelor of Science (B.S.) degree. Three fourths of these 42 graduates with a B.S. degree reported graduating between 1950 and 1969. Of the remaining six graduates, five graduates reported holding a Bachelor of Arts; and one graduate, a Bachelor of Business Administration. Slightly more than half of the 48 graduates received their bachelor degrees between 1960 and 1969.

TABLE VI

YEAR AND TYPE OF BACCALAUREATE DEGREE

Years of Graduation By Decade	Bachelor of Science		Bachelor of Arts		Bachelor of Business Administration		Total	Percent of Total
	Number	Percent of Total	Number	Percent of Total	Number	Percent of Total		
1938-1939	2	4.2	0	0.0	0	0.0	2	4.2
1940-1949	4	8.3	0	0.0	0	0.0	4	8.3
1950-1959	12	25.0	3	6.2	0	0.0	15	31.2
1960-1969	24	50.0	2	4.2	1	2.1	27	56.3
Totals	42	87.5	5	10.4	1	2.1	48	100.0

The baccalaureate degrees were conferred by 39 different educational institutions.

Undergraduate Majors of the Graduates. The data in Table VII indicate that the graduates as a group are very diverse in terms of their undergraduate training as indicated by the eight major disciplines presented in the table.

Two thirds (66.6 percent) of the graduates reported undergraduate training in home economics. Of the 32 female graduates who took course work in home economics, 20 graduates majored in home economics education. These 20 individuals represent 41.7 percent of the 48 graduates. In addition, five other graduates reported majors in general home economics. Of the remaining seven graduates who reported majors in home economics, four graduates majored in food and nutrition and three graduates reported majors in home management and equipment, housing and home management, or home economics retailing.

Ten graduates (20.8 percent) reported majors in some area of business. Seven of these ten graduates majored in business administration, business education, or a combination of the two. The remaining three graduates studied management or a combination of management and finance. Of the ten individuals reporting a major in a business content area, nine graduates are male and one is female.

In addition to majors reported in home economics and business, six graduates reported majors in other disciplines: architecture, agriculture, chemistry, history, industrial management and sociology. The three males majored in agriculture, history, or industrial management, while the three females earned degrees in architecture, chemistry and sociology.

TABLE VII

FREQUENCY DISTRIBUTIONS OF THE GRADUATES' UNDERGRADUATE MAJORS

Undergraduate Major	Male		Female		Total	Percent of Total
	Number	Percent of Total	Number	Percent of Total		
Architecture	0	0.0	1	2.1	1	2.1
Agriculture	1	2.1	0	0.0	1	2.1
Business						
Business Administration	2	4.1	1	2.1	3	6.2
Business Education	3	6.3	0	0.0	3	6.2
Business Education/Business Administration	1	2.1	0	0.0	1	2.1
Management	2	4.2	0	0.0	2	4.2
Management/Finance	1	2.1	0	0.0	1	2.1
Chemistry	0	0.0	1	2.1	1	2.1
History	1	2.1	0	0.0	1	2.1
Home Economics						
Food and Nutrition	0	0.0	4	8.2	4	8.2
General Home Economics	0	0.0	5	10.4	5	10.4
Home Economics Education	0	0.0	20	41.7	20	41.7
Home Economics Retailing	0	0.0	1	2.1	1	2.1
Home Management/Equipment	0	0.0	1	2.1	1	2.1
Home Management/Housing	0	0.0	1	2.1	1	2.1
Industrial Engineering						
Industrial Management	1	2.1	0	0.0	1	2.1
Sociology	0	0.0	1	2.1	1	2.1
Totals	12	25.0	36	75.0	48	100.0

Summary. A majority (87.5 percent) of the 48 graduates received their degrees between 1950 and 1969. Even though the Bachelor of Arts and Bachelor of Business Administration were represented, approximately 87 percent of the graduates earned the Bachelor of Science degree.

Thirty-two of the 48 graduates specialized in some area of home economics. Twenty of those 32 graduates majored in general home economics. Ten graduates reported majors in some aspect of business; and the remaining six graduates received their bachelor degrees in architecture, agriculture, chemistry, history, industrial management or sociology.

Graduates' Degrees and Concentrations at the Master's Level

In this part of the discussion of the graduates' academic backgrounds, the types of master's degrees and the years the graduates received their degrees are presented. Following this is a presentation of the areas in which the graduates concentrated their studies for their master's degrees.

Types of Master's Degrees Earned and Years of Graduation. Six different types of degrees were earned by the graduates at the master's level. These degrees include the Master of Science (M.S.), Master of Arts (M.A.), Master of Business Administration (M.B.A.), Master of Education (M.Ed.), Master of Urban Planning (M.U.P.), and Master of Regional Planning (M.R.P.). The types of degrees and the decade in which the graduates received them is presented in Table VIII.

Slightly more than 70 percent of the graduates received the M.S., while 13.7 percent of them received the M.A. The remaining eight

TABLE VIII

YEAR AND TYPE OF MASTER'S DEGREE

Graduation Dates	M.S.[2] Number	M.S.[2] Percent of Total	M.A.[3] Number	M.A.[3] Percent of Total	M.B.A.[4] Number	M.B.A.[4] Percent of Total	M.Ed.[5] Number	M.Ed.[5] Percent of Total	M.U.P.&M.R.P.[6] Number	M.U.P.&M.R.P.[6] Percent of Total	Total	Percent of Total
1940-1949	1	2.0	0	0.0	0	0.0	0	0.0	0	0.0	1	2.0
1950-1959	7	13.7	0	0.0	0	0.0	0	0.0	0	0.0	7	13.7
1960-1969	19	37.2	6	11.7	1	2.0	3	5.8	1	2.0	30	58.7
1970-1973	9	17.6	1	2.0	1	2.0	1	2.0	1	2.0	13	25.6
Totals	36	70.5	7	13.7	2	4.0	4	7.8	2	4.0	51[1]	100.0

[1]One graduate earned an M.A. and M.S. and is counted twice.

[2]Abbreviation for Master of Science.

[3]Abbreviation for Master of Arts.

[4]Abbreviation for Master of Business Administration.

[5]Abbreviation for Master of Education.

[6]Abbreviation for Master of Urban Planning and Master of Regional Planning.

graduates earned the M.B.A., M.Ed., M.U.P., or M.R.P. The degrees were conferred by 25 different universities.

With one exception, all the graduates earned their master's degrees after 1950, and 30 graduates earned their degrees during the 1960's. An average of three degrees per year were earned between 1960 and 1969. This average increased to 3.25 between the years 1970 and 1973, with 13 graduates earning their master's degrees during those four years.

Area of Concentration at the Master's Level. An analysis was conducted to determine how many of the graduates had the same major at the undergraduate and master's levels. Only 12 graduates, or 23.5 percent of those in the sample, continued with the same major; the remaining 39 graduates changed majors at the master's level.

Identification of the major disciplines of the graduates at the master's level revealed that areas in home economics again are the areas most frequently studied. The six major disciplines in which the graduates reported majors are presented in Table IX. Only 49 graduates designated their majors, with one graduate indicating earning two master degrees: a Master of Science in Finance, and a Master of Arts in economics.

The percentage of graduates majoring in home economics at the master's level increased by only 1.4 percent compared to those graduates with undergraduate home economics degrees. One male earned a master's degree with a specialty in housing; the remaining graduates were females and reported majors in all ten areas.

Of the 34 graduates with a major in home economics, 19 graduates concentrated studies in either family and consumption economics, home

TABLE IX

GRADUATES' MAJOR SPECIALIZATIONS IN MASTER'S PROGRAMS

Majors in Master's Programs	Male Number	Male Percent of Total	Female Number	Female Percent of Total	Total	Percent of Total
Architecture						
Social and Health System Planning	0	0.0	1	2.0	1	2.0
Urban Planning	1	2.0	0	0.0	1	2.0
Business						
Business Administration	1	2.0	0	0.0	1	2.0
Business Education	4	8.0	0	0.0	4	8.0
Finance	1	2.0	1	2.0	2	4.0
Economics	4	8.0	0	0.0	4	8.0
Education	1	2.0	1	2.0	2	4.0
Home Economics						
Family Development/Family Studies	0	0.0	2	4.0	2	4.0
Family and Consumption Economics	0	0.0	7	14.0	7	14.0
Family Economics & Home Management	0	0.0	2	4.0	2	4.0
Food & Nutrition	0	0.0	2	4.0	2	4.0
Food Service/Institutional Management	0	0.0	1	2.0	1	2.0
General Home Economics	0	0.0	2	4.0	2	4.0
Home Economics Education	0	0.0	6	12.0	6	12.0
Housing	1	2.0	3	6.0	4	8.0
Housing/Home Management	0	0.0	2	4.0	2	4.0
Home Management/Household Equipment	0	0.0	6	12.0	6	12.0
Sociology	0	0.0	1	2.0	1	2.0
Totals	13[1]	26.0	37	74.0	50	100.0

[1]One male holds M.A. in economics and M.S. in finance; he is counted in each category.

economics education, or home management and household equipment. The other fifteen graduates reporting concentrations in home economics master's programs are fairly evenly dispersed among the remaining seven areas of study. These seven major areas include family development and family studies (two graduates), family economics and home management (two graduates), food and nutrition (two graduates), food service and institutional management (one graduate), housing (four graduates), and housing and home management (two graduates).

Seven (14 percent) of the 49 graduates concentrated studies in business, and of these seven persons, six are male and one is female. Four of the seven graduates hold master's degrees with concentrations in business education; one graduate studied business administration, and the remaining two graduates majored in finance.

Four male graduates, representing 8 percent of the sample, reported a master's degree in economics.

Three other major disciplines are represented in the master's programs of these 49 graduates. These disciplines included architecture, education, and sociology. The five graduates holding master's degrees with concentrations in these three disciplines represent 10 percent of the total sample. In architecture, two graduates majored in either social and health systems planning or urban planning. Two graduates focused master's level studies in education, and one graduate received a master's degree with a specialization in sociology.

Summary. Even though six different types of master's degrees are represented, 70.5 percent of the graduates held the Master of Science. Ninety-eight percent of the graduates earned their master's degrees between 1950 and 1973, and more than half of the degrees were awarded

during the 1960's.

The analysis indicated that nearly 24 percent of the graduates had the same majors for both their undergraduate and master's degrees.

Sixty-eight percent of the graduates majored in some area of home economics; 14 percent in business; and 8 percent in economics. The remaining 10 percent specialized in some area of architecture, education or sociology.

As was true in the analysis of the graduates' undergraduate academic training, the graduates as a group are diverse in terms of the disciplines they represent at the master's level. However, a majority of the graduates hold master's degrees in some area of home economics.

Doctoral Programs of the Graduates

The following description of the graduates' doctoral programs is discussed in much greater detail than were the undergraduate and master's programs of the graduates. This last major section is divided into four parts.

The first part provides basic background information on the amount of time that elapsed between the graduates' completion of the master's programs and their entrance into the doctoral programs, the types of doctoral degrees earned, the years of graduation, and the universities awarding the degrees. An analysis conducted to determine how many of the graduates received more than one degree from the same institution and the age of the graduates at the time they received the doctorates is also discussed in the first part.

The second part of this section identifies the goals the graduates indicated setting before or at the time they began their doctoral

studies. Included in that analysis is a presentation of how satisfied they are with their attainment of the goals they set prior to their entrance into the doctorate programs.

The degree of satisfaction the graduates are presently experiencing in their achievement of professional goals is the subject of the third part of this section. The graduates' statements as to why they are satisfied or dissatisfied with professional goal achievements are also included in the analysis.

The fourth part of this section identifies the graduates' major and minor areas of specialization in the doctoral programs. Also, a detailed analysis of the specific subject areas the graduates studied during graduate school is presented. Finally, a report is given on the postdoctoral work of the graduates and their reasons for continuing their education.

Background Data Related to Graduates' Doctoral Experiences

This first section on the doctoral programs of the graduates is designed to provide basic background data which is related to a descriptive analysis of the graduates' doctoral experience. The information provided answers to the following questions. How much time elapsed between the time the graduates finished their master's degrees and started their doctorates? What type of degrees do the graduates hold and what universities are their degrees from? Did the graduates receive their doctorates from the same universities from which they received their bachelor's and master's degrees? How old were the graduates when they completed their doctorates?

Time Span Between Completion of Master's Degrees and Entrance Into a Doctoral Program. The figures in Table X show that 20 graduates (39.2 percent of the sample) began work on their doctorates immediately after completing their master's degrees, with four more graduates beginning work within one to two years after completion of their master's degrees. Eighteen graduates (35.3 percent) waited from three to six years before they began doctoral work. Six graduates, or slightly more than 11 percent of the sample, reported that they waited 11 years or more to enter a doctoral program. Those graduates who waited for an extended period of time to begin their doctoral studies indicated that the successful completion of the degree was necessary to continue their employment in academic institutions as administrators, professors, or researchers.

Doctoral Degrees of the Graduates. The data presented in Table XI show that 39 graduates (76.3 percent) earned the Ph.D., while the remaining 12 graduates (23.7 percent) earned the Ed.D. The graduates received their degrees during a ten-year span, 1965 through 1975. No graduates reported receiving a degree during 1968.

As can be observed in the table, the number of Ph.D. degrees earned has increased but the number of graduates receiving the Ed.D. has not changed significantly. More than 80 percent of all degrees were awarded between 1970 and 1975. Of the 41 degrees received during this five-year period, 62.5 percent were Ph.D.'s. The increase of graduates with doctorates in consumer studies is quite possibly a function of the growing interest in the field and an increase in the number of doctoral programs available.

TABLE X

TIME SPAN BETWEEN COMPLETION OF MASTER'S AND ENTRANCE INTO A DOCTORAL PROGRAM

Amount of Time	Number of Graduates	Percent of Total
No Time Lapse	20	39.2
1 to 2 years	4	7.8
3 to 4 years	12	23.5
5 to 6 years	6	11.8
7 to 8 years	1	2.0
9 to 10 years	2	3.9
11 or more years	6	11.8
Totals	51	100.0

TABLE XI

YEAR AND TYPE OF DOCTORAL DEGREE

Year Degree Conferred	Ed.D.[1] Number	Ed.D.[1] Percent of Total	Ph.D.[2] Number	Ph.D.[2] Percent of Total	Total	Percent of Total
1965	1	2.0	0	0.0	1	2.0
1966	0	0.0	1	2.0	1	2.0
1967	0	0.0	3	5.9	3	5.9
1968	0	0.0	0	0.0	0	0.0
1969	2	3.9	3	5.9	5	9.8
1970	1	2.0	3	5.9	4	7.9
1971	1	2.0	3	5.9	4	7.9
1972	1	2.0	7	13.7	8	15.7
1973	3	5.9	6	11.6	9	17.5
1974	1	2.0	5	9.8	6	11.8
1975	2	3.9	8	15.6	10	19.5
Totals	12	23.7	39	76.3	51	100.0

[1]Abbreviation for Doctor of Education.

[2]Abbreviation for Doctor of Philosophy.

Universities Awarding the Degrees. The universities which awarded the degrees to the graduates in this sample are listed by name in Table XII. As stated in Chapter II, names of the graduates were requested of and received from ten universities. However, the graduates of one university did not respond to either the questionnaire or the follow-up reminders.

Of the nine universities listed in the table, two universities awarded all 12 of the Ed.D.'s earned by the graduates in this sample. Northern Illinois University at Dekalb, which was the only university offering a program in consumer studies in the business education field, awarded ten of the Ed.D. degrees. The other two Ed.D.'s were awarded by The Pennsylvania State University. This university is the only one which indicated the offering of two different options for the doctorate, the Ed.D. or the Ph.D. Pennsylvania State also granted Ph.D.'s to six of the graduates in this sample.

Five universities (Cornell University, University of Illinois-Champaign, Northern Illinois University, Ohio State University, and The Pennsylvania State University) granted 90.1 percent of all the degrees awarded in the ten-year span. The University of California-Davis, Florida State University, Iowa State University, and the University of Missouri-Columbia granted slightly less than ten percent of the degrees to the 51 graduates in the sample.

Frequency of Graduates Receiving More Than One Degree From the Same Institution. An analysis was conducted to determine how many of the graduates received two or more degrees from the same institution. The results of that analysis is set out in Table XIII.

TABLE XII

UNIVERSITIES AWARDING DOCTORATES AND THE TYPE OF DEGREE

University	Ed.D. Number	Ed.D. Percent of Total	Ph.D. Number	Ph.D. Percent of Total	Total	Percent of Total
University of California-Davis	0	0.0	1	2.0	1	2.0
Cornell University	0	0.0	9	17.6	9	17.6
Florida State-Tallahassee	0	0.0	1	2.0	1	2.0
University of Illinois-Champaign	0	0.0	7	13.7	7	13.7
Iowa State University	0	0.0	1	2.0	1	2.0
University of Missouri-Columbia	0	0.0	2	3.9	2	3.9
Northern Illinois University	10	19.6	0	0.0	10	19.6
Ohio State University	0	0.0	12	23.5	12	23.5
The Pennsylvania State University	2	3.9	6	11.8	8	15.7
Totals	12	23.5	39	76.5	51	100.0

TABLE XIII

INCIDENCE OF GRADUATES RECEIVING MORE THAN ONE DEGREE FROM THE SAME INSTITUTION

Number of Degrees	Number of Graduates	Percent of Total
Three Degrees from Same Institution	11	21.6
Master and Doctorate from Same Institution	13	25.5
Three Degrees from Different Institutions	27	52.9
Total	51	100.0

The data presented in Table XIII show that 11 (21.6 percent) of the graduates received all three degrees from the same institution. Thirteen graduates (25.5 percent of the sample) completed both their master's and doctoral degrees at the same institutions, while over half of the graduates (52.9 percent of the 51 graduates) earned each of their degrees from different universities or colleges.

Age of the Graduates at the Time They Completed Their Doctorates. The ages of the graduates at the time they completed their doctorates is presented in Table XIV. Also included in the table is the type of degree the graduates received.

The average of those in the sample is 37 years of age. Regardless of the type of degree earned, females tended to be older than the males at the time they received their degrees, with females averaging 38 years of age compared to 34 years for the males. Males' ages at the time they completed their degrees ranged from 29 years of age to 42 years of age, while females' ranged from 26 years of age to 52 years of age.

The youngest male to receive an Ed.D. was 29, while the oldest male was 42 years of age. Conversely, the youngest female was 37 years of age when she completed requirements for the Ed.D. and the oldest female was 52 years of age.

Three females earned their Ph.D.'s by the time they were 26 years old, compared to the youngest male who was 31 at the time he completed the Ph.D. The oldest female to complete the Ph.D. was 52 years old, and the oldest male was 42 years old.

In comparing the average age for the Ph.D. and Ed.D. recipients,

TABLE XIV

FREQUENCY TABLE CATEGORIZING THE AGE OF GRADUATES
AT THE TIME THEY COMPLETED
THEIR DOCTORATES

	Male				Female					
	Ed.D.		Ph.D.		Ed.D.		Ph.D.			
Age Categories	Number	Percent of Total	Number	Percent of Total	Number	Percent of Total	Number	Percent of Total	Total	Percent of Total
26 to 29 years	1	2.0	0	0.0	0	0.0	7	13.7	8	15.7
30 to 34 years	3	5.9	2	3.9	0	0.0	6	11.7	11	21.5
35 to 39 years	4	7.6	1	2.0	1	2.0	12	23.6	18	35.2
40 to 44 years	1	2.0	0	0.0	0	0.0	5	9.8	6	11.8
45 to 49 years	0	0.0	0	0.0	1	2.0	3	5.9	4	7.9
50 to 52 years	0	0.0	0	0.0	1	2.0	3	5.9	4	7.9
Totals	9	17.5	3	5.9	3	6.0	36	70.6	51	100.0
Means	33.89		33.67		45.33		36.89		36.66	
Mean Age: Males	33.84				Mean Age: Females	37.54				

Mean Age: Graduates with Doctor of Education: 36.76

Mean Age: Graduates with Doctor of Philosophy: 36.64

the average age for both groups is approximately 37, the average age for the total sample.

Graduates' Goals on Entrance Into the Doctoral Programs

A secondary purpose of this study is to develop an understanding of the motivation of individuals who have chosen to earn doctorates in the consumer studies field. One way to understand the graduates' motivation was to ask them to identify the goals they set when they made the decision to enter a doctoral program.

A section of the questionnaire used in this study was designed to solicit open-ended responses from the graduates on the goals they had set when beginning their doctoral work. A rating scale was included for each goal so that the graduates could indicate how satisfied they are with the level of achievement of any particular goal they identified.

Fortunately, the graduates were very candid in their wording of the goal statements. Their open, straightforward remarks allow a glimpse into the motivations of a professional group of individuals who are involved in the consumer studies field.

Many of the graduates' goal statements are very similar in context; therefore, like-goal statements are categorized in Table XV. Also included in the table is a summary of the graduates' self-assessment of their degree of satisfaction in the attainment of their goals.

Fourteen graduates listed goal statements which could not be combined in any of the nine specific goal categories. Therefore, an "other" category is included; and the context in which these statements

TABLE XV

PREDOCTORAL GOALS OF THE GRADUATES AND THEIR ASSESSMENT OF SATISFACTION LEVEL WITH GOAL ACHIEVEMENT

Goals	Totals	Levels of Satisfaction in Goal Attainment: Very Satisfied Number	Very Satisfied Percent of Total	Somewhat Satisfied Number	Somewhat Satisfied Percent of Total	Somewhat Dissatisfied Number	Somewhat Dissatisfied Percent of Total	Very Dissatisfied Number	Very Dissatisfied Percent of Total
To teach in colleges	28	18	64.3	7	25.0	2	7.1	1	3.6
To contribute to literature through research and publications	23	9	39.0	9	39.0	3	13.0	2	9.0
To review literature and increase knowledge of subject matter through study and contact with professionals	23	17	73.9	5	21.7	1	4.4	0	0.0
To obtain a promotion or flexibility of employment options	11	7	63.6	3	27.3	1	9.1	0	0.0
To work with specific groups	10	4	40.0	5	50.0	0	0.0	1	10.0
To increase earning power	9	3	33.3	3	33.3	2	22.3	1	11.1
To provide leadership	9	4	44.4	5	55.6	0	0.0	0	0.0
To increase competencies in research and/or teaching	7	4	57.1	3	42.9	0	0.0	0	0.0
To provide personal growth	5	2	40.0	3	60.0	0	0.0	0	0.0
Other	14	7	50.0	6	42.9	1	7.1	0	0.0

were made is discussed in the text of this section.

The following discussion consists of an analysis of the graduates' goal statements as they are categorized in Table XV. Graduates' assessment of how satisfied they are with the attainment of their goals is also discussed. The specific goal statements of some graduates are included within the text of the following presentation.

Goal 1. Twenty-eight graduates (54.9 percent of the 51 graduates) indicated that earning a doctorate provided them with the qualifications necessary to teach or continue teaching in colleges or universities. The actual goal statements of some graduates are very direct and state simply that they wanted to teach in higher education institutions. Other graduates specified that they not only wanted to teach in college but also identified distinct areas in which they wanted to be involved. Following are typical goal statements:

> To become a college teacher.
>
> I wish to teach in the area of community decision-making (and other levels of public policy formation) in relation to health and human service distribution to consumers.
>
> To teach in a major university--upper level undergraduate and graduate.
>
> To change my career to college teaching.
>
> College teaching in courses that help students understand the interaction between the consumer, market (business), and government.
>
> To be qualified to teach at a liberal arts or small- to medium-sized university.
>
> To teach business-teacher education at the college level.
>
> College teaching in household equipment.
>
> To prepare for a college-level teaching career in urban planning.

Eighteen of the 28 graduates (64.3 percent) listing the desire to teach in college are very satisfied with their success in achieving this goal. Another seven (25 percent) are somewhat satisfied, and only three (10.7 percent) reported that they are either somewhat or very dissatisfied with the attainment of the goal.

Goal 2. Twenty-three graduates (45 percent of the total sample) reported that having a doctorate provided them with the credentials needed to more effectively research and/or publish. Some of their specific goal statements concerning their desire to contribute to the field through research and publications follow:

> To publish and research consumer problems.
>
> To become involved in national consumer research.
>
> I wished to learn methods of research and skills necessary to study the consumer decision making process in regard to health and human services at the community, state and federal levels.
>
> To do original research which would contribute to the field of business education.
>
> To make a significant contribution toward helping physically handicapped individuals achieve their home and family managerial goals.
>
> Advancement of knowledge in the home management field.
>
> Work at the university level in research.
>
> To be a researcher.
>
> To contribute to knowledge by doing research.

Nine graduates were very satisfied with their ability to contribute to the literature through research and publications. Another nine graduates are only somewhat satisfied with their ability to contribute to the field through research and publication, while three graduates are somewhat dissatisfied. Two graduates are very dissatisfied.

Because the graduates gave such a wide range of responses to their satisfaction with their ability to research and publish, the question arises concerning whether or not the graduate programs are adequately preparing the graduates to achieve this goal. Later discussions in this chapter and Chapter VI shed some light on the possible causes of their dissatisfaction.

Goal 3. Twenty-three graduates (45.1 percent of the 51 graduates) thought that the doctoral experience would allow them to develop their expertise through exposure to the literature, increase their knowledge of the subject matter, and/or provide interaction with professionals in the field. Twelve statements of the graduates are given in the next few paragraphs.

> The attainment of more knowledge was, of course, a factor.
>
> To bring myself up-to-date in reading in my field
>
> To increase knowledge background for university teaching.
>
> Provided an opportunity to work with leaders in the field.
>
> To be involved in the growth of understanding about the consumer.
>
> To enhance my background and knowledge of the field of business education.
>
> To become knowledgeable in the fields of home management and rehabilitation counseling.
>
> To exchange ideas with other professionsl in my field.
>
> The opportunity to work with leaders in the field.
>
> To increase knowledge of consumer behavior and basic economics.
>
> To become more knowledgeable through further study and travel.
>
> To take courses in my area of interest that would improve the intellectual understanding of the subject matter I was teaching.

To make a significant contribution toward helping physically handicapped individuals achieve their home and family goals.

Advancement of knowledge in the home management field.

Work at the university level in research.

To be a researcher.

To contribute to knowledge by doing research.

Seventeen graduates (nearly 74 percent) are very satisfied with their exposure to content and/or contact with professionals during their doctoral program. Five graduates are only partially satisfied with their attainment of this goal, while one graduate indicated being somewhat dissatisfied.

Goal 4. By completing a doctoral program and receiving the degree, 11 graduates (21.6 percent of the 51 graduates) hoped to either obtain a promotion or provide some flexibility in employment options. Specific goals of the graduates are listed below.

To earn a promotion and approval of peers.

Preparation for professional advancement.

To qualify for professional rank.

To change jobs from extension teaching to college teaching.

To become better qualified to increase the chances of getting a promotion to the higher positions in the department.

A credential to move into a more responsible position.

To continue employment at the university level.

To get a nine month job.

Flexibility in employment (to be able to work in new areas).

A majority of the graduates (7 of 11) are very satisfied with their ability to obtain the desired promotion or maintain employment options

through the completion of the doctorate. Three graduates reported they are only somewhat satisfied with their attainment of this goal, while one graduate indicated being somewhat dissatisfied.

Goal 5. Ten graduates (19.6 percent of the sample) pursued the doctorate so that they would have the qualifications to work directly or indirectly with some specific group. Some of the statements given by the graduates indicating their desire to work with specific groups follow:

> I wanted to work with prospective teachers, hopefully to turn them on to the field; thereby multiplying the impact.
>
> To teach college students methods of teaching business subjects.
>
> To be responsible for the development or expansion of graduate programs.
>
> To help disadvantaged consumers through different educational programs.
>
> To explore a way of assuring involvement in social issues by our department graduates.
>
> To direct students' theses, M.S. and Ph.D.

Four graduates are very satisfied and five are somewhat satisfied with their success in being able to work with identified selected groups. Only one graduate reported being very dissatisfied in achieving this goal.

Goal 6. Nine graduates (17.6 percent of the sample) want to increase their earning power by completing the requirements for the doctorate. Their goal statements indicated, in some cases, that the graduates are interested not only in increasing their earning potential, but also in recouping their investment made during graduate study. Other graduates indicated a desire to contribute to their own support. Specific statements follow:

> I wish to be able to carve out a professional or academic job for myself in a relatively new area--one which would provide a salary on which I could support my share of the family expenses.
>
> To provide a good income.

To get a stimulating job that paid well enough to repay my investment in graduate work.

Improve my earning capacity and marketability for employment opportunities.

Salary increases.

To support myself in the manner to which I had been accustomed at home, provided I have to work.

Increase monetary rewards.

Two thirds of the nine graduates are either very satisfied or somewhat satisfied with their ability to increase their earning capacity by receiving the doctorate. Two graduates reported they are somewhat dissatisfied, and one graduate is very dissatisfied, with their monetary rewards.

Goal 7. The responses of nine graduates (17.6 percent of 51) indicated that they were very much interested in assuming a leadership role in the field. These graduates believed obtaining a doctorate in the field would help them achieve this goal. The six statements which follow are indicative of the desire the graduates expressed in providing leadership:

To influence the direction of the field in the future.

To complete a Ph.D. is to gain a necessary voice that would be heard on university committees.

To prepare myself to stimulate my faculty and students to scholarship, in the department of which I was chairman.

National reputation in the field.

Take a leadership role.

I wanted a job doing something I enjoyed doing, which would somehow help change things for the betterment of mankind.

Four graduates are very satisfied with their progress in assuming leadership positions in the field during and after work on the

doctorate; five graduates are only somewhat satisfied. Consequently, none of the graduates who set leadership as a goal are dissatisfied with their ability to achieve that goal, although some have not fully met their expectations.

Goal 8. Increasing competencies in research and/or teaching was a goal of seven graduates and was a reason for their pursuing a doctorate. Goals set out by the graduates relative to this category follow:

> To increase my ability to do research.
>
> To increase my competency in doing research and in using research done by others.
>
> To gain research experience and training.
>
> To be able to apply viable programs in housing and planning.
>
> To improve research techniques and conduct meaningful research in the area.
>
> To learn how to conduct research in social sciences.
>
> To become a better teacher.

None of the graduates indicated that they were dissatisfied with their ability to increase their competencies in research and teaching through the experience provided by their doctoral programs. Four of the seven graduates are very satisfied with their improved competencies in teaching and/or research, while the other three graduates are only somewhat satisfied.

Goal 9. Five graduates (9.8 percent of the sample) indicated that they started the doctoral programs with the desire to facilitate their own personal growth and development. The goal statements in this category are typically given in one or two words. The graduates replies included those of personal satisfaction, to achieve autonomy, personal

development (self-actualization), assertion of personal worth, professional awareness, and direction for development.

All five graduates rated their achievement of the "personal development and growth" goal positively. However, three of the five graduates indicated that they are only somewhat satisfied with their level of achievement in obtaining this goal.

Goal 10. As discussed earlier in this section, several of the goal statements could not be easily categorized; therefore, those statements are combined in an "other" category. Goals in this category vary greatly. For instance, some graduates indicated being concerned with completing the degree quickly or seeing if they were capable of earning such a degree, while other graduates were interested in using the knowledge acquired in their programs to enhance the quality of their own departments or schools.

The goals categorized as "other" are simply listed so that readers can come to their own conclusions. A goal is listed only once even though it may have been mentioned by more than one graduate. Some of the statements classified in the "other" category are given in the following paragraphs:

> To complete the doctoral program degree so as to enhance the credibility of home economics department's leadership at a small college.
>
> To complete the doctoral program.
>
> Completing it quickly.
>
> Needed the "union card."
>
> To build and maintain viable contacts with consumers and the information producing systems (manufacturers).
>
> To utilize learnings in an overall departmental reorganization.

> To develop an area of specialization built around application of management theory in family, households and leadership settings.
>
> The ego trip of the prefix before the name, but this is not all its cracked up to be. But it does open a few doors.
>
> To explore directions in which our home economics department could contribute more fully to the college and civic communities.

As are the other nine goals, the goals in this category are analyzed in terms of the graduates' assessment of their level of satisfaction. All but one of the fourteen graduates rated their level of satisfaction in achieving their specific goals as positive. Seven graduates are very satisfied, six graduates are somewhat satisfied, and one graduate is somewhat dissatisfied.

Summary. Slightly more than half of the graduates in the sample indicated that their primary goal in pursuing the doctorate was to provide them with the credentials needed to teach in a college or university. Approximately 45 percent of the 51 graduates in the sample pursued the doctorate in order to be able to make future contributions to the literature through research and publications. Another 45 percent of the graduates indicated that the doctoral programs provided an environment conducive to studying the subject matter and provided for contact with professionals in the field.

A small number of graduates identified other goals they had set prior to entering the doctoral programs. These goals are categorized as follows: obtaining a promotion or providing flexibility of employment options, earning credentials which allowed them to work with specific groups, increasing earning capacity, providing leadership in the field, increasing competencies in research and/or teaching, and

providing an environment for personal growth and development.

Graduates' Overall Satisfaction in Achieving Professional Goals

The following discussion includes a descriptive analysis of the graduates' assessments and remarks concerning how satisfied they presently are with their overall level of achievement in meeting professional goals. A summary of their responses is presented in Table XVI. Space was provided in the questionnaire so that the graduates could make comments to clarify or justify their responses. Several graduates did chose to comment, and their remarks are included in this section.

Very Satisfied With Level of Professional Goal Achievements. Of the 49 graduates responding, 19 graduates (38.9 percent) are very satisfied with their level of achievement in meeting their professional goals. Interestingly, only a few graduates who rated goal attainment "very satisfactory" made comments. The remarks of those graduates who did comment follow:

> Though I am satisfied with my own professional achievement to date, I am somewhat less satisfied with the goal itself--college teaching is not as I expected which may be peculiar to my own job or institution. At any rate, I feel very well prepared and capable of handling all present responsibilities.

> Yes, I am very satisfied with my accomplishment, but my level of achievement has little to do with my doctorate program. My doctorate program did not prepare me for the kinds of things I am now doing. Twenty-four graduate hours in economics at an American University and a university in another country was a waste of time.

> I find college teaching very rewarding.

TABLE XVI

GRADUATES' ASSESSMENT OF SATISFACTORY ACHIEVEMENT IN ATTAINING PROFESSIONAL GOALS

Level of Professional Goal Attainment	Number	Percent of Total
Very Satisfied	19	38.8
Somewhat Satisfied	24	49.0
Somewhat Dissatisfied	5	10.2
Very Dissatisfied	1	2.0
Totals	49	100.0

> I will not, however, be very satisfied a year from now if I don't get a few more publications out and become eligible to advise Ph.D. students by then.
>
> Completion of the degree has had little effect on professional roles. Career goals were well established by the time it was finished.
>
> I would enjoy working on another doctorate.

Somewhat Satisfied With Level of Professional Goal Achievements.

Twenty-four graduates (49 percent) indicated they are only somewhat satisfied with their level of achievement in meeting their professional goals. The graduates who considered their level of professional achievement to be only somewhat satisfactory were very candid in their comments, which were many and varied. One frequently voiced frustration of the graduates is that there is not enough time for them to do all they would like to do. The graduates' specific comments are included in the following paragraphs:

> You can never do as much as you would like, because you keep getting asked to do more and more.
>
> I would like to specialize more in consumer education and personal finance. Currently, I feel too thinly spread over the business and economics areas in which I teach.
>
> Guess it's hard to be totally satisfied--constraints of all sorts get in the way, but I had many opportunities for stimulating, intellectual challenges and enjoyed my progress through the Ph.D. program.
>
> There's no way that I can ever do everything I'd like to see done in the profession. From among the many possibilities, I'm satisfied with progress on the specific goals I've chosen.
>
> Yes, considering the fact I did this plus raise a family. I am currently a full professor, serve on the university faculty cabinet (8 members out of 650 plus eligible faculty), senate and other university-wide committees. I have also been appointed by the president of the university to an evaluation team for the provost. Would like new challenges though. Feel locked into salary and retirement considerations.

I hope that I'm never very satisfied. Maybe the Nobel prize would do it.

I need more time to do research. Graduate students take much more time and much more energy than I had anticipated.

I have supervised and assisted student teachers at a university metropolitan area student teaching university. I did this for two years working a half day teaching secondary school students and the other half day supervising student teachers at nearby suburban and city secondary schools. The university was required to match my secondary school salary which exceeds that paid full-time university staff members. This created conflict for the university administration.

Have redirected original goals and changed field of work.

The knowledge gained from the doctoral program has helped me to some extent in my goal advancement of knowledge in the field. But after returning to the job, I find it difficult to keep up with the new developments in the field because of many limitations on the time one can spend in the library. Also, acquiring latest information on new books, journals and relevant publications in the field. One is bogged down with classroom teaching and other responsibilities. Just getting the doctorate is not enough. Keeping in stride with the new knowledge is also important.

Activities too diffused due to major time commitments to interdisciplinary efforts--difficulty of having professionals and agency personnel misunderstand contributions family economics and home management make and how related.

I am very satisfied with being a full-time homemaker while my children are small. I enjoy being with them and participating in the community as a school board member and education chairman of our church. I regret not finding time to write scientific papers related to my doctoral dissertation and keeping up with recent developments in the field.

Somewhat Dissatisfied With Level of Professional Goal Achievements.

Five graduates, or slightly more than 10 percent of the 49 graduates, indicated that they are somewhat dissatisfied with their success in achieving professional goals. Two of the five graduates indicating dissatisfaction made no comments to clarify why they gave this response.

However, three graduates responded with the following comments:

> University professorships are relatively less well-paid, have to work more than when the decision to become a professor was made.
>
> Because of other responsibilities and certain governmental policies, I cannot make use of my expertise to the maximum.
>
> Dissatisfaction is basically a result of circumstances other than the education received.

Very Dissatisfied With Level of Professional Achievement. Only one graduate out of the 49 graduates indicated that she was very dissatisfied. Her dissatisfaction is not, however, particularly related to her professional goals, but rather to her personal goals. One of the specifically stated goals of the graduate was to marry and she had not yet achieved that goal. Her specific comment was that she is not yet a "professional wife."

Summary. In briefly summarizing the previous discussion, several factors which affect the satisfaction of the graduates in terms of their professional goal achievements have surfaced. These factors are identified as a result of the graduates open and honest remarks concerning their present situations.

Time is a constraining factor for those graduates who rated their professional goal achievement as either somewhat satisfied or somewhat dissatisfied. One senses a frustration expressed by the graduates due to an overload of responsibilities for those who are actively involved in teaching, research, and working with graduate students. Yet, some graduates reported responsibility for a number of activities; but they also voiced dissatisfaction because they think they can and are ready to take on more responsibilities.

The comments of the graduates are realistically positive and negative with nearly 87 percent of the graduates indicating some positive degree of satisfaction. The use of the graduates' comments provides a valuable insight into the humanness of the group. The remarks give an understanding of where the graduates are coming from in terms of what they have hoped to accomplish. For some graduates, the realization is apparent that they believe they can do much more; others seem to be disenchanted because they have not been able to satisfactorily accomplish their professional goals.

Specializations, Graduate Course Work, and Postdoctoral Studies

In this last major section of Chapter V, the doctoral major and minor areas of specialization, graduate course work, and postdoctoral experiences of the graduates are examined. The information provided in this part gives insight into the diversity and specific expertise of the graduates surveyed in this study.

Area of Major Specializations. As can be observed in the data presented in Table XVII, there is a wide diversity of subject matter areas represented by the graduates in this survey. The table provides information on the major area of concentration and the type of doctoral degree the graduates received.

Slightly more than one fourth (25.5 percent) of the graduates' major concentrations are in the areas of family economics and home management, 15.6 percent in family economics and consumption economics, and 13.7 percent in business education. Another 23.6 percent of the 51 graduates specialized in the areas of housing (11.8 percent) and home

TABLE XVII

GRADUATES' MAJOR CONCENTRATIONS IN DOCTORAL PROGRAMS BY TYPE OF DEGREE

Areas of Concentration	Ed.D. Number	Ed.D. Percent of Total	Ph.D. Number	Ph.D. Percent of Total	Total	Percent of Total
Agricultural Economics	0	0.0	1	2.0	1	2.0
Business/Economics/Education	2	3.9	0	0.0	2	3.9
Business Education	7	13.7	0	0.0	7	13.7
Consumer Economics	1	2.0	3	5.8	4	7.8
Family Economics/Consumption Economics	0	0.0	8	15.6	8	15.6
Family Economics/Home Management	2	3.9	11	21.6	13	25.5
Home Economics Education	0	0.0	1	2.0	1	2.0
Home Management/Household Equipment	0	0.0	6	11.8	6	11.8
Housing	0	0.0	6	11.8	6	11.8
Housing/Consumer Economics	0	0.0	2	3.9	2	3.9
Sociology	0	0.0	1	2.0	1	2.0
Totals	12	23.5	39	76.5	51	100.0

management and household equipment (11.8 percent).

Only 7.8 percent, or four graduates, reported studies in consumer economics. Five graduates (slightly less than 10 percent of the sample) indicated that their primary emphasis of study was in agricultural economics, home economics education, sociology, or a combination of housing and consumer economics. Two graduates (3.9 percent) reported concentrations in all three areas of business, economics, and education.

Seven of the 12 graduates who earned the Ed.D. specialized in business education, with the other five graduates reporting concentrations in other areas of consumer economics; economics, business and education; and, family economics and home management. Graduates with Ph.D.'s reported concentrations of doctoral studies in all areas except business education or combined majors in business, economics, and education.

Minor Areas of Specialization. The data shown in Table XVIII indicate that the graduates also have a wide variety of educational background in terms of minor areas of concentration at the doctoral level. The minor areas of study reported by the graduates are many. Therefore, for the sake of simplicity and clarity, the specific minors are presented by discipline rather than by individual minors. At the bottom of Table XVIII, definitions are given of the minor areas which are grouped within the various disciplines. Economics is treated as a separate discipline even though economics is sometimes considered an integral part of a department or college of business, social sciences, or arts and sciences.

Of the 51 graduates in the sample, 48 graduates reported taking a minor concentration during doctoral studies. As illustrated in

TABLE XVIII

CATEGORIZATION OF DOCTORAL GRADUATES' MINOR CONCENTRATIONS ACCORDING TO DISCIPLINES BY TYPE OF DEGREE

Minor Concentration by Discipline	Ed.D. Number	Ed.D. Percent of Total	Ph.D. Number	Ph.D. Percent of Total	Total	Percent of Total
Economics	1	2.1	3	6.2	4	8.3
Economics/Business[1]	4	8.3	1	2.1	5	10.4
Economics/Home Economics[2]	0	0.0	7	14.6	7	14.6
Economics/Home Economics/Social Sciences[3]	0	0.0	2	4.2	2	4.2
Economics/Social Sciences	0	0.0	4	8.3	4	8.3
Education[4]	2	4.2	1	2.1	3	6.3
Education/Business	3	6.3	0	0.0	3	6.3
Education/Home Economics	0	0.0	1	2.1	1	2.1
Home Economics	0	0.0	4	8.3	4	8.3
Home Economics/Business	0	0.0	4	8.3	4	8.3
Social Sciences	0	0.0	5	10.4	5	10.4
Social Sciences/Home Economics	0	0.0	6	12.5	6	12.5
Totals	10	20.8	38	79.2	48	100.0

[1]Business defined as finance, accounting, management, business organization, public administration, general marketing, real estate.

[2]Home Economics defined as home economics education, nutrition, family relations, textiles and clothing, family studies.

[3]Social Sciences defined as social psychology, political science, sociology, art history, American history, Social and Health system planning.

[4]Education defined as higher education, and curriculum.

Table XVIII, the number of graduates is widely dispersed throughout the minor areas with no one discipline dominating the graduates' minor areas of concentrations.

The ten Ed.D. graduates reporting minors during their doctoral studies are represented in four categories. These categories include economics, economics and business, education, and education and business. Of the 38 Ph.D.'s in the table, seven graduates (14.6 percent) reported minors in the combined disciplines of economics and home economics; six graduates (12.5 percent) in social sciences and home economics; five graduates (10.4 percent) in social sciences.

Another interesting way to analyze the data is to isolate each discipline and observe what other disciplines are combined with it. When this is done, home economics and economics are found to dominate the minor areas of concentrations.

Half of the 48 graduates indicated a minor in some area of home economics, although they also reported other minors in business, economics, social sciences, and education. Four graduates of 24 reported only a single minor in an area of home economics.

Of the 22 graduates reporting a minor in economics, only four graduates indicated having only economics as a minor. The remaining 18 graduates disclosed that they combined their economics minors with minors in business, home economics, or social sciences. The 22 graduates represented 45.8 percent of the 48 graduates reporting minor areas of study in their doctoral programs.

Twelve graduates listed business as a minor but reported combining the business minor with a specialization in economics, education or home economics. Twelve graduates indicated they combined social

science minors with minors in either home economics or economics and four graduates reported only a single minor in the social sciences. Four of the seven graduates with minors in education combined this minor with either business or home economics.

Summary Comments. The analysis of major and minor areas of specialization shows that the graduates in this sample represent a wide variety of academic disciplines. Although the majority of the graduates represent the home economics discipline, the educational training of the graduates as a group is definitely multidisciplinary in nature.

Graduate Content Backgrounds. In addition to providing information on their major and minor areas of specializations, the graduates were also asked to indicate the specific number of courses they took during their graduate programs. Listed in Table XIX are 23 content areas; and within each of the areas the percentage distributions are given, indicating the number of graduates who reported taking courses in these areas.

According to the data provided in Table XIX, a substantial number of graduates (35 or 68.6 percent) took five or more courses in consumer education. This is the only content area in which a large percentage of the sample is represented in the five-or-more-course category. Approximately 29 percent, or 15 graduates, reported taking five or more courses in consumer economics, with eight graduates reporting extensive course work in home management. Nine graduates indicated taking five or more courses in sociology, with six graduates having five or more courses in education methodology.

Only five graduates (9.8 percent) reported that they have had five

TABLE XIX

PERCENTAGE DISTRIBUTIONS OF ADVANCED COURSES TAKEN BY GRADUATES[1]

Course Content Areas	Number of Courses							
	5 or more Courses		3 to 4 Courses		1 to 2 Courses		None	
	Number	Percent of Total	Number	Percent of Total	Number	Percent of Total	Number	Percent of Total
Accounting	1	2.0	1	2.0	5	9.8	44	86.2
Business Law	0	0.0	0	0.0	4	7.8	47	92.2
Consumption Theory (N=49)	0	0.0	3	6.1	23	46.9	23	46.9
Consumer Economics	15	29.4	31	60.8	4	7.8	1	2.0
Consumer Education	35	68.6	13	25.5	1	2.0	2	3.9
Consumer Law	0	0.0	0	0.0	3	5.4	48	94.1
Economics (Macro)	2	3.9	6	11.8	25	49.0	18	35.3
Economics (Micro)	1	2.0	8	15.7	24	47.1	18	35.3
Education Methodology (N=50)	6	12.0	10	20.0	10	20.0	24	48.0
Environmental Studies (N=47)	1	2.1	2	4.3	3	6.4	41	87.2
Family Economics	2	3.9	12	23.5	19	37.3	18	35.3
Family Finance (N=50)	0	0.0	0	0.0	19	38.0	31	62.0
Finance (Business)	1	2.0	3	5.9	6	11.8	41	80.3
Financial Counseling	0	0.0	0	0.0	3	5.9	48	94.1
Judicial and Legislative Processes	1	2.0	0	0.0	3	5.9	47	92.1
Management (Business)	2	3.9	4	7.8	10	19.6	35	68.7
Management (Home Economics)	8	15.7	12	23.5	4	7.8	27	53.0
Marketing	0	0.0	3	5.9	13	25.4	35	68.7
Psychology	1	2.0	4	7.8	23	45.1	23	45.1
Public Policy	1	2.0	2	3.9	9	17.6	39	76.5
Research Methods	4	7.8	16	31.4	25	49.0	6	11.8
Sociology	9	17.7	9	17.7	12	23.5	21	41.1
Statistics	5	9.8	16	31.4	28	54.9	2	3.9

[1]Number of graduates equal 51 unless designated otherwise.

or more courses in statistics, and four graduates (7.8 percent) checked the same category in research methods. Less than 5 percent of the graduates responding indicated taking five or more courses in the areas of accounting, macroeconomics, microeconomics, environmental studies, family economics, business finance, judicial and legislative processes, business management, psychology and public policy.

In analyzing the responses of the graduates who reported taking three or four courses in a content area, it was found that more of the graduates consistently reported taking courses in this number range compared to those taking five or more courses. According to the figures in Table XIX, 60.8 percent of the sample, or 31 graduates, have had three or four courses in consumer economics. In each of the content areas of research methods and statistics, 16 graduates, or slightly more than 31 percent of the sample, reported having three or four courses in these two areas. Slightly more than 25 percent of the sample, or 13 graduates, reported three or four courses in consumer education.

In all the other content areas of the three-to-four-course category, less than 25 percent of the graduates reporting indicated taking three or four courses. Twelve graduates indicated taking three or four courses in either family economics or home management. Only six graduates had three or four courses in macroeconomics and eight graduates indicated the same number range of courses in microeconomics. In sociology, an additional nine graduates specified taking three or four courses.

Other areas represented in this category but comprising less than 10 percent of the total sample responding to each content area include

accounting, consumption theory, environmental studies, business finance, business management, marketing, psychology and public policy.

Between 45 and 50 percent of the graduates in the sample indicated taking at least one or two courses in consumption theory, macroeconomics, microeconomics, psychology or research methods. Twenty-eight graduates, or slightly less than 55 percent of the sample, reported some course work in statistics. Nineteen graduates reported taking a minimum of one or two courses in the areas of family finance and family economics during their graduate programs, while 10 graduates reported taking a minimum of one or two courses in either education methodology or business management.

The number of graduates responding to the no-course-work category varied considerably depending on the different content area. For example, only one graduate reported no course work in consumer economics, while 48 graduates indicated no advanced training in consumer law. Two graduates reported no graduate training in statistics, and 31 graduates have had no courses in family finance.

When the responses of the graduates for the three-or-four-course category are combined with those in the five-or-more category, it is found that 94.1 percent of the sample reported three or more graduate classes in consumer education. In consumer economics, 48 graduates, or slightly more than 90 percent of the sample, have had three or more courses. Conversely, over 90 percent of the graduates in the sample reported no course work in business law, consumer law, judicial and legislative processes, or financial counseling.

The graduates were asked to include other areas in which they have taken graduate course work. Fifteen graduates listed additional

content areas. Seven graduates reported having five or more courses in urban planning, regional planning, housing, history of political science, individual and family relations, family studies, textiles and clothing, or higher education. Eleven graduates specified taking a minimum of one or two courses in other areas including system analysis, community decision making, city planning, anthropology, computer science, technical writing, nutrition, speech rehabilitation counseling, money and banking, and economic integration.

Summary. The data indicate that the graduates in this sample have a wide variety of content backgrounds. However, in terms of extensive course work in consumer courses such as consumer economics, family economics, consumption theory, macroeconomics and microeconomics, few graduates reported extensive in-depth graduate work in these areas. Generally, the graduates combined consumer courses with a specialty in some related area such as housing, nutrition, sociology, or home management and household equipment. The findings indicate that the graduates in this sample represent a group who have varied and multi-disciplinary academic backgrounds.

Postdoctoral Educational Training. Eleven graduates (21.6 percent of the total sample) indicated that they have attended workshops or formal classes after receiving their doctorates. The courses most often mentioned are those related to research and included research methods, statistics, and computer technology and terminology. Specifically, the graduates reported course work in advanced regression, multivariate analysis, statistics, computer programming, and research methods.

Content courses the graduates have taken since completing their

doctorates include family studies, real estate, housing, accounting, management of motivation, and mortgage banking. One graduate reported attending three workshops in order to receive additional educational training but gave no information on the content of the workshops. Another graduate reported completing 21 semester credit hours and three audited hours in educational administration in order to meet the requirements for an Ed.D. He disclosed that he had already earned a Ph.D. in economics.

Reasons for Pursuing Postdoctoral Studies. The graduates were asked to indicate their reasons for taking additional course work by ranking them in order of importance: the most important reason being assigned a "1," the second a "2," and so on. In Table XX, a summary is presented of the reasons for their taking postdoctoral work and their ranking of importance.

Eight of the 11 graduates indicated that the postdoctoral work was taken for intellectual stimulation and additional information. Their rankings ranged from a one to a three, with four of the eight graduates ranking the importance a two.

The second most frequent response for continued education as reported by six graduates was the need to fill in gaps in previous education. Five of the six graduates ranked this reason as most important, with the one remaining graduate indicating the reason to be second in importance.

Three graduates reported that they pursued postdoctoral work to gain additional training in research. Two of the three graduates ranked the reason as most important; the other, as second in importance.

TABLE XX

REASONS GIVEN FOR POSTDOCTORAL GRADUATE STUDIES BY RANK OF IMPORTANCE

Reasons for Post-Doctoral Studies	Rating Scale[1] 1	2	3	4	Total Responses
Intellectual Stimulation and Additional Information	2	4	2	0	8
Fill in Gaps in Previous Education	5	1	0	0	6
Additional Training in Research	2	1	0	0	3
Preparation for More Advanced Position	0	1	0	1	2
Preparation for Change in Occupation	1	0	1	0	2
Other: Obtain Doctorate in Educational Administration	1	0	0	0	1

[1]Assignment of a "1" indicates most important, a "2", second in importance, etc.

Two graduates indicated that additional educational training was in preparation for a more advanced position and in terms of importance ranked their reasons as a two and a four.

Only two graduates continued studies after earning the doctorate so that they could eventually change occupations. One of the two graduates ranked this reason first in importance, while the other graduate reported that his foremost reason for taking additional course work was to obtain a doctorate in educational administration.

Summary. The 11 graduates who continued their education after receiving their doctorates indicated a wide variety of reasons for continuing their education. However, a majority of the responses indicated that postdoctoral studies were primarily for intellectual stimulation, additional information, or to fill in gaps in their previous education.

The type of postdoctoral courses the 11 graduates reported taking point to the fact they they have a need for additional training in research methods and statistical analysis. The analysis of specific courses the graduates took during graduate school tends to support their lack of training in these two areas.

CHAPTER VI

NEEDED CURRICULUM CHANGES BASED ON THE ASSESSMENTS OF DOCTORAL GRADUATES

Introduction

The purposes of this chapter include presenting the graduates' assessments of several aspects of their doctoral experience, their criticisms of the programs, and their suggestions for improvement of the doctoral programs. Also included is a presentation of the subject areas that the graduates indicated would be beneficial for future doctoral candidates.

First, an analysis is given of the graduates' evaluation of the flexibility of their programs in terms of allowing them to design their own programs. Next is a discussion on whether or not the graduates believed their doctoral studies were too specialized. Following this are the different educational experiences which the graduates reported they were involved in during their doctoral training. Then, a discussion is presented concerning the graduates' evaluations of how general or specialized their doctoral preparation was in relation to their present employment responsibilities.

The second section of this chapter presents the graduates' response to an open-ended question asking them to identify areas in which they believed their doctoral preparation was inadequate relative to their present duties and responsibilities. The graduates' comments on the

open-ended question are reported in order to give an indication of the degree to which the graduates thought their programs prepared them for their present duties and responsibilities.

In the third section, the graduates' suggestions for improvements in the doctoral programs are discussed. The graduates typically took one of three approaches in responding to the question, and these three approaches are identified and discussed. Again, the specific responses of the graduates to the open-ended question are included.

The last section of this chapter deals with the graduates' recommendations concerning subject areas which they believe would be beneficial for inclusion in doctoral programs. The graduates' recommendations are based on their professional and academic experiences.

Assessment of Doctoral Experience

Presented in this section are discussions concerning program flexibility in course selection, specialization of training, and experiential training experiences the graduates participated in during candidacy. Also included is the graduates' assessment of how specific or general their doctoral preparation was in relation to their present employment responsibilities.

Program Flexibility

The graduates were asked to rate the flexibility of their doctoral program in terms of allowing for personal preferences and individual freedom in the selection of course work. Flexibility is defined according to the percentage of course work prescribed by the program's structure. The categories consist of flexible (25 percent or less),

somewhat flexible (26 to 50 percent), somewhat rigid (51 to 75 percent), and very rigid (75 percent or more).

Table XXI presents the graduates' assessments of the flexibility of their programs. Space was provided on the questionnaire for the graduates to clarify certain points or to add comments concerning their ratings of program flexibility. Their comments are included in the text of this section.

Flexible. Nineteen graduates, or slightly more than 37 percent of the sample, reported that they had a great deal of flexibility in choosing courses to be included in their doctoral plans. Seventeen of these 19 graduates earned the Ph.D.; the remaining two earned the Ed.D. Comments of the graduates who chose to express an opinion are included in the next few paragraphs.

> The university I attended offered a wide variety of courses in home economics, including new and revamped courses in business organization, marketing, economics and others.

> I had completed most of my doctoral work in sociology before entering the doctoral program; consequently, I had few requirements.

> I couldn't have tolerated graduate school if I hadn't had this flexibility.

> The people involved makes the great difference. It was one of the most outstanding, rewarding periods of my life.

> It makes courses more relevant to students' needs.

> I had maximum freedom of choice because I chose the program that would give me that freedom.

Somewhat Flexible. Twenty-one graduates, or 41.1 percent of the graduates in the sample, indicated that their programs were somewhat flexible in allowing them to design their plans of study. Thirteen

TABLE XXI

GRADUATES' ASSESSMENT OF PROGRAM FLEXIBILITY[1]

Degree of Flexibility	Type of Degree: Ed.D. Number	Ed.D. Percent of Total	Ph.D. Number	Ph.D. Percent of Total	Total	Percent of Total
Very flexible (25 percent or less courses prescribed)	2	3.9	17	33.4	19	37.3
Somewhat flexible (26 percent to 50 percent of courses prescribed)	8	15.7	13	25.4	21	41.1
Somewhat rigid (51 percent to 75 percent courses prescribed)	2	3.9	7	13.8	9	17.7
Very rigid (over 75 percent courses prescribed)	0	0.0	2	3.9	2	3.9
Totals	12	23.5	39	76.5	51	100.0

[1]Flexibility defined according to the percentage of course work prescribed by the program's structure.

Ph.D.'s and eight Ed.D. graduates reported that their program structure was somewhat flexible. Only three graduates commented on the flexibility of their programs, and their specific comments are presented next.

> Although prescribed, the courses were not irrelevant to my program. In fact, just the reverse.
>
> There was choice within choice, so this is difficult to answer. I had total flexibility among minors, but once selected, choices narrowed, of course.
>
> Microeconomics, macroeconomics, family economics, consumption economics and statistics were required, leaving fully enough time to follow my interests in economics, social psychology, anthropology and family relationships.

Somewhat Rigid. Almost a fifth of the sample considered their programs "somewhat rigid." Nine graduates, or about 18 percent of the sample, reported that 51 to 75 percent of their course work was prescribed. Seven of these graduates earned the Ph.D. and the remaining two graduates earned an Ed.D. Four graduates wrote the comments that follow:

> With limited time away from the job plus limited finances, I preplanned the total program during the initial term at the university.
>
> Never found this to be a problem. I feel a Ph.D. program should be prescribed so the student is educated and able to contribute to a field.
>
> My doctoral program was carried out on the semester system which severely limits the number of different areas one can be exposed to in a limited time period. I got depth in a few areas and almost no breadth. I have overcome this handicap completely, but it caused many problems in my initial teaching and research experiences.
>
> Prior to entering the doctoral program, more emphasis was given to the needs of the department where I was working; hence, not much choice was available to me to decide about the courses of my interest.

Very Rigid. Only two Ph.D. graduates indicated that the majority of their course work was prescribed. One of these graduates chose to comment, and her statement follows;

> Rigidity seemed built-in but actually may not have been so strong as I perceived. It just happened that to fulfill the number of credits required I had little choice in courses due to the limited number of courses available.

Summary. A majority of the Ed.D. and Ph.D. graduates indicated that their doctoral programs were either very flexible or somewhat flexible in allowing them to select courses for their plans of study. The 40 graduates who rated their degree programs as either very flexible or somewhat flexible represent 78.4 percent of the total sample.

Specialization Emphasized in Programs

The graduates were asked to indicate with either a "yes" or "no" answer if they considered their doctoral preparation too specialized. Forty-eight graduates, or slightly more than 94 percent of the total sample, indicated that their doctoral studies did not provide too much specialization. Two Ph.D. recipients and one Ed.D. graduate believed their doctoral program preparation was too specialized.

Experiential Training Provided in Doctoral Programs

A concern of this study is whether or not the consumer studies programs provide the graduates opportunities for the development of their expertise in speaking, research, pedagogy, writing, and/or program development. A list of these areas was included on the questionnaire, and the graduates were asked to indicate the experiences

in which they had been involved during candidacy. The graduates were also encouraged to include any additional experiences not given in the list.

The data presented in Table XXII indicate that a majority of 50 graduates reported their doctoral programs provided for the development of their research and writing skills. One graduate did not answer this question, so the total sample in this section consists of 50 graduates. Forty-two graduates, or 84 percent of the sample, reported their doctoral programs gave them an opportunity to develop their expertise in research. Of these 42 graduates, 35 are Ph.D.'s and 7 are Ed.D.'s.

Seventy-two percent of the graduates in the sample reported they had opportunities to develop their writing skills during doctoral studies. Twenty-six graduates, or about 68 percent of the Ph.D.'s, reported writing-skill development compared to 10, or 83.3 percent, of the 12 Ed.D. graduates.

In the area of program development, 21 graduates, or 42 percent of the sample, indicated some experience with program development. Two thirds of the Ed.D. graduates and slightly more than one third of the Ph.D. recipients reported this type of experience.

Surprisingly, only 20 of the 50 graduates indicated that their programs provided an opportunity for them to develop their teaching skills. Six Ed.D. graduates and 14 Ph.D. recipients, only two fifths of the graduates in the sample, reported they had an opportunity to develop teaching skills while in residence.

A small percentage of graduates in the total sample indicated that their doctoral program provided experiences which aided the development of their speaking abilities. Half of the 12 Ed.D.'s

TABLE XXII

THE EXPERIENTIAL EXPERIENCES OF GRADUATES DURING RESIDENCY IN DOCTORAL PROGRAM

Areas of Development	Type of Degree				Total	Percent of 50[1] Graduates
	Number	Percent of 12 Ed.D.'s	Number	Percent of 38 Ph.D.'s		
Research	7	58.3	35	92.1	42	84.0
Writing	10	83.3	26	68.4	36	72.0
Program Development	8	66.6	13	34.2	21	42.0
Pedagogy	6	50.0	14	36.8	20	40.0
Speaking	6	50.0	7	18.4	13	26.0
Other	1	8.3	11	28.9	12	24.0

[1]One graduate chose not to answer this question.

reported having experiences which developed their speaking abilities compared to only 7 of the 38 Ph.D. graduates.

Twelve graduates, one Ed.D. and 11 Ph.D.'s reported other types of constructive experiences which they took part in during their doctoral residency. Of the 12 graduates, two of them reported that they were involved with administrative work. Other opportunities of the graduates considered important included exposure to subject matter, thesis direction, involvement and participation in campus committees, and the practical application of system analysis. Another three graduates listed development in professional awareness, logical thought processes, and endurance as experiences made possible by their involvement in a doctoral program.

Relationship of Doctoral Preparation to Graduates' Present Employment Responsibilities

The graduates were requested to indicate the manner in which they thought their doctoral programs had prepared them to carry out their present job responsibilities. They were to rate their doctoral preparation in one of the following ways: specific preparation, some general and some specific preparation, general preparation only, or no relationship between job and program preparation. The responses of the graduates are shown in Table XXIII.

Eleven Ed.D. graduates and 27 Ph.D. recipients, or slightly less than 78 percent of 49 graduates, described the manner in which their doctoral program prepared them for their present job responsibilities as some general preparation and some specific preparation. One Ed.D.

TABLE XXIII

GRADUATES' DESCRIPTION OF THE RELATIONSHIP BETWEEN PREPARATION IN DOCTORAL PROGRAMS AND PRESENT EMPLOYMENT RESPONSIBILITIES

Description of Program Preparation	Type of Degree					
	Ed.D.		Ph.D.			
	Number	Percent of Total	Number	Percent of Total	Total	Percent of Total
Specific Preparation	0	0.0	4	8.2	4	8.2
Some general and some specific preparation	11	22.4	27	55.0	38	77.4
General preparation only	0	0.0	5	10.2	5	10.2
No relationship between job and program preparation	1	2.1	1	2.1	2	4.2
Totals	12	24.5	37	75.5	49	100.0

graduate in the sample indicated that there was no relationship between his job and program preparation. Four Ph.D. graduates indicated their program preparation in relation to their present job responsibilities as specific, while another five Ph.D. graduates thought their preparation could be described as general only. One Ph.D. graduate reported no relationship between her job and doctoral studies.

Summary

In summary, the majority of the graduates (78.4 percent) indicated their doctoral programs were either flexible or somewhat flexible in allowing them to select courses which were included in their plan of study. Slightly more than 94 percent of the graduates in the sample reported that they did not think that their doctoral studies provided too much specialization.

In terms of the practical and applied educational training provided during doctoral candidacy, a majority of the graduates reported the development of their research and writing skills. Only 40 percent of the graduates in the sample reported an opportunity to develop their teaching abilities. Forty-two percent of the graduates indicated involvement in program development during candidacy, and slightly more than one fourth of the graduates had opportunities to develop expertise in their speaking abilities.

Slightly more than 77 percent of the graduates reported that their doctoral studies prepared them in both a general and a specific manner to carry out their present job responsibilities. Only two graduates indicated that the training provided by their doctoral programs had no relationship to their present job responsibilities.

Graduates' Assessment of the Inadequacies in Doctoral Programs Relative to Their Professional Duties and Responsibilities

The graduates were asked in an open-ended question to identify areas in which they thought their doctoral preparation was inadequate relative to their present duties and responsibilities. Thirty-nine graduates, or 76.5 percent of the sample, chose to answer this question. The graduates' criticisms of the programs can be categorized into five major areas. These five areas include study of the university structure and administration, curriculum planning and program development process, research and statistics, certain content areas, and teaching methodology. Each of these five categories of criticisms will be discussed in detail in this section. In some instances, the comments of the graduates are included in more than one category.

University Structure and Administration

A major concern of 16 graduates is the inadequate opportunity to study the structure, politics, and administration of higher education institutions. Several of these graduates reported that, in addition to their roles as teachers and researchers, they are now involved professionally in an administrative capacity in a college or university.

The comments made by some of the graduates express frustration in their attempts to cope with the university system and its politics. The graduates also expressed concern about their lack of understanding of the interrelationship existing among the overall goal system of the university, the curriculum goals, and one's own personal goal structure.

Seven graduates believed the inadequacy of their doctoral preparation was due to a lack of provisions for study in administration, administration in higher education, and university or campus politics. One graduate identified herself as a department chairperson and reported that she had not expected her graduate program to provide her with this type of educational training. However, she did indicate that her management background had helped her carry out her administrative duties. Comments of graduates who chose to elaborate follow:

> Needed exposure to committee work and union considerations. We have a strong state union.
>
> Need to facilitate leadership in the field through developments of management skills.
>
> Needed a better understanding of university goals in relation to personal and course goals.
>
> Departmental administration--since no training was received in any kind of administration, it was quite difficult at the beginning to carry out the administrative responsibilities of the department.
>
> Organizational development--learning to cope with the bureaucracy.
>
> Study in departmental budget analysis.
>
> Program preparation was inadequate in the areas of human relations, negotiation and bargaining, the politics of modern university, or should I say, the university in the modern world!

Research and Statistics

In the previous discussion on the graduates' postdoctoral studies, several graduates indicated a need for additional course work in statistics, research procedures, or both, and have taken steps to fill these gaps in their educational training.

Eleven graduates reported that their programs of study did not

prepare them adequately in methods of conducting research, statistical analysis, and writing skills. The development of writing skills is, of course, important in writing of proposals for grants and in writing articles for professional journals. The frustrations the graduates have encountered in their professional work are highlighted by the following remarks:

> I wish I had had more opportunities for courses in research design and interpretation of statistical data. These experiences would have been helpful as I teach and advise graduate students in research.
>
> More work was needed on the synthesis process, such as the synthesis of research.
>
> I now find that I need different statistical techniques from what I learned for the research which I now find myself involved.
>
> We had some very helpful information on writing, but I would like to have had more on the procedures for publishing in professional journals.
>
> Need more of the practical aspects of overseeing research plus how to move from small one person projects to directing several projects with several people involved. Particularly, when the one person directing (the projects) doesn't have much time on the job to give to research.

Teaching Methodology

Six graduates indicated that their preparation in the doctoral program did not help them develop expertise in their teaching abilities and that they needed more exposure to alternative teaching methods.

One graduate wrote that it would have been helpful if he had been taught methods of teaching consumer education. Other graduates indicated that additional educational training such as using electronic media, teaching to an audience, and individualizing teaching methods would have facilitated their roles as professionals in the field.

Still, another graduate commented that the study of education methodology, the use of audio-visual equipment, and the procedures used to develop and use student evaluations would have been of some value.

The space was used by one graduate to praise the preparation she had received during her doctoral program. She reported that the university she attended did an outstanding job in preparing teachers, and she believed she was well prepared for carrying out her responsibilities as a supervisor of student teachers.

Study in Content Areas

The responses of nine graduates centered on the lack of in-depth study in certain content areas, studying subjects they have not used, and the fact that they are now teaching subjects for which they had little or no graduate preparation. In some cases, the graduates reported that self-directed study has been the method used to remedy the problems they have had with content.

Four graduates indicated specific subject matter areas in which they needed more educational training. Those graduates said they needed more understanding in one or more of the following areas: econometrics, modeling design, family finance, and the interpretation of legal matters. The comments of the remaining five graduates are presented in the next few paragraphs.

> I am now teaching courses for which I've had very little graduate preparation; however, I have studied on my own, taken short courses, etc. Now my lack of preparation is not a problem, especially since the material changes so often.

> In a small institution one must take on course responsibilities for which a doctorate may not prepare you.

> There are no specific duties for which my graduate training was inadequate. I just feel my exposure to the subject matter was too narrow.
>
> German, the second foreign language, has never been used.
>
> Legal aspects of consumer problems were not even touched and much more adequate work was desired in consumer problems.
>
> More work should have been provided on issues including taking a reasoned stance regarding issues.
>
> No areas of inadequate preparation with the possible exception of having to now do extensive library work in certain content areas with which I was not thoroughly competent. The research is in conjunction with preparing lectures.

Curriculum and Program Development

Four graduates reported that part of their present responsibilities include directing and developing programs and that they have not had any formal educational training in these areas. Their specific responsibilities include long-range curriculum planning, curriculum development, consumer program development, directing graduate student programs, and graduate and undergraduate program development.

One graduate reported that he is now working with social development programs which are both broad and complex. He has found that his doctoral preparation had little or no relationship to his present professional responsibilities but that he has coped with the problem through self-training.

Summary

The areas in which the graduates believed the programs are not providing preparation or in which the preparation is inadequate are

mainly university administration, research methodology, and/or statistics. A much smaller number of graduates reported inadequate training in teaching methods, the use of audio-visual equipment, or curriculum and program development. A few graduates listed specific content areas in which they had little or no course work. Consequently, in order to have the knowledge they need to teach the courses which they have been assigned, these graduates have studied on their own to obtain the necessary background information.

Graduates' Suggestions for Improving the Doctoral Programs

The graduates were requested to make constructive suggestions on how the doctoral programs could have better prepared them for their professional duties and responsibilities. The graduates generally took one of three approaches in responding to this question. After each of the approaches is explained, comments of the graduates are given.

The University's Responsibility Is to Educate

One approach the graduates took was to give the often repeated philosophy that the university's major goal is to educate students, and is not, therefore, obligated to prepare students for future job responsibilities. Furthermore, the five graduates responding in this manner believed that education should continue after the degree is earned. A doctoral program cannot prepare a student for all situations and continued education is left up to each individual. The graduates' specific comments are presented in the following paragraphs:

I don't see that this responsibility necessarily resides with the doctoral program. Information can be obtained other ways such as through internships, workshops, working with colleagues, and at professional meetings.

I don't really feel the program should have provided training for my present job responsibilities. It just happened to be a circumstance I encountered.

No suggestions--positive results reflect personalities and their ability to mesh and stimulate graduate students to do their own thing. To truly learn. To think.

This is a difficult question to answer. I don't think that any program can prepare one to meet all situations. A lot depends upon the individual himself. One needs to continually grow and develop.

I do not believe a doctoral program or any other programs can prepare one for everything. Part of the educational process should be learning how to continue education. Too many people think the degree is the end.

Internships, Administrative Experiences, and Counseling

Another approach was taken by five graduates who suggested that internships and administrative experiences should be provided and that administrators should provide better counseling and guidance to their students. Basically, the graduates' suggestions included the development of internship experiences, student involvement in the administrative process, and the provision for better counseling during the planning stages of a candidate's doctoral program. Their specific comments follow:

More exposure to the running of the university.

More responsibility for program administration.

Provide better guidance and counseling.

Develop internship programs and encourage interdisciplinary team projects.

> Generally give more emphasis on the consumer movement and consumer affairs careers so that I could have chosen areas to better help prepare me for the major demands (teaching, especially) expected of me in the area.

Suggested Courses

The third and most frequently mentioned approach was suggested by 16 graduates. Their approach was to suggest the courses and/or the course direction the programs should provide for their students. The suggestions dealt with education methodology, content areas, research methods, and statistics. Their comments provide insight into how they thought their programs could have been improved.

> Attention needs to be given to successful teaching methods for groups and for individuals needing special types of education.

> Include education courses on curriculum development and planning.

> Do not make course content in education courses too directed toward classroom situations.

> Less concentration on detail and more in-depth study of broad goals of education.

> Courses in the areas of educational methodology should be recommended, if not required.

> Need more course work in the legal aspects of consumer education and consumer economics courses.

> Background in consumer law is needed. Generally, you just have to work in the areas. Nothing beats preparing testimony for hearings as you have to learn the informal network that operates in your legislature.

> Need more and better economic theory courses.

> Suggest course work in consumer economics and exposure to different statistical techniques.

> Provide training in student counseling.

> There is a need for structured human relations training such as self-analysis, perspectives on group behavior, coping with personal and organizational stress, assertiveness training, and conflict management.
>
> Need to emphasize more of one concentrated area instead of too much scattered subject matter.
>
> Need for additional courses in research design and interpretation of statistical data.
>
> Need more help in preparing publications from research materials.
>
> More realistic statistics should be taught--statistics for the layman--practical rather than theoretical. Also need course work in public administration, public policy analysis and writing techniques.
>
> There should be more emphasis on practical research and "doing" courses.

In two cases, the graduates simply chose to express either their frustration with or their acceptance of the educational process as they see it. One graduate wrote, "one simply has to live through the process. That is the only way." Another graduate indicated that she thought the problem was not with any particular shortcoming of the program but rather that of being involved in a multidisciplinary field. Her comment follows:

> I don't really know. I acquired 70+ credits in pursuing my doctorate and still feel fairly ignorant. The problem must be part of the frustration of being involved in an interdisciplinary field and in no way related to either the institution I attended nor my program.

In one single case, a graduate chose to praise her doctoral preparation and program in the space provided for suggestions for program improvements. She wrote the following comment:

> My program was a very good program. I believe that, in general, the program was designed to fit my needs exactly.

The suggestions for program improvement given by the graduates and their individual comments provide some insight into the satisfactions

and frustrations derived from seeking an advanced degree in higher education. How can doctoral programs provide all the experiences and content that the graduates suggest? As one graduate wrote, "My education did not begin until after I had completed the degree." His comment may possibly identify the rewards and limitations of the formalized education process.

Nevertheless, the suggestions the graduates gave should be considered by administrators in the evaluations of their consumer studies program. The graduates in this sample repeatedly suggested the need for better educational training in research methods, statistical analysis and administration. The specific content areas and practical educational experiences which the programs should provide are not clearly defined by the graduates, even though suggestions relative to those areas are made.

Graduates' Evaluation of the Benefits of Study In Specified Subject Areas

The graduates were asked to evaluate how beneficial they thought certain subject areas would be if included in a plan of study for students entering a doctoral program. The graduates were asked to base their opinions on their professional and academic experiences.

Several graduates wrote remarks on the questionnaire, and those remarks are included in the first part of this discussion. Table XXIV presents the list of subject areas and the percentage and numbers of graduates responding. It should be noted that the total number of graduates responding to each subject area vary from 42 to 48 graduates. Three graduates chose not to respond to this section of the questionnaire.

TABLE XXIV

GRADUATES' ASSESSMENT OF THE BENEFIT TO FUTURE DOCTORAL STUDENTS OF STUDY IN SELECTED SUBJECT AREAS

Subject Matter Areas	Very Beneficial		Of Some Benefit		Not Very Beneficial		No Benefit		Total
	Number	Percent of Total	Number	Percent of Total	Number	Percent of Total	Number	Percent of Total	
Accounting	3	6.7	20	44.4	12	26.7	10	22.2	45
Business Law	15	32.6	14	30.4	10	21.8	7	15.2	46
Consumption Theory	33	73.3	9	20.0	1	2.2	2	4.5	45
Consumer Economics	36	78.2	9	19.6	1	2.2	0	0.0	46
Consumer Education	24	53.3	13	28.9	5	11.1	3	6.7	45
Consumer Law	30	65.2	8	17.4	3	6.5	5	10.9	46
Economics (Macro)	27	58.7	13	28.2	1	2.2	5	10.9	46
Economics (Micro)	29	65.9	11	25.0	0	0.0	4	9.1	44
Education Methodology	14	32.6	16	37.2	8	18.6	5	11.6	43
Environmental Studies	10	23.8	23	54.8	5	11.9	4	9.5	42
Family Economics	35	77.8	8	17.8	1	2.2	1	2.2	45
Family Finance	25	54.3	17	37.0	0	0.0	4	8.7	46
Finance (Business)	7	15.9	19	43.2	11	25.0	7	15.9	44
Financial Counseling	19	42.2	21	46.7	2	4.4	3	6.7	45
Judicial and Legislative Processes	10	21.8	22	47.8	8	17.4	6	13.0	46
Management (Business)	7	15.2	23	50.0	10	21.8	6	13.0	46
Management (Home Economics)	22	48.9	10	22.2	7	15.6	6	13.3	45
Marketing	11	23.9	30	65.2	3	6.5	2	4.4	46
Psychology	23	51.2	15	33.3	6	13.3	1	2.2	45
Public Policy	18	40.9	16	36.4	6	13.6	4	9.1	44
Research Methods	37	77.1	10	20.8	0	0.0	1	2.1	48
Sociology	21	45.7	19	41.2	5	10.9	1	2.2	46
Statistics	36	76.6	8	17.0	1	2.1	2	4.3	47

Comments and Evaluations of the Graduates

One graduate suggested that students' previous educational background and interests be taken into account when designing plans of study. Another graduate indicated that she had rated the subject areas in terms of what she thought would help her now. Still, another graduate wrote that it was very difficult for her to answer in all areas because appropriations of the design of a student's plan would depend on the focus of that student's studies. In another instance, a graduate commented that he thought the program design was dependent upon the candidate's undergraduate and master's programs and that his responses were based on his own academic programs and prerequisites.

As was indicative in the earlier discussion, the graduates have correctly identified the disadvantages in using the type of grid which was designed to collect information on subject matter areas. However, the design of the grid provided a means by which the graduates could respond quickly and easily, thereby increasing the probability that they would complete the questionnaire.

Subject Areas Considered Very Beneficial. Approximately 77 percent of the graduates indicated that course work in the areas of consumer economics, family economics, research methods, and statistics would be very beneficial. Thirty-three graduates, or slightly more than 73 percent of 45 graduates, believed that course work in consumption theory would be very valuable. Consumer law was considered to be a very beneficial subject area by 30 graduates, or 65.2 percent of 46 graduates. Twenty-nine (65.9 percent) of 44 graduates were of the opinion that microeconomics would be very beneficial, while 27 (58.7 percent) of 46

graduates believed the study of macroeconomics would be a very valuable area of study for a future doctoral candidate.

Of the graduates responding to the areas of psychology (23 graduates), family finance (25 graduates), and consumer education (24 graduates), approximately 50 percent were of the opinion that study in these areas would be very beneficial to a doctoral student's consumer studies program. Twenty-two (48.9 percent) of 45 graduates indicated that home management would be very beneficial to a doctoral student who is majoring in an area of consumer studies. Financial counseling and public policy courses were considered to be very beneficial by slightly more than 40 percent of the graduates responding to those areas (45 graduates, 44 graduates, respectively).

Approximately 15 to 35 percent of the graduates responding to all of the remaining areas except accounting indicated that these areas would be very beneficial. Only three graduates believed that course work in accounting would be very beneficial to a student pursuing a doctorate in a consumer studies field.

Subject Areas Considered of Some Benefit. In analyzing the responses of the graduates who rated the subject areas to be of some benefit, 30 (65 percent) of 46 graduates considered marketing to be of some benefit. Twenty-three (54.8 percent) of 42 graduates rated environmental studies to be of some benefit, while 23 (50 percent) of 46 graduates rated business management in the same manner.

From 40 to 50 percent of the graduates indicated that study in the areas of judicial and legislative processes (22 graduates), financial counseling (21 graduates), accounting (20 graduates), business finance (19 graduates), and sociology (19 graduates) would be of some benefit

as an addition to a doctoral student's plan of study. Seventeen or fewer graduates believed the remaining areas in Table XXIII to be of some benefit; however, most of these subject areas are rated by an equal or larger number of graduates as very beneficial.

Subject Areas Considered Not Very Beneficial or of No Benefit. The only area considered not to be very beneficial or of no benefit by a sizable portion of the sample is accounting. Twenty-two graduates, or 48.9 percent of 45 graduates, rated accounting in this manner. Between 30 and 45 percent of the graduates rating accounting, business law, educational methodology, business finance, and business management disclosed that these subject areas would be of little or no benefit as an addition to a doctoral student's plan of study. No graduates indicated that research methods would not be very beneficial, and just one graduate believed that the study of research methods would be of no benefit. A similar situation exists for statistics. One graduate indicated that the study of statistics would not be very beneficial, while two other graduates believed that the study of statistics would be of no benefit. None of the graduates indicated that consumer economics would be of any benefit to a doctoral candidate's plan of study.

Additional Subject Areas Suggested by Graduates. The graduates were encouraged to indicate other subject areas which they thought would benefit a doctoral student. Fifteen of the 51 graduates listed suggested areas of study. Courses which they considered to be very beneficial included system analysis, human relations, communications, history of political and social movements, individual and family relations, computer science, technical writing, and nutrition. One

graduate wrote that she believed it is important to study subjects giving help in such areas as how to manage people, how to survive in meetings, and how to be assertive. She also indicated that internship programs are important in preparing doctoral candidates for their professional vocations. Other courses considered to be of some benefit included consumer behavior, individual and family relations, philosophy, housing, and other economics courses.

Subjects Considered to be Positive Contributions to Doctoral Programs. When the graduates' ratings in the very-beneficial and of-some-benefit categories are combined, the data reveal that seven subject areas are considered by 90 to 98 percent of the graduates as providing positive contributions to doctoral students' plans of study. These seven areas are consumption theory, consumer economics, micro-economics, family economics, family finance, research methods and statistics. Approximately 85 to 89 percent of the graduates believed that study in the areas of macroeconomics, financial counseling, marketing, psychology and sociology would be either very beneficial or of some benefit to a future doctoral candidate. Consumer education and consumer law are considered to be beneficial areas of study by approximately 82 percent of the graduates.

CHAPTER VII

ANALYSIS OF GRADUATES' PAST AND PRESENT EMPLOYMENT POSITIONS

Introduction

Since the consumer studies field is relatively new, the gathering of information on employment positions and on responsibilities of graduates should prove to be valuable information for several groups. Administrators of the programs can use this information in advising students on the types of positions available. In addition, doctoral candidates and persons wishing to seek a degree in a consumer studies specialty will have information available on where and how these specialties are presently being used.

This chapter is devoted to reporting data on the employment positions of the graduates, including positions held prior to and immediately after receiving their degrees and their present positions. Information is also provided on how many of the graduates changed jobs when they completed their degrees, as well as the number of times the graduates have changed jobs since earning their doctorates. Also included in this section on employment of the graduates are their opinions on their professional satisfaction relative to their present employment.

The last part of this chapter consists of a report of the graduates' opinions concerning their satisfaction with and justification for earning a doctorate in terms of the money and time invested and the potential

returns of that investment. Finally, the graduates' opinions of their satisfaction with their current economic status and the future of their present positions is presented. Comments of the graduates on these last three opinion questions are included in the texts.

Graduates' Employment Positions

An employment grid was included in the survey instrument to enable the graduates to indicate the type of institution in which they were employed and their major responsibilities with that institution. The grid was also constructed so that the graduates could provide information on their present employment positions and on the positions they held prior to and immediately after receiving their degrees.

The four institutional categories on the grid were college or university, public school system, business or industry, and government or public service. Within each of these major institutional categories, a list of possible responsibilities were given so that the graduates could identify their employment duties. For example, if the graduates are employed with colleges or universities, they can specify responsibilities in teaching, research, extension, consulting, administration, or a combination of those five. Space was provided on the questionnaire so that the graduates could also list other responsibilities. A summary of their responses is given in Table XXV.

In some cases, the graduates reported employment in more than one major institutional category. When the graduates reported employment in two major categories, they were given a designation of .5 under the appropriate category in the table.

Two graduates indicated that they were actively involved in either

TABLE XXV

EMPLOYMENT POSITIONS AND RESPONSIBILITIES OF GRADUATES BEFORE AND AFTER THEY RECEIVED THEIR DEGREES AND IN THEIR PRESENT JOBS

Type of Institution and Responsibilities of the Position	Job Before Receiving the Doctorate (N=47)		Job After Receiving the Doctorate (N=49)		Present Job (N=49)	
	Number	Percent in Each Category	Number	Percent in Each Category	Number	Percent in Each Category
College or University						
Teaching	17	51.5	24.5*	54.5	17	40.5
Research	1	3.0	0	0.0	0	0.0
Administration	5	15.2	0	0.0	1	2.4
Extension	0	0.0	1	2.2	2	4.7
Research/Extension	0	0.0	1	2.2	0	0.0
Teaching/Research	2	6.1	7	15.7	8	19.0
Teaching/Administration	2	6.1	6	13.3	5	11.9
Teaching/Consulting	2	6.1	1	2.2	0.5*	1.2
Teaching/Research/Administration	0	0.0	1	2.2	1	2.4
Teaching/Research/Consulting	0	0.0	2	4.4	2	4.7
Teaching/Research/Extension	0	0.0	1	2.2	1	2.4
Teaching/Research/ Administration/Consulting	0	0.0	0	0.0	1	2.4

TABLE XXV (continued)

Type of Institution and Responsibilities of the Position	Job Before Receiving the Doctorate (N=47) Number	Job Before Receiving the Doctorate (N=47) Percent in Each Category	Job After Receiving the Doctorate (N=49) Number	Job After Receiving the Doctorate (N=49) Percent in Each Category	Present Job (N=49) Number	Present Job (N=49) Percent in Each Category
College or University (continued)						
Teaching/Research/Extension/ Administration	0	0.0	0	0.0	1	2.4
Teaching/Research/Extension/ Consulting	1	3.0	0	0.0	1	2.4
Teaching/Administration/ Extension/Consulting	1	3.0	0.5*	1.1	0.5*	1.2
Teaching/Research/ Administration/Extension/ Consulting	1	3.0	0	0.0	1	2.4
Other (Not Specified)	1	3.0	0	0.0	0	0.0
Totals	33	100.0	45	100.0	42	100.0
Percent of Total in Sample		70.2		91.8		85.8

TABLE XXV (continued)

Type of Institution and Responsibilities of the Position	Job Before Receiving the Doctorate (N=47) Number	Percent in Each Category	Job After Receiving The Doctorate (N=49) Number	Percent in Each Category	Present Job (N=49) Number	Percent in Each Category
Public School System						
Teaching	6	70.6	0.5*	100.0	1	100.0
Teaching/Administration	2	23.5	0	0.0	0	0.0
Substitute Teaching	0.5*	5.9	0	0.0	0	0.0
Totals	8.5	100.0	0.5*	100.0	1	100.0
Percent of Total in Sample		18.1		1.0		2.0
Business or Industry						
Management	0	0.0	0	0.0	1	33.3
Secretary	1	40.0	0	0.0	0	0.0
Stockbroker	0	0.0	0	0.0	1	33.3
Systems Analyst	1	40.0	0	0.0	0	0.0
Consultant	0.5	20.0	0.5*	100.0	0.5*	16.7
Research/Consultant/ Consumer Spokesperson	0	0.0	0	0.0	0.5*	16.7
Totals	2.5*	100.0	0.5*	100.0	3	100.0
Percent of Total in Sample		5.3		1.0		6.1

TABLE XXV (continued)

Type of Institution and Responsibilities of the Position	Job Before Receiving the Doctorate (N=47) Number	Job Before Receiving the Doctorate (N=47) Percent in Each Category	Job After Receiving the Doctorate (N=49) Number	Job After Receiving the Doctorate (N=49) Percent in Each Category	Present Job (N=49) Number	Present Job (N=49) Percent in Each Category
Government or Public Service						
Research	1	33.3	1	33.3	1	33.3
Research/Administration	2	66.7	2	66.7	1.5*	50.0
Consulting	0	0.0	0	0.0	.5*	16.7
Totals	3	100.0	3	100.0	3	100.0
Percent of Total in Sample	6.4		6.2		6.1	

*Graduate was employed in two of the following: College or University, Public School System, Business or Industry, Government or Public Service.

three or four major institutional categories. Both graduates are employed with universities but are actively involved in other institutions. They were counted among the employment figures in the university category and details of their other employment activities are discussed within the text.

Employment Status

An analysis of the data in Table XXV reveals that a majority of the graduates reported employment in either universities or colleges during all time periods. Thirty-three, or 70.2 percent of the graduates, were employed in higher education prior to receiving their degrees, while 45 graduates, or 91.8 percent of the sample, reported employment in universities and colleges immediately after receiving their degrees.

At the time the survey was conducted, 42 graduates reported their present place of employment as either a university or college. Of those graduates not employed with a university or college, one graduate reported employment with a public school system, two graduates with business or industry, and two graduates with government or public service agencies. Two graduates of the 51 in the sample were female Ph.D.'s who indicated they have not been employed in a professional capacity since completing the degree. Both indicated they are presently filling the professional role of mother and/or homemaker.

Employment Positions With Universities or Colleges. An analysis of the graduates' present positions of employment reveals that a majority of the graduates in the sample are employed with universities or colleges. In addition to their job-related duties with the universities, three graduates reported serving as consultants for business or industry;

researcher, consultant and consumer spokesperson for business and industry; and researcher and administrator with government.

Two graduates reported that their present employment included involvement with more than two of the institutional categories, although both graduates are teaching for a college or university. One of these two graduates reported additional responsibilities in an educational capacity with both a public school system and a government agency. The other graduate reported fulfilling educational functions with public schools, government and business institutions in addition to university teaching responsibilities.

An analysis of the responsibilities of those graduates presently employed with universities or colleges reveals that a substantial number (17 graduates, or 40.5 percent of 42 graduates) are employed in a teaching capacity. This compares with 17 graduates, or 51.5 percent of the 33 graduates, who were employed as teachers in higher education before they had earned their doctorates and 24.5 graduates, or 54.5 percent of 45 graduates, who reported teaching in universities or colleges immediately after earning their degrees.

For those graduates reporting current employment with a university or college, a very small number (3, or 7.1 percent of 42 graduates) have responsibilities only in the areas of administration or extension and no graduates reported working strictly in a research capacity. However, before receiving their degrees, one graduate was employed as a researcher and five graduates were administrators. None of the graduates reported having jobs immediately following graduation which involved only research or administrative responsibilities, although one graduate did pursue a career in extension.

Twenty-one of the 42 graduates employed with universities or colleges reported that their present jobs consisted of two or more of the following responsibilities: teaching, research, administration, extension, and consulting. Before their degrees were completed, only 10 graduates had multiple employment responsibilities. Approximately the same number of graduates (19) reported performing multiple job responsibilities immediately after receiving their degrees, as did the number of graduates (21) who reported multiple employment responsibilities in their present university or college positions. However, the combinations of responsibilities are distributed quite differently for the two time periods, and the graduates have consistently taken on a greater number of responsibilities in their present positions than they did in the jobs they held immediately after receiving their degrees.

Employment Positions With the Public School System. Before completing their degrees, 8.5 graduates, or approximately 18 percent of 47 graduates, reported employment with public schools. Six graduates were employed in a teaching capacity with the public schools. One graduate worked as a part-time substitute teacher and spent the remaining time as a home economics consultant for business and industry.

After receiving their degrees, all but one graduate left the public school system. That one graduate worked part-time with the public school system and part-time as a supervisor of student teachers for a university located in the same vicinity. At the time of the survey, she reported being employed full-time with the public school system.

Employment Positions With Business or Industry. Only a small percentage of the graduates were employed with business or industry for all

three time periods. As indicated by the data presented in Table XXV. only two graduates worked full time with business and industry before they completed their degrees. One graduate was employed as a secretary; the other, a systems analyst.

Only one graduate with an Ed.D. reported being involved in a professional capacity with business or industry immediately after receiving the degree. He was employed in a teaching capacity with a university and combined that responsibility with private consulting for business firms. This graduate has a strong background in business finance and economics and continues the same professional responsibilities in his present job.

Another male Ed.D. graduate reported combining his present university duties in research, administration, consulting, and teaching with those of research consulting and consumer spokesman for business and industry. Two graduates, who are presently working with business and industry full-time, reported careers as manager and stockbroker. The graduate employed in a management position earned a Ph.D. with specialties in family economics and management. The stockbroker earned a M.S. and Ph.D. with concentrations in family and consumption economics.

Employment Positions With Government or Public Service Agencies. A similar employment situation exists in terms of number of graduates employed with government or public service as existed for those employed with business or industry. Only three graduates reported full-time employment with government or public service agencies prior to and immediately after receiving their degrees. One of these three graduates was employed as a researcher; the other two combined research and administrative responsibilities in their government positions.

During the time the survey was conducted, only two graduates reported full-time employment with the government or public service. Their responsibilities consisted of either research or a combination of research and administration. One graduate was a male Ph.D. with a specialization in family and community decision making. He also holds a master's degree in housing, and a bachelor's degree in industrial management. The other graduate was a female Ph.D. who reported a bachelor's degree in household equipment and family housing, a master's degree in housing and design, and a doctorate with a major concentration in housing.

Two graduates worked with a government or public service agency while employed in a teaching capacity with a university or college. One of these graduates completed a doctorate with a concentration in consumer economics and public policy; the other graduate reported a specialization in housing. This latter graduate is in private practice as an architect, a university professor, and a government administrator and researcher. She resides in the Phillippines.

Summary. As demonstrated by the previous discussion, the employment positions of the graduates in this sample are definitely with universities or colleges. According to the data presented, the graduates moved out of the public school systems and into universities as they became more specialized. Very few of the graduates reported employment positions with government or public service agencies or with business or industry. Consequently, graduates tend to be concentrated heavily in university and college environments.

Although there is some involvement of the graduates in business and government, their participation is generally an extension of their

university positions. The question, then, is whether or not employment positions are available in business or government for graduates highly specialized in some aspect of the consumer studies field. More specifically, is their presence as profesionally employed persons in universities and colleges a result of choice, or lack of choice because employment positions are not readily available in other types of organizations?

Incidence of Graduates' Changing Jobs After Receiving Degrees

According to the data presented in Table XXVI, 23 graduates, or 46 percent of the sample, reported changing employment positions after they received their degrees, while 17 graduates remained with the same employer. A male Ed.D. graduate indicated that he was in the process of making a job change at the time of the survey.

Of those 17 graduates who remained in the same job, three graduates wrote that they were promoted as soon as they received their degrees. Another graduate stated that she could now teach some graduate courses which she could not teach without the doctorate. Still another graduate indicated that she was employed for a few months at the same job she held while working on the doctorate but then moved to advance her husband's career and is presently not employed. Although she had remained in the same job, one graduate reported that she was presently seeking other employment, preferably nonacademic.

Only four graduates reported that they had advanced to another position within the same institution after receiving the degree. These four graduates represent only eight percent of the 50 graduates

TABLE XXVI

GRADUATES' CHANGE IN EMPLOYMENT
AFTER COMPLETING THE DEGREE

Change in Position	Number	Percent of Total
Changed jobs	23	46.0
Remained in same position	17	34.0
Advanced to another position in the same institution	4	8.0
Other	6	12.0
Totals	50	100.0

responding to this section of the questionnaire.

Six graduates, or 12 percent of the sample, indicated that after completing the doctorate they had encountered different circumstances than those previously discussed. One graduate did not have a job prior to earning the Ph.D.; therefore, she sought employment for the first time. Another graduate became a full-time homemaker. In another instance, a graduate reported combining the supervision of university student teachers with her career in the public school system. The fourth graduate indicated she had assumed a position in the degree-granting institution.

Number of Employment Positions Held Since Completing the Degree

Twenty-three graduates, or approximately 47 percent of 49 graduates, revealed they had not changed jobs since completing their degrees. Fourteen graduates, or 28.6 percent of the 49 graduates responding, had changed positions once. Ten, or 20.4 percent of the graduates, changed jobs twice.

The largest number of job changes reported was three, and these changes were made by two graduates, representing only 4.1 percent of the 49 graduates. One of the two graduates continued to be employed by a university in a teaching and research capacity, while the other graduate made a change from university teaching to a management position in her husband's private business. Table XXVII presents a summary of the number of employment positions the graduates have held since completing their degrees.

TABLE XXVII

NUMBER OF POSITIONS HELD SINCE COMPLETION OF DEGREE

Number of Positions Held by the Graduates	Number	Percent of Total
No change in position	23	46.9
One change	14	28.6
Two changes	10	20.4
Three changes	2	4.1
Totals	49	100.0

Graduates' Satisfaction With Their Present Employment Positions

According to the data shown in Table XXVIII, 20 graduates or 41.7 percent of 48 graduates, indicated they are satisfied with their present employment positions and have no desire to change jobs at the present time. Seven, or 58.3 percent, of the 12 Ed.D. graduates, expressed no desire to change positions, while 13, or 36.1 percent, of the 36 Ph.D's do not wish to change jobs.

Three Ed.D. graduates and 14 Ph.D. recipients, representing 35.4 percent of the 48 graduates responding to this question, revealed they are satisfied with their present employment situations but would consider a change. Therefore, approximately 76 percent, or 37 graduates, reported they are either satisfied and have no desire to change jobs or are satisfied but would consider a change.

The remaining 11 graduates, or 23 percent of the 48 graduates, are either somewhat or thoroughly dissatisfied with their present employment situations. Two male Ed.D. recipients indicated they are somewhat dissatisfied with their jobs and prefer a change. Six female Ph.D. graduates expressed a preference for a change in jobs because they are somewhat dissatisfied with their present positions, while three other female Ph.D.'s indicated they are thoroughly dissatisfied with their present positions and strongly desire a job change.

Overall, a substantial majority (37 or 76 percent) of the Ed.D. and Ph.D. graduates are either very satisfied or somewhat satisfied with their present employment positions. Dissatisfaction was expressed by nine female Ph.D.'s and two male Ed.D.'s, representing 23 percent of the

TABLE XXVIII

GRADUATES' SATISFACTION WITH PRESENT EMPLOYMENT POSITIONS

Opinions of Graduates	Type of Degree: Ed.D. Number	Ed.D. Percent of Ed.D.	Ph.D. Number	Ph.D. Percent of Ph.D.	Total	Percent of Total
Satisfied, no desire to change positions at present time	7	58.3	13	36.1	20	41.7
Satisfied, but would consider a change	3	25.0	14	38.9	17	35.4
Somewhat dissatisfied, would prefer a change	2	16.7	6	16.7	8	16.7
Thoroughly dissatisfied, strongly desire a change	0	0.0	3	8.3	3	6.2
Totals	12	100.0	36	100.0	48	100.0

48 graduates giving their opinions on their professional satisfaction relative to their present employment.

Graduates' Opinions of Whether or Not the Doctorate Was Justified in Terms of Increased Earnings

The graduates were asked in the survey questionnaire to give a "yes" or "no" response to the question, "Do you feel that the amount of time and money expended in obtaining the doctorate was justified in the matter of increased income?" Additional space was provided for the graduates to make comments. A summary of the graduates' responses to the question are given in Table XXIX. Forty-eight of the 51 graduates chose to answer this question.

Twenty-five, or 52.1 percent of the 48 graduates, believed that earning the doctorate was worth the increased income received as a result of having the additional educational credentials. Twenty-three, or 47.9 percent of the 48 graduates, indicated that the rewards of having a doctorate are not necessarily monetary. The Ph.D. graduates are equally split in their opinion with 18 graduates responding in the affirmative and 18 graduates in the negative to the question concerning whether or not the doctorate could be justified in terms of increased income. Seven of the 12 Ed.D.'s in the sample are of the opinion that earning a doctorate has its monetary rewards. Of the 48 graduates responding in the negative, five are males and 18 are female.

When the individual comments made by the graduates are analyzed, it is found that the reason for a negative or affirmative answer is not, in many cases, related to justifying the doctorate in terms of increasing

TABLE XXIX

GRADUATES' OPINIONS OF WHETHER OR NOT THE DOCTORATE WAS JUSTIFIED IN TERMS OF INCREASED EARNINGS

Opinion of Graduates	Type of Degree: Ed.D. Number	Ed.D. Percent of Ed.D.'s	Ph.D. Number	Ph.D. Percent of Ph.D.'s	Total	Percent of Total
Yes	7	58.3	18	50.0	25	52.1
No	5	41.7	18	50.0	23	47.9
Totals	12	100.0	36	100.0	48	100.0

their incomes. For some graduates there are other benefits to be derived from having the advanced degree. The comments of the graduates who responded with a "yes" answer to the question follow:

> Some change in salary would have resulted from experience and inflation, but not all!
>
> Yes, and also in opportunities for more interesting work.
>
> Yes, the doctorate has been the key that has opened many doors and opportunities.
>
> I'm glad I completed the doctorate although I am not sure it was financially worth it. However, in other ways, yes, it was!!
>
> Out-of-state fees are a real income drain especially if financing your own way, which I did.
>
> With the goal of going into college teaching, I really had no choice but to complete the doctorate.
>
> I had been offered teaching positions at state universities after having earned the doctorate. The salaries offered were $2,000 to $3,000 below my suburban secondary school salary. I could not have sacrificed a decrease in income for professional satisfaction. Having weighed the advantages and disadvantages of a university position, I decided to stay at the secondary school level. Family and economic responsibilities dictated this as a (nice) choice.
>
> I say yes because I have been able to get a good paying position. However, I know people who still make more than I do in high school teaching without a Ph.D. So I guess it depends on where you start. Twelve thousand was so low for a department chairman; there was no place to go but up!
>
> When I enrolled for the doctoral program, I was not thinking in terms of money. But in the long run, I am enjoying its benefits. With the introduction of new pay scales, the qualifications of college teachers also have been upgraded. The newly appointed teachers have to get the doctorate within completion of five years service, and for future appointment the minimum qualifications would be raised to the applicant having the doctorate.
>
> I did not get a Ph.D. for the raise in salary. I wanted the knowledge as a primary motivation. I received a total of $6,000 in fellowship monies which covered all costs of full-time study for two years.

Several of the graduates who responded with a negative response also made comments. In their remarks, the graduates mentioned the reality of today's financial situation, commented on their disappointment with the monetary returns of the degree, or said that they did not earn the degree for monetary rewards but rather for personal or professional reasons. Comments of the graduates are presented in the next paragraphs.

> When will I ever recover the lost income from the two years I was enrolled at the university working on the doctorate? I've taught three years since those two years and I'm very discouraged with the increments received since completing the Ph.D.
>
> It is hard to recover years lost in terms of years toward retirement and money, especially when one considers the inflation rate and the income tax situation.
>
> I was making much more money as a high school teacher and administrator.
>
> Today I would be making more money had I stayed with my first job. I had a Bachlor of Science. That is, considering the raises and cost of living increases I would have received. Also, I would now have been promoted to a much higher position. Definitely not!!
>
> Some persons with less education earn more. The satisfaction is of a personal fulfillment type.
>
> My income level is currently determined more by the school which is a small, private, liberal arts college rather than by my professional credentials.
>
> Salary situation is all out of reach here (stockbroker).
>
> I moved from a state where there were good annual salary increases to a state where the salary increases are too small to keep pace with the cost of living increases.
>
> So far--no, but have definite possibilities for the future.
>
> Has been absolutely no influence on income but was required for continued employment and promotion. The degree program spanned seven years. Most of my professional employment has been in university teaching.
>
> No. I am a full-time homemaker at present.
>
> Absolutely not! Money isn't everything.

This last remark sparked a particular interest in this researcher, especially since one graduate chose not to respond to the question, but made the following comment;

> I did not approach study for the doctorate from this perspective. It is unimportant to me; therefore, I have not calculated whether the increased income covers the opportunity cost and the real cost of the program.

Two other graduates who gave a "yes" response to the question had also commented on the fact that increasing their earning capacity was not an incentive to pursue the advanced degree. The researcher analyzed their questionnaires and found that in all four cases the graduates are female, between the ages of 35 and 45 years of age, and have no children. Only one of the four graduates is married.

To briefly summarize the previous discussion, slightly more than 52 percent of the 48 graduates believed that the amount of money and time spent in obtaining their doctorates was justified in terms of increased monetary rewards. Approximately 48 percent of the graduates indicated that the doctorate could not be justified from a monetary standpoint.

Graduates' Assessment of Their Professional Satisfaction Relative to the Time and Money Spent in Earning the Doctorate

The graduates were asked to indicate whether or not they think that the amount of time and money expended in obtaining the doctorate is justified from a professional satisfaction viewpoint. A summary of their responses is presented in Table XXX. Forty-nine graduates of the 51 in the sample answered this question.

Thirty-eight graduates, or 78 percent, indicated that they are very satisfied from a professional standpoint with the time and money

TABLE XXX

GRADUATES' ASSESSMENT OF THEIR PROFESSIONAL SATISFACTION
IN RELATION TO THE TIME AND MONEY SPENT
IN OBTAINING THE DOCTORATE

	Type of Degree					
	Ed.D.		Ph.D.			
Opinion of Graduates	Number	Percent of Ed.D.'s	Number	Percent of Ph.D.'s	Total	Percent of Total
Yes, Very Satisfied	10	83.30	28	75.7	38	77.6
Yes, Somewhat Satisfied	1	8.35	5	13.7	6	12.2
No, Somewhat Dissatisfied	0	0.00	4	10.8	4	8.2
No, Thoroughly Dissatisfied	1	8.35	0	0.0	1	2.0
Totals	12	100.00	37	100.0	49	100.0

spent in earning their doctorates. An additional six graduates, or 12.2 percent of the 48 graduates, reported that they are only somewhat satisfied. Therefore, approximately 90 percent of the 48 graduates are either very satisfied or somewhat satisfied with their professional satisfaction relative to the time and money spent in earning the advanced degree.

Only five graduates, all female, reported that they are somewhat or thoroughly dissatisfied with the time and money they invested in earning their doctorates in terms of their professional satisfaction. One graduate earned an Ed.D., the other four graduates are Ph.D. recipients.

Graduates' Assessment of Their Satisfaction With the Economic Status and Future of Their Present Positions

The graduates were asked to indicate their level of satisfaction with the economic status and potential for future advancement of their present positions. A summary of 49 graduates' responses is presented in Table XXXI. The comments of the graduates, along with salary figures, are included in the text.

Seventeen graduates, or 35 percent, indicated that they are very satisfied with the economic status and future of their present employment. Three Ed.D. graduates and 14 Ph.D. graduates rated their present jobs in this manner. The comments of the graduates who chose to share their thoughts are presented in the next few paragraphs.

> Yes, the money is enough for my life style and consistent with salaries of comparable positions. ($15,000-$17,499)

TABLE XXXI

GRADUATES' ASSESSMENT OF THEIR SATISFACTION WITH THE ECONOMIC STATUS AND FUTURE OF THEIR PRESENT JOBS

	Type of Degree					
	Ed.D.		Ph.D.			
Opinions of Graduates	Number	Percent of Ed.D.'s	Number	Percent of Ph.D.'s	Total	Percent of Total
Very Satisfied	3	25.0	14	37.8	17	34.7
Somewhat Satisfied	4	33.3	15	40.6	19	38.8
Somewhat Dissatisfied	5	41.7	4	10.8	9	18.4
Very Dissatisfied	0	0.0	4	10.8	4	8.1
Totals	12	100.0	37	100.0	49	100.0

I am not preoccupied with my level of income. ($22,500-$24,999)

I taught the whole time I worked on the Ph.D., except for one year of study leave. Therefore, I really do not feel that I fit in the above. ($22,500-$24,999)

I could get a lot more salary and a lot more responsibility if I really wanted it, but I would still prefer to have a good life and be a housewife. So, I'm not going to really kill myself as a professional. ($30,000 and over)

Had I taken a university position, I might have been at the bottom of the seniority ladder. Austerity programs were being instituted at universities even at the time I was enrolled as a doctoral candidate. I have been teaching in a secondary school system with a large tax base. I never had to beg for materials and equipment at the secondary school. Whereas, staff members at the university were so handicapped. ($22,500-$24,999)

I have the freedom to conduct research, do consulting and write. This results in personal and professional growth. I am paid well for my services. I believe in entrepreneurship. ($30,000 and over)

I am in a position in which my earning capabilities are well beyond that possible in academic life. (Stockbroker--$12,500-$14,999)

These salaries are good for a small, religious college. ($10,000-$12,499) At the time I was a chairperson and full professor. My present salary is in line for a state land-grant university for an associate professor with 20 years college teaching experience. ($20,000-$22,499)

I chose a church-related institution as my employer. As a single person, my salary is adequate. ($12,500-$14,999)

Four Ed.D. graduates and 15 Ph.D. recipients viewed their present employment situation in terms of their income status and the future of their positions from a somewhat satisfactory standpoint. Their opinions are representative of 19 graduates, or 38.8 percent, of the 48 graduates. Five of those 19 graduates made the following comments:

My position is hard to classify as I am listed as a corporate executive in my husband's company. My main function is to take care of him and keep peace in the organization. ($15,000-$17,499)

> Things are tight all over money-wise but the job is secure. ($15,000-$17,499)
>
> I consider it lower than males with equal experience and degrees. ($17,500-$19,999)
>
> The pay scale is very low compared to any other profession in my country. But recently the University Grants Commission has upgraded the pay scale, and the university is in the process of implementing it. We will be better off. (Overseas university; $10,000-$12,499)
>
> The Korean economic status differs from the U.S. economic status. Therefore, the above indication may not be useful. (no salary figures)

Five Ed.D. and four Ph.D. graduates, representing 18.4 percent of the sample, indicated that they are somewhat dissatisfied with their salaries and the potential for future advancement of their present positions. Their comments follow:

> Given the amount of time I spent to get the degree, I should be earning more. Teachers' salaries have not kept up with the cost of living. ($15,000-$17,499)
>
> Income level is determined by the type of school (small, private, liberal arts college) rather than by my professional credentials. ($12,500-$14,999)
>
> Money is not my number one priority. ($15,000-$17,499)
>
> Limited or no opportunity for advancement. ($20,000-$22,499)

Only four Ph.D. graduates, representing slightly more than 8 percent of the sample, stated that they are extremely dissatisfied with both the present salaries and the potential for future advancement of their present positions. All four graduates are female, and incomes ranged between $10,000 and $17,499. Only one graduate chose to make a comment and she wrote, "Do administrators who make $25,000 to $30,000 plus care?"

In summary, approximately 74 percent of the graduates, or 36 Ed.D. and Ph.D. recipients, reported they are either satisfied or somewhat satisfied with the economic status and future of their present positions.

Seven of the Ed.D. graduates, or 58.3 of the 12 Ed.D. recipients in the sample, assessed their present employment situations in this manner compared to 29 Ph.D. graduates, representing 78.4 percent of the 37 Ph.D.'s.

Five Ed.D. graduates and eight Ph.D.'s, representing 26.5 percent of the 49 graduates, are either somewhat dissatisfied or very dissatisfied with their present salaries and futures of current positions.

The graduates who chose relatively low-paying positions tend to be more satisfied than those graduates who found themselves locked into a position which paid a low salary or offered no opportunities for advancement. Other factors such as lack of mobility, spouses' careers, type of employing institution, and graduates' personal goals and values are also determining factors in the graduates' assessment of their satisfaction with their present positions of employment.

CHAPTER VIII

SUMMARY AND CONCLUSIONS

The Purpose

The primary purpose of this study was to survey graduates of doctoral consumer studies programs for the years 1965 to 1975, inclusive. The four major objectives of this study were as follows: (1) Assimilation of information concerning the personal characteristics and educational backgrounds of graduates of doctoral consumer studies programs. (2) Identification of the professional careers the graduates have chosen. (3) Establishment of an empirical basis for future program modification which would be based on the needs identified by the graduates now involved as professionals. (4) Identification of the trends and developments of consumer studies as it has developed as a field of study in higher education.

Nature of the Problem

Consumer studies as a discipline of study in higher education is new compared to other disciplines of study and has not yet reached maturity. Consequently, the discipline lacks some of the critical unifying attributes that some of the other professions and historical scholarly fields possess. However, educators, governmental personnel and officials, business women and men, and professionals from testing agencies realize that consumer studies represents the study of a broad

set of problems, both abstract and practical.

Because consumer studies is now recognized as an academic field of study, this would, therefore, seem an appropriate time to evaluate the training and professional careers of the specialists in the field who are, in many cases, assuming leadership roles. Little evidence exists that this type of evaluation has taken place.

The study focuses on determining how effectively the graduate programs have prepared the graduates for their professional careers, the types of careers in which graduates are involved, and the extent to which the graduates are satisfied with the quality of training they received during their graduate study. The study also looks into the areas of study which the graduates believe will be of benefit to future doctoral candidates.

Justification for the Study

The process of evaluation is an important part of the management of graduate programs. One method of achieving this goal of evaluation is to collect data on the graduates of these programs.

Collecting data on the graduates' professional careers and attitudes toward their professional education is a useful method of determining the effectiveness of the graduate programs. This feedback from graduates is useful in helping administrators identify program stengths and weaknesses. Administrators can then use the data base to justify changes in curriculum and in program direction. Furthermore, the information will aid administrators and members of faculties in their advising of students concerning selection of courses. The information will also be valuable in advising students concerning future job opportunities.

Another justification for this study is to provide information for future doctoral candidates in order to help them plan their own programs of study and to give them a realistic view of existing employment opportunities. The information provided in this study should be helpful not only to future doctoral candidates, but also to others outside the academic communities who are interested in establishing guidelines for programs and research.

The rapid growth of the number of persons with advanced degrees in the marketplace has concerned many administrators. In many disciplines, the supply of doctoral graduates has increased beyond the related-employment opportunities (Grant, 1971; Wolfe and Kidd, 1971). However, this situation does not apply to the consumer studies field. Research indicates that an undersupply of doctoral graduates exists in all areas of home economics, where consumer studies generally is located (Evans, 1972; Burton, 1975).

The number of positions within the schools and departments of home economics is continuing to increase. Consequently, administrators are, of necessity, hiring persons with doctorates from related disciplines to fill existing vacancies (Evans, 1972). Although there is not yet an oversupply of doctorates in the consumer studies field, there still needs to be an evaluation of the effectiveness of program preparation and an identification of the different types of employment careers available for graduates of the programs.

Methods and Procedures

The sample in this study consisted of 71 graduates who received doctoral degrees from consumer studies programs in ten universities

scattered throughout the United States. The sample was restricted to those graduates who received their degrees between May, 1965, and December, 1975.

The doctoral programs selected for this study were those identified by John Burton in his 1975 revised study Educational and Career Opportunities in the Consumer Field. Each of the administrators of the programs were contacted by letter and asked to send the names and current addresses of graduates who had earned doctorates during the specified time period.

A questionnaire was designed to collect data on the individuals such as their personal characteristics, educational backgrounds, and jobs. In addition, opinions and attitudes of the graduates were colected on a variety of subjects.

The instrument was reviewed by several members of the Oklahoma State University faculty and a panel of three professionals considered to be experts in the consumer field. In addition to the panel review, a pretest was conducted to check the readability and clarity of the questionnaire. The questionnaire was sent to six graduates of consumer studies programs who had completed their degrees after December, 1975. As a result of the pretest and the panel review, some revisions were made.

For the actual survey, the questionnaire and a cover letter were sent to each of the graduates. Two follow-up procedures, a post card and telephone call, were administered to remind the graduates to return the questionnaire. Of the 71 graduates contacted, 51 graduates completed and returned the instrument, a 71.8 percent response rate.

The survey is a descriptive survey; and, in some cases, comparisons

are presented between graduates earning the Ed.D. and Ph.D. Opinions and comments of the graduates are included within the text of the study. The data and findings, which are expressed descriptively in sums and percentages, are utilized to formulate a descriptive picture of the graduates who have earned a doctorate in the consumer studies field.

Another questionnaire was mailed to the administrators of the ten programs in order to gather information on various aspects of their programs. Since one of the purposes of this study was to trace the trends and developments of consumer studies in higher education, the information collected was useful in establishing the current status of the consumer studies programs. Administrators were also asked to give their opinions of the demand for their graduates and the future of consumer studies programs. Nine of the ten administrators completed and returned the questionnaire.

Related Literature

The approach taken in this study for the review of literature was a presentation of the historical development of the consumer studies discipline. The study of consumers and their consumption patterns did not begin in earnest until the late nineteenth and early twentieth centuries. During those early times, the industrial revolution was in full swing. Families rapidly found their roles becoming one of consumption rather than the traditional one of production. There became a need, therefore, to educate family members, primarily women, concerning their new consumption role.

As presented in the review of literature, home economics is the one discipline which has actively supported the development of consumer

studies, although much of the theory for the field has come from economics. Consequently, economics is considered one of the strongest supporting disciplines for the consumer studies field. Throughout the twentieth century, other disciplines such as education, business education, and the social sciences have also made valuable contributions to the development of consumer studies.

Today, consumers find themselves represented in Washington, D.C., through a number of public agencies such as the Office of Consumer Affairs. In addition, in the last 15 years a number of pieces of legislation have been passed which are intended to protect consumers' interests and safety and provide consumers an avenue for redress.

Thus far, little information has been available on either the consumer studies programs in higher education or the graduates of those programs, although one recent study did identify the location and different levels of degree programs offered by a number of academic institutions. Articles have been written on the types of careers a graduate with a consumer studies background can pursue, but little information is available on the actual job situations and successes of the graduates of these programs.

Results of the Administrators' Survey

The administrators' survey provided information on the origin, present status, and future growth of doctoral programs in consumer studies. Since little historical information is available on the programs, the survey helps fill some of the gaps which exist in the review of literature.

The survey results indicated that one program originated as early

as 1950, and the newest one was not started until 1975. In two cases, the existing programs replaced programs of Family Economics or Family Economics and Management.

With one exception, all universities awarded the Ph.D. One university offered study for both the Ed.D. and the Ph.D. and one university awarded only an Ed.D.

With the exception of one program, all administrators considered their program interdisciplinary. Interdisciplinary means that students take course work in other disciplines and/or have professors with degrees from other disciplines teaching and directing their research.

All administrators indicated working cooperatively with economics. Only two administrators did not report cooperative efforts with home economics. Business, education, political science, sociology, and statistics are the other disciplines with which the consumer studies administrators indicated cooperative efforts.

The results of the survey revealed that all of the programs provide educational experiences in research and teaching, and only two programs indicated experience was available in educational administration. Also, either informal or formal internship opportunities were generally available to the students.

Each program offers its own unique combination of selected concentrations, although the most frequently emphasized areas in the doctoral programs were economics and research. Other concentrations mentioned by the administrators included business, consumption economics, communications, education, family economics, household management, public policy and statistics.

As indicated by the administrators, the demand for the graduates of

their programs is primarily in the area of teaching and research positions with academic institutions. Eight of the nine administrators indicated the existence of positions in government, while only two administrators reported opportunities for employment with business.

At least half of the administrators were not sure what the demand for their graduates would be in the next ten years. Much of their hesitation was due to the historical cyclical movements characterizing the consumer movement and ultimately affecting the public's interest in the consumer studies field.

The administrators' major concerns regarding the future of doctoral programs in consumer studies included the availability of funding, continued gains in academic status of the programs, and maintaining the quality of the existing programs. They believed that the future growth of the doctoral programs would be slowed due to an increase in competition from law, sociology, and economic disciplines.

According to the administrators' responses, their major source of information concerning the effectiveness of their programs is from previous graduates. Five administrators did report other methods used, including the use of independent accreditation teams, formal university reviews, graduate field committee surveys and reports, and feedback from employers of the graduates. In one case, an administrator reported that she had conducted a needs assessment study in order to gather information to design a program which would meet the needs of the private sector.

The findings of the administrators' survey indicate that students have a variety of alternatives available in selecting a program to meet their individual needs. From the reports given by the administrators,

it appears that each program offers its own unique plan of study. Some programs are highly structured and based within the confines of one or two traditional disciplines, while others are more flexible in allowing the students to design their own interdisciplinary program.

Results of the Graduates' Survey

The presentation in this section of this chapter answers the following specific questions.

1. What are some of the basic personal characteristics of doctoral graduates included in this study?
2. What are the academic backgrounds of the doctoral graduates reporting specialties in consumer studies?
3. What specific courses did the graduates take at the graduate level?
4. What specific courses or subject areas do the graduates recommend for future doctoral candidates who wish to specialize in consumer studies?
5. In what ways do the graduates criticize the graduate programs, and what changes do they recommend?
6. Before and after receiving the degree, where were the graduates employed? What are their present employment responsibilities?

Personal Characteristics of the Graduates

The graduates in the sample are primarily female (76.4 percent), married (56.8 percent), and between the ages of 31 and 45 (68.7 percent). More than half (54.9 percent) of the graduates do not have any children while nearly two fifths (39.2 percent) of the graduates have either two or three children.

Undergraduate Backgrounds of the Graduates

Even though eight major disciplines were represented in the graduates' undergraduate work, 32 graduates (66.6 percent of 48) reported undergraduate specializations in home economics. Twenty of these 32 graduates majored in home economics education. Ten graduates (20.8 percent) reported majors in some areas of business. The remaining graduates in the sample reported majors in one of the following fields: architecture, agriculture, chemistry, history, industrial management and sociology.

The graduates earned their undergraduate degrees between 1950 and 1969, and nearly 87 percent of the graduates earned the Bachelor of Science.

Degrees and Concentrations at the Master's Level

The graduates reported earning six different types of master's degrees, including the Master of Science (M.S.), Master of Arts (M.A.), Master of Business Administration (M.B.A.), Master of Education (M.Ed.), Master of Urban Planning (M.U.P.), and Master of Regional Planning (M.R.P.). Slightly more than 70 percent of the graduates earned an M.S. With one exception, all graduates earned their master's degrees between 1950 and 1973. Thirty graduates received their master's degrees during the 1960's.

At the master's level, the graduates reported concentrations in six major disciplines. Thirty-four graduates majored in one of the ten areas represented in home economics. The rest of the graduates received their master's degrees in one of the following: architecture, business, economics, education and sociology.

Doctoral Degrees and Areas of Study

The graduates in this sample have earned either a Doctor of Philosophy (Ph.D.) or a Doctor of Education (Ed.D.) Thirty-six of the graduates earned the Ph.D., while the remaining 12 graduates earned the Ed.D.

A wide variety of subject areas were studied by the graduates for their doctoral degrees. Slightly more than one fourth (25.5 percent) of the graduates studied in the areas of family economics and home management. Another 15.6 percent of the graduates studied family economics and consumption economics, 13.7 percent concentrated studies in business education, and only 7.8 percent of the graduates reported a concentration in consumer economics. Approximately 24 percent of the 51 graduates specialized either in the areas of housing or home management and household equipment. The remaining 13.8 percent of the graduates indicated study in one of the following areas: agricultural economics, home economics education, sociology, or combinations of housing and consumer economics or business, economics, and education.

Forty-eight of the 51 graduates reported minors during their doctoral studies. Half of the 48 graduates had a minor in some area of home economics and all but one of these graduates combined their minor in home economics with minors in business, economics, social sciences, and education. Twenty-two graduates indicated studying economics as a minor. All but four of these twenty-two graduates combined their economics minor with additional minors in business, home economics, or social science.

Course work in a wide variety of academic disciplines is, consistently, a part of the graduates' educational backgrounds. Although

the majority of the graduates represent the home economics discipline, the educational training of the graduates as a group is multidisciplinary in nature.

Graduate Content Course Work

Approximately 94 percent of the graduates reported taking at least three or more graduate classes in consumer education, while 90 percent of those in the sample took the same amount of course work in consumer economics. Conversely, over 90 percent of the graduates reported no course work in business law, consumer law, judicial and legislative processes or financial counseling. Generally, it was found that the graduates combined consumer courses with specializations in some related area such as housing, nutrition, sociology, home management and household equipment.

Subjects Considered to be Positive Contributions to Doctoral Programs

Seven different subject areas were considered by 90 to 98 percent of the 51 graduates to make a positive contribution to a doctoral candidates' plan of study. These subjects included consumption theory, consumer economics, microeconomics, family economics, family finance, research methods, and statistics. Other areas which were identified by 80 to 89 percent of the graduates as being of some value to a plan of study included macroeconomics, financial counseling, marketing, psychology, sociology, consumer education, and consumer law.

Graduates' Criticisms of Program Preparation

Graduates' criticisms of their preparation during doctoral studies relative to their professional duties and responsibilities were focused on five main areas. These included the need for exposure to the university political structure and administration, study of program development and curriculum planning, more in-depth study in content areas, development of teaching skills, and more study in research and statistical methods.

Sixteen graduates (slightly more than 31 percent of the sample) thought their programs should have provided training in university administration, while 11 graduates (21.6 percent) believed they needed more and better preparation in the areas of research and statistical analysis. Only a few graduates identified the remaining three areas and indicated that they needed some training in these areas to more effectively work in their present positions.

Graduates' Suggestions for Improving Doctoral Programs

Five graduates who chose to respond took the position that the university's goal is not to prepare students for future job responsibilities but rather to provide an education. Furthermore, they believed that education is a continuous process and that it is up to each individual to continue his education.

Another five graduates suggested that the programs should provide internships and administrative experiences to their doctoral students. They also expressed the opinion that administrators should provide better counseling and guidance for the students.

Other suggestions included identification of specific course work, including education methodology, research methods, and statistics. Specific content courses mentioned by the graduates included legal aspects of consumer education, consumer economics, consumer law, economic theory, different statistical techniques, educational methodology, and research design.

Employment Positions of the Graduates

An analysis of the employment data provided by the graduates revealed that a majority of the graduates are employed in either universities or colleges. Employment data was collected on the positions the graduates held before and immediately after receiving their degrees and on their present positions.

Approximately 72 percent of the graduates were employed in higher education institutions before they received their degrees, while 91.8 percent were employed in universities or colleges immediately after receiving their doctorates. At the time they responded to the questionnaire, 85.8 percent of the graduates were employed with either a university or college. Two female Ph.D.'s were not professionally employed during the time of the survey.

At the time the survey was conducted, only one graduate was employed full-time with a public school system, while two graduates reported employment with business or industry, and two graduates with government or public service agencies. Before completing their degrees, six graduates were employed with the public school system and only one continued part-time employment with that system after receiving the degree. Three graduates reported employment positions with business or

industry and with government or public service agencies before and immediately after completing their degrees.

Employment Responsibilities of the Graduates

An analysis of the present job responsibilities of the graduates employed with universities or colleges revealed that a substantial number (17 graduates, or 40.5 percent of 42 graduates) were employed in a teaching capacity only. Three graduates indicated that their responsibilities consisted of either administration or extension, and no graduates were employed strictly in a research capacity. The remaining 21 graduates reported multiple job responsibilities in their university or college positions. These responsibilities included activities in two or more of the following areas: teaching, research, administration, extension and consulting.

The two graduates employed with governmental agencies reported responsibilities primarily in research and/or administration, while the two graduates employed with business were classified either as a stockbroker or manager. Generally, it was found that the graduates were involved with business and government, but their participation was typically an extension of their university positions.

Seventy-six percent of the graduates indicated that they were either very satisfied or somewhat satisfied with their present employment positions. Approximately 74 percent of the graduates reported that they were either satisfied or somewhat satisfied with the economic status and future that their present employment offered.

Conclusions

The conclusions based on the findings of this study are centered around three major concerns. These concerns include the existence of employment positions in business and government; provision for increasing the graduates' competencies in research, teaching, and administrative skills; and the addition to curriculums in consumer studies the content areas identified as important by the graduates.

The findings in this study do not give supportive evidence that jobs exist to any extent in government and business for doctoral graduates from consumer studies programs. The apparent lack of employment positions held by the graduates in this study is due in part to their seeking, by choice, jobs in higher education.

This researcher expresses some concern, though, over the employment situation and urges administrators to exercise caution and proceed slowly in implementing new programs in consumer studies, unless, of course, they have sufficient evidence to support the need for more graduates. Two specific events support this concern. First, enrollments in academic institutions have been predicted to decrease in future years. As a result, the employment opportunities in higher education may not continue to be as abundant as they presently are for doctoral graduates from consumer studies programs. Secondly, professionals with academic credentials from other disciplines are actively moving into the consumer studies field. Filling the existing vacancies with graduates from related fields will probably decrease the employment opportunities for future doctoral graduates from consumer studies programs. This researcher believes that the presence of qualified doctoral graduates from related fields can strengthen the existing consumer studies programs. Unfortunately, the

price for an 'in-house' interdisciplinary program may very well be paid by future graduates of consumer studies programs who will be seeking employment in academic institutions.

In many instances, the graduates in this study continued their education to increase competencies in research and/or teaching skills; however, they were not particularly satisfied with the training or they were dissatisfied because of the lack of training they received. Furthermore, the findings also indicate that a real need exists to implement some type of administrative training for interested doctoral students. Few graduates in this study reported receiving any formal training in the administrative and political workings of academic institutions.

Some graduates believed that some content areas would be beneficial to study even though they had taken no course work in the subjects they identified. Two examples of suggested courses the graduates had not taken included consumer law and judicial processes. Evidently, the programs now in existence are not offering study in these areas. This researcher is of the opinion that administrators have a responsibility to provide the training doctoral students need to develop adequately their areas of expertise.

Since a majority of the graduates are employed in academic institutions, this researcher questions whether or not the suggestions the graduates gave for program improvement would be helpful to administrators who are interested in preparing graduates for jobs in business and government. That is, the graduates have made suggestions which would help them in their jobs--typically teaching, research, and/or administrative positions with academic institutions. Again this researcher emphasizes that before efforts are made to build a curriculum to prepare students for employment in business and government, the demand for doctoral graduates from consumer studies programs should be determined.

Implications

Those persons responsible for graduate programs in consumer studies should be concerned about employment opportunities for graduates of their doctoral programs. Although some employment opportunities will continue to be available in colleges and universities, it should be determined whether or not appropriate positions will be available to these highly trained professionals in government and business.

The graduates were frank in assessing their programs of studies. For example, they gave suggestions for program improvement and indicated the value of such academic work as statistics, research, administration, curriculum planning, program development, and education methodology. Administrators and others concerned with curriculum development should give consideration to the improvement of course offerings in the areas of research, statistical analysis, and administration.

Based on the results of this study, administrators should analyze carefully the possible inherent weaknesses of multidisciplinary programs. In some cases, the graduates have indicated that they have had courses in several different areas, but not enough concentrated study in any particular discipline.

Recommendations for Future Research

The inclusion by administrators of graduates' evaluation of their careers and of their graduate training is an important part of the management of any academic program. The more information administrators and faculty members have to support their decisions concerning curriculum changes or development, the more effective they will be in giving

directions to future students.

The following suggestions for specific areas of needed research have grown out of the present study.

1. A comprehensive history of the development of consumer studies should be written.

2. Data on the past and future of consumer studies programs at all academic levels should be collected. An instrument similar to the one used to collect data from the administrators of the programs in this study could be used.

3. A longitudinal study of the career paths of doctoral graduates with a consumer studies specialty should be conducted. The graduates cooperating in this study would provide an excellent data base.

4. Surveys of bachelor's and master's graduates should be conducted to determine the effectiveness of their educational training and to identify the types of employment positions they hold. Also, these graduates should be encouraged to make suggestions for curriculum improvements based on their professional experiences.

5. The instrument constructed and used to collect information on the graduates in this study should be used to gather data on graduates of other doctoral programs not included in this study.

6. A study of the individuals who are employed in consumer-type positions in business and government should be conducted to determine their academic and professional qualifications.

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APPENDIXES

APPENDIX A

CORRESPONDENCE TO ADMINISTRATORS REQUESTING NAMES AND ADDRESSES OF THE GRADUATES

Oklahoma State University

COLLEGE OF BUSINESS ADMINISTRATION

STILLWATER, OKLAHOMA 74074
(405) 372-6211, EXT. 258

February 24, 1976

As I am sure you are aware, President Ford recently made a statement concerning the importance of consumer education for all children. Have you ever wondered where the leaders are who have been specially trained in the consumer field?

A study is presently being formulated to investigate the professional careers of doctoral and master graduates in the consumer field. Two objectives of this study will be to identify the occupations and activities the graduates are involved in and to establish an empirical basis for future program modifications which will be founded upon the academic needs as identified by professionals now involved in the consumer field.

In order that I may survey the graduates, would you please send me the names of current addresses of those students who have graduated from your doctoral programs during the ten-year span of 1965 through 1975. A copy of your graduate catalog would also be helpful.

I am in the process of developing the survey instrument and would like to know if you would be interested in reviewing it before it is sent out. I would welcome your suggestions. Please check the appropriate space as to your interest in reviewing the questionnaire.

_____ I would be interested in reviewing the questionnaire.

_____ I would not be interested in reviewing the questionnaire.

Since time is an important factor, could you please send the information within the next two weeks. Your assistance in helping me obtain the data for the study is greatly appreciated.

Sincerely,

Brenda P. Roberts
Researcher

Herbert Jelley
Graduate Adviser

Oklahoma State University

COLLEGE OF BUSINESS ADMINISTRATION

STILLWATER, OKLAHOMA 74074
(405) 372-6211, EXT. 258

March 23, 1976

Four weeks ago, a letter and a stamped self-addressed envelope was mailed to you. The letter requested the names and addresses of graduates who have completed your master and doctoral consumer-related programs from 1965 through 1975. I am pleased to report that a response rate of 57 percent has been received. However, we feel that in a study of this nature, a 90 percent participation rate is not impossible, and with your help this goal can be attained.

Since time is an important factor, could you please send the information by May 1. Your cooperation in helping me obtain the requested data is greatly appreciated. Thank you.

Sincerely,

Brenda P. Roberts
Researcher

Herbert Jelley
Graduate Adviser

BR/ss

APPENDIX B

CORRESPONDENCE TO ADMINISTRATORS REQUESTING INFORMATION ON CONSUMER STUDIES PROGRAMS

Oklahoma State University

COLLEGE OF BUSINESS ADMINISTRATION

STILLWATER, OKLAHOMA 74074
(405) 372-6211, EXT. 258

June 13, 1977

As I am sure you are well aware, consumerism is in! As a part of my dissertation topic, I am attempting to determine when doctoral programs with a consumer emphasis came into existence, their interdisciplinary nature, and the future of the programs.

I need your help in securing information concerning your particular program. Would you please fill out the enclosed form and return it by July 1st. I would appreciate any additional comments you would like to add concerning your particular program. Thank you.

Sincerely,

Brenda Roberts
Researcher

Herbert Jelley
Graduate Adviser

BR/ss
Enclosure

Oklahoma State University

COLLEGE OF BUSINESS ADMINISTRATION

STILLWATER, OKLAHOMA 74074
(405) 372-6211, EXT. 258

July 27, 1977

Several weeks ago, I wrote asking you to answer some questions concerning the consumer-related doctoral program at Florida State University. I have not received any response from you. The information I am asking you to relay will be incorporated into the review of literature of my dissertation. Since I am trying to complete the study by the first of September, it is very important that I have your completed questionnaire.

Enclosed is another copy of the instrument. I would appreciate your completing and mailing it back as quickly as possible.

Sincerely,

Brenda Roberts
Researcher

Herbert Jelley
Graduate Adviser

BR/ss

Enclosure

APPENDIX C

QUESTIONNAIRE FOR ADMINISTRATORS

A REPORT ON CONSUMER DOCTORAL PROGRAMS

1. In what year was the doctorate with a consumer emphasis incorporated into your program of study? _____ Year

2. What is the title of the degree awarded? (i.e. Ph.D. in Home Economics, Ph.D. in Consumer Economics, Ed.D. in Business)

3. In which of the following areas does your program provide experiences for doctoral students? Please check one or more categories.

   _____Teaching
   _____Research other than dissertation
   _____Administration
   _____Other (please specify)

4. Does your program provide internships for students? _____yes ___no
   If yes, please describe briefly the type of internships available.

5. How many doctoral students are presently enrolled in your program?___

6. Do you consider the program to be interdisciplinary? ___yes ___no

7. If your answer to the previous question was yes, what departments on your campus cooperate in providing the interdisciplinary course of study? Please check one or more disciplines.

   _____Business
   _____Economics
   _____Education
   _____Engineering
   _____Home Economics
   _____Law
   _____Political Science
   _____Physical Science
   _____Psychology
   _____Sociology
   _____Statistics
   _____Other (please specify)

8. What concentrations are particularly emphasized in your doctoral program? (i.e. Economics, Education, Research)

9. The professors who teach the course offerings in the doctoral program in the consumer area hold terminal degrees in what fields? (i.e. Education, Economics, Home Economics)

10. Do you believe there is presently a demand for the graduates from your program? _____yes ____no

    A. If yes, how great do you assess the demand to be and where is the demand? (i.e. education, business, government)

    B. If you believe there is a demand, will it continue at the same rate, increase or decrease in the next ten years. Please explain.

11. In your judgement, what are the future growth possibilities for consumer doctoral programs in general?

12. What plans are being formulated or implemented to evaluate your program's effectiveness?

APPENDIX D

CORRESPONDENCE TO PANEL MEMBERS REQUESTING THEIR REVIEW OF THE QUESTIONNAIRE FOR GRADUATES

Oklahoma State University

COLLEGE OF BUSINESS ADMINISTRATION

STILLWATER, OKLAHOMA 74074
(405) 372-6211, EXT. 258

November 24, 1976

In recent years approximately twenty consumer-related doctoral programs have been incorporated into university curriculums. At Oklahoma State University, we are interested in collecting data which can be used to evaluate the effectiveness of these programs as well as the professional success of the individuals who have earned the doctoral degrees. Part of our interest stems from the fact that in future years there will be more pressure from external groups on administrators to show the value of their programs. Hopefully, the study will identify some of the weaknesses and strengths of the programs.

Enclosed is the questionnaire which will be used in conducting a follow-up study of the graduates from the consumer-related doctoral programs located across the country. I would certainly appreciate your willingness to serve as a judge on a 5-member panel. The members of the panel selected to evaluate the questionnaire are all past presidents of American Council on Consumer Interests. Your comments and suggestions are vital in the gathering of accurate information. Therefore, your cooperation would be greatly appreciated.

Several open-ended questions are used in the instrument since the number of individuals surveyed is small. The doctoral programs chosen were those identified by John Burton in his study Educational and Career Opportunities in the Consumer Field.

Thank you for your assistance with this project.

Sincerely,

Brenda Roberts
Doctoral Candidate

Herbert Jelley
Graduate Adviser

BR/pj
Enclosure

APPENDIX E

CORRESPONDENCE TO GRADUATES REQUESTING SURVEY DATA

Oklahoma State University

COLLEGE OF BUSINESS ADMINISTRATION

STILLWATER, OKLAHOMA 74074
(405) 372-6211, EXT. 258

February 21, 1977

At Oklahoma State University, we are interested in collecting data on individuals who have graduated from consumer-related doctoral programs. Are you aware that there are only approximately 20 such programs available? We believe that there is a need to evaluate the effectiveness of these academic programs as well as the professional success of the individuals who have earned the degrees. We are interested in building a data bank to answer such questions as: How adequately did your doctoral program prepare you for your professional responsibilities? How can these programs be improved? What contributions have you, the graduate, made to the consumer field, and what have been your successes? The enclosed questionnaire is designed to help us answer such questions.

We have compiled a list of graduates from all the consumer-related doctoral programs scattered throughout the country. Therefore, you are not just one in a sample from a population; you are a part of the total population being surveyed. Individuals who have graduated from consumer related doctoral programs during the ten-year span of 1965 through 1975 are being asked to fill out the enclosed questionnaire. Since the population is relatively small, your response is important. By collecting this data, we hope to identify the occupations, activities, and basic characteristics of the graduates as well as to establish suggestions for future program modifications as identified by you.

Your participation in this study is needed and will be greatly appreciated. Since the data will be processed in the near future, please complete the questionnaire and return it at your earliest opportunity.

Sincerely,

Brenda Roberts
Research Director

Herbert M. Jelley
Professor

BR/ss
Enclosure

July 8, 1977

Dear xxxx:

A few weeks ago you received a questionnaire entitled "A Report on Consumer Doctoral Programs." Please take time now to complete it. It is important that we receive the information that only you can provide.

Please fill out and return the form by July 22.

Thank you.

Sincerely,

Brenda Roberts

APPENDIX F

QUESTIONNAIRE FOR DOCTORAL GRADUATES

A REPORT ON GRADUATES

FROM CONSUMER DOCTORAL PROGRAMS

PERSONAL DATA

Please check the range in which your age falls:

Under 25 _____	36 to 40 _____	51 to 55 _____
25 to 30 _____	41 to 45 _____	56 to 60 _____
31 to 35 _____	45 to 50 _____	60 and over _____

Sex: Male _____ Female _____
Marital status: Single _____ Married _____ Divorced _____ Widowed _____
Number of children _____
State in which you are employed _____

EDUCATIONAL CHARACTERISTICS

Check the degree received and specify the institution received from:

Bachelors
BS _____
BA _____
Year _____
Major _____
Institution _____ (Please identify)

Masters
MS _____
MA _____
MBA _____
Ed. M _____
Year _____
Major _____
Institution _____ (Please identify)

Doctorate
Ed. D _____
Ph. D _____
DBA _____
Year _____
Area of Concentration _____
_____
Minor(s): _____
_____
Institution _____ (Please identify)

How much time elasped from the time you received your Master's degree and your entrance into the doctoral program? _____

What was your age at the time you received your doctorate? _____

What specific professional goals did you have in mind when you began work on the doctorate and have you been successful in meeting those goals?

Goals	Satisfaction of goal attainment
1.	_____Very satisfied _____Somewhat satisfied _____Somewhat dissatisfied _____Very dissatisfied
2.	_____Very satisfied _____Somewhat satisfied _____Somewhat dissatisfied _____Very dissatisfied
3.	_____Very satisfied _____Somewhat satisfied _____Somewhat dissatisfied _____Very dissatisfied
4.	_____Very satisfied _____Somewhat satisfied _____Somewhat dissatisfied _____Very dissatisfied

Are you satisfied with your level of achievement in meeting your professional goals?

_____Very satisfied

_____Somewhat satisfied

_____Somewhat dissatisfied

_____Very dissatisfied

Comment:

Have you taken any graduate work after receiving the doctorate? _____yes _____no

If yes, please name the courses.

If you have answered the previous question, for what reason or reasons did you take additional graduate work after receiving the doctorate? (Rank the reasons 1 for the most important, 2 next most important, etc.)

_____Preparation for more advanced position

_____Additional training in research

_____Fill in gaps in previous education

_____Preparation for change in occupation

_____Intellectual stimulation and additional information

_____Other (Please specify)

Please indicate whether or not you had course work at the graduate level in the following areas, and to what extent, by placing a check mark (✓) under the appropriate column. If some particular content area is not included in which you completed course work, please feel free to add it to the list.

Areas	5 or more courses	3 or 4 courses	1 or 2 courses	None
Accounting				
Business Law				
Consumption Theory				
Consumer Economics				
Consumer Education				
Consumer Law				
Economics (Macro)				
Economics (Micro)				
Education Methodology				
Environmental Studies				
Family Economics				
Family Finance				
Finance (Business)				
Financial Counseling				
Judicial and Legislative processes				
Management (Business)				
Management (Home Eco.)				
Marketing				
Psychology				
Public Policy				
Research Methods				
Statistics				
Sociology				
Other (Specify)				

Your response to the following concerns your opinion on what subject matter areas should be included in a consumer doctoral program. Based on your experience in the field, please indicate by placing a check mark (✓) under the appropriate column the extent to which you think course work in that particular area would aid a doctoral student in developing his/her expertise in the consumer field.

Areas	Very Beneficial	Of Some Benefit	Not Very Beneficial	No Benefit
Accounting				
Business Law				
Consumption Theory				
Consumer Economics				
Consumer Education				
Consumer Law				
Economics (Macro)				
Economics (Micro)				
Education Methodology				
Environmental Studies				
Family Economics				
Family Finance				
Finance (Business)				
Financial Counseling				
Judicial and Legislative processes				
Management (Business)				
Management (Home Eco.)				
Marketing				
Psychology				
Public Policy				
Research Methods				
Statistics				
Sociology				
Other (Specify)				

Please rate your doctoral program's flexibility in allowing for personal preference and individual freedom in the selection of course work.

_____Very flexible (25% or less of course work prescribed)

_____Somewhat flexible (26% to 50% of course work prescribed)

_____Somewhat rigid (51% to 75% of course work prescribed)

_____Very rigid (over 75% of course work prescribed)

Comment:

Do you feel that your doctoral work was too specialized? _____yes _____no

How would you describe the manner in which your doctoral program prepared you for your present responsibilities?

_____Specific preparation

_____Some general and some specific preparation

_____General preparation only

_____No relationship between job and program preparation

What are some of the more constructive opportunities your doctoral program prepared you to handle?

_____Speaking	_____Pedagogy	_____Program development
_____Research	_____Writing	_____Other (please specify)

What professional duties and responsibilities have you had for which your graduate training was generally inadequate? (Please specify)

What suggestions do you have as to how the doctoral program might have better prepared your for these duties?

EMPLOYMENT DATA

Please indicate by checking below the nature of your last full time position prior to the doctorate, your first position after receiving the doctorate, and your present position. The items in each category are not to be considered mutually exclusive.

	Prior to Receiving Degree	First Position After Receiving Degree	Present Position
College or University			
a. teaching	_____	_____	_____
b. research	_____	_____	_____
c. extension	_____	_____	_____
d. consulting	_____	_____	_____
e. administration	_____	_____	_____
f. other (specify)	_____	_____	_____
Public School System			
a. teaching	_____	_____	_____
b. administration	_____	_____	_____
c. supervisory	_____	_____	_____
d. other (specify)	_____	_____	_____
Business or Industry			
a. public relations	_____	_____	_____
b. research	_____	_____	_____
c. management	_____	_____	_____
d. education	_____	_____	_____
e. consumer spokesperson	_____	_____	_____
f. other (specify)	_____	_____	_____
Government or Public Service			
a. education	_____	_____	_____
b. consultant	_____	_____	_____
c. research	_____	_____	_____
d. administration	_____	_____	_____
e. consumer advocate	_____	_____	_____
f. other (specify)	_____	_____	_____

After completing the doctorate, did you:

_____remain in the same job?

_____advance to a different position in the same institution?

_____change jobs?

_____other (please specify)

If you changed jobs, how many positions have you held since completing the doctorate? _____

How pleased are you with your present position from the standpoint of professional satisfaction? Please check one of the following:

_____Satisfied, no desire to change positions at present time

_____Satisfied, but would consider a change

_____Somewhat dissatisfied, would prefer a change

_____Thoroughly dissatisfied, strongly desire a change.

Are you satisfied that the amount of time and money expended in obtaining the doctorate was justified from the viewpoint of professional satisfaction?

_____Yes, very satisfied

_____Yes, somewhat satisfied

_____No, somewhat dissatisfied

_____No, thoroughly dissatisfied

Do you feel that the amount of time and money expended in obtaining the doctorate was justified in the matter of increased income?

_____yes _____no

Comment:

ECONOMIC SATISFACTION

Please indicate the salary of your last full-time position prior to receiving the doctorate. YEAR _____

_____Less than $5,000	_____$12,500 to $14,999	_____$22,500 to $24,999
_____$5,001 to $7,499	_____$15,000 to $17,499	_____$25,000 to $27,499
_____$7,500 to $9,999	_____$17,500 to $19,999	_____$27,500 to $29,999
_____$10,000 to $12,499	_____$20,000 to $22,499	_____$30,000 and over

Please indicate the salary of your first position after receiving the doctorate. YEAR _____

_____Less than $5,000	_____$12,500 to $14,999	_____$22,500 to $24,999
_____$5,001 to $7,499	_____$15,000 to $17,499	_____$25,000 to $27,499
_____$7,500 to $9,999	_____$17,500 to $19,999	_____$27,500 to $29,999
_____$10,000 to $12,499	_____$20,000 to $22,499	_____$30,000 and over

Please indicate the range in which your present salary falls.

_____Less than $5,000	_____$12,500 to $14,999	_____$22,500 to $24,999
_____$5,001 to $7,499	_____$15,000 to $17,499	_____$25,000 to $27,499
_____$7,500 to $9,999	_____$17,500 to $19,999	_____$27,500 to $29,999
_____$10,000 to $12,499	_____$20,000 to $22,499	_____$30,000 and over

Please indicate your satisfaction with the economic status and outlook of your present position.

_____Very satisfied

_____Somewhat satisfied

_____Somewhat dissatisfied

_____Very dissatisfied

Comment:

PROFESSIONAL CONTRIBUTIONS AND ACHIEVEMENTS

Please indicate the number of your professional publications since receiving the doctorate.

_____Number of articles in refereed journals

_____Number of articles in non-refereed journals

_____Number of books

_____Number of bulletins and pamphlets

_____Other (please specify)

Please indicate other professional activities in which you have been engaged since completing the doctorate. Give the number of offices, speeches, etc. under the appropriate heading.

Professional Activities	Local	State	National
Organizational offices held	_____	_____	_____
Speeches	_____	_____	_____
TV programs planned	_____	_____	_____
participated in	_____	_____	_____
Radio programs planned	_____	_____	_____
participated in	_____	_____	_____
Seminars conducted	_____	_____	_____
Papers presented	_____	_____	_____
Advisory committees served on	_____	_____	_____
Consulting positions (fee received)	_____	_____	_____
Other (please specify type)	_____	_____	_____

Honors received since completing the doctorate:

Have you received any grant monies since completing the doctorate?

_____yes _____no

If so, from whom and for what project(s)?

1.

2.

3.

4.

Signature:_____

(If you do not wish to sign, the form will be identified by a code number only.)

THANKS!! Please be assured that your individual responses will be held in strict confidence. Please return the instrument in the envelope enclosed for your convenience.

VITA 2

Brenda Pugh Roberts

Candidate for the Degree of

Doctor of Education

Thesis: A DESCRIPTIVE ANALYSIS OF DOCTORAL GRADUATES FROM CONSUMER STUDIES PROGRAMS

Major Field: Business Education

Biographical:

Personal Data: Born in Amarillo, Texas, March 28, 1945, daughter of Mr. and Mrs. W. E. Pugh.

Education: Graduated from Tascosa High School, Amarillo, Texas, in May, 1963; received Bachelor of Science in Home Economics degree from Texas A & I University in 1972; received Master of Science in Home Economics degree with a specialization in Family Economics and Management from the University of Missouri-Columbia in 1973; enrolled in doctoral program at Oklahoma State University in 1975; completed requirements for the Doctor of Education degree at Oklahoma State University in May, 1978.

Professional Experience: Research and Teaching Assistant, College of Home Economics, Department of Family Economics and Management, University of Missouri-Columbia, 1972-73; Instructor, College of Arts and Sciences, Department of Home Economics, University of Texas-Austin, 1973-75; Graduate Teaching Associate, College of Business Administration, Administrative Services and Business Education Department, Oklahoma State University, 1975-77; Business Extension Specialist, College of Business Administration, Business Extension and External Programs, Oklahoma State University, 1978.

Professional Organizations: Delta Pi Epsilon, Beta Chapter; Beta Gamma Sigma; Kappa Delta Pi; American Home Economics Association; American Council on Consumer Interests.