

A STUDY OF THE GRADUATES OF THE MASTER'S DEGREE
PROGRAM IN STUDENT PERSONNEL AND GUIDANCE AT
OKLAHOMA STATE UNIVERSITY

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A STUDY OF THE GRADUATES OF THE MASTER'S DEGREE
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OKLAHOMA STATE UNIVERSITY

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PREFACE

The purpose of this study was to determine and describe the specific educational, occupational, personal, and professional characteristics of the master's degree graduates majoring in Student Personnel and Guidance at Oklahoma State University. The graduates' retrospective opinions of their professional training at Oklahoma State University in relation to their practical utilization of that preparation in positions in Student Personnel and Guidance were also analyzed.

The problems presented and studied in this dissertation are of particular interest due to my personal concerns of the standards and growth of my profession. The subject was chosen for three reasons: first, to alleviate to some degree the possible criticism that the institution from which I received my Doctor of Education degree operates primarily on faith and opinion, but instead to a greater degree upon facts and empirical data; second, to provide usable, practical information to the Department of Student Personnel and Guidance; and third, through the personal interest and encouragement of Dr. Sue Hawkins to aid the College of Education in such a study.

Sincere gratitude is expressed to all persons who had a part in making this dissertation possible, including the 122 graduates who gave of their time to participate in the study. Special appreciation is expressed to:

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My father and mother, who deeply influenced my growth and development, and who exhibited great faith in me through their prayers and encouragement.

My five children, Donya, Devon, Paul, Phil, and Tim who gave the supreme sacrifice, a part of their lives, by accepting less in this period of growing up and adjusting to a "fatherless" home.

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CHAPTER I

INTRODUCTION

The training programs for student personnel and guidance workers have evolved gradually to their present status, yet institutions differ in the specific training required. The ambiguousness of the terms themselves as indicated by Mueller (12) has had a part in the comparative differences in preparational programs. It is of greater importance, therefore, to look beyond the differences and examine the relevance, value, and effectiveness of the individual program.

Mueller (12) indicates the preparational needs of the student personnel profession encourage a basic core program including the various areas usually incorporated into a guidance or counseling program. The initial training level for student personnel workers, according to Hartley (5) should be more general. He states that "to specialize at this level would deny the participants the guidance function of the program and would eliminate much of the social and psychological background study so desirable especially for higher-echelon positions."

There appears, then, a great overlap between student personnel work and specialized guidance functions. Wrenn and Darley indicated the need for a basic guidance background when they stated:

Training for counselors has been more clearly formulated than that of any other function, with the exception, of course, of the health service function. This is as it should be, counseling is basic to almost all types of

student personnel work. Such training should be considered as basic to the performance of specific personnel functions as general medical training is to its specialities (19).

The Student Personnel and Guidance program at the master's degree level at Oklahoma State University appears to follow this general point of view based on the degree requirements. The program offers a basic background for many lower-echelon positions (14).

It is important that the master's degree training program accomplish these ends. One method of evaluating the effectiveness and value of the program is to secure follow-up information as well as program evaluations from the graduates of that program. Hill expressed a need for evaluation when he stated:

The true professional is as keenly concerned about the improvement of education in his field as in any other matter. He knows, if he views the history of other professions, that none of them gained status, acceptance, and material rewards until they exercised vigorous self-policing methods, especially as regards the preparation of their practitioners (7).

Evaluation studies can benefit an institution by providing that institution with an opportunity to collect information about educational practices and needs in such a manner that a workable plan for change can be developed. Evaluation studies can alleviate to some degree the criticism that institutions operate solely on faith and opinion. In addition to evaluation based on past education combined with present utility, evaluation can indicate developmental trends.

Statement of the Problem

This study was an attempt to determine the specific educational, occupational, personal, and professional characteristics of the master's degree graduates majoring in Student Personnel and Guidance at Oklahoma State University. The background of these graduates was examined in order to identify specific educational, personal, and professional characteristics of graduate students majoring in Student Personnel and Guidance. Also, the vocational background of these students was analyzed with respect to selected variables to determine vocational aspirations prior to, during, and following the completion of the master's degree in Student Personnel and Guidance.

The investigator also recorded the graduates' evaluation of their professional training at Oklahoma State University in relation to their practical utilization of that preparation in positions in Student Personnel and Guidance. Specific course work was evaluated by the graduates in order to determine those areas where training was seen as being very helpful and practical in the performance of their duties and specific course work perceived as being of little value in contributing to the performance of their professional duties. In addition, graduates were to point out specific general benefits of the overall master's degree program in Student Personnel and Guidance as well as areas in which the graduates perceived that additional attention could have benefitted them in the performance of their duties.

Significance of the Study

The Association for Counselor Education and Supervision approved the "Standards for Counselor Education in the Preparation of Secondary School Counselors" on March 24, 1964. This statement included the following objective:

5. There is a continuous study of the extent to which the stated philosophy is transmitted and the objectives are accomplished:
 - d. Evaluation of the effectiveness of preparation is accomplished through the continuing contacts with former students and with the schools in which they work as well as with the state department of education (1).

Underlying the above objective, the study is deemed important because of the following factors:

1. The resource material it will contain.
2. It will aid directly in evaluating strengths and weaknesses of the curriculum.
3. It will aid directly in evaluating utility and application of the content of the various courses in the program.
4. It will provide some empirical data upon which to base changes, additions, and deletions in the program.

Specific Problems

In the investigation of the problem, questionnaire items were grouped into six categories. The following specific items under consideration were:

1. What are the profiles of the graduates of the master's degree program in Student Personnel and Guidance at Oklahoma State University?

(a) What is the total number of graduates between 1960 and 1969?

(b) How many graduates received the master's degree in each year included in the study?

(c) What is the sex distribution of the graduates?

2. What is the educational background of the graduates?

(a) What reasons do the graduates state for selecting Oklahoma State University for the master's degree program in Student Personnel and Guidance?

(b) What are the undergraduate majors of the graduates?

(c) What institutions awarded undergraduate degrees to these graduates?

(d) At what age level did the graduates complete their master's degree program?

(e) How much time elapsed between the completion of the undergraduate degree and the beginning of the master's degree?

(f) How many graduates completed various specific levels of additional graduate work beyond the master's degree?

3. What are the occupational aspirations and experiences of the graduates?

(a) At the beginning of the study for the master's degree in Student Personnel and Guidance, what were the occupational aspirations of the graduates?

(b) Did the occupational aspirations of the graduates change during their work on the master's degree? If so, what caused the changes in aspiration?

(c) What type positions were accepted upon completion of the master's degree?

(d) Within what states have the graduates held employment since the completion of the master's degree?

(e) What is the current employment status of the graduates?

(f) How many graduates still work in areas of Student Personnel, Guidance, and related fields?

(g) If some graduates have left the field of Student Personnel and Guidance, why did they enter another vocation?

4. What professional involvement have the graduates experienced?

(a) What memberships are sustained in national professional organizations related to Student Personnel and Guidance?

(b) Do graduates belong to state professional groups related to Student Personnel and Guidance?

(c) Have the graduates published articles related to Student Personnel and Guidance?

(d) Have the graduates authored or co-authored pamphlets or books related to Student Personnel and Guidance?

5. What are the graduates' evaluation of their professional preparation in relation to their utilization of their training?

(a) How do graduates rate specific coursework of the Student Personnel and Guidance program?

(b) What do graduates state as the greatest value derived from the program?

(c) What do graduates see as the specific inadequacies of the program?

(d) What recommendations do the graduates have for the improvement of the Student Personnel and Guidance Program?

6. Are there specific relationships of selected personal, occupational, educational, and professional variables?

(a) Age level at completion of the program.

(b) Sex

(c) Termination of professional training at master's degree or additional graduate training.

(d) Membership in national professional organizations.

(e) Publication record.

Assumptions

It is assumed the subjects were concerned with professional research to the degree that their answers will be considered valid and honest.

The instrument developed by the investigator was validated in several Student Personnel and Graduate classes at Oklahoma State University and is presumed valid in the respect that questions asked stimulated answers within that realm intended by the investigator.

It is also presumed that the memories of the graduates are reasonably accurate.

Delimitations

This study will be limited to those graduates who were awarded the master's degree at Oklahoma State University between May, 1960, and August, 1969.

It is beyond the scope of this study to attempt a complete evaluation of the master's degree program and will be limited to those variables already stated by the investigator. Due to changes in course offerings, faculty, and areas of emphasis over the ten year period within the program, the investigator will ignore references to specific personalities.

All inferences are restricted to the population studied, the program at Oklahoma State University, and their relationships.

No attempt was made to evaluate student personnel and guidance workers' roles or effectiveness on the job.

Definition of Terms

For the purposes of this study, undergraduate majors pursued by the subject have been grouped as follows:

Behavioral Sciences

Philosophy
Psychology
Sociology

Business

Business
Business Education

Elementary Education

Fine Arts

Art
Drama
Music

Language Arts

English
Humanities
Speech

Military Science

Natural Sciences

Math
Biological Sciences
Physical Sciences

Physical Education

Social Science

History
Political Science
Social Science

Vocational Sciences

Home Economics
Industrial Arts

The following terms are used as defined below:

Program - The sequence of coursework that constituted qualification for the conferring of the master's degree in Student Personnel and Guidance will be referred to as the "Program."

Graduates - The subjects of the study, the graduates of the master's degree Student Personnel and Guidance program at Oklahoma State University between 1960 and 1969, will be referred to as the "graduates."

Educational Characteristics - Includes the reason for selecting Oklahoma State University for the master's degree program as well as institution conferring undergraduate degree and undergraduate major, time lapse between undergraduate and master's degrees, age at completion of master's degree, and subsequent graduate work beyond the master's degree.

Occupational Characteristics - Includes the occupational aspirations of the subjects, changes in aspirations of the subjects, changes in aspirations during the program or after completion of program, and positions of employment held by the subjects.

Personal Characteristics - Includes the total number of males and females who completed the master's degree in Student Personnel and Guidance at Oklahoma State University and those males and females who participated in the study.

Professional Characteristics - Includes involvement in the national and state professional organizations concerned with the area of interest, training, and employment of the subjects, and the publication record in the field of Student Personnel and Guidance by the subjects.

Coursework Evaluation - Includes retrospective analysis by the subjects of the courses most often taken to comprise the master's degree program in Student Personnel and Guidance at Oklahoma State University by rating the training received along with the consideration of the practical utilization of that coursework in the performance of their duties.

Organization of the Study

Chapter I of this study has provided background information to the study. The purpose and need for the study have been identified. The major assumptions basic to this study as well as the limitations have been stated. Finally, the terms used frequently in this study are defined.

Chapter II contains a review of the literature related to the problems and similar research. Procedures used in the study are presented in Chapter III. Chapter IV includes the analysis of the data and the results of the study. The summary, findings, and recommendations are stated in Chapter V.

CHAPTER II

REVIEW OF THE LITERATURE

There have been very few studies made in an effort to evaluate the quality and utility of a graduate program in Student Personnel and Guidance. Strang (16) pleaded for more evaluative studies by stating that "surveys picture present practices, and sometimes best practices."

At Michigan State University, Norris (13) surveyed 255 persons who had completed a master's degree in guidance between 1946 and 1959. Most significant suggestions were that the program should be strengthened in the following areas: carrying on research and evaluative studies, developing activities more closely related to guidance, utilizing referral resources, parental contacts, and helping staff with pupil problems. The program could be strengthened as well by greater emphasis in counseling practicum, testing, and statistics. Most graduates are members of the national personnel and guidance organization but are not members of a local or state organization. Graduates did not terminate their graduate training upon the conferring of the master's degree but more than half have taken additional hours beyond the degree.

Harmon and Arnold (4) requested 150 members of the American School Counselors Association to evaluate their counselor training

program. Supervised experiences and group techniques were most often mentioned as ways to improve the training program.

About this same time, in an article, Hill and Green (8) stated that in their opinion there appeared to be an overbalanced diet of academic theory and classroom information in counselor education as indicated by various follow-up evaluations of graduates.

That same year, 1960, the United States Office of Education held a conference of representative counselor-educators to discuss the content of counselor-education programs. According to Shertzer and Stone the report of the conference stressed nine points.

1. Counselor candidates should have a deep commitment and orientation to education.
2. Traditional emphasis on techniques, materials, and methods is insufficient.
3. Counselor skills and competencies should be based on a foundation of theory and research in the social and behavioral sciences.
4. Preparation for counseling requires a multi-disciplinary approach.
5. The trend is toward an integration of theory and practice.
6. Emphasis should be placed on the counselor as a person--his self-understanding, his values and his attitudes.
7. Part-time counselors require more than partial preparation.
8. Candidates should complete supervised practicum experience, and
9. Emphasis in counselor preparation should be placed on the responsibilities of the entire educational profession for counselor education (15).

During this period from 1959 through the early 1960's, there was recognized a great need for increasing the amount and quality of guidance. Following a National Defense Education Act Counseling and Guidance Institute in the academic year 1959-1960, Baker (2) surveyed the institute participants. The study was to report the status of the participants, changes in their viewpoints, and to

record their observations and reactions to the institute. Results indicated that field work was very valuable and subjects suggested that increased time should be devoted to field work situations. Subjects also requested more experiences in the area of testing and supervised individual counseling.

An analysis was conducted by Thornton (17) of the counselor-training program at Texas Southern University. The subjects included fifty graduates in ten consecutive years ending in 1960. The personal interview method was used to obtain descriptive data, assessment of competencies developed in the counselor-training program, and an assessment of facilities, faculty, and instruction. Results of this study indicated need for more instruction and experience in testing, more and better practicums, and greater stress and quality of instruction in counseling techniques.

A national study was launched by the Association of Counselor Educators and Supervisors and adopted in 1964. The program of studies recommended competencies in the following areas.

- a. The foundations and dynamics of human behavior and of the individual in his culture.
- b. The educational enterprise and processes of education.
- c. Professional studies in school counseling and related guidance activities:
 - (1) philosophy and principles underlying guidance and other pupil personnel services;
 - (2) individual appraisal, including the nature and range of human characteristics and methods of measuring them;
 - (3) vocational development theory; informational materials and services;
 - (4) counseling theory and practice;
 - (5) statistics and research methodology, independent research, and an introduction to data processing and programming techniques;
 - (6) group procedures in counseling and guidance;
 - (7) professional relationships and ethics in keeping with APGA Ethical Standards;

- (8) administration and coordination of guidance and pupil personnel services.
- (9) supervised experience (laboratory, practicum, and internship) (1).

Houtz (9) investigated the extent to which 506 graduates of twelve institutions perceived their graduate training program as contributing significantly to the development of their professional skill as a college student personnel worker. Mailed questionnaires were analyzed and results showed that practical experiences were considered to be an integral part of the training program with academic work taken concurrently to aid in illustrating the relevancy to the two aspects of the program.

The following year a study was conducted by Duncan (3) wherein 591 Florida counselors were asked to determine the extent to which they perform the functions and meet professional criteria set forth by the American School Counselor Association. Conclusions reached through this survey were that public relations and research were the most neglected functions. The subjects investigated indicated they were poorly prepared and training was inadequate in internship and research.

A mailed questionnaire was used by Lee (10) to evaluate the preparatory programs of Kentucky counselors. Subjects surveyed indicated they were continuing their professional training. The subjects suggested more training should be incorporated into their programs in the areas of statistics, practicum, educational and vocational information, and in the areas dealing with the individual.

Lloyd (11) looked at components of secondary school guidance programs and supervised practicum of counselor education in Texas. As a result of the study, more training for better and more extensive

use of group procedures and better practicum which would articulate theory into practice, was recommended.

Most recently, Hickey (6) completed a follow-up study of the graduates of the guidance department at St. John's University. A mailed survey was used with 205 subjects. Personal data, education, professional activity, and occupational history were assessed along with the subjects' evaluation of their professional training. An overwhelming percentage (62 per cent) were continuing their graduate education. The greatest value received from the training program according to the sample, was "better understanding of human behavior." General instruction, faculty, methods, and content were rated above average. The only course work rated below average was group procedures.

Summary

A summarized review of the literature pointed out the importance of study and evaluation of the university's particular program. Conflicting reports by investigators stated that integration of the total program was important. Hickey and Duncan stated that the greatest value derived from the program was a better understanding of human behavior. Yet Thornton found that more training was needed in developing interpersonal relations. Harmon and Arnold, and Lee found a need for greater depth in the psychology background of the graduates with a more integrated, practical approach to Student Personnel and Guidance with the psychology course work. Some programs reviewed by Norris, however, did show an integrated relationship as well as a value to this relationship.

All studies indicated a need for more and better supervised experiences on the part of the trainees. Houtz states his study concluded that practical experience in the specialized areas of student personnel work should be an integral part of the education of a professional practitioner in this field. Hickey, Harmon and Arnold, Norris, Baker, Thornton, Houtz, Duncan, and Lee pointed out the need for more and varied, innovative approaches to supervised experiences. Hill and Green, and Lloyd added there is too much academic theory and classroom information in the programs and this part of the program should be better articulated with practice.

Specific course areas were pointed out in the literature as needing a greater emphasis. Norris, Duncan, and Lee found a need for a more comprehensive understanding of statistics and research. To facilitate both local research and the personnel and guidance function, Thornton and Edge found a need for more depth in testing and diagnosis.

Courses specifically developed for instruction in the area of group dynamics and group counseling and guidance have appeared in more recent years. Hickey, Harmon and Arnold, and Lloyd found their subjects rating coursework in this area low and indicated a need for practical training on how to better utilize groups and the dynamics of a group.

Thornton and Duncan found that training was good in the area of concepts of guidance, however, competence in several specific aspects of the guidance area were rated inadequate. Thornton found that graduates felt competent in the area of occupational and educational information including the collection and use of this infor-

mation, however, Lee found an opposing result. Thornton also found a need for better training in the area of guidance techniques.

A problem expressed by the subjects studied by Norris was the frustration and inadequate preparation in dealing with teachers on guidance problems after they begin work in the field.

Teaching methods utilized by faculty, course content, variety of coursework and research assignments were rated generally above average according to Hickey and Thornton, although, Thornton pointed out that physical facilities at the university was inadequate.

A major point of consideration by the university should be the decision whether the master's degree program is terminal or should be pointed toward more graduate study. Norris and Lee found a high percentage of the master's degree graduates continue their graduate education.

Occupationally, most graduates remain in education, and according to Hickey and Norris, remain specifically in Student Personnel and Guidance.

Apparent stress on the value and importance of professional involvement in both national and state organizations is generally lacking. Norris pointed out that over one-half of the master's degree graduates do not belong to national professional organizations and that very few master's degree graduates publish articles or books.

An attempt to determine the benefits and inadequacies of the master's degree program in Student Personnel and Guidance at Oklahoma State University and answer many of the questions brought out in this review of literature has been made in this study.

CHAPTER III

DESIGN OF THE STUDY

The primary purpose of this study was to secure the retrospective evaluation, opinions, and suggestions of the graduates of the master's degree program in Student Personnel and Guidance at Oklahoma State University to determine the practical relevance and value of that program and to obtain data regarding these graduates to better prepare and plan the ongoing educational program at Oklahoma State University. The methods and procedures explained in this chapter were designed in an attempt to accomplish these purposes.

Description of the Sample

All master's degree graduates from Oklahoma State University majoring in Student Personnel and Guidance who received their degrees between January 1, 1960, and January 1, 1970, were the subjects of this study. The total population of 166 subjects were utilized in this study in an effort to secure results which are truly representative of that population.

In order to secure an exact official list of the graduates of the master's degree program in Student Personnel and Guidance at Oklahoma State University, the investigator secured the aid of the Registrar's Office at Oklahoma State University. All official commence-

ment programs published after each commencement during the ten year period being studied were examined. A complete list of the subjects by year of completion of the program was made. Further investigation in the Registrar's Office revealed the sex and undergraduate institution attended by each of the subjects.

The population under study consisted of 166 graduates. A questionnaire was sent to each subject according to his last known address as furnished by the Alumni Affairs Office at Oklahoma State University. Several questionnaires were returned by the U. S. Post Office Department marked address unknown. Additional efforts were made to locate those subjects. Contacts were attempted through earlier addresses, parents' addresses, undergraduate institutions and other members of the graduating classes of the unlocated subjects. Table I tabulates the response obtained to the mail-out of the questionnaire. This tabulation was the result of an original mail-out of questionnaires, a follow-up mail-out three weeks later to those not returned by the U. S. Post Office Department, and a sincere, concerted effort to locate those subjects whose most recent known addresses were incorrect.

The total obtained sample represents 73.5 per cent of the graduates of the master's degree program in Student Personnel and Guidance at Oklahoma State University between January 1, 1960, and January 1, 1970. Wartens (18) states that the significance of the study is largely dependent upon the percentage of the returns, which must be as high as two-thirds to be considered good.

It should be noted that the male graduates had both the higher percentage of returns as well as the higher number within the popula-

tion. Questionnaires were completed and returned by 77.8 per cent of the male graduates and 67.3 per cent of the female graduates.

A total of thirty-two graduates or 19.3 per cent, did not respond to either mailing. Those non-respondents included 18.2 per cent of the male graduates and 20.7 per cent of the female graduates.

TABLE I
A COMPARISON OF THE MALE AND FEMALE POPULATION

	Sex Categories		
	Male n = 99	Female n = 67	Total n = 166
Obtained Sample	77	45	122
Per cent	77.8%	67.3%	73.5%
Non-Respondents	18	14	32
Per cent	18.2	20.7	19.3
Unable to Locate	4	5	9
Per cent	4.0	7.5	5.4
Deceased	0	3	3
Per cent		4.5	1.8
Total	100.0%	100.0%	100.0%

Four male graduates and five female graduates were not located by the investigator, totaling 5.4 per cent of the population. All

possible efforts to locate those graduates were unsuccessful. It was learned from relatives that three female graduates were deceased. Those deceased totaled 1.8 per cent of the population. It should be pointed out that the number of deceased graduates indicated in Table I may not be exact. It is possible that other non-respondents may fall within this category.

The population studied was analyzed by year of graduation to determine the unobtained sample within each graduate year by sex distribution. The results are presented in Table II.

Of the total population, forty-four graduates, or 26.5 per cent of the population, were not a part of the study. Although an equal number of male and female graduates (twenty-two) were non-respondents, unlocated, or deceased; the greater percentage of 32.7 were within the female group as compared to 22.2 per cent of the male group.

In review of Table II no less than one-half of any group within any one year of completion of the program was represented in the study, except for female graduates completing the program in 1964 and 1960. Within these groups, four of the seven female graduates in 1964 and three of the five female graduates in 1960 were a part of the unobtained sample.

Observation of the unobtained sample reveals it to be somewhat evenly spread over the ten year period under study. Other than the years of 1965, 1964, and 1962, which were somewhat larger, with graduates totaling thirty, thirty-one, and twenty-eight graduates respectively, size of the groups completing the program annually were comparatively constant.

TABLE II
A COMPARISON OF THE MALE AND FEMALE GRADUATES AND THE
UNOBTAINED SAMPLE BY YEAR OF GRADUATION

	Sex Categories		
	Male n = 99	Female n = 67	Total n = 166
1969 Population	7	5	12
Unobtained Sample	1	1	2
1968 Population	3	10	13
Unobtained Sample	0	2	2
1967 Population	7	8	15
Unobtained Sample	2	1	3
1966 Population	6	3	9
Unobtained Sample	1	1	2
1965 Population	15	15	30
Unobtained Sample	3	5	8
1964 Population	24	7	31
Unobtained Sample	8	4	12
1963 Population	9	4	13
Unobtained Sample	2	1	3
1962 Population	20	8	28
Unobtained Sample	3	4	7
1961 Population	4	2	6
Unobtained Sample	2	0	2
1960 Population	4	5	9
Unobtained Sample	0	3	3
<hr/>			
1960-69 Population	99	67	166
Unobtained Sample	22	22	44
Per cent	22.2%	32.7%	26.5%

Development of the Instrument

A rough draft of an instrument was constructed by the investigator designed to secure information desired in the study. A review of the available literature resulted in the location of an instrument similar to that developed by the investigator. This questionnaire was developed by Hickey (6) in 1968. This 1968 instrument was examined for wording techniques, stimulus phrases, and attractiveness of format. After several trial studies of possible questionnaires, one questionnaire was given to several graduate classes in Student Personnel and Guidance at Oklahoma State University. Group discussions with these classes furnished additional changes to the format and wording of the instrument. After consultation with his advisor, the investigator formulated the final copy of the instrument which was used in this study. The investigator feels that it has content validity since the specific questions asked were those concerning with which information was desired. The final questionnaire could be completed simply in an average of twelve minutes.

The format of the questionnaire was constructed to encourage answering of the questions. It was designed to secure easily answered material in the forepart of the questionnaire with questions requiring more thought in the central part of the questionnaire. A copy of the questionnaire is included in Appendix A.

Procedure

The previously described instrument was mailed to each subject. Table III indicates the time schedules and procedures followed in this phase of the investigation.

TABLE III
THE TIME SCHEDULE AND PROCEDURE FOLLOWED IN OBTAINING RESPONSES

Date	Procedure	Returns	
		N	%
3-15-70	Initial letter, questionnaire, and stamped, self-addressed envelope mailed to subjects	84	50.6%
4-5-70	Follow-up letter, questionnaire, and stamped, self-addressed envelope mailed to subjects	38	22.9
4-20-70	Phone calls attempted to non-respondents within state of Oklahoma	0	00.0
Total Respondents of Possible 166		122	73.5%

The questionnaire was mailed initially on March 15, 1970, to the last known address of all the graduates completing the program between May, 1960, and August, 1969. Slightly more than one-half of the graduates (50.6 per cent), responded to the first mailing. A follow-up questionnaire was mailed on April 5, 1970, to the remaining eighty-two graduates. During the period between March 15 and April 5, 1970,

every attempt was made to locate those graduates who could not be located by the postal department. The April 5 mailing resulted in an additional thirty-eight returns. After April 20, 1970, the investigator attempted telephone calls to the remaining forty-four graduates, but all attempts to secure more responses were futile. A total of 122 graduates' responses, 73.5 per cent of the population, were secured for the study.

A cover letter was included with the questionnaire which briefly stated the purpose of the investigation, stressed the value of the study, and requested cooperation. A follow-up cover letter was sent as a reminder to the subjects and again stressed the importance of the investigation and requested cooperation. A second copy of the questionnaire was included with the follow-up letter. Those two letters are included in Appendixes B and C.

The questionnaire was sent in an envelope furnished by the Division of Student Affairs, Oklahoma State University. The cover letters were typed on the Division of Student Affairs' letterhead by a Robo-Electric Typewriter. Since each cover letter was individually typed, each letter was personalized in the salutation. Enclosed with the cover letter and questionnaire was a stamped, self-addressed envelope bearing the return address of the investigator at the Division of Student Affairs, Oklahoma State University.

Statistical Treatment

To insure presentation of the data in the most meaningful, orderly, and useful fashion, a numerical coding system was utilized. Categories of responses of all open-ended questions that seemed to naturally

group together were developed by the investigator. All possible responses were then assigned code numbers by the investigator. The individual responses were then coded utilizing the code numbers assigned to the possible responses. The raw data for each individual subject were listed so that hand-sorts could be effected. A tally was made for each questionnaire item using the breakdown of various responses.

The items on the questionnaire were analyzed by groups as follows: Early Group - 1960 through 1963, Middle Group - 1964 through 1966, and Later Group - 1967 through 1969.

Utilizing the three groups for analysis, the data obtained from the questionnaire were studied in four parts: Personal Characteristics, Educational Characteristics, Occupational Characteristics, and Professional Characteristics. Data were expressed in percentages in all tables in the first four parts except for Tables XVII and XXIV. These tables were designed for utilizing whole numbers.

The fifth part of the study included the retrospective opinions of the graduates concerning the practical utility of selected coursework in a position in Student Personnel and Guidance. Graduates were asked to rate those courses which were included in their particular plan of study in the program. An average or mean score was determined for each of the selected courses. Table XXXI was designed to present these mean scores and the number of graduates' ratings used in determining each mean score.

Part six included a comparison of selected variables obtained in the first four parts. The data on the tables presented in the sixth part were expressed in percentages.

The purpose of this chapter was to explain the methods and procedures used in the development of this study. The ensuing chapter includes the analysis of data obtained from the graduates according to the methods and procedures described in this chapter.

CHAPTER IV

THE RESULTS

This study compared and described the graduates of the master's degree program in Student Personnel and Guidance, Oklahoma State University, between 1960 and 1969. The total population consisted of 166 persons; the obtained sample consisted of 122 persons--77 males and 45 females. A questionnaire designed to meet the purposes outlined for the study was sent to the graduates during the Spring Semester, 1970. The questionnaire requested information of a personal, educational, occupational, and professional nature, as well as the graduates' retrospective opinion of the practical utility on the job of specified coursework taken during their master's degree program. The data were collected, coded on sheets for hand-sort, and was verified. For the comparative portion of the analysis, selected variables were studied based on the responses obtained from the sample.

This chapter presents the analysis of the results based on the information obtained from the sample. The results are presented in this order: - first, the personal data including present location of the obtained sample and analysis of marital status of female graduates; second, an analysis of the educational characteristics of the obtained sample; third, an analysis of the occupational characteristics of the obtained sample; fourth, a description of

the professional characteristics of the obtained sample; fifth, an analysis of the results of the retrospective opinion of the obtained sample regarding the practical utilization of content obtained in selected coursework; and sixth, a comparison of selected variables to determine relationships of those variables.

Subgroups were established as follows: Early Group, those graduates who completed their master's degree between 1960 and 1963; Middle Group, those graduates who completed their master's degree between 1964 and 1966; Later Group, those graduates who completed their master's degree between 1967 and 1969. The purpose of this subgrouping was based on the fact that each subgroup was somewhat homogenous. The Early Group completed the program soon after the impetus of the National Defense Education Act and has had greater time to develop occupational trends following completion of the degree. The Middle Group includes many guidance institute participants and has had less time occupationally and professionally since completion of their degree than those in the Early Group. The Later Group has felt the greatest effect of the growth and proliferation of courses in Student Personnel and Guidance at Oklahoma State University and has had little, if any, time spent on the job since the completion of the program.

Personal Characteristics

The responding group consisted of 77 male and 45 female, or a total of 122 graduates. The number of married and unmarried female graduates is presented in Table IV.

TABLE IV
 THE NUMBER AND PER CENT OF MARRIED AND UNMARRIED
 FEMALE GRADUATES WITHIN THE OBTAINED SAMPLE

	Subgroups							
	Early Group n = 11		Middle Group n = 15		Later Group n = 19		Total n = 45	
	<u>Marriage Categories</u>		<u>Marriage Categories</u>		<u>Marriage Categories</u>		<u>Marriage Categories</u>	
	Married	Unmarried	Married	Unmarried	Married	Unmarried	Married	Unmarried
Obtained Sample	8	3	13	2	16	3	37	8
Per Cent	72.7%	27.3%	86.7%	13.3%	84.2%	15.8%	82.2%	17.8%

The number of married female graduates tends to increase while the number of unmarried female graduates tends to remain constant over the three subgroups. The trend indicates, then, there are increasingly more married females completing the master's degree program in Student Personnel and Guidance at Oklahoma State University.

The total married graduates (82.2 per cent) as compared to the unmarried graduates (17.8 per cent) indicates that four of five female graduates are now married. Some critics of Student Personnel and Guidance have felt the field is overcrowded with unmarried females. However, the program at Oklahoma State University appears to have more married females completing the program recently as compared to the earlier years under study.

Present locations of the graduates are presented in Table V. As would be expected, most of the graduates work in Oklahoma. Slightly less than 50 per cent of the graduates are now working in 21 other states or outside the United States. Only three states have any sizable number of graduates now working within their borders: California (8.2 per cent), Kansas (6.7 per cent), and Texas (6.7 per cent). It should be noted, however, that the number working in California has been decreasing through the Middle Group and Later Group, while the neighboring states of Kansas, and particularly Texas, have increasingly employed more of the graduates.

Very few of the graduates are now employed in the eastern or southern parts of the United States. Other than Texas, only 5.6 per cent of the graduates are now employed in these two areas. In contrast, however, there are 18.8 per cent of the graduates now

TABLE V
 THE PRESENT LOCATION OF OBTAINED SAMPLE GROUPED
 BY GEOGRAPHICAL AREA

	Subgroups			
	Early Group n = 41	Middle Group n = 48	Later Group n = 33	Total n = 122
Western				
Arizona	2.4%	2.1%		1.6%
California	12.2	8.3	3.0	8.2
Colorado	2.4	6.3	6.1	4.9
New Mexico		2.1		.8
Great Plains				
Illinois	5.0			1.6
Indiana	2.4			.8
Kansas	5.0	10.4	3.0	6.7
Kentucky	2.4			.8
Michigan	2.4	2.1		1.6
Minnesota		2.1		.8
Missouri	5.0	2.1		2.5
Nebraska			3.0	.8
Oklahoma	51.2	43.5	60.7	50.8
South Dakota		2.1		.8
Wisconsin		6.3		2.5
Eastern				
Dist. of Columbia		2.1		.8
Maryland	2.4			.8
New York			3.0	.8
Southern				
Arkansas	2.4	2.1		1.6
Louisiana			3.0	.8
Texas	2.4	4.2	15.2	6.7
Virginia		2.1		.8
Outside USA	2.4	2.1	3.0	2.5
Total	100.0%	100.0%	100.0%	100.0%

employed in the great plains, or midwestern part of the United States, excluding the 50.8 per cent employed in Oklahoma.

The Later Group has the greatest percentage (60.7 per cent) of graduates working in Oklahoma. This could be expected due to the fact that this group has had less time to migrate to other states for employment.

Educational Characteristics

Items were designed for this portion of the study to determine the educational characteristics of the graduates. These items included the graduates' undergraduate major, undergraduate institutions, reason for selecting Oklahoma State University, age level at completion of the program, opinion of specific benefits from the program, opinion of specific areas needed to be added to program, recommendations to improve the program, and the number of years elapsed between undergraduate degree and the program, and those graduates who have continued their graduate education. An analysis of these results will be presented here.

Predominant undergraduate majors are extremely hard to pinpoint. In review of Table VI, the total obtained sample indicates the social sciences as the area of undergraduate concentration of almost one in five of the graduates. However, a review of the subgroups indicates the greatest number of graduates in the social sciences were in the Early Group. The natural sciences had an increase in the Middle Group. Except for military science, and possibly, physical education, it does not appear there are any trends regarding the undergraduate major area of graduates over the past

ten years, but instead it appears the graduates in Student Personnel and Guidance tend to major in a wide-range of undergraduate disciplines. Recent graduates do not come from any one particular area of study.

TABLE VI
THE UNDERGRADUATE MAJORS OF THE OBTAINED SAMPLE

	Subgroups			
	Early Group n = 41	Middle Group n = 48	Later Group n = 33	Total n = 122
Behavioral Sciences	12.2%	6.3%	6.1%	8.2%
Business	14.6	6.3	9.0	9.8
Elementary Education	9.8	8.2	15.2	10.7
Fine Arts	7.3	4.2	15.2	8.2
Language Arts	9.8	14.6	15.2	12.3
Military Science			3.0	.8
Natural Sciences	9.8	20.8	9.0	13.9
Physical Education	2.4	12.5		5.7
Social Sciences	24.3	14.6	15.2	18.9
Vocational Sciences	9.8	12.5	12.1	11.5
Total	100.0%	100.0%	100.0%	100.0%

The percentage of Oklahoma and non-Oklahoma undergraduate institutions attended by the graduates is presented in Table VII. Oklahoma undergraduate schools were divided into four types: the home university of Oklahoma State University; the other state university, University of Oklahoma; the state controlled colleges; and the privately-controlled colleges. Non-Oklahoma undergraduate

schools were divided into five geographical areas with somewhat arbitrary boundaries: midwestern, eastern, southern, western, and outside the United States.

TABLE VII
THE PERCENTAGE OF OKLAHOMA AND NON-OKLAHOMA
UNDERGRADUATE INSTITUTIONS ATTENDED
BY THE OBTAINED SAMPLE

	Subgroups			
	Early Group	Middle Group	Later Group	Total
Okla. Undergraduate Institutions	n = 33	n = 32	n = 22	(71.3%) n = 87
Okla. State Univ.	36.4%	43.8%	63.6%	46.0%
Univ. Of Okla.		6.2		2.3
Okla. State Coll.	48.4	40.6	27.3	40.2
Okla. Private Coll.	15.2	9.4	9.1	11.5
Total	100.0%	100.0%	100.0%	100.0%
Non-Okla. Undergraduate Institutions	n = 8	n = 16	n = 11	(28.7%) n = 35
Midwestern	62.5%	56.3%	45.5%	54.3%
Eastern	12.5	6.3	18.2	11.4
Southern	12.5	18.7	27.3	20.0
Western		18.7	9.0	11.4
Outside USA	12.5			2.9
Total	100.0%	100.0%	100.0%	100.0%

As could be expected, a large percentage of the graduates received their bachelor degree from an Oklahoma college or university. Only 28.7 per cent of the graduates attended undergraduate institutions outside Oklahoma as compared to 71.3 per cent who attended an Oklahoma institution. In reviewing the numerical breakdown of the three subgroups, this percentage appeared very consistent with the three subgroups.

An increasing number of graduates over the period studied (Early Group - 36.4 per cent, Middle Group - 43.8 per cent, Later Group - 63.6 per cent) attended undergraduate school at Oklahoma State University. Almost half (46.0 per cent) of the graduates attending undergraduate institutions in Oklahoma attended Oklahoma State University. Also, a good percentage of those graduates attending an Oklahoma undergraduate institution attended one of the several state controlled colleges; however, this number has diminished considerably over the period studied. In other words it appears that increasingly more of the graduates have received their undergraduate degrees at Oklahoma State University. Interestingly, an insignificant number of the graduates received their undergraduate degree at the University of Oklahoma.

The general midwestern part of the United States from Ohio to Colorado has been the home of undergraduate institutions of 54.3 per cent of the 35 graduates who attended undergraduate school outside Oklahoma. This area has shown a decrease, however, over the period studied. It appears further that considerably more entrants into the program are coming from the southern part of the United States.

Reasons for selecting Oklahoma State University for study toward the master's degree in Student Personnel and Guidance is presented in Table VIII.

TABLE VIII
THE REASONS FOR THE SELECTION OF OKLAHOMA STATE UNIVERSITY
FOR TRAINING ON MASTER'S DEGREE IN
STUDENT PERSONNEL AND GUIDANCE

	Subgroups			
	Early Group n = 41	Middle Group n = 48	Later Group n = 33	Total n = 122
Location	24.4%	25.0%	54.3%	32.8%
Financial Aid	48.8	35.4	21.2	36.1
Coursework				
Available	7.3	4.2	6.1	5.7
Quality of				
Program	12.2	10.4	9.3	10.7
Reputation of				
Staff	2.4	2.0	6.1	3.3
Suggested by a				
Friend	4.9	4.2	3.0	4.0
NDEA Institute				
Attendance		18.8		7.4
Total	100.0%	100.0%	100.0%	100.0%

Location of the university and financial assistance available were listed as major reasons for the selection of Oklahoma State University. These two categories, location and financial assistance, accounted for 68.9 per cent of the graduates' reasons for their

selection. One should note over the period studied, however, that location as a reason has increased, whereas financial assistance as a reason has decreased.

The four other reasons listed for selection of Oklahoma State University totaled less than one-third of the obtained sample and all reasons remained somewhat constant over the period studied except for the final category. NDEA Institute attendance by the graduates of the Middle Group appeared to have an effect on the choice of the graduates to attend and complete the master's degree at Oklahoma State University.

This investigator believes that some planning of the program should take into account how long the graduate students beginning the program have remained out of higher education prior to initiating the program. Number of years elapsed between completion of the undergraduate degree and initiation of the master's degree is presented in Table IX.

An analysis of the total group indicates that 90.2 per cent of the graduates began their program within ten years after completing the undergraduate degree. Even more important, 73.8 per cent waited five years or less, and almost one-fourth entered the program immediately.

Increasingly over the period studied, the subgroups indicate more of the graduates entered the program within the first five years after receiving the undergraduate degree (Early Group - 63.2 per cent, Middle Group - 68.7 per cent, and the Later Group - 81.8 per cent). It is possible that more and more students see the long term value earlier of continuing their education through the master's

level and spend less time working in the field of education before arriving at that decision. Only 9.8 per cent of the graduates waited over ten years to enter the program.

TABLE IX
THE NUMBER OF YEARS ELAPSED BETWEEN COMPLETION
OF UNDERGRADUATE DEGREE AND INITIATION
OF MASTER'S DEGREE

Years Elapsed	Subgroups			
	Early Group n = 41	Middle Group n = 48	Later Group n = 33	Total n = 122
0*	17.1%	22.9%	33.3%	23.8%
1 - 5	56.1	45.8	48.5	50.0
6 - 10	19.5	20.8	6.1	16.4
11 - 15		2.1	3.0	1.6
16 - 20	4.9	4.2	9.1	5.7
Over 20	2.4	4.2		2.5
Total	100.0%	100.0%	100.0%	100.0%

*Entered the program immediately upon completion of the undergraduate degree.

The age level of the graduates at time of completion of the program is presented in Table X.

Slightly over three-fourths (76.2 per cent) of the graduates are under thirty-five years of age at completion of the program.

The graduates have been comparatively young in age and in the Later

Group, 72.7 per cent of the graduates were under thirty years of age. Only 6.5 per cent of the graduates were fifty years of age or older when they completed the program.

TABLE X
THE AGE LEVEL AT COMPLETION OF MASTER'S DEGREE

	Subgroups			
	Early Group n = 41	Middle Group n = 48	Later Group n = 33	Total n = 122
29 or less	46.3%	43.8%	72.7%	52.4%
30 - 34	26.8	31.2	9.1	23.8
35 - 39	9.8	12.4	3.0	9.1
40 - 44	9.8	6.3	9.1	8.2
45 - 49	4.9	4.2	6.1	4.9
50 or above	2.4	2.1		1.6
Total	100.0%	100.0%	100.0%	100.0%

Graduates were asked whether or not they had continued their education beyond the program as well as the extent of their present level of additional education beyond the program. Table XI presents the results of this item.

Of the total group, 32.8 per cent of the graduates have taken no additional coursework. It should be understood that the Later Group would have little, if any, chance to take additional coursework due to their recent completion of the program. This group

contains 57.6 per cent who have had no additional coursework. By contrast, the Early Group and Middle Group contain only 22.0 per cent and 25.0 per cent respectively who have had no additional coursework.

TABLE XI
THE NUMBER OF GRADUATES WHO HAVE CONTINUED
EDUCATION BEYOND THE PROGRAM

	Subgroups			
	Early Group n = 41	Middle Group n = 48	Later Group n = 33	Total n = 122
No Additional Coursework	22.0%	25.0%	57.6%	32.8%
Taken Several Courses	44.0	50.0	24.2	41.0
In Ed.S. Program	2.4	6.3		3.3
Completed Ed.S. Program	2.4			.8
In Doctoral Program	14.6	8.3	15.2	12.3
Completed Doctoral Program	14.6	10.4	3.0	9.8
Total	100.0%	100.0%	100.0%	100.0%

Forty one per cent of the total group have taken several courses but have not begun any actual program toward an additional degree. Again the Later Group with 24.2 per cent would have had limited opportunity to take additional coursework, as compared to the Early Group or Middle Group.

A limited number of the graduates have begun or completed the Ed.S. program. Of the total group, 3.3 per cent are now in the Ed.S. program and .8 per cent have completed the Ed.S. degree. All of the graduates involved in the Ed.S. program are within the Early Group and Middle Group. Graduates within the Early Group involved in the Ed.S. program total 4.8 per cent and graduates within the Middle Group involved in the Ed.S. program total 6.3 per cent.

A somewhat greater percentage of the graduates are in a doctoral program or have completed the doctoral degree. Of the total group, 12.3 per cent are now in a doctoral program. Interestingly, the greatest percentage within a group now working on a doctorate degree is the Later Group (15.2 per cent). The Middle Group have the least in doctoral programs as indicated by 8.3 per cent of that group. The Early Group has 14.6 per cent of its members now in a doctoral program.

Almost ten per cent of the graduates of the program have completed a doctorate degree (9.8 per cent). As would be expected due to opportunity of time alone, 14.6 per cent of the Early Group have completed the doctorate degree. An additional 10.4 per cent of the Middle Group have completed the doctorate degree. And, as could be expected, only three per cent of the Later Group have been able to complete the doctorate degree. Over one-fourth of the graduates (26.2 per cent) are either in or have completed a planned program of study beyond the master's degree.

The population was asked an open-ended question to point out a specific benefit they believed they received from the program. These opinions are presented in Table XII.

TABLE XII
THE OPINIONS OF THE GRADUATES OF THE SPECIFIC
BENEFITS OF THE PROGRAM

	Subgroups			
	Early Group n = 41	Middle Group n = 48	Later Group n = 33	Total n = 122
Practicum Experiences	43.9%	72.8%	30.2%	51.6%
Specific Coursework	14.6	2.1	36.4	15.6
Associations with Faculty and Graduate Students	9.8	8.3	18.2	11.5
Work in the Field While in the Program		6.3	6.1	4.1
Innovative Teaching Methods Used by Faculty	4.9			1.6
Institutes Offered	14.6	6.3	3.0	8.2
No Response Given	12.2	4.2	6.1	7.4
Total	100.0%	100.0%	100.0%	100.0%

Obviously the single item indicated of greatest benefit to the graduates was their practical experience in training. Of the total group 51.6 per cent indicated this as very beneficial to them. However, it should be noted the differences between subgroups concerning this item. In the Early Group 43.9 per cent indicated practical experience as the specific benefit they received while 72.8 per cent indicated this in the Middle Group and only 30.2 per cent pointed to this as a benefit in the Later Group. The investigator should add here that many respondents indicated a need for a greater

variety of practical experiences similar to practice teaching, personal interviews with professionals in the field, and practice experience in organizing and developing different types of groups.

A possible reason for continued interest of the University in younger graduates may be borne out, to a degree, in the specific benefit received as being "specific coursework." This item can be defined as specific areas of study pointed out by the graduates as being highly beneficial to them. One should note the 36.4 per cent of the Later Group as indicating a specific course area as highly beneficial. Coupled with the next item, association with faculty and graduate students, as indicated by 18.2 per cent of the Later Group, it would appear that the educational depth and value of the program and the quality and methodology utilized by the faculty have been singled out as highly beneficial aspects of the program at Oklahoma State University.

It is understandable that institute attendance and relationships have decreased over the period studied as being beneficial to any significant number of the graduates. Very few of these NDEA Guidance and Counseling Institutes have been offered at Oklahoma State University in more recent years.

It should be noted, however, that innovative teaching methods used by the faculty was indicated only by 4.9 per cent of the Early Group and was not listed in the Middle Group or Later Group.

Table XIII presents the retrospective opinions of the graduates of specific areas needing improvement within the program. This open-ended stimulus allowed each respondent to express his own unbiased opinion.

More practical experience and more specific coursework in the level and area of the individual's interest totaled 68.8 per cent of the responses. However, responses given between the subgroups show an increasing number (Early Group - 17.1 per cent, Middle Group - 39.6 per cent, Later Group - 48.5 per cent) feel that practical experiences could be broadened to aid the preparation to include many different types of practical experiences and more experience in the level of study of the individual. By contrast, however, the opinions of the graduates that more coursework in the individual's level of study and area of interest decreased between subgroups over the period studied (Early Group - 46.3 per cent, Middle Group - 37.7 per cent, Later Group - 15.2 per cent). It would appear more and more attention has been given to the individuality of each student's program, indicating greater flexibility and a broader quality offering of coursework available to the student.

The three remaining categories, more depth in testing and measurement, need for better teaching methods by the faculty, and more NDEA Institutes, were listed by only 10.6 per cent of the graduates. Due to the small number indicating these items as needing improvement, no trends or indications are suggested unless some need exists to better integrate practically the testing and measurement course content with use in the field of Student Personnel and Guidance as indicated by 8.2 per cent of the respondents.

TABLE XIII

THE OPINIONS OF THE GRADUATES OF ADDITIONAL NEEDS
THAT SHOULD BE INCORPORATED INTO PROGRAM

	Subgroups			
	Early Group n = 41	Middle Group n = 48	Later Group n = 33	Total n = 122
More Practical Experience	17.1%	39.6%	48.5%	34.4%
More Coursework In Areas of Interest	46.3	37.7	15.2	34.4
More Depth in Testing Measurement	9.8	4.2	12.1	8.2
Better Teaching Methods by Faculty		2.1	3.0	1.6
More Institutes	2.4			.8
No Response Given	24.4	16.4	21.2	20.6
Total	100.0%	100.0%	100.0%	100.0%

It should be noted that slightly over one-fifth or 20.6 per cent of the graduates gave no response to this item on the questionnaire. The number (24.4 per cent) shown in the Early Group may indicate that members of this group are too far removed from the program to indicate specific needs to be added to the program. Many members of the Later Group have not yet left higher education to work in the field; hence, an opinion of needs to better prepare the graduate for employment in Student Personnel and Guidance was not feasible. This could account for the 21.2 per cent of the Later Group for not responding to this item.

TABLE XIV
THE RECOMMENDATIONS OF THE GRADUATES TO BETTER THE PROGRAM

	Subgroups			
	Early Group n = 41	Middle Group n = 48	Later Group n = 33	Total n = 122
Tighter Restrictions for Entrance into Program	2.4%	4.3%	6.6%	4.1%
More Practical Experience	34.2	25.0	48.5	34.4
More Coursework in Specific Area of Interest	17.1	25.0	9.1	18.0
More Depth into Individual Courses	2.4		9.1	3.3
Better Teaching Methods, Better Integration	14.6	6.3	9.1	9.9
No Response Given	29.3	39.6	18.2	30.3
Total	100.0%	100.0%	100.0%	100.0%

Following closely with the last item which asked for any specific areas in which the graduate felt unprepared on his job, the request in the next item asked for any general recommendation for the program. This information is presented in Table XIV.

Similar to the results in Table XIII, the recommendations included more practical experiences (34.4 per cent) and more coursework in levels and areas of individual interests (18.0 per cent). The trends indicated between groups are somewhat similar to those indicated in Table XIII. The individual responses within these two

categories pointed toward a desire for greater flexibility within the training program.

A total of 30.3 per cent of the graduates did not respond to this item on the questionnaire, the greater percentage being in the Middle Group. The non-responses to this item were greater than the item presented in Table XIII, however, a great difference in non-response of the Middle Group occurred (Table XIII - 16.4 per cent, Table XIV - 39.6 per cent). It is possible the graduates perceived these two items on the questionnaire as both asking for the same information, and therefore, the latter item was not completed.

Occupational Characteristics

Items designed for this part of the study included occupational aspiration at the beginning of the program, possible change of aspiration during the program, and the cause of any such change. Also, graduates were asked to state the nature of their first employment after completion of the program, nature of their present employment, and, if they were no longer employed in a Student Personnel or Guidance position, the cause of their vocational change. The last item in this portion of the study asked the graduates to list all states in which they have worked in a position in Student Personnel and Guidance. The purpose of this latter item was two-fold: first, to determine occupational stability and, second, to indicate states to which graduates tend to migrate.

The original occupational aspiration of the graduates at the outset of their program is presented in Table XV.

TABLE XV
THE OCCUPATIONAL ASPIRATIONS OF THE GRADUATES
AT TIME OF ENTRANCE INTO THE PROGRAM

	Subgroups			
	Early Group n = 41	Middle Group n = 48	Later Group n = 33	Total n = 122
Counseling	78.0%	85.3%	78.8%	81.3%
Student Personnel Work	9.8	6.3	18.2	10.6
Guidance Background for Teaching	7.3	6.3	3.0	5.7
Coaching	4.9			1.6
Military Science		2.1		.8
Total	100.0%	100.0%	100.0%	100.0%

School counseling as the original aspiration was indicated by 81.3 per cent of the graduates. This high percentage was somewhat constant between the groups.

Student Personnel work as an original aspiration was listed by 10.6 per cent of the graduates. The Later Group, however, had a higher percentage stating Student Personnel work as their original aspiration. The desire for a guidance background for teaching was listed by 5.7 per cent of the graduates.

The last two categories which included coaching and military service were indicated by 2.4 per cent of the graduates. Due to the small number within these two categories, reasons for completing the program in Student Personnel and Guidance with these aspirations would not be reliable for any inferential purposes.

The stability of occupational aspirations during the pursuit of the master's degree is presented in Table XVI. The graduates were simply asked if their occupational aspiration changed during the program.

TABLE XVI
THE NUMBER OF GRADUATES WHOSE OCCUPATIONAL ASPIRATION
CHANGED WHILE STUDYING IN PROGRAM

	Subgroups			
	Early Group n = 41	Middle Group n = 48	Later Group n = 33	Total n = 122
Changed	14.6%	16.7%	15.2%	15.6%
Did Not Change	85.4	83.3	84.8	84.4
Total	100.0%	100.0%	100.0%	100.0%

More than four-fifths (84.4 per cent) of the graduates stated their occupational aspirations did not change during the program. A comparison of the subgroups shows this figure to remain somewhat constant.

Table XVII presents an analysis of the areas to which occupational aspirations switched during the program. A total of nineteen graduates or 15.6 per cent of the total group indicated an occupational aspiration change.

TABLE XVII
 THE AREA OF INTEREST TO WHICH GRADUATES' OCCUPATIONAL
 ASPIRATION CHANGED DURING PROGRAM

	Subgroups			
	Early Group n = 6	Middle Group n = 8	Later Group n = 5	Total n = 19
Teaching	50.0%	37.5%	20.0%	36.5%
Student Personnel	33.3	50.0	60.0	47.6
Counseling	16.7			5.3
Business World		12.5	20.0	10.6
Total	100.0%	100.0%	100.0%	100.0%

Though the number within each subgroup who did change their occupational aspiration is small, the results indicated changes are primarily to other areas, within the field of education. Only 10.6 per cent of the graduates left the field of education to enter some phase of business enterprise. None of the graduates within the Early Group have entered the business world; though the number is small, those entering the business world are within the Middle Group and Later Group.

It appears some shift in occupational aspiration may take place as a result of the variety of positions available in Student Personnel and Guidance. Of the total graduates 47.6 per cent changed their aspiration toward Student Personnel work and 36.5 per cent changed their aspiration toward teaching. The increasingly greater

percentage between the groups changing occupational aspiration to Student Personnel may indicate availability of more opportunity as well as exposure to new areas of employment within the field.

Graduates whose occupational aspiration changed were asked to state the cause of this change as best they could remember. The reasons listed by the graduates are presented in Table XVIII.

TABLE XVIII
THE GRADUATES' REASON FOR CAUSE OF CHANGE OF
OCCUPATIONAL ASPIRATION DURING PROGRAM

	Subgroups			
	Early Group n = 6	Middle Group n = 8	Later Group n = 5	Total n = 19
Association with Faculty and Staff	16.7%	37.5%	40.0%	31.6%
Better Conditions in Other Fields		12.5	20.0	10.5
More Education Desired		25.0	40.0	21.1
Better Job Offers		12.5		5.2
Change in Personal Interest	83.3	12.5		31.6
Total	100.0%	100.0%	100.0%	100.0%

Associations with faculty members and staff were listed by graduates in all groups. Of the total group, 31.6 per cent listed these associations as the direct cause of the change. On several

occasions, the graduates mentioned specific professors or staff members who had encouraged their studies and, directly or indirectly, influenced the graduate to change occupational aspirations and/or continue graduate training after the master's degree.

Better conditions and opportunities in other fields were listed by 10.4 per cent of the graduates whose occupational aspiration changed. Higher wages and better job offers were perceived as the cause of change by 5.2 per cent of these graduates. Of this particular group, 21.1 per cent of the total indicated a desire for more graduate education while in the program. A general change of vocational interest was indicated by 31.6 per cent of this total group. This change of personal interest vocationally was listed by 83.3 per cent of the Early Group. This ambiguity may be explained by the number of years passed since completion of the program making it difficult to pin-point a specific cause of change.

The nature of the employment held by the graduates in their first position is presented in Table XIX.

School counseling attracted 49.1 per cent of the total group on their first positions of employment. The counseling area has attracted less, however, when comparing the Early Group which attracted 58.5 per cent, the Middle Group which attracted 56.3 per cent, and the Later Group which attracted less, 27.3 per cent. It was noted in Table XII that many of those changing their aspirations during the program changed to Student Personnel work in the Later Group and no one changed to counseling in that group.

TABLE XIX
THE NATURE OF EMPLOYMENT HELD BY THE GRADUATES
IN THEIR FIRST POSITION

	Subgroups			
	Early Group n = 41	Middle Group n = 48	Later Group n = 33	Total n = 122
Counseling	58.5%	56.2%	27.3%	49.1%
Student Personnel Work	17.1	14.6	21.2	17.2
Teaching	22.0	20.8	30.3	23.8
Psychometry			3.0	.8
Research Work		2.1		.8
School Chaplain			3.0	.8
Armed Services	2.4	2.1	3.0	2.5
Continued Education		2.1	6.1	2.5
Unemployed		2.1	6.1	2.5
Total	100.0%	100.0%	100.0%	100.0%

Those graduates first entering the employment market in a position in student personnel work totaled 17.2 per cent. The greater percentage of graduates entering student personnel work upon completion of the master's degree are within the Early Group and Later Group. Though, larger in number, the Middle Group had a smaller per cent entering student personnel work.

An interesting category is teaching as the position first held by 23.8 per cent of the graduates. This category had a higher percentage (30.3 per cent) in the Later Group. In comparison, teaching as an occupational aspiration on Table XV was listed by only 5.7 per cent of the graduates. This difference of aspiration

(5.7 per cent) as compared to those entering the field of teaching (23.8 per cent) is great.

The areas of psychometry, research work, and school chaplaincy were entered by only three graduates. A very small percentage of 2.5 per cent went into the armed services, continued their graduate education, or remained unemployed immediately after completing the program. The results indicate more are remaining in graduate school immediately after completion of the program as illustrated by 6.1 per cent of the Later Group. Also, 6.1 per cent of the Later Group remained unemployed after completion of the program.

Table XX presents an overview of the nature of the graduates' employment at the time of the investigation.

School counseling is the occupational area in which 36.9 per cent of the graduates are working at the time of this study. It should be noted that in the Early Group 46.5 per cent were employed in counseling positions, the Middle Group had slightly less, a total of 39.6 per cent in counseling, and the Later Group much less or 21.2 per cent in counseling.

Student Personnel work was listed by 25.4 per cent of the graduates as that type employment now held. There appears to be very little difference between the three groups as to the percentage now in Student Personnel work.

Teaching as well has small differences between the three groups in numbers now working in that field. Of the total group, 19.7 per cent listed teaching as that type employment in which they are now engaged.

TABLE XX
THE NATURE OF EMPLOYMENT HELD BY GRADUATES PRESENTLY

	Subgroups			
	Early Group n = 41	Middle Group n = 48	Later Group n = 33	Total n = 122
Counseling	46.5%	39.6%	21.2%	36.9%
Student Personnel				
Work	26.8	27.0	21.2	25.4
Teaching	19.5	20.8	18.2	19.7
Psychometry			3.0	.8
Business World	2.4	4.2	3.0	3.3
School Chaplain			3.0	.8
Armed Services		2.1	3.0	1.6
Continued Education	2.4	2.1	12.2	4.9
Unemployed	2.4	4.2	15.2	6.6
Total	100.0%	100.0%	100.0%	100.0%

A few of the graduates are now working in areas other than those mentioned. These varied employment positions include psychometry (.8 per cent), business enterprises (3.3 per cent), school chaplaincy (.8 per cent), and the armed services (1.6 per cent). Due to the small numbers working in these areas, those not working within the area of training might be considered insignificant.

Very few of the graduates from the Early Group (2.4 per cent) and the Middle Group (2.1 per cent) are now continuing their graduate education full-time. Of the total group, 4.9 per cent are now in graduate school. As could be expected, the greater percentage

continuing their education at the present time is in the Later Group (12.1 per cent),

Similar indications are shown in the category of the unemployed. Unemployment was listed by 6.6 per cent of the total group with a number of these graduates within the later group. In review of the original responses of these eight cases listing unemployment, all were housewives.

A total of thirty-eight graduates indicated a vocational change after completion of the program. These results are presented in Table XXI. The groups presented here are small, hence the data should be viewed accordingly.

TABLE XXI

THE REASON FOR CHANGE OF VOCATION AFTER COMPLETION OF THE PROGRAM

	Subgroups			
	Early Group n = 19	Middle Group n = 8	Later Group n = 11	Total n = 38
Money and Opportunity	42.1%	75.0%	27.2%	44.8%
Desire for More Education	21.0	12.5	36.4	23.7
Marriage and/or Family	5.3	12.5	18.2	10.5
Military Obligation			9.1	2.6
Preferred Another Vocation	31.6		9.1	18.4
Total	100.0%	100.0%	100.0%	100.0%

Money offered for employment and opportunity was listed by 44.8 per cent of those graduates who changed vocations. There were large differences between the groups on this item, yet because of size of the groups these figures may not represent a total picture.

Graduates who desired more education and returned to graduate school and changed vocation totaled 23.7 per cent. There was a greater percentage (36.4 per cent) of the Later Group that mentioned this category.

Graduates totaling 18.4 per cent who indicated they preferred another vocation, in general found dissatisfaction in the field of Student Personnel and Guidance. This figure is not as large as first impression would leave as indicated by the size of this particular group leaving the field of Student Personnel and Guidance.

Table XXII presents an analysis of all states in which the graduates' have worked in positions in Student Personnel and Guidance since the completion of their programs. The total number of 129 is different than the number of graduates responding. This is explained in that many graduates were employed in more than one state. This information will be presented in Table XXIII.

To better visualize the general parts of the country in which graduates have been employed, the investigator arbitrarily grouped the states into general geographical areas. Noticeably, most of the states in which the graduates have been employed are located in the midwestern area of the United States. Included in these ten midwestern states is the home state of Oklahoma. Fifty-eight graduates have worked in Student Personnel and Guidance positions in Oklahoma. The other midwestern state that employed any sizeable

number of the graduates is Kansas. Thirteen of the graduates have been employed in Kansas. The other eight midwestern states including Illinois, Iowa, Kentucky, Michigan, Missouri, Nebraska, South Dakota, and Wisconsin each had only a small number of the graduates employed within their borders.

Five states located in the western part of the United States were listed by the graduates. Of these five western states, California has had eleven graduates who have worked in Student Personnel and Guidance. Nine graduates have been employed in the other four western states of Arizona, Colorado, New Mexico, and Wyoming.

The three states listed by graduates in the southern part of the United States included Arkansas, Texas, and Virginia. Twelve graduates indicated having been employed in Arkansas, listed by five graduates, and Texas, listed by seven graduates. Only one graduate has worked in the state of Virginia.

A small number of the graduates listed states in the eastern part of the United States. One graduate mentioned the District of Columbia and two graduates listed New York. Five graduates have worked in Student Personnel and Guidance positions outside the fifty states.

As might be expected, fewer graduates in the Later Group have worked in states other than Oklahoma. It would appear most of the graduates would secure positions within Oklahoma and migrate to other states at later times. This apparently is borne out as indicated by the Later Group as Oklahoma was listed by fourteen of the graduates and other states were listed by only seven graduates.

The Early Group and Middle Group have had a greater number of graduates who have worked in more of the twenty-one states listed.

TABLE XXII
THE STATES IN WHICH THE GRADUATES HAVE HELD POSITIONS
IN STUDENT PERSONNEL AND GUIDANCE

	Subgroups			
	Early Group	Middle Group	Later Group	Total
Midwestern				
Illinois	2			2
Iowa	1			1
Kansas	5	7	1	13
Kentucky	1			1
Michigan	1			1
Missouri	3	3		6
Nebraska		1		1
Oklahoma	23	21	14	58
South Dakota		1		1
Wisconsin	1	2		3
Western				
Arizona		1		1
California	6	4	1	11
Colorado	3	2		5
New Mexico	1	1		2
Wyoming		1		1
Southern				
Arkansas	1	3	1	5
Texas	3	2	2	7
Virginia		1		1
Eastern				
District of Columbia	1			1
New York	2		1	3
Outside USA	2	2	1	5
Total	56	52	21	129

States listed by the graduates were tallied to determine the number of different states in which graduates have worked in Student Personnel and Guidance positions to indicate occupational stability. The results are presented in Table XXIII.

TABLE XXIII
THE NUMBER OF STATES IN WHICH THE GRADUATES HAVE WORKED
IN STUDENT PERSONNEL AND GUIDANCE

	Subgroups			
	Early Group n = 41	Middle Group n = 48	Later Group n = 33	Total n = 122
None	0.0%	14.6%	42.4%	17.2%
One State	70.0	66.7	51.5	63.9
Two States	22.7	14.6	6.1	14.8
Three States	7.3	4.1	0.0	4.1
Total	100.0%	100.0%	100.0%	100.0%

A total of 17.2 per cent of the graduates have never worked in a Student Personnel and Guidance position. However, most of these graduates are in the Later Group in which 42.4 per cent of the graduates have never worked in Student Personnel and Guidance positions. All graduates in the Early Group have held at least one position in Student Personnel and Guidance. The Middle Group

appears comparatively constant with the total group in that 14.6 per cent of this group has never worked in Student Personnel and Guidance.

One state in which employment has been held was indicated by 63.9 per cent of the respondents. Illustrated by the subgroups a vast majority of the graduates have had stability in the locations of their employment. The Early Group with 70.0 per cent and the Middle Group with 66.7 per cent indicates this stability. Even though the Later Group had only 51.5 per cent employed in one state, it should be remembered that 42.4 per cent of that group has as yet never been employed in Student Personnel and Guidance.

Graduates who have worked in two states totaled 14.8 per cent. Again the greater number who have worked in two states appears in the Early Group with 22.7 per cent. The Middle Group with 14.6 per cent who have worked in two states is almost identical with the total sample. The 6.1 per cent within the Later Group could be expected as this group would have less time in which to have held more than one position.

Three states in which employment was held was indicated by 4.1 per cent of the graduates. As would be expected, the Early Group had 7.3 per cent employed in three different states; the Middle Group had 4.1 per cent, but the Later Group contained no one who had worked in three states.

Professional Characteristics

This portion of the study was designed to determine the involvement of the graduates with work of a professional nature. Items included here were: certificate qualifications, membership in

national professional organizations, attendance at national professional meetings, memberships in state professional organizations, and the authoring and publishing of professional journal articles or books.

Certification qualifications of the graduates are presented in Table XXIV. Graduates were asked to indicate highest level for which they were qualified.

TABLE XXIV
THE CERTIFICATE HELD BY THE GRADUATES

	Subgroups			
	Early Group n = 41	Middle Group n = 48	Later Group n = 33	Total n = 122
Standard	85.4%	85.4%	57.6%	77.9%
Provisional	14.6	14.6	42.4	22.1
Temporary	0.0	0.0	0.0	0.0
Total	100.0%	100.0%	100.0%	100.0%

As would be expected, a high percentage of the graduates would qualify for the Standard Certificate as the master's degree program is designed to accomplish this purpose. A total of 77.9 per cent of the graduates qualify for the Standard Certificate. A higher percentage (85.4 per cent) of the graduates within the Early Group

Group and Middle Group qualified for the Standard Certificate than did graduates within the Later Group (57.6 per cent).

None of the graduates were qualified for less than the Provisional Certificate.

TABLE XXV
THE MEMBERSHIPS HELD BY THE GRADUATES IN
NATIONAL PROFESSIONAL ORGANIZATIONS

	Subgroups			
	Early Group	Middle Group	Later Group	Total
APGA	12	18	11	41
ASCA	5	7	3	15
ACPA	5	10	6	21
AMEG	3	4		7
SPATE	1			1
ACES	1	2	1	4
ARCA				0
NVGA	2	5	1	8
NECA	1			1
APA	1	2	1	4
NAWDC		1	2	3
NASPA	2		1	3
NRA	1	3		4
NRCA	1	1		2
AERA	1	1		2
COSPA	1			1
ASU	1			1
AVA		1		1
NSSE		1		1
ACU			1	1
AAC			1	1
Total	38	56	28	122

Table XXV presents the memberships held in national professional organizations as listed by the graduates. Many graduates listed memberships in more than one organization and the information is presented to indicate varied types of organizations to which the graduates belong.

As might be expected the largest membership is held in the umbrella-organization, APGA. Forty-one memberships were indicated by the graduates. The Middle Group a slightly larger number of memberships than the Early Group or Later Group. It should be noted that 57 memberships are held in the eight divisions of APGA.

National organizations such as APA, NAWDC, NASPA, NRA, NRCA, AERA, COSPA, ASU, AVA, NSSE, ACU, and AAC were listed by less than any five of the graduates.

Coincidentally the total number of memberships listed equalled exactly the number of the obtained sample in this study. The 122 memberships, therefore, give the average number of memberships held by the graduates as one.

Table XXVI presents the number of memberships held by the graduates. No graduates listed more than five memberships.

Over half of the graduates, a total of 55.7 per cent, belong to no national professional organization. This percentage remains fairly constant between groups as well. Membership in one national professional organization is held by 13.9 per cent of the graduates. The exact same percentage (13.9 per cent) of the graduates hold memberships in two national professional organizations. The greatest number within the subgroups holding one or two memberships is in the Later Group. Graduates holding three memberships totaled 9.9

per cent. A total of only 6.6 per cent of the graduates hold four and five memberships in national professional organizations. Within the subgroups, the Middle Group and Later Group show more holding four memberships. Those in the Early Group hold the greater number of graduates maintaining five memberships in national professional organizations.

TABLE XXVI
THE NUMBER OF NATIONAL PROFESSIONAL MEMBERSHIPS
HELD BY THE GRADUATES

	Subgroups			
	Early Group n = 41	Middle Group n = 48	Later Group n = 33	Total n = 122
No Memberships	63.9%	50.0%	54.5%	55.7%
One Membership	9.8	14.5	18.2	13.9
Two Memberships	9.8	16.7	18.2	13.9
Three Memberships	9.8	10.4	6.1	9.9
Four Memberships	1.8	4.2	3.0	3.3
Five Memberships	4.9	4.2	0.0	3.3
Total	100.0%	100.0%	100.0%	100.0%

Attendance at national professional meetings is presented in Table XXVII. Graduates were asked to indicate which of the four responses best answered their attendance. It should be kept in mind when analyzing the results of the Later Group that this group has had

little time, if any, to become involved in attendance at national professional meetings since the completion of their program.

A total of 46.7 per cent of the graduates never attend national professional meetings. However, a high number of the Later Group (69.7 per cent) indicated nonattendance, while the Early Group and Middle Group indicated nonattendance as 39.0 per cent and 37.6 per cent respectively.

Within the Early Group (36.6 per cent) and Middle Group (37.6 per cent) a similar number of graduates indicated annual attendance at national professional meetings. Again only 18.2 per cent in the Later Group listed annual attendance which may be explained to some degree by lack of opportunity for attendance since completion of the program.

TABLE XXVII
THE ATTENDANCE OF GRADUATES AT NATIONAL
PROFESSIONAL MEETINGS

	Subgroups			
	Early Group n = 41	Middle Group n = 48	Later Group n = 33	Total n = 122
Never Attends	39.0%	37.6%	69.7%	46.7%
Attends Annually	36.6	37.6	18.2	32.0
Attends Biannually	4.9	8.3	3.0	5.7
Attends Infrequently	19.5	16.5	9.1	15.6
Total	100.0%	100.0%	100.0%	100.0%

A combined total of 21.3 per cent of the graduates attend national professional meetings every other year and even less often.

Graduates were asked to state whether or not they held memberships in state professional organizations. The results of this item are presented in Table XXVIII.

Interestingly, the total group is almost equally divided between membership and nonmembership in state professional organizations with 44.3 per cent indicating membership. The greatest difference appears within the Early Group where only 39.0 per cent indicated membership in state professional organizations and within the Later Group only 42.4 per cent held memberships, as compared to the Middle Group (50.0 per cent).

TABLE XXVIII
THE NUMBER OF GRADUATES BELONGING TO
STATE PROFESSIONAL ORGANIZATIONS

	Subgroups			
	Early Group n = 41	Middle Group n = 48	Later Group n = 33	Total n = 122
Hold Membership	39.0%	50.0%	42.4%	44.3%
Hold No Memberships	61.0	50.0	57.6	55.7
Total	100.0%	100.0%	100.0%	100.0%

Table XXIX presents the responses of the graduates as to whether they have published articles in the professional journals in Student Personnel and Guidance.

Professional journal articles have been published by 14.8 per cent of the graduates. As might be expected, a greater percentage (22.0 per cent) in the Early Group have published articles. Possibly because of less opportunity and time the Middle Group and the Later Group have published less.

TABLE XXIX
THE NUMBER OF GRADUATES WHO HAVE PUBLISHED
ARTICLES IN PROFESSIONAL JOURNALS

	Subgroups			
	Early Group n = 41	Middle Group n = 48	Later Group n = 33	Total n = 122
Published	22.0%	10.4%	12.1%	14.8%
Never Published	78.0	89.6	87.9	85.2
Total	100.0%	100.0%	100.0%	100.0%

Graduates were also asked if they had authored or co-authored any professional books in the field of Student Personnel and Guidance. The responses to this query are presented in Table XXX.

TABLE XXX
 THE NUMBER OF GRADUATES WHO HAVE AUTHORED OR CO-AUTHORED
 PROFESSIONAL BOOKS OR PAMPHLETS

	Subgroups			
	Early Group n = 41	Middle Group n = 48	Later Group n = 33	Total n = 122
Authored Book	14.6%	4.2%	6.1%	8.2%
Never Authored Book	85.4	95.8	93.9	91.8
Total	100.0%	100.0%	100.0%	100.0%

The total number of graduates who have authored or co-authored a book totals 8.2 per cent. Again the higher percentage of graduates involved in authoring a professional book was the Early Group (14.6 per cent). As indicated previously, a possible explanation of the lesser percentages in the Middle Group and Later Group is due to less opportunity and time since completion of the program.

Course Evaluation

This part of the study was designed to secure the graduates' opinion as to the practical utility in a student personnel or guidance position of twenty-four selected courses common to many master's degree programs. The graduates were not asked to rate the course content, the method of instruction, or the personality of the instructor, but only the on-the-job practical utility that was made of the material learned. Of the 122 respondents, 101 have been

TABLE XXXI

THE MEAN SCORES OF RELATIVE PRACTICAL UTILITY OF COURSEWORK
TAKEN DURING PROGRAM AND THE NUMBER OF GRADUATES
WHO COMPLETED EACH COURSE

Course	Mean Score	Number Taking The Course n = 101
Principles & Administration of Guidance Services	3.7	90
Problems & Principles of Student Counseling	4.0	86
Interview Techniques	4.1	86
Guidance in the Elementary School	3.5	20
Vocational Information	3.6	91
Counseling Practicum	4.5	98
Group Guidance	3.8	82
Student Personnel Work in Higher Education	3.7	29
Seminar in Higher Education Student Personnel	2.2	24
Supervised Experience in H.E. Student Personnel	3.6	13
Educational Measurements	3.8	97
Individual Intelligence Tests	3.8	86
Human Development I	3.4	81
Human Development II	3.6	59
Introduction to Graduate Study and Research	3.1	90
Statistics	3.3	89
Philosophies of Education	2.7	87
Psychology of Learning	3.5	78
Personality Theories	3.9	57
Abnormal Psychology	3.8	54
Psychology of Individual Differences	4.0	39
Principles of Counseling Psychology	4.1	61
Social Psychology	3.5	46
Master's Thesis	2.9	9

employed in positions in Student Personnel and Guidance and were able to respond to this item.

Graduates were asked to indicate level of utility of the material learned on a scale zero through five. The scale suggested to the sample was as follows:

- 5 = coursework utilized constantly
- 4 = coursework of great value
- 3 = coursework of some utility
- 2 = coursework of little utility
- 1 = coursework of no utility
- 0 = did not take this course

The highest possible rank a course could be given is five. All responses were totaled and a mean average determined from those who took that course. The results of this item are presented in Table XXXI.

The Principles and Administration of Guidance Services (3.7), taken by ninety graduates who have worked in Student Personnel and Guidance was determined as being more than some utility on their job. Problems and Principles of Student Counseling (4.0) and Interview Techniques (4.1), each taken by eighty-six of the graduates were rated as being of great value on the job. The twenty graduates who have taken Guidance in the Elementary School felt the coursework was of more than some utility, rated at 3.5.

Vocational Information, taken by ninety-one of the graduates, was rated as greater than some utility at 3.6. The highest mean score of 4.5 as indicated by the ninety-eight graduates was given to Counseling Practicum. This score is approaching the level of coursework utilized constantly. A mean score of 3.8 was indicated

was indicated by the eighty-two graduates who have taken Group Guidance indicating the course is of great value.

Student Personnel Work in Higher Education was rated by the twenty-nine graduates who have completed the course at 3.7 indicating the coursework to be of some/great value. The mean score of 2.2 indicated by the twenty-four graduates who have completed Seminar in Higher Education Student Personnel tends to point out the coursework as being of little utility on the job. The thirteen graduates who have taken Supervised Experiences in Higher Education Student Personnel rated this course at 3.6, approaching the level of great value on the job.

Educational Measurements was rated at 3.8 by the ninety-seven graduates who have completed the course, as was Individual Intelligence Tests by the eighty-six who have taken the course. The 3.8 score indicates it is of great value in the performance of their job.

Human Development I, taken by eighty-one graduates, was rated at 3.4 and Human Development II was rated at 3.6 by the fifty-nine graduates taking the course. The mean score obtained for these two courses indicate they are more value than some utility but not of great value.

Introduction to Graduate Study and Research was rated at 3.1, coursework of some utility, by the ninety graduates who have taken the course. Statistics was rated just slightly higher at 3.3 by the ninety graduates having taken Statistics.

The mean score of 2.7 given by the eighty-seven graduates who have taken Philosophies of Education indicate the course to be of some value.

Psychology of Learning was rated by seventy-eight of the graduates. The 3.5 rating of this course places it midway between some utility and of great value. Personality Theories was rated at 3.9. The fifty-seven graduates rating the course indicate it to be of great value.

Fifty-four graduates rated Abnormal Psychology at 3.8 indicating it to be of almost great value. Psychology of Individual Differences, rated at 4.0, was indicated by the thirty-nine graduates who have taken the course as being of great value.

The sixty-one graduates who rated Principles of Counseling Psychology indicated it to be of great value with a 4.1 rating. Social Psychology was rated by forty-six graduates at 3.5 which is between some utility and of great value.

Only nine graduates who have worked in Student Personnel and Guidance have written a master's thesis. Master's Thesis was rated at 2.9 indicating it to be of some utility in the work performed by those nine graduates.

Comparison of Selected Variables

Several of the variables already presented were compared. The results of those comparisons are presented here.

Table XXXII is a comparison of age level at completion of the program and sex.

An almost equal percentage (Male - 51.9 per cent, Female - 53.3 per cent) completed the program while still below the age of thirty. Twenty-six per cent of the male graduates were between the ages of thirty and thirty-four. Similarly twenty per cent of female graduates

were in this age group. A greater percentage (10.4 per cent) of the male graduates were in the age group of thirty-five to thirty-nine while 6.7 per cent of the female graduates were in this age group. Graduates in the forty to forty-four age group included 7.8 per cent of the Male group and 8.9 per cent of the Female group. A considerably larger percentage of the female graduates (8.9 per cent) were in the forty-five to forty-nine age group as compared to 2.6 per cent of the male graduates in this age group. A small percentage (Male - 1.3 per cent, Female - 2.2 per cent) were fifty or older at the time of completion of their program.

TABLE XXXII

THE NUMBER OF MALE AND FEMALE GRADUATES ACCORDING TO
AGE LEVEL AT COMPLETION OF THE PROGRAM

	Sex Categories		
	Male n = 77	Female n = 45	Total n = 122
29 or less	51.9%	53.3%	52.5%
30 - 34	26.0	20.0	23.8
35 - 39	10.4	6.7	9.0
40 - 44	7.8	8.9	8.2
45 - 49	2.6	8.9	4.9
50 or above	1.3	2.2	1.6
Total	100.0%	100.0%	100.0%

Groups determined by sex were used to analyze the number of years which elapsed between completion of the undergraduate degree and the inception of the master's degree program. The results are presented in Table XXXIII.

Five years or less elapsed between completion of the undergraduate degree and inception of the program as indicated by 75.3 per cent of the male graduates and 71.2 per cent of the female graduates. Approximately one-half of the Males (53.2 per cent) and of the Females (44.5 per cent) waited one to five years to begin the program after completion of the undergraduate degree included 19.5 per cent of the male graduates as compared to 11.1 per cent of the female graduates. Only 5.2 per cent the Males waited more than ten years after completion of the undergraduate degree. However, 11.1 per cent of the female graduates waited eleven to twenty years after completion of the undergraduate degree to begin the program. Among Females, however, 6.6 per cent waited longer than twenty years to initiate the master's degree program.

TABLE XXXIII

THE NUMBER OF MALE AND FEMALE GRADUATES ACCORDING TO
NUMBER OF YEARS ELAPSED BETWEEN COMPLETION OF
UNDERGRADUATE DEGREE AND INITIATION
OF THE PROGRAM

Years Elapsed	Sex Categories		
	Male n = 77	Female n = 45	Total n = 122
0	22.1%	26.7%	23.8%
1 - 5	53.2	44.5	50.0
6 - 10	19.5	11.1	16.4
11 - 15	1.3	2.2	1.6
16 - 20	3.9	8.9	5.7
Over 20		6.6	2.5
Total	100.0%	100.0%	100.0%

A comparison of the age level at completion of the program with continuation of education beyond the program is presented in Table XXXIV.

Of the graduates who were under thirty years of age at completion of the program, 39.1 per cent took no additional coursework. An additional 29.7 per cent completing the program below the age of thirty have only taken several courses beyond the program. As could be expected, very few graduates are in or have completed the Ed.S. degree including only 3.1 per cent of those under thirty at completion of the program. Of those under the age of thirty at completion of the program, 28.1 per cent are presently in a doctoral program or have completed doctoral studies.

TABLE XXXIV

A COMPARISON OF AGE LEVEL AT COMPLETION OF THE PROGRAM WITH CONTINUATION
OF EDUCATION BEYOND THE PROGRAM

	Age Level Categories						Total n = 122
	29 or less n = 64	30 - 34 n = 29	35 - 39 n = 11	40 - 44 n = 10	45 - 49 n = 6	50 or over n = 2	
No Additional Coursework	39.1%	13.8%	36.4%	30.0%	83.3%	100.0%	32.8%
Taken Several Courses	29.7	58.6	54.5	50.0			41.0
In Ed.S. Program	3.1	6.9					3.3
Completed Ed.S. Program		3.4					.8
In Doctoral Program	17.2	3.4	9.1	10.0	16.7		12.3
Completed Doctoral Program	10.9	13.9		10.0			9.8
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The age groups of thirty to thirty-four, thirty-five to thirty-nine, and forty to forty-four are quite similar in regards to percentages who have continued education beyond the program. In these latter two groups approximately one-third in each group have taken no additional coursework as compared to only 13.8 per cent in the former group. Approximately one-half of each of these three age groups have taken several courses beyond the program. In the thirty to thirty-four age group, 10.3 per cent are presently studying toward or have completed the Ed.S. degree. This same group has 17.3 per cent who are presently studying toward or have completed the doctorate degree. The thirty-five to thirty-nine age group has 9.1 per cent studying toward the doctorate degree. Working toward the doctorate or having completed the doctorate in the forty to forty-four age group are 20.0 per cent of the group.

Between the ages of forty-five and forty-nine, 83.3 per cent of the group have taken no additional coursework and 16.7 per cent are in a doctoral program. All graduates completing the program at or above the age of fifty have terminated their graduate studies.

Male graduates as compared to female graduates who have continued their graduate education beyond the master's degree is presented in Table XXXV.

Within the total group 32.8 per cent of the graduates have taken no additional coursework. This is almost identical to male graduates (32.5 per cent) and female graduates (33.3 per cent).

Forty-one per cent of the graduates have taken several courses not as a part of a planned graduate program. A greater percentage of

female graduates (46.7 per cent) are in this category as compared to 37.6 per cent of the male graduates.

TABLE XXXV
THE NUMBER OF MALE AND FEMALE GRADUATES CONTINUING THEIR
EDUCATION BEYOND THE PROGRAM

	Sex Categories		
	Male n = 77	Female n = 45	Total n = 122
No Additional Coursework Taken Several Courses	32.5%	33.3%	32.8%
In Ed.S. Program Completed Ed.S. Degree	5.2	46.7	41.0 0
In Doctoral Program Completed Doctorate Degree	1.3	3.3	3.3 33
	9.1	17.8	.8
	14.3	2.2	12.3
Total	100.0%	100.0%	9.8
			100.0%

Only 4.1 per cent of the graduates are or have been involved in the Ed.S. program. This entire number consists of one group, 6.5 per cent of the male graduates.

Of the 22.1 per cent of the graduates involved in or who have completed the doctoral program, a slightly higher percentage are Males. The percentage of male graduates who are now studying

toward or have completed the doctorate degree is 23.4 per cent as compared to 20.0 per cent of the female graduates.

Table XXXVI presents a comparison of the male and female graduates and the number of national professional organizations to which they belong.

Over one-half the graduates hold no memberships in national professional organizations. Holding no memberships is slightly more common among the female graduates than the male graduates. The percentage of female graduates who hold no memberships is 62.3 per cent as compared to 51.9 per cent of the male graduates.

A greater percentage of female graduates (20.1 per cent) hold one membership in national professional organizations than do male graduates (10.4 per cent). The reverse is true concerning membership in two national professional organizations. Only 4.4 per cent of the female graduates hold two memberships as compared to 20.8 per cent of the male graduates. An almost equal percentage of male and female graduates hold three memberships in national professional organizations, 9.1 per cent and 8.8 per cent respectively.

Few graduates hold four or five memberships in national organizations. The percentage of the graduates holding four or five memberships is 3.3 for each. Four memberships are held by 3.9 per cent of the male graduates and 2.2 per cent of the female graduates. These percentages are identical with male and female graduates holding five memberships in national professional organizations.

TABLE XXXVI

THE NUMBER OF MALE AND FEMALE GRADUATES AND NUMBER OF
MEMBERSHIPS HELD IN NATIONAL
PROFESSIONAL ORGANIZATIONS

	Sex Categories		
	Male n = 77	Female n = 45	Total n = 122
No Memberships	51.9%	62.3%	55.7%
One Membership	10.4	20.1	13.9
Two Memberships	20.8	4.4	14.8
Three Memberships	9.1	8.8	9.0
Four Memberships	3.9	2.2	3.3
Five Memberships	3.9	2.2	3.3
Total	100.0%	100.0%	100.0%

Male and female graduates were compared in their publication record of professional journal articles. The results are presented in Table XXXVII.

Among the graduates, 14.8 per cent have published professional journal articles. The publication of professional journal articles has been done more by male graduates than female graduates. Nineteen and one-half per cent of the male graduates have published professional journal articles as compared to 3.9 per cent of the female graduates.

TABLE XXXVII
 THE NUMBER OF MALE AND FEMALE GRADUATES WHO HAVE
 PUBLISHED PROFESSIONAL JOURNAL ARTICLES

	Sex Categories		
	Male n = 77	Female n = 45	Total n = 122
Published	19.5%	3.9%	14.8%
Never Published	80.5	96.1	85.2
Total	100.0%	100.0%	100.0%

A similar comparison was made of male and female graduates who have authored or co-authored professional books or pamphlets. These results are presented in Table XXXVIII.

The percentage of male and female graduates who have authored or co-authored professional books or pamphlets are similar. The percentage of male graduates who have not authored or co-authored any professional books or pamphlets is 92.2 per cent and 91.1 per cent of the female graduates have not authored any professional publications, indicating less than ten per cent, or 8.2 per cent, of the graduates have authored or co-authored professional books or pamphlets.

TABLE XXXVIII

THE NUMBER OF MALE AND FEMALE GRADUATES WHO HAVE AUTHORED
OR CO-AUTHORED PROFESSIONAL BOOKS OR PAMPHLETS

	Sex Categories		
	Male n = 77	Female n = 45	Total n = 122
Authored	7.8%	8.9%	8.2%
Never Authored	92.2	91.1	91.8
Total	100.0%	100.0%	100.0%

To determine whether the elder or younger graduates hold more national professional memberships, these two variables were analyzed. Table XXXIX presents the results.

As pointed out earlier in this study the greater number of the graduates were in the younger age-level categories. Of the total group of 122 respondents, only eight were above the age of forty-four at the completion of the program.

Those indicating no memberships in national professional organizations included 46.9 per cent of the graduates under thirty years of age at completion of the program, 75.8 per cent between the ages of thirty and thirty-four, 63.6 per cent between the ages of thirty-five and thirty-nine, forty per cent between the ages of forty and forty-four, 66.6 per cent between the ages of forty-five and forty-nine, and one-half of those fifty or older at completion of the program, keeping in mind the small number in these latter two categories.

TABLE XXXIX

THE NUMBER OF MEMBERSHIPS HELD IN NATIONAL PROFESSIONAL ORGANIZATIONS
 ACCORDING TO AGE LEVEL AT COMPLETION OF THE PROGRAM

	Age Level Categories						Total
	29 or less n = 64	30 - 34 n = 29	35 - 39 n = 11	40 - 44 n = 10	45 - 49 n = 6	50 or above n = 2	n = 122
No Memberships	46.9%	75.8%	63.6%	40.0%	66.6%	50.0%	55.7%
One Membership	20.3	3.4		20.0		50.0	13.9
Two Memberships	15.6	10.5	18.2	20.0	16.7		14.8
Three Memberships	12.5		18.2	10.0			9.8
Four Memberships	1.6	3.4		10.0	16.7		2.9
Five Memberships	3.1	6.9					2.9
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Fifty per cent of the graduates fifty years of age or older hold one membership in national professional organizations. Twenty per cent of the graduates between the ages of forty and forty-four, 3.4 per cent between the ages of thirty and thirty-four, and 20.3 per cent under thirty years of age hold one membership.

Holding two memberships in national professional organizations include 15.6 per cent under thirty years of age, 10.5 per cent between thirty and thirty-four, 18.2 per cent between thirty-five and thirty-nine, 20.0 per cent between forty and forty-four, and 16.7 per cent between the ages of forty-five and forty-nine years of age at completion of the program.

Twelve and one-half per cent of the graduates under thirty years of age, 18.2 per cent between the ages of thirty-five and thirty-nine, and 10.0 per cent of the graduates between the ages of forty and forty-four at completion of the program hold three memberships in national professional organizations.

A comparatively small percentage of graduates hold four and five memberships, thereby the percentages within each age-level category is somewhat insignificant.

A comparison of the graduates publication record according to the age level at the completion of the program is presented in Table XL.

Of the 14.8 per cent of the graduates who have published professional journal articles, Table XL tends to indicate the younger the graduate at the completion of the program the more likely publication. Under thirty years of age 17.2 per cent have published, 17.2 per cent between ages of thirty and thirty-four, 9.1 per cent between

TABLE XL

A COMPARISON OF PUBLICATION RECORD OF PROFESSIONAL JOURNAL ARTICLES
 ACCORDING TO AGE LEVEL AT COMPLETION OF THE PROGRAM

	Age Level Categories						Total n = 122
	29 or less n = 64	30 - 34 n = 29	35 - 39 n = 11	40 - 44 n = 10	45 - 49 n = 6	50 or above n = 2	
Published	17.2%	17.2%	9.1%	10.0%	-		14.8%
Never Published	82.8	82.8	90.9	90.0	100.0	100.0	85.2
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

the ages of thirty-five and thirty-nine, and ten per cent between the ages of forty and forty-four have published professional journal articles.

Table XLI presents the results of the graduates within the age-level categories at completion of the program and authoring and co-authoring of professional books or pamphlets.

As indicated earlier in the study, 8.2 per cent of the graduates have authored or co-authored a professional book or pamphlet. The greatest percentage who have authored are in the age-level below thirty (12.5 per cent). Ten per cent of those between forty and forty-four and 3.4 per cent between thirty and thirty-four have authored or co-authored a professional book or pamphlet. No graduate in the other age levels at completion of the program have authored or co-authored a professional book or pamphlet.

A comparison of the number of memberships held in national professional organizations and additional education beyond the program is presented in Table XLII.

Of the total group, 73.8 per cent have not entered a planned program for an advanced degree beyond the master's degree. Those having no planned program of study beyond the program includes 80.8 per cent of those graduates who belong to no national professional organizations, 82.4 per cent of those who belong to one organization, 77.6 per cent who belong to two organizations, and 36.3 per cent who belong to three organizations. Due to the small number who belong to four and five national professional organizations, the figures tend to be insignificant.

TABLE XLI

A COMPARISON OF THE AGE LEVELS OF GRADUATES AT COMPLETION OF THE PROGRAM AND THE
AUTHORING AND CO-AUTHORING OF PROFESSIONAL BOOKS OR PAMPHLETS

	Age Level Categories						Total
	29 or less n = 64	30 - 34 n = 29	35 - 39 n = 11	40 - 44 n = 10	45 - 49 n = 6	50 or above n = 2	n = 122
Authored	12.5%	3.4%		10.0%			8.2%
Never Authored	87.5	96.6	100.0	90.0	100.0	100.0	91.8
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

TABLE XLII

A COMPARISON OF THE NUMBER OF MEMBERSHIPS HELD IN NATIONAL PROFESSIONAL ORGANIZATIONS AND THE CONTINUATION OF EDUCATION BEYOND THE PROGRAM

	Number of Memberships						Total
	None	One	Two	Three	Four	Five	
	n = 69	n = 17	n = 18	n = 11	n = 4	n = 4	n = 122
No Additional Coursework	29.4%	64.8%	38.8%	10.1%	25.0%		32.8%
Taken Several Courses	51.4	17.6	38.8	26.2		50.0%	41.0
In Ed.S. Program	1.5		11.2	10.1			3.3
Completed Ed.S. Program	1.5						.8
In Doctoral Program	11.8		5.6	35.4	50.0		12.3
Completed Doctoral Program	4.4	17.6	5.6	18.2	25.0	50.0	9.8
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Those graduates who ~~are~~ pursuing or have completed the Ed.S. program have less than four national memberships.

There are 16.2 per cent of those holding no memberships, 17.6 per cent of those holding one membership, and 11.2 per cent of those holding two memberships now in a planned program for or have completed the doctorate degree. Though the number of cases is small, 53.6 per cent of those holding three memberships, 75.0 per cent of those holding four memberships, and 50.0 per cent of those who are members of five national professional organizations are either in or have completed a doctoral program.

Table XLIII presents a comparison of the graduates' continuation of education beyond the program with the publication record of professional journal articles.

Those graduates who have published professional journal articles include 7.5 per cent of those who have taken no additional coursework and 14.0 per cent of those who have taken several courses but are in no planned program.

Twenty per cent of those now in a doctoral program and 41.7 per cent of those who have completed a doctorate degree have published professional journal articles. No one presently studying for the Ed.S. degree or who has completed the Ed.S. degree indicated any publication.

The graduates' record of professional books or pamphlets authored or co-authored was compared with the continuation of education beyond the program. Table XLIV presents the results of this comparison.

Two and one-half of the graduates who have taken no additional coursework have authored or co-authored professional books or pamphlets.

TABLE XLIII

A COMPARISON OF THE PUBLICATION RECORD OF PROFESSIONAL JOURNAL ARTICLES WITH
CONTINUATION OF EDUCATION BEYOND THE PROGRAM

	Continuation of Education Categories						Total n = 122
	No Additional Coursework n = 40	Taken Several Courses n = 50	In Ed.S. Program n = 4	Completed Ed.S. Program n = 1	In Doctoral Program n = 15	Completed Ed.D. Program n = 12	
Published	7.5%	14.0%			20.0%	41.7%	14.8%
Never Published	92.5	86.0	100.0	100.0	80.0	58.3	85.2
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

TABLE XLIV

A COMPARISON OF THE GRADUATES WHO HAVE AUTHORED OR CO-AUTHORED PROFESSIONAL BOOKS OR PAMPHLETS AND THE CONTINUATION OF EDUCATION BEYOND THE PROGRAM

	Continuation of Education Categories						
	No Additional Coursework n = 40	Taken Several Courses n = 50	In Ed.S. Program n = 4	Completed Ed.S. Program n = 1	In Doctoral Program n = 15	Completed Ed.D. Program n = 12	Total n = 122
Published	7.5%	14.0%			20.0%	41.7%	14.8%
Never Published	92.5	86.0	100.0	100.0	80.0	58.3	85.2
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

An additional six per cent of those who have taken some additional coursework not in a planned program have authored or co-authored books or pamphlets.

As might be expected, a greater percentage of the graduates now pursuing the doctorate or who have completed the doctorate have authored or co-authored professional books or pamphlets. Of the former category, 13.3 per cent have authored as compared with 33.3 per cent of the latter group.

Table XLV presents a comparison of the graduates' record of publication of professional journal articles with the number of national professional memberships held by the graduates.

Most of the graduates who have published professional journal articles hold less than four national professional memberships. Those who have published include 13.2 per cent of those holding no memberships, 29.4 per cent of those holding one membership, 11.1 per cent of those holding two memberships, and 10.1 per cent of those holding three memberships in national professional organizations.

Graduates' record of professional books or pamphlets authored or co-authored was compared with the number of memberships held by the graduates in national professional organizations. The results are presented in Table XLVI.

All professional books or pamphlets were authored or co-authored by graduates holding less than four memberships in national organizations. There are 11.8 per cent of those holding one membership, 5.6 per cent of those holding two memberships, and 18.2 per cent of those holding three memberships who have authored or co-authored professional books or pamphlets.

TABLE XLV

A COMPARISON OF THE GRADUATES' RECORD OF PUBLICATION OF PROFESSIONAL JOURNAL
ARTICLES WITH NUMBER OF NATIONAL PROFESSIONAL MEMBERSHIPS

	Number of Memberships						Total n = 122
	None n = 68	One n = 17	Two n = 18	Three n = 11	Four n = 4	Five n = 4	
Published	13.2%	29.4%	11.1%	10.1%		25.0%	14.8%
Never Published	86.8	70.6	88.9	89.9	100.0	75.0	85.2
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

TABLE XLVI

A COMPARISON OF THE GRADUATES' RECORD OF PROFESSIONAL BOOK OR PAMPHLETS AUTHORED OR CO-AUTHORED
WITH NUMBER OF MEMBERSHIPS HELD IN NATIONAL PROFESSIONAL ORGANIZATIONS

	Number of Memberships						Total n = 122
	None n = 68	One n = 17	Two n = 18	Three n = 11	Four n = 4	Five n = 5	
Authored	7.4%	11.8%	5.6%	18.2%			8.2%
Never Authored	92.6	88.2	94.4	81.8	100.0	100.0	91.8
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

CHAPTER V

SUMMARY, FINDINGS, AND RECOMMENDATIONS

The content of this chapter provides a review of the purposes and procedures of the study; a summary regarding the findings; recommendations for use of the findings and recommendations for further research.

Summary of the Study

The study was deemed important because of the material as a resource, the graduates' opinions to aid in evaluating strengths and weaknesses of the program, and the graduates' opinions of the practical utility of the content of the master's degree program in Student Personnel and Guidance at Oklahoma State University.

A questionnaire was developed by the investigator. A similar questionnaire developed by Hickey (6) was utilized by the investigator to aid in the design of the format of the questionnaire. The questionnaire was sent to each of the 166 graduates of the master's degree program in Student Personnel and Guidance at Oklahoma State University between May, 1960, and August, 1969. The questionnaire was accompanied by a personalized cover letter and self-addressed, stamped envelope. After a follow-up letter and questionnaire had been sent and telephone follow-up attempted, 122 questionnaires were returned and used in the study. This figure represented 73.5

per cent of the graduates. Results of the questionnaire formed the basis for findings and recommendations.

The questionnaire was designed to secure information regarding personal characteristics; educational characteristics; occupational characteristics; and professional characteristics of the graduates; and the retrospective opinions of the graduates of the practical utility of course content in positions in Student Personnel and Guidance.

The investigator categorized the responses to all open-ended items. Responses were coded on the questionnaires and coded responses placed on sheets for hand sort of the desired information.

Findings of the Study

An analysis of the data of the study resulted in the findings enumerated below:

1. The majority of the graduates of the master's degree program in Student Personnel and Guidance are male (59.6 per cent). Of the 40.4 per cent who are female, 82.2 per cent are married. A greater percentage of the female graduates in more recent years are married as compared to earlier years studied.

2. Oklahoma has been the most popular state for employment, 50.8 per cent of the graduates are now living in Oklahoma. Other states where an appreciable number of graduates now live include California, Colorado, Kansas, and Texas. More of the recent graduates tend to remain in Oklahoma for employment.

3. The graduates appear to come from all undergraduate academic disciplines. The major area of academic background was listed by

18.9 per cent of the graduates as the social sciences. The other 81.1 per cent of the graduates received their undergraduate training over nine other general fields of study. Other than this one field, however, no one discipline is followed by the graduates.

4. Oklahoma colleges and universities were listed by 71.3 per cent of the graduates in response to name of undergraduate institution. Of those graduates of Oklahoma undergraduate institutions, forty-six per cent attended Oklahoma State University. An additional 40.2 per cent of this group attended Oklahoma state-controlled four-year colleges. Over the ten-year period studied, the trend is that increasingly more graduates obtain their undergraduate degree from Oklahoma State University. Of the thirty-five respondents who had attended non-Oklahoma undergraduate institutions, 54.3 per cent were in the midwestern United States.

5. Two major reasons were listed by the graduates for selecting Oklahoma State University for the pursuit of the master's degree. Location was indicated by 32.8 per cent, and financial aid was listed by 36.1 per cent of the graduates, as the major reasons in their selection of Oklahoma State University. Five other reasons were listed by 31.1 per cent of the graduates. The more recent graduates tend to select more for location than earlier graduates. The trend for financial aid as a reason is decreasing.

6. Approximately three-fourths of the graduates began their plan of study for the master's degree within five years after completion of the undergraduate degree. There is a big increase in more recent years in graduates continuing their master's degree immediately

after completion of the undergraduate degree. Less than ten per cent waited as long as ten years to begin the master's degree.

7. Approximately three-fourths of the graduates completed the master's degree program while under the age of thirty-five. The increasing trend of the young age of the graduates is indicated by the fact that 72.7 per cent of the graduates between 1967 and 1969 were below the age of thirty as compared to 46.3 per cent between 1960 and 1963.

8. A large percentage of the graduates have never taken additional courses (32.8 per cent) or have only taken some coursework (41.0 per cent) not as part of a planned program beyond the master's degree. This is contrasted by the 22.1 per cent of the graduates who are now in or have completed the doctoral program.

9. The major benefit of the program at Oklahoma State University as expressed by 51.6 per cent of the graduates is the practicum experience. In more recent years, however, specific courses were pointed out as being most beneficial during the program by 36.4 per cent of the graduates in the Later Group as compared to 30.2 per cent who indicated practicum experience. Associations with faculty, staff, and graduate students are of importance to 11.5 per cent of the graduates, and has become an important benefit to 18.2 per cent of the Later Group.

10. Increasingly over the ten-year period studied, graduates indicated more practical experience should be added to the program. There is a decreasing trend to add more coursework in areas of the individual's interest.

11. The primary recommendations of 34.4 per cent of the graduates, of additions needed in the program, are to include more practical experiences including counseling practicums, internships, practice counseling in neighborhood schools, and visitation with professionals in the field. This recommendation was indicated by 48.5 per cent of the Later Group of graduates.

12. Counseling was indicated as the occupational aspiration at the outset of the master's degree program by 81.3 per cent of the graduates. Student personnel work was listed by more graduates in the Later Group as their occupational aspiration as compared to the Early Group and Middle Group.

13. Graduates whose occupational aspiration remained stable during the duration of the master's degree program totaled 84.4 per cent. The percentage remained constant over the ten-year period studied.

14. A total of 36.5 per cent of the graduates, whose occupational aspiration changed, switched to teaching. Another 47.6 per cent of the graduates, whose occupational aspiration changes, entered student personnel work.

15. Three major reasons given for the change in occupational aspiration during the program included association with faculty and staff (31.6 per cent), desire for more education (21.1 per cent), and a change in personal interests (31.6 per cent). Association with faculty and staff and the desire for more education appears to be a more important cause of the change of occupational aspiration during the program in more recent years.

16. Counseling was listed by 49.1 per cent of the graduates as the nature of their first employment held after completion of the master's degree. Over the period studied, the trend indicates fewer are going into counseling on their first position and more are working in positions in student personnel and teaching.

17. At the time of the study, 36.9 per cent of the graduates are employed in counseling positions, 25.4 per cent in student personnel work, and 19.7 per cent in teaching positions.

18. Thirty-eight of the 122 respondents have changed vocation since completion of the program. The major reason indicated by 44.8 per cent of this group was money and opportunity. An additional 18.4 per cent simply had a desire for a different vocation. In more recent years, a larger percentage desired to secure more education causing a change in vocation.

19. As might be expected, Oklahoma was indicated as the state worked in by the most graduates (fifty-eight). Kansas was second with thirteen graduates and California was third with eleven graduates.

20. Having worked only in one state was indicated by 63.9 per cent of the graduates pointing to considerable stability among the graduates. This figure may be biased as 42.4 per cent of the Later Group of graduates have not yet been employed in Student Personnel and Guidance.

21. Qualification for the standard counseling certificate was indicated by 77.9 per cent of the graduates. No graduate indicated a qualification below the provisional certificate.

22. Of the 122 graduates, 55.7 per cent hold no memberships in any national professional organizations. Graduates holding one or two memberships total 27.8 per cent.

23. The most common national professional organizational membership is APGA with forty-one memberships. ASCA (fifteen memberships) and ACPA (twenty-one memberships) also appear to be more common than other professional organizations.

24. Graduates who have never attended a national professional meeting total 46.7 per cent. However, 69.7 per cent of the Later Group have never attended. The Later Group has a lower percentage compared to the earlier groups who attend annually. A total of 32.0 per cent of the graduates attend national professional meetings annually.

25. Less than one-half of the graduates (44.3 per cent) hold memberships in their state professional organization. This figure is comparatively constant between the groups.

26. Professional journal articles have been published by 14.8 per cent of the graduates. Twenty-two per cent of the early group of graduates indicated they have published professional journal articles.

27. A total of 8.2 per cent of the graduates have authored or co-authored professional books or pamphlets. The Early Group had a larger percentage of 14.6 per cent as compared to the other two groups.

28. Courses, over all, were considered of some value to great value in utility on the job. Counseling Practicum was rated highest with a mean score of 4.5 of a possible 5.0 indicating that content learned in the course is of great value and utilized almost constantly.

Seminar in Higher Education Student Personnel was rated with a mean score of 2.2 which may indicate the need to re-evaluate the value of this course to master's degree students. Only nine graduates completed a master's thesis.

29. Of the 76.3 per cent of the graduates under age thirty-five at the completion of the program, the graduates are comparatively equally divided between males and females.

30. Both male and female groups are equally represented in the 73.8 per cent of the graduates who began the master's program within five years after completion of the undergraduate degree.

31. Graduates of all age levels at completion of program, except those over forty-nine, have comparatively similar percentages for attempting and completing doctorate degrees. The older the graduate at completion of the program, the less additional education attempted. Under age thirty, 68.8 per cent began no planned program. Between the ages of thirty and thirty-four, 72.4 per cent began no planned program; graduates between thirty-five and thirty-nine, 90.9 per cent entered no planned program; and eighty per cent of those between forty and forty-four entered no planned program.

32. The graduates who have taken no additional coursework beyond the program (32.8 per cent) are represented by an equal percentage of the males and of the females. A slightly larger percentage of female graduates than male graduates have taken some coursework not in a planned program. The percentage of male and female graduates are comparatively equally represented in the 22.1 per cent of the graduates now studying for or having completed the doctorate degree.

33. Three-fifths of the female graduates hold no memberships in national professional organizations as compared to one-half of the male graduates. Those graduates holding one or two national professional memberships include 31.2 per cent of the male and 24.5 per cent of the female graduates.

34. One-fifth of the male graduates have published professional journal articles as compared to only 3.9 per cent of the female graduates.

35. An almost equal percentage of male and female graduates are included in the 8.2 per cent of the graduates who have authored or co-authored professional books or pamphlets.

36. The younger graduate, under age thirty, tends to join more national professional organizations in comparison to other age levels, although the difference between age levels at completion of program were not great in number of national professional memberships.

37. Publication of professional journal articles tends to be accomplished by younger graduates. All publications were done by graduates completing the program prior to age forty-five. The age levels below thirty and between thirty and thirty-four include the larger percentages of graduates who have published professional journal articles.

38. Most graduates who authored or co-authored professional books or pamphlets were under the age of thirty at completion of the program.

39. Those graduates holding one and three national professional memberships have larger percentages attempting and completing the doctoral program. This is contrasted, however, by the larger percentage

of graduates who have no or two memberships in national professional organizations and who take no additional coursework or just several courses beyond the program.

40. As might be expected, graduates who had completed the doctoral program had the greatest percentage who have published professional journal articles. As the level of education increased, so did the percentage who have published.

41. Similarly, the bulk of professional books or pamphlets authored or co-authored was by doctorates. The percentage of any level of education below the doctorate was small.

42. The graduates who hold one national professional membership had the greatest percentage who have published professional journal articles.

43. Those graduates who have one and three memberships in national professional organizations had a larger percentage who authored or co-authored more of professional books or pamphlets.

Recommendations as Result of the Study

The following recommendations are made as a result of the study:

1. The program should be designed for both male and female students and, since most students return for the master's degree soon after completion of the undergraduate program, it should be designed to provide as much challenge at the inception of the program as well as later in the program. Students should need little, if any, time to adjust themselves to graduate work and study habits.

2. The program should be integrated somewhat with any introductory Student Personnel and Guidance coursework offered at the

undergraduate level at Oklahoma State University with little concern regarding undergraduate academic majors of those students.

3. The course offerings of the programs should consider that most students begin the master's degree program because of the location of the campus. To encourage more students, financial aid may be encouraged more for master's degree students.

4. Because the graduates are comparatively young and have many years to work in the field of Student Personnel and Guidance, more emphasis should be given during the program to the benefits and responsibilities of the professional regarding professional organizations, professional writing, and encouragement for more professional training beyond the program. Younger applicants could be encouraged more to complete the program due to their greater over all professional involvement.

5. A complete evaluation of the practical experiences that can benefit students should be attempted. Students should be exposed to more innovative and varied practical experiences to provide better training for employment.

6. The present flexibility of program planning by student and advisor should be continued to encourage and adequately train students in his specific area of interest.

7. A total program design should be planned to allow the graduate to enter any of the areas of counseling, student personnel work, and teaching. Combined with the flexibility in course selection and stability of occupational aspiration of students, programs can be planned in areas of interest to train adequately students for job

entrance in the particular area of choice in education and Student Personnel and Guidance.

8. Recent growth in development of associations of faculty and staff with the students should be viewed as beneficial to the profession to encourage qualified students to continue their education and raise aspirations within the profession. This may affect the number of graduates lost to other vocations because of money and opportunity, as well as benefit the profession.

9. The program should be designed to qualify students for employment within the field in Oklahoma. Kansas and California requirements should also be considered in qualification requirements.

10. Course content should be integrated with the theoretical and the practical to develop greater ability for utility in positions in Student Personnel and Guidance. New and more innovative methods of presenting practical experiences integrated with the theoretical should be considered and attempted.

11. An examination of the relative value of the Master's Thesis should be considered. If training in this area is of value to the students, the Master's Thesis should be made mandatory.

12. The Seminar in Higher Education Student Personnel should be evaluated. Apparently master's degree graduates learn little in this course that can be utilized on their job. A study of the objectives and design of the course might determine how to better integrate the course within the master's degree program, or determine if the course should even be offered to master's degree students.

Recommendations for Further Research

The following recommendations for further research are made on the basis of the findings of this study:

1. Replication of this study should be made every four or five years in the interest of discovering trends in the characteristics of the graduates and their opinions of recent programs. Frequent studies of this nature should aid the Department of Student Personnel and Guidance to design new programs, provide greater depth in areas of need, and to discover inadequacies as determined by the graduates.

2. Additional studies should focus more widely on the attitudes and needs of the graduates in the performance of their Student Personnel and Guidance functions. This further research should be of a continuous nature, not only to better integrate the theoretical and practical, but to involve those students in the program at the time in order to provide additional practical field experience.

3. Periodic studies of the employment demands within the field of Student Personnel and Guidance need be encouraged. The supply and demand of the job market within any profession experiences change. As the National Defense Education Act of 1958 affected the job market, other causes of changes in supply and demand should be anticipated and discovered. Research of this type can be interpreted to students during the course of their program to explain opportunities and expectations.

4. A national study of varied state certification requirements should help in upgrading certification standards nationally and encourage the development of uniform national certification requirements.

5. An intensive study of the professional involvement of the graduates in an attempt to discover characteristics common to graduates, causes and motivating factors of graduates involved in professional endeavors, and new methods of stimulating greater professional participation should be undertaken. Any profession needs the total commitment and participation of all its members to achieve the growth potential of which it is capable.

6. A study of motivation toward research among Student Personnel and Guidance master's degree candidates should be undertaken to evaluate the causes for the candidates' avoidance and/or challenge to attempt the Master's Thesis. Emphasis of its ultimate value and the stimulation by faculty of high ability candidates to do research and publish the results may encourage considerable professional growth and greater involvement.

Every investigation that produces an additional bit of information concerning the master's degree program in Student Personnel and Guidance will prove beneficial and more significant when interrelated with the research about the program already available. More reliable generalizations can thus be made. Additional studies can be helpful in strengthening the position of the Department of Student Personnel and Guidance, and ultimately the graduate of the program.

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APPENDIX A

OKLAHOMA STATE UNIVERSITY STUDENT PERSONNEL AND GUIDANCE

QUESTIONNAIRE

Please be frank and realistic

Answer each question as specifically as possible!

1. Mr., Mrs., Miss _____ Sex _____
2. Address _____
3. What was your undergraduate major? _____
4. What was your undergraduate institution? _____
5. How much time elapsed after completing your bachelor's degree until beginning your master's degree? (State the number of years. If you began your master's degree program immediately upon completion of your bachelor's degree, state zero (0).) _____
6. At which age level did you complete your master's degree program?

Age 29 or less	_____
Age 30 to 34	_____
Age 35 to 39	_____
Age 40 to 44	_____
Age 45 to 49	_____
Age 50 to 54	_____
Age 55 or above	_____
7. Upon the beginning of your master's degree in Student Personnel and Guidance, what was your occupational aspiration? _____

8. Did your occupational aspiration change during the course of completing your master's degree in Student Personnel and Guidance?

YES _____

NO _____

If your occupational aspiration changed during the study of your master's degree, to what general area did it change? _____

If your occupational aspiration changed during the study of your master's degree, what do you remember as causing the change? _____

9. What was the nature of the work you did on your first position of employment held after completing your master's degree? _____
10. What is the nature of the work you do on your present employment position? _____
11. If you are no longer working in the field of Student Personnel and Guidance, why did you change your vocation? _____
12. List all the different states in which you have worked in Student Personnel and Guidance positions since you received your master's degree. _____
13. What Student Personnel or Guidance certificate do you hold or are eligible to hold:

Standard _____

Provisional _____

Temporary _____

Other _____

Specify _____

14. By retrospective analysis, state how you would rate the following coursework taken during your master's degree program. Relate the training in each course to your practical utilization of that training in your work in Student Personnel and Guidance since your work in Student Personnel and Guidance. If you were never employed in a position in Student Personnel and Guidance since your master's degree, do not complete this item.

Rate your coursework from 5 to 0 as follows, circling correct item:

5 = coursework utilized constantly
 4 = coursework of great value
 3 = coursework of some utility
 2 = coursework of little utility
 1 = coursework of no utility
 0 = did not take this course

Principles & Administration of Guidance Services	5	4	3	2	1	0
Problems and Principles of Student Counseling	5	4	3	2	1	0
Interview Techniques	5	4	3	2	1	0
Guidance in the Elementary School	5	4	3	2	1	0
Vocational Information	5	4	3	2	1	0
Counseling Practicum	5	4	3	2	1	0
Group Guidance	5	4	3	2	1	0
Student Personnel Work in Higher Education	5	4	3	2	1	0
Seminar in Higher Education Student Personnel	5	4	3	2	1	0
Supervised Experiences in H.E. Student Personnel	5	4	3	2	1	0
Educational Measurements	5	4	3	2	1	0
Individual Intelligence Tests	5	4	3	2	1	0
Human Development I	5	4	3	2	1	0
Human Development II	5	4	3	2	1	0
Introduction to Graduate Study & Research	5	4	3	2	1	0

Statistics	5	4	3	2	1	0
Philosophies of Education	5	4	3	2	1	0
Psychology of Education	5	4	3	2	1	0
Psychology of Learning	5	4	3	2	1	0
Personality Theories	5	4	3	2	1	0
Abnormal Psychology	5	4	3	2	1	0
Psychology of Individual Differences	5	4	3	2	1	0
Principles of Counseling Psychology	5	4	3	2	1	0
Social Psychology	5	4	3	2	1	0
Master's Thesis	5	4	3	2	1	0

15. What specific experience was of greatest benefit to you during the course of your program? _____
16. What specific experiences related to your training do you believe might have been added to the program to aid in better preparing you for the job? _____
17. What recommendations do you have for improvement of the master's degree program in student personnel? _____
- _____
18. Why did you select Oklahoma State University for work on your master's degree program in Student Personnel and Guidance?

Please rank in order those that apply, 1 being the most important, etc.

- | | |
|----------------------|-------|
| Location of Campus | _____ |
| Financial Assistance | _____ |
| Coursework Available | _____ |
| Quality of Program | _____ |
| Reputation of Staff | _____ |
| Suggested by Friend | _____ |
| Other | _____ |
| Specify | |

19. If you have continued your professional training beyond the master's degree, state the amount of subsequent training achieved.

- No subsequent coursework taken _____
- Have taken several courses _____
- Presently in Ed.S. Program _____
- Have completed Ed.S. Program _____
- Presently in Doctoral Program _____
- Have completed Doctoral Program _____

20. To what national professional organizations related to Student Personnel and Guidance do you now belong?

- | | | | |
|-------|-------|---------|-------|
| APGA | _____ | APA | _____ |
| | | Specify | _____ |
| ASCA | _____ | | |
| ACPA | _____ | NAWDC | _____ |
| AMEG | _____ | Others | _____ |
| | | Specify | _____ |
| SPATE | _____ | | |
| | | Specify | _____ |
| ACES | _____ | | |
| ARCA | _____ | Specify | _____ |
| NVGA | _____ | | |
| NECA | _____ | | |

21. Since completing your master's degree, state your attendance at national professional meetings. (Check the correct one.)

- Never _____
- Yearly _____
- Every other year _____
- Very infrequently _____

22. Do you belong to the state professional organization related to Student Personnel and Guidance where you are now employed?

23. Have you published in professional journals any articles in areas related to Student Personnel and Guidance since receiving your master's degree? _____

24. Have you authored or co-authored any professional pamphlets or books related to Student Personnel and Guidance since receiving your master's degree? _____

25. If you have any additional comments you would like to make regarding the master's degree program in Student Personnel and Guidance at Oklahoma State University, feel free to make these comments here. _____

APPENDIX B

**OKLAHOMA STATE UNIVERSITY • STILLWATER**

Office of the Dean of Men
372-6211, Ext. 6020

74074

Dear

A study of the Master's Degree Program at Oklahoma State University is being conducted. This follow-up study includes information furnished by the graduates of the program over the last ten years. Since you are one of these graduates, we urge you to take 12 to 15 minutes to complete the enclosed questionnaire. It is of great interest to us to know where each graduate is located and what he is now doing.

This study is in cooperation with the Dep't. of Student Personnel and Guidance at Oklahoma State University and the Office of the Director of Student Personnel, Dr. W. Price Ewens to evaluate the program based on your attitudes, opinions, and evaluations. Names will not be included in the study nor identified in any manner, but will be used only to identify the year of graduation and to furnish follow-up information to you if you so desire.

We hope you will aid us in this study and return the completed questionnaire in the enclosed self-addressed, stamped envelope. We thank you for your help and cooperation.

Sincerely,

Frank E. McFarland, Ed.D.
Professor of Education
Oklahoma State University

Paul T. Kasper
Assistant Dean of
Student Affairs
Doctoral Candidate

APPENDIX C

**OKLAHOMA STATE UNIVERSITY • STILLWATER**Office of the Dean of Men
372-6211, Ext. 6020

74074

Dear

Approximately two weeks ago, we sent to you a questionnaire concerning your master's degree program at Oklahoma State University. Since you are a graduate of the Student Personnel and Guidance Program, it is planned that the information you can furnish will aid in our evaluation of that program. This study is done in cooperation with Dr. W. Price Ewens, Director of Student Personnel, and with the Dep't of Student Personnel and Guidance.

Enclosed is a copy of the questionnaire along with a stamped, self-addressed envelope. Please take 12 to 15 minutes to complete and return it, as it will be of great value in our examination of the master's degree program. Your completed questionnaire will remain confidential to the investigator and will not be identified in the study or to the Dep't. of Education.

Please take a few moments to help evaluate the master's degree program to make it more meaningful to future master's degree students at Oklahoma State University. We thank you for your effort and cooperation.

Sincerely,

Frank E. McFarland, Ed.D.
Professor of Education
Oklahoma State UniversityPaul T. Kasper
Assistant Dean of
Student Affairs
Doctoral Candidate

VITA

Paul Theodore Kasper

Candidate for the Degree of

Doctor of Education

Thesis: A STUDY OF THE GRADUATES OF THE MASTER'S DEGREE PROGRAM IN
STUDENT PERSONNEL AND GUIDANCE AT OKLAHOMA STATE UNIVERSITY

Major Field: Student Personnel and Guidance

Biographical:

Personal Data: Born in Halstead, Kansas, December 17, 1934,
the son of Rev. and Mrs. Paul W. Kasper

Education: Completed grades one through ten in the public schools
of Hudson, Kansas; completed grade eleven in Central High
School, St. Joseph, Missouri; and graduated upon completion
of the twelfth grade in Alma High School, Alma, Kansas, in
1953; attended two years at Elmhurst College, Elmhurst,
Illinois; received the Bachelor of Science in Education
degree from Kansas State Teachers College, Emporia, Kansas,
with a Social Science major, and Psychology minor, in January,
1957; attended the University of Nebraska N.D.E.A. Counseling
and Guidance Institute the spring term of 1960; received
the Master of Science in Education degree from Kansas State
Teachers College, with a major in Counseling and Guidance, in
August, 1960; attended the State University of New York at
Buffalo N.D.E.A. Counseling and Guidance Institute the summer
of 1967; completed requirements for the Doctor of Education
at Oklahoma State University, with a major in Student
Personnel and Guidance, in May, 1971.

Professional Experiences: Employed as an elementary teacher in
the Geneseo Public Schools, Geneseo, Kansas, spring term,
1957; taught Jr. High grades in Osawatomie, Kansas, 1957-
1959; served as elementary principal in Morrowville Schools,
Morrowville, Kansas, fall term, 1959; served as counselor
in the Junction City High School, Junction City, Kansas,
1960-1962; employed as counselor in the Olathe High School,
Olathe, Kansas, 1966-1968; served as Assistant Dean of
Student Affairs at Oklahoma State University, Stillwater,
Oklahoma, 1968-1970.

Professional Organizations: American Personnel and Guidance Association, American College Personnel Association, and Phi Delta Kappa.