

AN EVALUATIVE FOLLOW-UP STUDY OF MASTER'S
DEGREE ALUMNI OF THE FAMILY RELATIONS
AND CHILD DEVELOPMENT DEPARTMENT
AT OKLAHOMA STATE UNIVERSITY

By

CONNIE KASTL BRASHEARS

Bachelor of Science

Oklahoma State University

Stillwater, Oklahoma

1974

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
MASTER OF SCIENCE
July, 1980



AN EVALUATIVE FOLLOW-UP STUDY OF MASTER'S
DEGREE ALUMNI OF THE FAMILY RELATIONS
AND CHILD DEVELOPMENT DEPARTMENT
AT OKLAHOMA STATE UNIVERSITY

Thesis Approved:

Frances Stromberg

Thesis Adviser

Attlee Wright

Loone Liss

Norman N. Durham

Dean of the Graduate College

ACKNOWLEDGMENTS

The author expresses sincere appreciation to the many persons who have inspired, guided, and counseled her through the completion of this study. Special gratitude is expressed to Dr. Frances Stromberg and Dr. Judith Powell, for their advice and guidance as major thesis advisers.

Additional appreciation is expressed to Dr. Althea Wright and Miss Leone List, members of the investigator's graduate committee, whose thoughts and suggestions were always considered.

Appreciation is also expressed to the master's degree alumni who were included in this study, for their cooperation in completing and returning the questionnaire.

Additional appreciation is expressed to Dr. Earl VanEaton and Dr. Nolan Arthur, for their encouragement to complete this study.

The author wishes to express sincere appreciation to her parents, Mr. and Mrs. Emil E. Kastl, for their assistance and inspiration. She also wishes to dedicate this study to her husband, Bart, and her daughter, Angela, without whose support, understanding, and sacrifice this study could never have been completed.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION.	1
Purpose.	3
Objectives of the Study.	4
II. REVIEW OF LITERATURE.	7
Purposes and Objectives of Follow-Up Studies	7
Methods and Procedures Recommended for Follow-Up Studies.	10
III. DESIGN AND CONDUCT OF THE STUDY	16
Description of the Sample.	16
Development of the Instrument.	17
Administration of the Instrument	18
IV. ANALYSIS AND RESULTS.	21
Description of the Respondents	23
Geographic Location	23
Characteristics of the Respondents.	23
Educational Background.	27
Evaluation of the Department	30
Evaluation of the Courses.	38
Employment of Respondents.	46
V. SUMMARY, FINDINGS, AND RECOMMENDATIONS.	53
Summary of the Study	53
Specific Objectives of the Study.	53
Design and Conduct of the Study	55
Findings of the Study.	55
Recommendations as a Result of the Study	62
Recommendations for Further Research	65
A SELECTED BIBLIOGRAPHY.	67
APPENDIXES	69
APPENDIX A - LETTER TO PARENTS.	70

APPENDIXES

Page

APPENDIX B - LETTER TO FAMILY RELATIONS AND CHILD DEVELOPMENT DEPARTMENTS.	72
APPENDIX C - QUESTIONNAIRE.	74
APPENDIX D - LETTER TO GRADUATES.	84

LIST OF TABLES

Table	Page
I. Respondents and Non-Respondents by Year of Graduation	20
II. Area of Specialization of Respondents.	22
III. Characteristics of the Respondents by Area of Specialization.	26
IV. Educational Background of Respondents by Area of Specialization	28
V. Post-Master's Graduate Work of Respondents by Area of Specialization.	29
VI. Mean Ratings of Instruction by Area of Specialization.	32
VII. Mean Ratings of Faculty Advisement, Availability, and Concern by Area of Specialization.	33
VIII. Mean Ratings of the Curriculum Offerings by Area of Specialization	35
IX. Mean Ratings of Faculty Assistance in Placement by Areas of Specialization.	36
X. Mean Ratings of Departmental Support by Areas of Specialization.	37
XI. Mean Ratings of the Family Relations and Child Development and Research and Statistics Courses by Area of Specialization.	39
XII. Enrollment in Child Development Courses by Area of Specialization	40
XIII. Enrollment in Early Childhood Education Courses by Area of Specialization	42
XIV. Enrollment in Family Studies Courses by Area of Specialization	45

Table	Page
XV. Enrollment in Research Methods and Statistics Courses by Area of Specialization.	47
XVI. Ratings of Satisfaction with Past and Present Positions by Area of Specialization.	48
XVII. Salary Ranges of Current Positions by Area of Specialization.	50
XVIII. Current Positions of Respondents by Area of Specialization.	50
XIX. Reasons for Seeking Employment Outside of Family Relations and Child Development.	51
XX. Method Used by Respondents to Locate First Position. .	52

LIST OF FIGURES

Figure	Page
1. Residences of Respondents (1979).	24
2. Residences of Non-Respondents (1979).	25

CHAPTER I

INTRODUCTION

In a competitive society such as ours, most persons strive for improvement and excellence, in material objects such as cars, homes, clothes, income, and in things such as jobs, grades, and sports. Few are satisfied with the status quo. We would not have the great society that we have today if man had not tried to improve himself and conditions around him.

Colleges and universities are no exception. Accreditation teams from various associations make regular visits to colleges and universities to see that the schools are maintaining the standards of excellence set by these professionals and are trying to improve their programs. Hill (1966) states that

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 (p. 68).

In discussing guidelines for graduate programs in Home Economics, the American Home Economics Association (1971) states that a major concern of the home economics profession is "upgrading the quality of graduate programs to assure the intellectual as well as the professional development of their graduates" (p. 1). AHEA continues that the "college or university that offers the master's and doctoral degree

undertakes a responsibility in the public interest to establish and maintain high standards for its students" (p. 1).

To determine if their programs are superior, university administrators need a measure of the effectiveness and adequacy of their programs. Many educators believe that the graduates, or end products, of the program are the best judges. Nelson (1968) states that

At some time in the course of their development, all institutions are measured for effectiveness in terms of their graduates. Colleges must, then, be aware of the status, adequacy, and success of their product. It follows that an institution concerned with providing excellence in higher education must necessarily be concerned with its graduates (p. 111).

Weisman (1970) contends that

The graduates, the 'end products' of the educational process, are uniquely suited to determine the more stable and long range effects of an instructional program. They can best discuss the salient strengths and weaknesses of an institution and its constituent departments (p. 120).

McKinney and Oglesby (1971) maintain that the graduates are the most qualified to determine the effects of the educational system. They, along with many others, believe that one of the ways of obtaining such evaluative information from the graduates is to conduct a follow-up study of the former students. They define a follow-up study as a "procedure for accumulating pertinent data from or about individuals after they have had similar or comparable experiences" (p. 5).

Follow-up studies are increasingly being used as a means of providing feedback to administrators who are striving to attain educational excellence. One of the guidelines for graduate programs in Home Economics suggested by AHEA (1971) is

Follow-up studies of graduates are conducted at intervals to evaluate the quality of the graduate program offered

in terms of the performance and satisfaction of the graduates on their jobs (p. 12).

The data acquired by follow-up studies of graduates point out the strengths as well as the weaknesses of the programs, and can also provide the basis for developing new programs to meet the changing needs of the students.

Purpose

The purpose of the study was to conduct an evaluative follow-up survey of master's degree alumni of the Family Relations and Child Development Department at Oklahoma State University, in order to determine the adequacy and effectiveness with which the degree program is preparing its graduates for careers and life satisfactions. The study was limited to those who graduated between 1972 and 1977.

The graduate program in Family Relations and Child Development at Oklahoma State University graduated its first master's degree candidate in 1931. Since that time, many changes have occurred in the graduate program. These changes have been based on individual course evaluations, informal feedback from graduates, faculty interest and expertise, and new program thrusts. From 1931 until 1978, all master's degree candidates were required to write a thesis based on original research. Beginning spring, 1979, graduate students in Family Relations and Child Development were given an option of two plans of study, Plan I requiring 30 credit hours, including a thesis, and Plan III requiring 36 credit hours, including a creative component.

In their graduate programs, students generally specialize in one of three areas: (1) family studies, (2) child development, or (3) early

childhood education. The family studies area emphasizes the inter-relationships of family members through the various stages of the family life cycle. Students who specialize in family studies are prepared for careers as counselors, social workers, extension specialists, educators, and researchers.

The student who emphasizes child development may take courses which deal with understanding child development and guidance, from infancy and toddlerhood, through early childhood and school age, to the adolescent stage, or may emphasize a life span approach to the study of human development. Graduates of the child development option may pursue careers as teachers, counselors in social service agencies, administrators of child development programs, researchers, or educators.

Students specializing in early childhood education emphasize the education of preschool children, including theory, program-planning, and administration of early childhood education programs. Students in the early childhood education option may qualify for an Oklahoma teaching certificate in Early Childhood Education. Careers of graduates with an emphasis in early childhood education range from nursery school, preschool, kindergarten, and elementary teachers and administrators to college instructors, and teachers in college child development laboratories.

Objectives of the Study

The specific objectives of the study were:

1. To develop an alumni-response instrument which might be used for a systematic evaluation of the master's degree

program in the Family Relations and Child Development department at Oklahoma State University.

2. To obtain an updated list of addresses for the master's graduates of the Family Relations and Child Development department, to facilitate communication with alumni, and to determine the geographic locations of the graduates.
3. To provide a general description of graduates with regard to sex, age, marital status, and educational background.
4. To obtain an overall evaluation of the master's program in the Department of Family Relations and Child Development, including:
 - a. Quality of instruction.
 - b. Faculty advisement, availability, and concern.
 - c. Curriculum offerings and the opportunity for students to determine their own programs.
 - d. Assistance in placement
 - e. Departmental support, such as funding, physical facilities, and support services.
5. To determine the master's graduates' degrees of satisfaction with the departmental courses based on the course content, method of instruction, professional value, and personal value.
6. To compare the degrees of job satisfaction between master's graduates of the three areas of specialization, and the combination.
7. To compare the salary levels between master's graduates of the three areas of specialization, and the combination.

8. To collect information about the types of employment FRCD master's graduates have had and their approximate salaries, to aid in the advising and placement of future graduates.
9. To make recommendations based on the evaluations of the master's graduates in FRCD, for future program development.

CHAPTER II

REVIEW OF LITERATURE

An examination of the literature available revealed no follow-up studies of master's graduates in similar departments of child development or family life. It did, however, provide purposes and objectives for evaluative follow-up studies, as well as information on methods and procedures for conducting the studies.

Purposes and Objectives of Follow-Up Studies

Beaty (1972), reporting on follow-up studies of teacher education graduates, believed that the reason for conducting follow-up evaluative studies is to provide "a valuable source of information both in assessing the opinions of its graduates for its training program, and in providing leads for program improvement" (p. 302). Krueck (1975) shared the opinion of Beaty, that follow-up studies should provide data through which one can implement program improvements.

Weisman, Snadowsky, and Alpert (1970) reported on a follow-up study done by the Alumni Association of the City College of New York to determine the effectiveness of on-going college programs, and to provide a basis for planning curriculum revision. This study was also used for accreditation purposes.

In an article on follow-up studies of graduates, Nelson (1968) listed reasons and benefits for conducting follow-up studies. These

reasons were to provide evidence pertinent to the evaluation and improvement of various programs and to obtain data for comparisons with other institutions. Benefits of follow-up studies are that they provide fine public relations materials and closer connection with alumni who become more interested in their alma mater.

McKinney and Oglesby (1971), in a report on developing and conducting follow-up studies, maintained that follow-up studies should "obtain information which assists in determining the extent to which the objectives of the educational system are being met" (p. 6). They also submitted that the data obtained from the follow-up study may "act as a motivating force for change" (p. 6). McKinney and Oglesby listed ten specific uses for follow-up studies.

1. Emphasizing the primary objectives of (the program).
2. Showing evidence of services provided by the . . . program.
3. Showing effectiveness of . . . programs.
4. Determining evidence of placement and need for training.
5. Revealing a need to bring about an improvement in the placement of graduates.
6. Assisting in upgrading the public image of (the program).
7. Publicizing purposes at the state and/or local level.
8. Securing information for statewide meetings . . . to focus attention on:
 - a. Employment and placement trends.
 - b. Reasons for good or poor placement.
 - c. Programs with marginal value.
 - d. Causes for lack of completion of training.
9. Determining the need for establishment, consolidation, and/or limitation of training opportunities in certain program areas.

10. Providing information helpful in identifying strengths and weaknesses in (the program) (p. 8).

Denton (1977) found the results helpful in assessing the skills and capabilities of teachers graduating from Texas A and M University. The results of the graduates' opinions on the effectiveness of the teacher education curricula generated recommendations for curricular revisions. The opinions of the graduates were valued because Denton believes that "the assessment of the teacher is the most direct measure of the educational program's outcome; since the teacher is a manifestation of the goals and objectives established for the program" (p. 6).

Results of a follow-up study done at the University of Colorado at Denver by Henard (1978) were used for resource allocations, proposals for new degree programs, accreditation, and counseling students about potential outcomes of a specific degree program. It was also used to supply information requested by the Guaranteed Student Loan Program concerning employment and salaries of previously enrolled students.

Bower and Renkiewicz (1978) have developed a set of materials and procedures for collecting information about the student outcomes of post-secondary education to be used by institutions needing such information for various reasons. Bower and Renkiewicz considered the information provided by the surveys to be useful for improving institutional functioning and decision-making, for documenting students' attitudes and activities related to institutional programs and services, for helping students choose their program of study, for providing valuable insights into student trends as they occur, and for comparisons of information among similar institutions.

Methods and Procedures Recommended
for Follow-Up Studies

In determining the subjects to study, McKinney and Oglesby (1971) recommended including students who did not graduate as well as those who did graduate. They also advised including students who have been out of school for at least a year, but not more than six years. They believe that students need to have been out of school at least a year to be able to "reflect on the relevance and helpfulness of their previous educational experience" (p. 15). If students have been out of school too long, they have a "problem separating the value of the educational experience from the influence of noneducational activities" (p. 15).

Bower and Renkiewicz (1978) agreed that surveys of alumni designed to obtain data on job level, salary, educational degree, etc. are best administered to former students several years after graduation. They also recommended surveying the entire population if possible, in order to increase the response rate, to increase the reliability of the data, and to eliminate the need for random sampling.

In Henard's (1978) follow-up survey done at the University of Colorado at Denver, the entire population of graduates from 1970-75 was surveyed in April, 1976, at least a year after graduation. In a follow-up study at Texas A and M University, Denton (1977) surveyed all candidates recommended for provisional certification by the College of Education during the 1974-75 and 1975-76 academic years. A follow-up study conducted by Redwine (1974) included all persons who had received degrees through the Indiana University at South Bend's

Division of Education from 1967-72. Beaty (1972) sent his follow-up survey to all the 1964 graduates of the undergraduate teacher education program at Middle Tennessee State University in January, 1967.

He felt that

Teachers who were completing their third year of teaching would have sufficient teaching experience to provide valuable reactions. A substantial increase in the time following graduation would entail greater difficulty in locating the graduates, and their recollections of various aspects of the training program would be less vivid (pp. 298-299).

Some suggestions offered by McKinney and Oglesby (1971) for finding former students include:

1. Writing "Please Forward" on announcements and survey instruments.
2. Sending self-addressed change-of-address cards to parents of non-respondents so the parents can provide the current address (p. 27).

If the administration decides to conduct future follow-up studies on a regular basis, they also proposed that the best method of maximizing returns is the advance orientation of the students before they graduate. Denton (1977) obtained addresses for his follow-up study of Texas A and M education graduates from certification applications which listed permanent addresses, departmental records, placement office files, and alumni association records.

McKinney and Oglesby (1971) discussed various follow-up procedures in their report on developing and conducting follow-up studies. They stated that the mail follow-up is most frequently used, but there is a problem of non-respondents with this method. They recommended the interview technique, either by phone, or preferably, in person. However, both of these methods are expensive and require much time. In determine which follow-up procedure to use, they suggested that

the researcher consider the following questions:

1. What kind of data are needed?
2. How much data are to be obtained?
3. What are the sources of data?
4. How much time is available?
5. What is the size of the group or groups to be studied?
6. How much money is available?
7. What is the availability and competency of the staff?
(pp. 13, 14).

Bower and Renkiewicz (1978) recommended using the mail follow-up, and gave several recommendations for increasing the response rate on the questionnaires. They suggested using first class postage on the outside envelopes to insure that the letter will be forwarded by the post office, and a different, business reply printed return envelope. They also suggested that for a second follow-up letter to non-respondents, that a complete duplicate set of materials be included with a different letter. Another follow-up activity which they felt was very effective in increasing the rate of returns was the telephone reminder. In a study by Krueck (1975) comparing three methods of conducting a follow-up study, a telephone interview survey combined with mailed questionnaires to subjects living outside the immediate community was considered to be the most successful, with at least a response rate of 70 percent expected.

In designing the follow-up instrument, McKinney and Oglesby (1971) suggested that it should be designed for keypunching, optical scanning, or mark sensing. They state that the size of the instrument is inversely related to the response rate. To increase the response

rate, they offered the following suggestions:

1. Colored paper tends to result in a higher return.
2. If the instrument is printed in booklet form, make sure the pages are numbered in sequence (and don't stick together).
3. Make sure the printing is legible.
4. Design the questionnaire in a size convenient for mailing.
5. Almost anything you can do to make your approach 'different' will enhance the possibility of receiving a response (p. 19).

To increase the reliability of the instrument, to reduce missing data, and to improve the response rate, McKinney and Oglesby (1971), Krueck (1975) Weisman et al. (1970), and Redwine (1974) all recommended pre-testing the questionnaire directions and questions to see if they can be understood and answered.

Bower and Renkiewicz (1978) recommended including questions on the graduates' background, goals, aspirations, plans, attitudes, reasons for making certain decisions, activities, educational plans, and occupational choices. In the follow-up study of the University of Colorado graduates, Henard (1978) included questions on the recipients' incomes, the relationship of their jobs to the degree, the amount of intergenerational or socioeconomic mobility that occurred, estimates of intellectual and personal development experienced, and evaluations of the instruction, academic advising, and career counseling.

Denton (1977) designed his follow-up instrument to "determine employment status of graduates, to determine opinions on effectiveness of teacher education curricula, and to provide recommendations for curricular revisions" (p. 12). In a study of alumni of the City College of New York (Weisman et al. (1970) questions covered the

undergraduate curriculum and services of the curricular guidance office, the extracurricular program, and the services of the College Placement Office. Redwine's (1974) instrument included general background information, as well as evaluation questions on specific courses, field experiences, student teaching, instruction in general, and program advising services.

The areas covered in a follow-up study of former high school students in Dallas (Drueck, 1975) included:

1. Background Data
2. Possible Status Changes
 - a. Address
 - b. Phone Number
 - c. Marital Status
3. Present Employment Status
 - a. Where Employed
 - b. What Type of Work
 - c. Duration of Employment
4. Perception of Former Students with Regard to CDC
 - a. Strengths
 - b. Areas in Need of Improvement
 - c. General Level of Satisfaction
5. Future Plans
 - a. For Personal Advancement
 - b. Mobility
 - c. Notification of Future Study (p. 13)

Phillips and Brunner (1974) developed their follow-up instrument to

determine where the graduates were going after college, what they were doing, why they went to college, and what they thought of the college while they attended.

CHAPTER III

DESIGN AND CONDUCT OF THE STUDY

The primary purpose of this study was to conduct an evaluative follow-up survey of master's degree alumni from the Family Relations and Child Development Department at Oklahoma State University, in order to determine the adequacy and effectiveness with which the degree program is preparing its graduates for careers and life situations. The methods and procedures explained in this chapter were designed in an attempt to accomplish this purpose.

Description of the Sample

All master's degree graduates from Oklahoma State University majoring in Family Relations and Child Development who received their degrees between May, 1972, and July, 1977, were the subjects of this study. This groups of subjects was selected on the basis of recommendations from the literature review that the subjects should have been out of school for at least one full year, but not more than six years. The total population of 114 subjects was utilized in this study in an effort to secure results which were truly representative of that population.

In order to secure an exact official list of the graduates of the master's degree program in Family Relations and Child Development

at Oklahoma State University, the investigator examined all official commencement programs published after each commencement during the five year period being studied. A complete list of the subjects by year of completion of their degree was developed. To obtain the most current addresses available for the graduates, the investigator examined alumni records of the Family Relations and Child Development Department, the Division of Home Economics, and the Oklahoma State University Alumni Association. To verify the addresses, the investigator called information in each city, and consulted Oklahoma City and Tulsa telephone directories. A list of those graduates for whom current addresses were not available was compiled and circulated among faculty in the Family Relations and Child Development Department to help in filling in the missing addresses.

The remaining names were listed, and a letter was sent to the parents of the graduates asking for their child's current address. A copy of this letter is in Appendix A. Of the 20 letters sent to parents, 18 were returned with current addresses for the graduates. The investigator was unable to locate current addresses for 25 of the graduates. Of the 89 graduates contacted, 66 (74.2%) returned the survey forms.

Development of the Instrument

The content and format of the instrument were based on similar studies done by other institutions, the AHEA Guidelines for Graduate Programs in Home Economics (1971), and the specific objectives of this study. In an attempt to secure an instrument which had been

utilized in a similar department of Family Relations and Child Development, the investigator obtained names of schools with well-known Family Relations and Child Development programs, and wrote letters to them requesting information on evaluative follow-up studies which may have been done of their master's programs. An example of the letter which was sent to Cornell University, Michigan State University, Iowa State University, Florida State University, Brigham Young University, Oregon State University, University of Nebraska, University of Tennessee, and Purdue University is in Appendix B. Responses were received from all but one of the schools. However, little assistance was received from the responses. None of the schools had conducted formal evaluations of their master's programs. Several schools sent copies of reports of self-studies and their graduate admission requirements.

Part I of the instrument in Appendix C was based on other studies and the objectives of this study. Part II was based on applicable sections of the AHEA Guidelines (1971). Part III was developed specifically to evaluate the courses offered by the Family Relations and Child Development Department for graduate credit. The items on the instrument were evaluated by the investigator's committee members for appropriateness to the objectives of the study, and for clarity. The committee members included three graduate faculty members of the Family Relations and Child Development Department at Oklahoma State University.

Administration of the Instrument

The instrument was sent first class to the most current addresses

available for the subjects. Included with the instrument was a cover letter (Appendix D) from the investigator, her adviser, and department head; a self-addressed addressed stamped envelope; and a 3" x 5" identification card. To determine which questionnaires were returned, the subjects were asked to complete and return the identification card with the instrument. The identification card included the subject's name, current address, and year they received their degree. The cover letter informed the subjects that when the instruments and cards were returned, they were immediately separated so the responses were anonymous.

The following mailing schedule was used:

May 2--70 letters to graduates.

May 8--20 letters to parents.

May 8--9 letters to graduates.

September 20--54 letters to graduates

November 1--45 follow-up letters to graduates

The research was delayed due to the investigator's personal situation. Normally there would have been two mailings to the graduates, and one to the parents. Approximately half the returns were obtained in the May mailings, and half in the September and November mailings. Table I classifies the graduates by year of graduation, and as respondents or non-respondents, and whether the address was unavailable. The year producing the greatest percentage return was 1972, with 75 percent returned. Every class except the 1975 graduates had a return rate of at least 50 percent. The class of 1975 only had a return rate of 37.5 percent; however, addresses were not available for 37.5 percent of the 1975 graduates.

TABLE I
RESPONDENTS AND NON-RESPONDENTS BY YEAR
OF GRADUATION

Year	Returned		No Response		No Address		Total N
	N	%	N	%	N	%	
1972	12	75.0	2	12.5	2	12.5	16
1973	12	60.0	4	20.0	4	20.0	20
1974	12	52.0	4	17.4	7	30.0	23
1975	6	37.5	4	25.0	6	37.5	16
1976	8	62.5	4	30.8	1	7.7	13
1977	15	58.0	6	23.0	5	19.0	26

CHAPTER IV

ANALYSIS AND RESULTS

The primary purpose of this study was to conduct an evaluative follow-up survey of master's degree alumni who graduated between spring, 1972, and summer, 1977, from the Family Relations and Child Development Department at Oklahoma State University, in order to determine the adequacy and effectiveness with which the degree program is preparing its graduates for careers and life satisfactions. The total population consisted of 114 graduates; however, valid addresses were obtained for only 89. The survey was mailed to these 89 graduates, and responses were received from 66; 58 females and 8 males.

A questionnaire designed by the investigator to meet the purposes and objectives of the study was sent to the graduates during the summer and fall semesters, 1979. The questionnaire requested information of a personal, educational, and occupational nature, as well as the graduates' retrospective opinion of the graduate level courses in the Family Relations and Child Development Department, and their overall evaluation of the department of Family Relations and Child Development.

After data were collected through a mailed survey, the results were tabulated and analyzed. Since this research effort was primarily of a descriptive nature (a follow-up study), only descriptive statistics were applied to the findings.

This chapter presents the analysis of the results based on the information obtained from the sample. Findings of the study are presented according to the manner in which they apply to the specific objectives of the study.

Subgroups were established according to the graduates' area of specialization: child development, early childhood education, family studies, and a combination of these. The purpose of this subgrouping was to determine whether or not there were any differences among the groups. Table II reports that 4 (6.0%) of the respondents specialized in child development, 24 (36.4%) specialized in early childhood education, 18 (27.3%) specialized in family studies, and 20 (30.3%) specialized in a combination of the areas of specialization.

TABLE II
AREA OF SPECIALIZATION OF RESPONDENTS

	N	%
Child Development	4	6.0
Early Childhood Education	24	36.4
Family Studies	18	27.3
Combination	20	30.0

A list of the graduates' current addresses was compiled and given to the department of Family Relations and Child Development, the Home Economics Alumni Association, and the Oklahoma State University Alumni Association, to update their alumni records. These offices were helpful to the investigator in providing some of the addresses for the graduates in this study.

Description of the Respondents

Geographic Location

Of the 66 1972-77 master's graduates of the Family Relations and Child Development Department at Oklahoma State University who responded to the survey, 86% currently reside in Oklahoma or an adjoining state. Figure 1 shows the number of respondents living in each state. Forty (60.6%) live in Oklahoma; 6 (9.1%) in Texas; 4 (6.1%) in Kansas; 4 (6.1%) in Missouri; and 2 (3.0%) in Colorado. There were nine other states in which one respondent is residing, Nebraska, Arizona, Indiana, Florida, South Dakota, Louisiana, Tennessee, California, and Georgia.

Figure 2 shows the number of non-respondents living in each state. Sixteen of the 25 non-respondents (66.6%) live in Oklahoma. The remaining eight live in a different state or country, including one in Thailand.

Characteristics of the Respondents

Data reported in Table III indicate that the majority of the respondents were female, married, and under 40 years of age. There

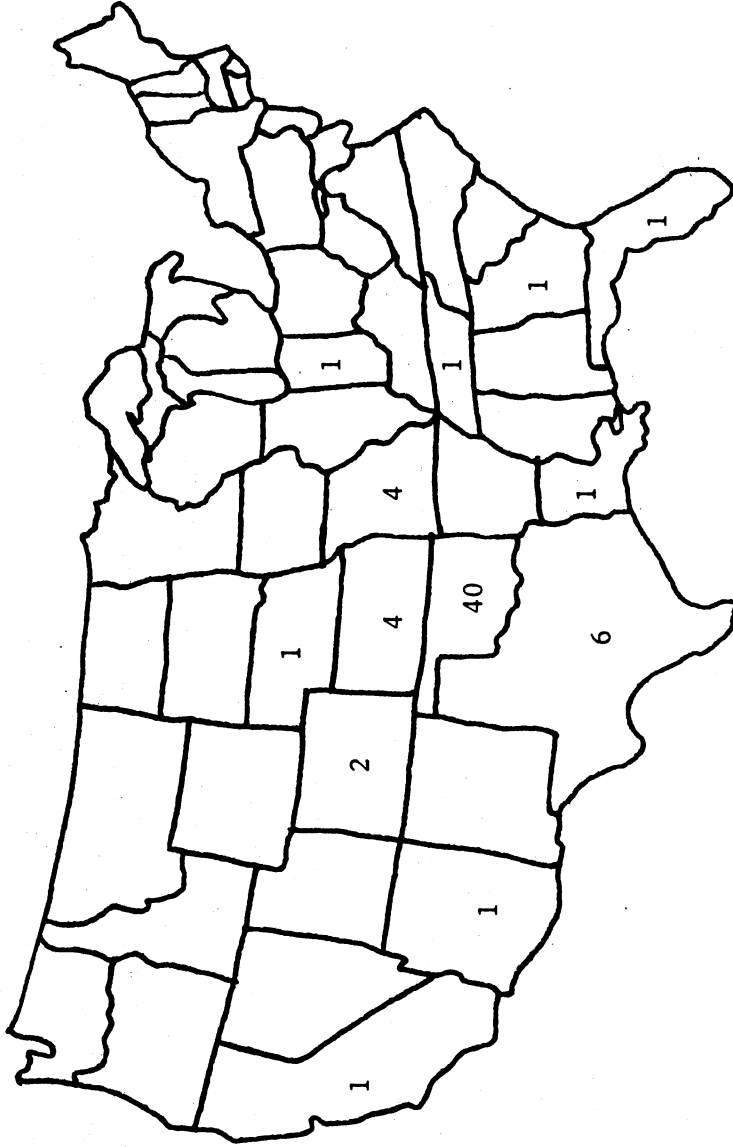
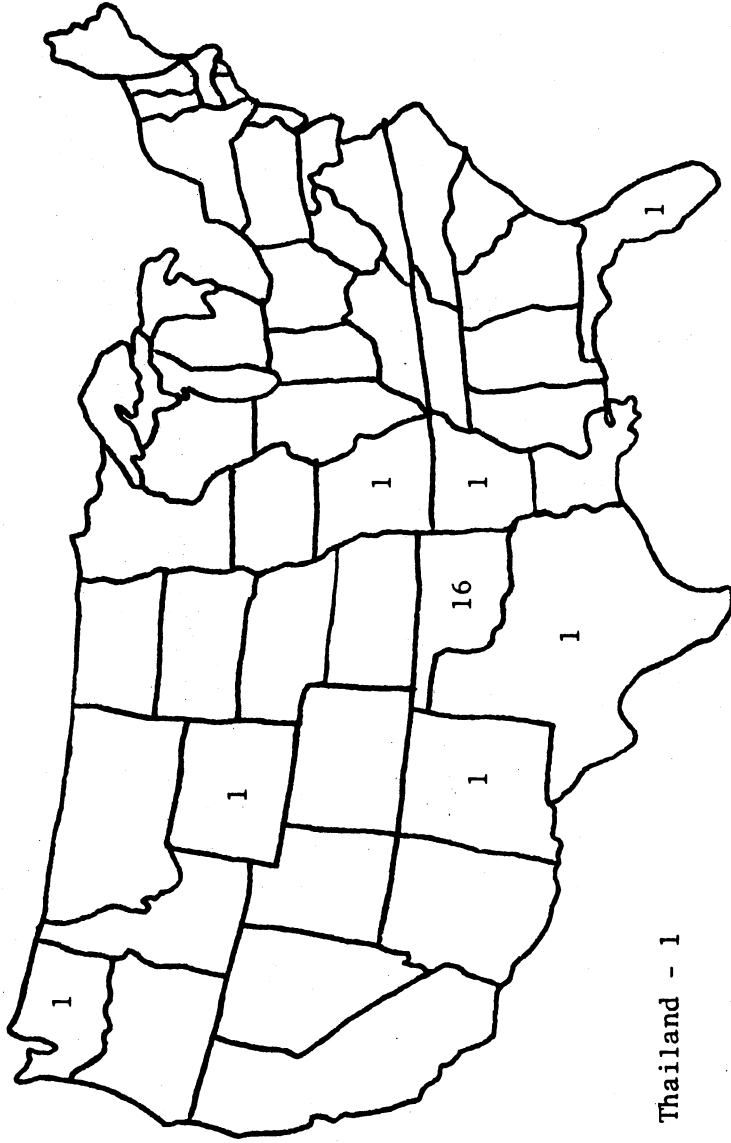


Figure 1. Residences of Respondents (1979)



Thailand - 1

Figure 2. Residences of Non-Respondents (1979)

were no male respondents who specialized in child development or early childhood education. It may be noted that within the categories of specialization, the percent married ranged from 50% (2 of 4) of the child development respondents, to 79% (19 of 24) of the early childhood education respondents, with 65% (43 of 66) for the total group. Sixty-seven percent of the total respondents were under 40 years of age. Eighty-eight percent of the respondents were female.

TABLE III
CHARACTERISTICS OF THE RESPONDENTS
BY AREA OF SPECIALIZATION

Variable	Classification	CD N	ECE N	FS N	COMB N	TOTAL N	%
Sex	Male	-	-	5	3	8	12.1
	Female	4	24	13	17	58	87.9
Marital Status	Single	1	3	1	3	8	12.1
	Married	2	19	11	11	43	65.2
	Divorced	1	2	2	6	11	16.7
	Widowed	-	-	-	-	-	-
	No Response	-	-	4	-	4	6.1
Age	25-30	-	9	4	7	20	30.3
	31-35	-	5	2	6	13	19.7
	36-40	2	2	4	3	11	16.7
	41-45	-	-	1	1	2	3.0
	46-50	-	-	-	1	1	1.5
	51-55	-	-	1	-	1	1.5
	56-60	-	1	-	-	1	1.5
No Response	2	7	6	2	17	25.7	

Note: CD = Child Development; ECE = Early Childhood Education;
FS = Family Studies; COMB = Combination.

Educational Background

Table IV reports the educational background of the respondents. Forty-three respondents (65%) received their bachelor's degree in 1970 or later. Three of the four respondents (75%) specializing in child development received their bachelor's degrees from institutions outside of Oklahoma, whereas only 17 (25%) of the total group attended out-of-state institutions for their baccalaureate work.

Forty-four of the respondents listed their undergraduate field in home economics. Other fields of study listed by the respondents included sociology (7), education (4), psychology (4), religion (3), and others (3). In the family studies area, approximately 38% came from an academic background other than home economics, while 45% in the combination area, and 25% in the early childhood education area came from other academic backgrounds.

Table V describes the post-master's graduate work of the respondents. A total of 43 (65%) had taken additional hours of graduate study beyond the master's degree. Of these 43, 11 (25%) had received a degree. By areas of specialization, 25% of the child development respondents had completed additional graduate study, 66% of the early childhood education respondents and the family studies respondents, and 70% of the combination respondents had taken additional graduate work.

Of the 48 respondents who reported having taken additional graduate work, 32 responded that they had attended Oklahoma State University. Five had attended other institutions in Oklahoma, and 11 had attended out-of-state institutions.

TABLE IV
EDUCATIONAL BACKGROUND OF RESPONDENTS BY
AREA OF SPECIALIZATION

	$\frac{CD}{N}$	$\frac{ECE}{N}$	$\frac{FS}{N}$	$\frac{COMB}{N}$	$\frac{TOTAL}{N}$	
<u>Year Bachelor Degree Awarded</u>						
1974-75	-	6	3	2	11	16.7
1972-73	1	5	3	5	14	21.1
1970-71	-	7	4	7	18	27.3
1968-69	1	1	2	1	5	7.5
1966-67	1	2	-	-	3	4.5
1960-65	1	1	5	3	10	15.1
1950-59	-	1	1	1	3	4.5
1940-49	-	1	-	-	1	1.5
1930-39	-	-	-	1	1	1.5
<u>Institution Attended</u>						
Oklahoma State University	1	16	8	13	38	57.6
In-State Institutions	-	1	5	5	11	16.7
Out-of-State Institutions	3	7	5	2	17	25.7
<u>Field of Study</u>						
Home Economics Education	-	6	6	7	19	
Family Relations and Child Development	2	11	1	2	16	
Home Economics	-	1	5	3	9	
Sociology	1	2	1	3	7	
Education	-	1	1	2	4	
Psychology	-	1	2	1	4	
Religion	-	1	2	-	3	
Others	2	1	1	3	7	

Note: CD = Child Development; ECE = Early Childhood Education; FS = Family Studies; COMB = Combination. (Three respondents listed two fields of study for their bachelor's degree.)

TABLE V
 POST-MASTER'S GRADUATE WORK OF RESPONDENTS BY
 AREA OF SPECIALIZATION

	<u>CD</u> N	<u>ECE</u> N	<u>FS</u> N	<u>COMB</u> N	<u>TOTAL</u> N %	
Yes	1	16	12	14	43	65.2
No	3	8	6	6	23	34.8
<u>Number of Hours</u>						
1-10	-	7	5	5	17	*
11-20	-	3	3	1	7	
21-30	-	1	-	1	2	
31-40	-	-	-	2	2	
41-50	-	-	-	-	-	
51-60	1	3	4	1	9	
<u>Degrees Earned</u>						
Ph.D.	1	1	1	2	5	*
Ed.D.	-	2	3	-	5	
J.D.	-	-	-	1	1	
<u>Institution Attended</u>						
Oklahoma State University	1	13	8	10	32	*
In-State Institutions	-	1	2	2	5	
Out-of-State Institutions	-	4	4	3	11	
<u>Fields of Study</u>						
Family Relations and Child Development	1	10	3	8	22	*
Education	-	3	-	4	7	
Home Economics Education	-	-	3	1	4	
Psychology	-	2	1	-	3	
Higher Education	-	-	3	-	3	
Other	-	1	2	1	4	

Note: CD = Child Development; ECE = Early Childhood Education; FS = Family Studies; COMB = Combination. (*Percentages were not calculated for these items because some respondents gave more than one response.)

Twenty-two listed family relations and child development as their post-master's graduate study field of study. Seven took hours in education; 4 took hours in home economics education; 3 each took hours in psychology and higher education, and 4 took courses in other fields of study. Ten early childhood education respondents and eight of the combination respondents listed family relations and child development as their post-master's field of study. Whereas only three of the family studies respondents listed family relations and child development as their field of study.

Evaluation of the Department

Data on the overall evaluation of the department of Family Relations and Child Development master's program was obtained in Part II of the questionnaire. The graduates were asked to evaluate the quality of instruction; faculty advisement, availability and concern; curriculum offerings and the opportunity for students to determine their own program; assistance in placement; and department support such as funding, physical facilities, and support services.

Statements in the form of objectives for departments with graduate programs were written based on guidelines for graduate programs in Home Economics, published by the American Home Economics Association (1971). The graduates were asked to rate each item according to the extent that they agreed or disagreed with the statement. A 5-point Likert-type scale using a continuum from agree completely (5) to disagree complete (1) was used. All response values were totaled

and a mean determined. Responses of no opinion or not applicable were not calculated in the mean.

Table VI presents the data on the graduates' mean ratings of the quality of instruction by area of specialization. As a group, the five items rating the instruction received mean ratings ranging from 3.97 (N=65) to 4.39 (N=66). In comparing the four areas of specialization, all groups of the respondents except the early childhood education respondents consistently rated the items 4.00 or above. The early childhood education respondents were less than somewhat satisfied with the quality of instruction, particularly with the research and statistics courses, as were the family studies respondents.

The mean ratings of faculty advisement, availability, and concern are reported in Table VII. Overall, the three items (14, 16, and 18) received mean ratings of 4.50 or above. These items rated the faculty availability, attentiveness, and encouragement of students' own ideas. The only group rating of any of these items below 4.50 was the early childhood education respondents. The child development respondents rated the two items (16 and 18) 5.00. The three items receiving a mean rating below 4.50 were concerned with the encouragement of professional attitudes, sufficient faculty, and awareness of counseling services. The child development respondents rated these three items 4.50 or above, but the other groups of respondents' ratings ranged from 3.17 to 4.11 on the three items. The item on awareness of counseling services was only rated by 81.8% of the total group. The other 18.2% either rated it no opinion or not applicable. Generally, the graduates responded positively to all the statements concerning faculty advisement, availability, and concern.

TABLE VI
MEAN RATINGS OF INSTRUCTION BY
AREA OF SPECIALIZATION

Item	Child Development		Early Childhood Education		Family Studies		Combination		Total	
	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
13. Instruction presented up-to-date view of subject matter.	4	4.00	24	4.21	18	4.56	20	4.55	66	4.39
28. Courses motivated work beyond textbook used, and application of knowledge to practical, theoretical, and academic problems.	4	4.25	24	3.92	18	4.39	19	4.63	65	4.28
30. Courses were designed for students to collate, present, interpret, and defend conclusions from relevant publications.	2	4.50	21	3.90	18	4.00	16	4.63	57	4.16
31. Research methods, design, and statistics courses met needs.	4	4.00	24	3.71	17	3.94	20	4.35	65	3.97
32. Had substantial experience for student initiative and creativity in selecting a research problem.	4	4.00	22	3.86	15	4.13	20	4.25	61	4.07

Note: Mean response based on the following scale: Agree Completely = 5; Agree Partially = 4; No Opinion = 3; Disagree Partially = 2; Disagree Completely = 1; Not Applicable = 0. (Responses of 3 and 0 were not used in calculating the mean, thus the varying N.)

TABLE VII
 MEAN RATINGS OF FACULTY ADVISEMENT, AVAILABILITY,
 AND CONCERN BY AREA OF SPECIALIZATION

Item	Child Development		Early Childhood Education		Family Studies		Combination		Total	
	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
16. Faculty was available for individual counseling to assist in adapting programs to individual needs, interests, and skills.	4	5.00	24	4.70	18	4.78	18	4.78	63	4.76
18. Faculty was attentive to progress in completing program.	4	5.00	24	4.54	17	4.94	20	4.75	65	4.74
12. Sufficient faculty to offer varied graduate courses.	3	4.67	23	4.00	17	3.59	20	3.85	63	3.87
14. Faculty encouraged development of students' own ideas.	4	4.50	24	4.25	18	4.78	19	4.79	65	4.57
15. Faculty encouraged professional attitudes and activities among students.	4	4.50	22	4.04	18	4.11	19	3.95	63	4.06
17. Aware of counseling services.	4	4.50	20	3.45	12	3.17	18	3.94	54	3.63

Note: Mean response based on following scale: Agree Completely = 5; Agree Partially = 4; No Opinion = 3; Disagree Partially = 2; Disagree Completely = 1; Not Applicable = 0. (Responses of 3 and 0 were not used in calculating the mean, thus the varying N.)

The graduates' ratings of the curriculum offerings and the opportunity for students to determine their own programs are outlined in Table VIII. In considering the total respondents, four items were rated 4.11 to 4.53, and two items were rated below 4.00. The one item receiving a mean rating of 3.91 was rated by only 86.4% of the total group, 13.6% rated it either not applicable or no opinion. The combination group of respondents rated all of the items 4.10 or above. Again, as a total group, the respondents tended to agree with the statements concerning the curriculum offerings and opportunity for students to determine their own programs.

There was only one item in Part II of the questionnaire concerning assistance in placement. Table IX reports the responses on this item. The overall mean score for this item was 3.68, with only 40 (60.6%) responses calculable. The means among the areas of specialization included a 2.88 mean (with a 50% response rate) for students in family studies; a 3.58 mean (60% response rate) for students specializing in a combination of areas; a 4.05 mean (75% response rate) for students specializing in early childhood education; and a 5.00 mean (with a 25% response rate) for students specializing in child development. There was some disagreement with this statement, particularly in the family studies group.

Table X reports the mean ratings of departmental support by areas of specialization. The response rate on the two items concerning graduate assistantships was only 40.9% and 37.9%. The mean ratings were 3.60 and 3.00.

The statement concerning laboratory space and equipment had a mean rating of 4.09, with a response rate of 48.5%. The early

TABLE VIII
 MEAN RATINGS OF THE CURRICULUM OFFERINGS
 BY AREA OF SPECIALIZATION

Item	Child Development		Early Childhood Education		Family Studies		Combination		Total	
	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
23. Curriculum offered the possibility to tailor program to individual needs and desires.	4	4.75	23	3.70	18	4.11	19	4.47	64	4.11
27. Curriculum was extensive enough to allow the opportunity for choice to meet needs.	4	3.75	23	3.56	18	3.50	19	4.10	64	3.72
24. Curriculum provided for increasing the depth of knowledge.	4	4.75	24	4.13	18	4.44	19	4.58	65	4.38
25. Graduate curriculum built on undergraduate work and experience.	4	4.25	20	4.25	15	4.13	19	4.79	54	4.40
26. Curriculum fulfilled goals and requirements for positions you have held.	3	4.33	23	3.74	15	3.67	16	4.31	57	3.91
29. Courses were conveniently scheduled for working, commuting, or married students.	3	4.00	19	4.37	15	4.60	20	4.72	55	4.53

Note: Mean response based on following scale: Agree Completely = 5; Agree Partially = 4; No Opinion = 3; Disagree Partially = 2; Disagree Completely = 1; Not Applicable = 0. (Responses of 3 and 0 were not used in calculating the mean, thus the varying N.)

TABLE IX
 MEAN RATINGS OF FACULTY ASSISTANCE IN PLACE-
 MENT BY AREAS OF SPECIALIZATION

Item	Child Development		Early Childhood Education		Family Studies		Combination		Total	
	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
19. Faculty assisted you in appropriate professional placement.	1	5.00	18	4.05	9	2.88	12	3.58	40	3.68

Note: Mean response based on following scale: Agree Completely = 5; Agree Partially = 4; No Opinion = 3; Disagree Partially = 2; Disagree Completely = 1; Not Applicable = 0. (Responses of 3 and 0 were not used in calculating the mean, thus the varying N.)

TABLE X
MEAN RATINGS OF DEPARTMENTAL SUPPORT
BY AREAS OF SPECIALIZATION

Item	Child Development		Early Childhood Education		Family Studies		Combination		Total	
	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
11. As a graduate assistance, the stipend was sufficient.	1	5.00	15	3.73	2	3.00	9	3.33	27	3.60
12. As a graduate assistant, you had a desk, book, or file space, and opportunity to communicate with faculty and students.	2	4.00	11	2.82	5	3.60	8	2.75	25	3.00
21. You had adequate laboratory space and equipment for research.	3	4.33	13	3.77	6	4.17	9	4.67	32	4.09
22. Services and budget provided for data processing were adequate.	3	5.00	18	3.78	12	4.58	15	4.27	48	4.21

Note: Mean response based on following scale: Agree Completely = 5; Agree Partially = 4; No Opinion = 3; Disagree Partially = 2; Disagree Completely = 1; Not Applicable = 0. (Responses of 3 and 0 were not used in calculating the mean, thus the varying N.)

childhood education respondents disagreed somewhat with a 3.77 mean with a 54.2% response rate. Only 33.3% of the family studies respondents responded to the statement with a mean rating of 4.17. The combination respondents rated it highest with a 4.67 mean.

The statement concerning data processing services and budget had a mean of 4.21 overall, with a response rate of 72.73%. Seventy-five percent of the child development respondents completely agreed with the statement, rating it 5.00. As a group, these statements were rated lower than any other group of statements; however, the response rate was the lowest also.

Evaluation of the Courses

Part III of the questionnaire was designed to rate the degrees of satisfaction of the respondents with the graduate courses in Family Relations and Child Development and the research and statistics courses. The respondents were directed to evaluate the courses in child development, early childhood education, family studies, and research and statistics as groups of courses, based on the content and method of instruction, professional value, and personal value of the courses. They were also asked to check the courses they could remember taking as graduate students. Table XI reports the results of this part of the survey. Responses of no opinion or no response were not calculated in the mean average.

Table XII lists the courses in child development, and the number of respondents in each area of specialization who reported taking the courses. The courses taken by the most respondents were Child Behavior and Development (59.1%), Theories of Child Behavior and

TABLE XI

MEAN RATINGS OF THE FAMILY RELATIONS AND CHILD
DEVELOPMENT AND RESEARCH AND STATISTICS
COURSES BY AREA OF SPECIALIZATION

Item	Child Development		Early Childhood Education		Family Studies		Combination		Total	
	N	Mean	N	Mean	N	Mean	N	Mean	N	%
Child Development Courses										
Content and Method of Instruction	3	4.67	22	3.77	9	4.11	19	4.21	53	4.04
Professional Value	3	4.67	21	3.90	8	4.25	16	4.38	48	4.17
Personal Value	3	4.67	19	3.74	9	3.78	19	4.37	50	4.04
Early Childhood Education Courses										
Content and Method of Instruction	3	4.67	19	4.26	6	4.33	15	4.60	43	4.42
Professional Value	3	4.33	19	4.32	6	4.50	15	4.60	43	4.44
Personal Value	3	4.33	19	4.21	6	4.50	14	4.64	42	4.40
Family Studies Courses										
Content and Method of Instruction	3	3.00	17	4.00	17	4.59	16	4.63	53	4.32
Professional Value	3	2.67	17	4.00	17	4.29	15	4.80	52	4.25
Personal Value	3	3.00	15	4.06	17	4.53	15	4.80	50	4.38
Research and Statistics Courses										
Content and Method of Instruction	3	4.00	20	3.70	16	4.06	18	4.44	57	4.05
Professional Value	3	4.33	18	3.78	17	4.06	19	4.32	57	4.07
Personal Value	3	3.67	19	3.58	15	4.00	18	4.39	55	3.96

Note: Mean response based on following scale: Extremely Satisfied = 5; Somewhat Satisfied = 4; No Opinion = 3; Somewhat Dissatisfied = 2; Extremely Dissatisfied = 1; No Response = 0. (Responses of 3 and 0 were not used in calculating the mean, thus the varying N.)

TABLE XII
ENROLLMENT IN CHILD DEVELOPMENT COURSES BY
AREA OF SPECIALIZATION

Course Titles and Numbers	CD	ECE	FS	COMB	TOTAL	
	N	N	N	N	N	%
Child Development and Guidance: Early Childhood (3213)	2	6	5	5	18	27.3
Child Development and Guidance: School Age (3253)	-	-	1	3	4	6.1
Child Development and Guidance: Adolescence (3333)	-	-	3	5	8	12.1
Child Development and Guidance: Infancy and Toddlerhood (4463)	1	7	1	3	12	18.2
Child Behavior and Development (5213)	2	14	10	13	39	59.1
Theories of Child Behavior and Development (5983)	3	6	7	10	26	39.4
Special Unit Courses in Family Relations, Child Development, and Early Childhood Education (4850)	1	1	3	3	8	12.1
Developments and Innovations in Family Relations, Child Development, and Early Childhood Education (5470)	1	3	3	4	11	16.7
Seminar in Child Development and Family Relationships (5750)	1	6	5	9	21	31.8
Problems in Child Development, Family Relations, and Early Childhood Education (5810)	2	2	6	5	15	22.7
No Response	-	-	6	-	6	9.1

Note: CD = Child Development, ECE = Early Childhood Education, FS = Family Studies, COMB = Combination.

Development (39.4%), Seminar in Child Development and Family Relationships (31.8%), and Child Development and Guidance: Early Childhood (27.3%). Other courses taken were Problems in Child Development, Family Relations, and Early Childhood Education (22.7%), Child Development and Guidance: Infancy and Toddlerhood (18.2%), Developments and Innovations in Family Relations, Child Development, and Early Childhood Education (16.7%), Special Unit Courses in Family Relations, Child Development, and Early Childhood Education (12.1%), Child Development and Guidance: Adolescence (12.1%), and Child Development and Guidance: School Age (6.1%). Six respondents did not check any child development courses, and all six specialized in family studies.

As can be seen in Table XI, the graduates were, as a whole, satisfied with the child development courses. The professional value of the courses received a mean rating of 4.17, the personal value a 4.04 mean, and the content and method of instruction a 4.04 mean. The early childhood education respondents were less satisfied with all three of the aspects of the child development courses than were the other groups of respondents.

Table XIII reports the number of respondents who took the early childhood education courses listed. The course taken by the greatest number of graduates was Early Childhood Education: Administration (54.5%). The courses taken by at least one-fourth of the respondents included Early Childhood Education: Program Planning (43.9%), Early Childhood Education: Curriculum (43.9%), Philosophy and Critical Issues in Early Childhood Education (36.4%), Preschool Teaching (28.8%), and History and Philosophy of Early Childhood Education (25.7%). The

TABLE XIII
ENROLLMENT IN EARLY CHILDHOOD EDUCATION COURSES
BY AREA OF SPECIALIZATION

Course Titles and Numbers	CD	ECE	FS	COMB	TOTAL	
	N	N	N	N	N	%
Early Childhood Education: Play, Art, and Music (3303)	1	6	1	5	13	19.7
Early Childhood Education: Literature and Language Arts (3403)	1	9	1	3	14	21.2
Early Childhood Education: Science, Mathematics, and Social Studies (3503)	1	9	1	3	14	21.2
Parent-School Community Relationships (4023)	-	3	-	1	4	6.1
Organizing and Administering Educational Programs for Young Children (4133)	1	4	1	2	8	12.1
History and Philosophy of Early Childhood Education (4252)	2	8	4	3	17	25.7
Early Childhood Education: Program Planning (4343)	2	18	2	7	29	43.9
Preschool Teaching (4420)	-	14	-	5	19	28.8
Early Childhood Education: Curriculum (5253)	2	11	4	12	29	43.9
Early Childhood Education: Administration (5880)	2	19	3	12	36	54.5
Philosophy and Critical Issues in Early Childhood Education (5883)	-	15	-	9	24	36.4
Special Unit Courses in Family Relations, Child Development, and Early Childhood Education (4850)	2	2	2	3	9	13.6
Developments and Innovations in Family Relations, Child Development, and Early Childhood Education (5470)	-	2	-	3	5	7.6
Family Relations and Child Development Workshop (5520)	2	3	2	3	10	15.1
Seminar in Child Development and Family Relationships (5750)	-	1	2	5	8	12.1
Problems in Child Development, Family Relationships, and Early Childhood Education (5810)	1	3	2	2	8	12.1
No Response	-	-	12	-	12	18.2

Note: CD = Child Development, ECE = Early Childhood Education, FS - Family Studies, COMB = Combination.

courses taken by less than one-fourth of the respondents included: Early Childhood Education: Literature and Language Arts (21.0%), Early Childhood Education: Science, Mathematics, and Social Studies (21.0%), Early Childhood Education: Play, Art, and Music (19.7%), and Family Relations and Child Development Workshop (15.1%), Special Unit Courses in Family Relations, Child Development and Early Childhood Education (13.6%), Organizing and Administering Educational Programs for Young Children (12.1%), Seminar in Child Development and Family Relationships (12.1%), Problems in Child Development, Family Relationships and Early Childhood Education (12.1%), Developments and Innovations in Family Relations, Child Development and Early Childhood Education (7.6%), and Parent-School Community Relationships (6.1%). Twelve respondents did not indicate any courses in early childhood education, and all twelve specialized in family studies.

As a whole, the respondents rated the early childhood education courses the highest, with means of 4.42 for content and method of instruction, 4.44 for professional value of the courses, and 4.40 for personal value of the courses (Table XI). However, the fewest number of respondents rated these courses (64%). The early childhood education respondents rated the early childhood education courses higher than they did any other group of courses. Likewise, the child development respondents rated the child development courses highest of any group, and the family studies respondents rated the family studies courses higher than any other group of courses. The early childhood education respondents consistently rated all the courses lower than the other groups of respondents, including their own early childhood education courses.

The number of respondents who took family studies courses is reported in Table XIV. The courses taken by at least one-fourth of the graduates included: Family Relationships (56.1%), Family Crises and Resources (48.5%), Individual, Marriage, and Family Counseling (46.9%), Marriage and Family Living (34.8%), Teaching Human Development and Family Life (27.3%), Adulthood: Later Years (25.7%). Courses taken by less than one-fourth of the respondents included: Family and Human Development (22.7%), Resource Materials for Family Relations (21.2%), Theories of Family Relationships (21.2%), Problems in Child Development, Family Relationships and Early Childhood Education (16.7%), Developments and Innovations in Family Relations, Child Development and Early Childhood Education (15.2%), Adulthood: Middle Years (13.6%), Seminar in Child Development and Family Relationships (12.1%), Family Relations and Child Development Workshop (10.6%), Special Unit Courses in Family Relations, Child Development and Early Childhood Education (9.1%), Professional Services for Children and Families (6.1%). It should be noted that some of these courses are junior and senior level courses, which would ordinarily not appear in a master's program of study and some were offered irregularly or infrequently. Five respondents did not check any courses, one each in child development, early childhood education, and combination, and two in family studies.

Overall, the family studies courses were rated second highest, with means of 4.32 for content and method of instruction, 4.25 for professional value, and 4.38 for personal value. The combination respondents, and the child development respondents rated them lowest. This group of courses was rated by at least three-fourths of the respondents.

TABLE XIV
ENROLLMENT IN FAMILY STUDIES COURSES BY
AREA OF SPECIALIZATION

Course Titles and Numbers	<u>CD</u> N	<u>ECE</u> N	<u>FS</u> N	<u>COMB</u> N	<u>TOTAL</u> N %	
Professional Services for Children and Families (3610)	-	1	1	2	4	6.1
Family and Human Development (3753)	-	4	7	4	15	22.7
Adulthood: Middle Years (4533)	-	2	4	3	9	13.6
Adulthood: Later Years (formerly 4542) (4543)	-	3	10	4	17	25.7
Family Relationships (4673)	2	6	16	13	37	56.1
Teaching Human Development and Family Life (5030)	2	3	8	5	18	27.3
Resource Materials for Family Relations (5222)	-	1	8	5	14	21.2
Family Crises and Resources (5242)	2	6	15	9	32	48.5
Marriage and Family Living (5323)	-	4	11	8	23	34.8
Individual, Marriage, and Family Counseling (5360)	-	10	9	12	31	46.9
Theories of Family Relationships (5993)	1	3	5	5	14	21.2
Special Unit Courses in Family Relations, Child Development, and Early Childhood Education (4850)	1	-	2	3	6	9.1
Developments and Innovations in Family Relations, Child Development, and Early Childhood Education (5470)	1	1	3	5	10	15.2
Family Relations and Child Development Workshop (5520)	1	1	2	3	7	10.6
Seminar in Child Development and Family Relationships (5750)	1	-	4	3	8	12.1
Problems in Child Development, Family Relationships, and Early Childhood Education (5810)	1	1	4	5	11	16.7
No Response	1	1	2	1	5	7.6

Note: CD = Child Development, ECE = Early Childhood Education, FS = Family Studies, COMB = Combination.

Table XV reports the number of respondents who took each of the Research Methods and Statistics courses listed. Research Methods in Family Relations and Child Development was taken by the greatest number of respondents 59 (89.4%). Thirty-nine percent took Seminar in Child Development and Family Relations, 24.2% took Research Methods in Home Economics, 16.7% took Statistical Methods I, 6.1% took Statistical Methods II, 4.5% took Organization and Administration of Occupational Education, and 3.0% did not indicate any courses.

These research courses were rated by the group at 4.05 mean for content and method of instruction, 4.07 for professional value, and 3.96 for personal value. This group of courses was rated the lowest by the early childhood education respondents, and the highest by the combination respondents. These ratings may reflect the interests of the early childhood education respondents in becoming certified to teach in public school kindergarten, rather than in becoming involved in doctoral study or other activities with research as an important component. These courses were rated by at least 82% of the respondents.

Employment of Respondents

Table XVI compares the degrees of satisfaction with past and present positions by area of specialization. Overall, the respondents were slightly more satisfied with past positions they have held (4.08 mean, 78.8% response rate) than with their current positions (3.93 mean, 92.4% response rate). The child development respondents rated their past positions lowest, with a 2.50 mean. The combination respondents were most satisfied with their past positions with a 4.44

TABLE XV
ENROLLMENT IN RESEARCH METHODS AND STATISTICS
COURSES BY AREA OF SPECIALIZATION

Course Titles and Numbers	<u>CD</u> N	<u>ECE</u> N	<u>FS</u> N	<u>COMB</u> N	<u>TOTAL</u>	
					N	%
Seminar in Child Development and Family Relations (5750)	2	9	7	8	26	39.4
Research Methods in Family Relations and Child Development (5793)	4	18	18	19	59	89.4
Research Methods in Home Economics (HEED 5103)	-	7	5	4	16	24.2
Statistical Methods I (STAT 4013)	1	6	4	-	11	16.7
Statistical Methods II (STAT 4023)	1	1	2	-	4	6.1
Elementary Statistical Methods in Education (ABSED 5952)	-	-	1	2	3	4.5
No Response	-	1	1	-	2	3.0

Note: CD = Child Development, ECE = Early Childhood Education, FS = Family Studies, COMB = Combination.

mean. The family studies respondents were less satisfied with their past positions with a 3.46 mean.

TABLE XVI
RATINGS OF SATISFACTION WITH PAST AND PRESENT
POSITIONS BY AREA OF SPECIALIZATION

	CD		ECE		FS		COMB		TOTAL	
	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
Past Positions	2	2.50	21	4.33	13	3.46	16	4.44	52	4.08
Current Positions	3	3.67	23	4.30	16	3.81	19	3.63	61	3.93

Note: CD = Child Development; ECE = Early Childhood Education; FS = Family Studies; COMB = Combination. The mean response based on following scale: Extremely Satisfied = 5; Somewhat Satisfied = 4; No Opinion = 3; Somewhat Dissatisfied = 2; Extremely Dissatisfied = 1; No Response = 0. (Responses of 3 and 0 were not used in calculating the mean, thus the varying N.)

Concerning current positions held by the respondents, the early childhood education respondents were the most satisfied with a 4.30 mean. The family studies respondents had a mean of 3.81, child development, 3.67; and combination, 3.63.

The breakdown of scores of all the respondents which made up the 3.93 mean for the degree of satisfaction with the current position was

24 (36.4%) were extremely satisfied, 20 (30.3%) were somewhat satisfied, 5 (7.6%) were somewhat dissatisfied, 3 (4.5%) were extremely dissatisfied, and 9 (13.6%) either did not respond or had no opinion.

Table XVII reports the salary ranges of the respondents by area of specialization. There were 20 (30.3%) respondents who indicated that their salary ranged from \$14,100 to \$18,000. Eighteen (27.3%) responded that their salary ranged from \$10,100 to \$14,000, and 8 (12.1%) indicated a salary of over \$18,000. Using the midpoint of each range for calculations, the mean salary for all respondents was \$14,610. The mean salary for the child development respondents was \$16,050. The early childhood education respondents had a mean salary of \$14,050; the family studies respondents had a mean salary of \$15,300, and the combination respondents had a mean salary of \$14,300. It should be noted that some of the respondents have completed doctorates, so the salaries reported do not necessarily reflect salaries paid to graduates with only master's level qualifications. It should also be noted that respondents who worked part-time or as homemakers were not included in these calculations.

Tables XVIII, XIX, and XX present data on types of positions held by Family Relations and Child Development graduates, reasons for seeking employment outside their field, and methods used by the graduates to locate their first position after graduation. The position held by most respondents (19.7%) was college instructor/professor; however, 22.7% held teaching positions other than in colleges. Twelve percent were homemakers, 7.6% held positions in extension, 6.1% held positions as counselors and ministers, 3.0% were licensing or social workers,

TABLE XVII
SALARY RANGES OF CURRENT POSITIONS
BY AREA OF SPECIALIZATION

	<u>CD</u>	<u>ECE</u>	<u>FS</u>	<u>COMB</u>	<u>TOTAL</u>	
	<u>N</u>	<u>N</u>	<u>N</u>	<u>N</u>	<u>N</u>	<u>%</u>
Part-Time or Homemaker	2	8	2	4	16	24.2
\$6,100-\$10,000	-	1	1	2	4	6.1
\$10,100-\$14,000	-	8	5	5	18	27.3
\$14,100-\$18,000	2	5	6	7	20	30.3
\$18,100 or Above	-	2	4	2	8	12.1
Mean Salary	\$16,050	\$14,050	\$15,300	\$14,300	\$14,610	

Note: CD = Child Development; ECE = Early Childhood Education; FS = Family Studies; COMB = Combination. (The 16 respondents who worked part-time or as homemakers were not calculated in the mean salary.)

TABLE XVIII
CURRENT POSITIONS OF RESPONDENTS
BY AREA OF SPECIALIZATION

	<u>CD</u>	<u>ECE</u>	<u>FS</u>	<u>COMB</u>	<u>TOTAL</u>
	<u>N</u>	<u>N</u>	<u>N</u>	<u>N</u>	<u>N</u>
College Instructor/Professor	-	7	2	4	13
Homemaker	-	5	-	3	8
Extension	-	-	3	2	5
Public Nursery/Kindergarten	-	3	-	1	4
Public Elementary	-	3	1	-	4
Counselor	-	-	2	2	4
Minister	-	-	2	2	4
Private Nursery/Kindergarten	1	2	-	-	3
Home Economics Teacher	-	-	2	1	3
Licensing/Social Worker	1	-	-	1	2
Unemployed, Looking	1	-	-	1	2
Private Elementary	-	1	-	-	1
Other	1	3	6	6	13

Note: CD = Child Development; ECE = Early Childhood Education; FS = Family Studies; COMB = Combination.

and only 3.0% were unemployed and looking for employment. Nineteen percent held a variety of other positions, such as attorney, interior designer, and psychologist.

TABLE XIX
REASONS FOR SEEKING EMPLOYMENT OUTSIDE OF
FAMILY RELATIONS AND CHILD DEVELOPMENT

	<u>CD</u> N	<u>ECE</u> N	<u>FS</u> N	<u>COMB</u> N	<u>TOTAL</u> N
Personal Choice	-	2	-	1	3
Personal Reason	-	3	1	5	9
Unable to Find Suitable Position	-	-	3	4	7
Low Income	-	-	1	1	2
Return to School	1	-	1	-	2
Other	-	2	2	3	7
No Response	3	18	11	10	42

Note: CD = Child Development; ECE = Early Childhood Education; FS = Family Studies; COMB = Combination. (Sixteen respondents listed more than one reason.)

Table XIX reports reasons for seeking employment outside of family relations and child development. Personal reason, which included family responsibility, illness, and pregnancy was indicated by 13.6% of the total respondents as their reason for seeking employment outside of their master's field, 10.6% indicated various other reasons. Almost 64% made no response to this item.

TABLE XX
METHOD USED BY RESPONDENTS TO
LOCATE FIRST POSITION

	$\frac{CD}{N}$	$\frac{ECE}{N}$	$\frac{FS}{N}$	$\frac{COMB}{N}$	$\frac{TOTAL}{N}$	$\frac{\%}{}$
Faculty	-	12	3	3	18	27.3
Job Announcement	-	1	-	-	1	1.5
Own Contact	1	9	12	13	35	53.0
Already Employed	2	2	2	3	9	13.6
Ad	-	-	-	1	1	1.5
Civil Service Exam	-	-	1	-	1	1.5
No Answer	1	-	-	-	1	1.5

Note: CD = Child Development; ECE = Early Childhood Education; FS = Family Studies; COMB = Combination.

Data on methods used by respondents to locate their first positions is reported in Table XX. Fifty-three percent of the respondents indicated that they located their first position by contacting their employer on their own. Faculty assisted 27.3% of the respondents to locate their first position. Almost 14% of the respondents were already employed, and 1.5% each located their first position by job announcement, newspaper ad, and civil service examination. One person did not respond.

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 major findings; recommendations for use of the findings; and recommendations for further research.

Summary of the Study

The main purpose of this study was to compile information on master's degree alumni who graduated between spring, 1972, and summer, 1977, from the Family Relations and Child Development Department at Oklahoma State University. This information was compiled in order to determine the adequacy and effectiveness with which the degree program is preparing its graduates for careers and life satisfactions. This study also solicited a sincere opinion from each graduate concerning certain portions of the Family Relations and Child Development program at Oklahoma State University.

Specific Objectives of the Study

In order to accomplish the purpose of the study, the following specific objectives were formulated:

1. To develop an alumni-response instrument which may be used

for a systematic evaluation of the master's degree program in the Family Relations and Child Development Department at Oklahoma State University.

2. To obtain an updated list of addresses for the master's graduates of the Family Relations and Child Development Department, to facilitate communication with alumni, and to determine the geographic locations of the graduates.

3. To provide a general description of graduates with regard to sex, age, marital status, and educational background.

4. To obtain an overall evaluation of the department of Family Relations and Child Development master's program including:

- a. Quality of instruction.
- b. Faculty advisement, availability, and concern.
- c. Curriculum offerings and the opportunity for students to determine their own programs.
- d. Assistance in placement.
- e. Departmental support, such as funding, physical facilities, and support services.

5. To determine the master's graduates' degree of satisfaction with the departmental courses based on the course content, method of instruction, professional value, and personal value.

6. To compare the degrees of job satisfaction reported by master's graduates' of the three areas of specialization.

7. To compare the salary levels reported by master's graduates of the three areas of specialization.

8. To collect information about the types of employment FRCD master's graduates have had and their approximate salaries, to aid in the advising and placement of future graduates.

9. To make recommendations based on the evaluations of the master's graduates in FRCD, for future program development.

Design and Conduct of the Study

Following a review of the literature related to the problem, a questionnaire was developed by the investigator. Ideas from several different questionnaires found in the literature reviewed were utilized in formulating the instrument. The questionnaire was sent to 89 of the 114 graduates of the master's degree program in Family Relations and Child Development who graduated from Oklahoma State University between spring, 1972, and summer, 1977. Current addresses could be obtained for only 89 of the 114. The questionnaire was accompanied by a cover letter and self-addressed stamped envelopes. After a follow-up letter and questionnaire had been sent, 66 questionnaires were returned and used in the study. This figure represented 73% return on the questionnaires sent out. Results of the questionnaire formed the basis for the findings and recommendations reported in this chapter. The objectives of the study were utilized as a basis for organizing the following summary of the study findings.

Findings of the Study

1. The instrument developed by the investigator provided information which was used to evaluate the master's degree program in the Family Relations and Child Development Department at Oklahoma State University.

2. A list of addresses for the graduates was given to the department of Family Relations and Child Development, the Home Economics

Alumni Association, and the Oklahoma State University Alumni Association, to facilitate communications with alumni. A review of these addresses showed that 86% currently reside in Oklahoma or an adjoining state. The other 14% reside in nine different states. Of the non-respondent graduates, 67% live in Oklahoma, and the remaining 8 graduates each live in a different state or country.

3. The majority of the respondents were female (87.9%), married (65.2%), and under 40 years of age (66.7%). Sixty-five percent of the graduates received their bachelor's degree in 1970 or later. Seventy-four percent received their bachelor's degree from an institution in Oklahoma, with 57.6% graduating from Oklahoma State University. Forty-four respondents listed their undergraduate field of study in home economics. Other fields of study listed by more than one graduate included sociology, education, psychology, and religion.

4. Sixty-five percent of the graduates had taken additional coursework beyond the master's degree. Twenty-six graduates had taken between 1 and 30 hours of additional coursework, and 11 had taken between 30 and 60 hours. Eleven of the 43 (25.6%) graduates who had taken additional coursework had earned doctoral degrees.

Thirty-two of the graduates had taken additional coursework at Oklahoma State University. Five had attended other universities in Oklahoma and 11 had enrolled in additional coursework in universities outside of Oklahoma.

Fifty-one percent of the graduates who had taken additional coursework listed Family Relations and Child Development as their field of study. Thirty-three percent listed education, either home economics education, education, or higher education.

5. The statements regarding the evaluation of the department were written from guidelines for graduate programs in home economics which were established by the American Home Economics Association. These statements were written as objectives of departments with graduate programs, and the respondents were asked to agree or disagree with the statement.

a. Generally, the respondents agreed at least partially to the statements rating the quality of instruction. At least 77% agreed with (expressed satisfaction with) each of the statements regarding the quality of instruction. Twenty-one percent of the graduates disagreed that the research methods, design, and statistics courses met their needs in writing their thesis. This fact may reflect dissatisfaction with the curriculum or it may reflect personal feelings of anxiety in dealing with such subject matter, or the inadequacy of one or two introductory courses as preparation for participating in the research process. In spite of this rating, 76% were satisfied with the course content, method of instruction, and professional value of the research methods and statistics courses.

b. There was general agreement to the statements concerning the availability and concern of the faculty. Ninety-five percent agreed and none disagreed that faculty was available for individual counseling for graduate students, to assist them in adapting programs to their needs, interests, and skills. Some students (21%) disagreed that there was sufficient faculty to offer a variety of graduate courses, and that they

were made aware of counseling services (21% disagreed). In relation to the disagreement with the statement that there was sufficient faculty to offer varied graduate courses, it should be noted that during the period the subjects of this study were in the program, two senior graduate faculty retired, and two left the department, and all of these positions were filled with young faculty with limited experience.

The lowest mean ratings in this group of items was given to the statement that you were made aware of counseling services available to you. Since counseling services are available through the university rather than individual departments, students may have been sensitized to these services only if the student had need of the services. Since most of the graduate students were competent in dealing with their personal and academic lives, it is likely that many were not aware of the services available. The low ratings on this item raised the question of how graduate students might learn of such services. An examination of the OSU Graduate Catalog revealed no mention of such services. On the OSU campus, the student newspaper sometimes carries features or announcements of counseling available to students; however, graduate students who come to campus only for evening courses are unlikely to see the student newspaper. Periodically, printed announcements of services available to university students are distributed to departmental offices and perhaps to advisers. These may be posted for a limited time and graduate students may or may not read the announcements. Also, students taking only evening courses, as do a large number

of the master's level students in the Family Relations and Child Development Department, have very limited opportunities for personal interaction with faculty.

c. Seventy to 92% of the graduates agreed with the statements regarding the curriculum offerings and the opportunity for students to determine their own programs. The most disagreement was 24% with the statement that the curriculum was extensive enough to allow the opportunity for choice to meet needs, and 17% disagreed that the curriculum fulfilled goals and requirements for positions they have held. There seems to be some contradiction in the mean results of two items in this group. Statement 23 that the curriculum in the FRCDD Department offered you the possibility to tailor your program to your individual needs and desires received a mean rating of 4.11 (N=64). Statement 27, that the curriculum offerings in FRCDD were extensive enough to allow you the opportunity for choice among the offerings, to meet your needs received a mean rating of 3.72 (N=64). However, if you consider that 82% of the total group agreed with statement 23, and 73% agreed with statement 27, there does not appear to be as much of a contradiction.

d. Forty-two percent agreed that the faculty assisted them in appropriate professional placement, 18% disagreed, and 40% felt the statement did not apply, or they had no opinion.

e. The statements concerning departmental support did not have a good response rate. Two of the statements applied to graduate assistants, and only 40% agreed or disagreed with the statements. The one statement that more respondents disagreed

with (21% disagreed, 17% agreed), was that as a graduate assistant you had a desk, book or file space, and the opportunity to communicate with faculty and students. Sixty-two percent agreed and 11% disagreed that services and budget for data processing were adequate. Item 11, that as a graduate assistant, the stipend was sufficient (3.60 mean), reflects the fact that support for graduate assistants in this institution is at a lower level than some other institutions, and certainly is not adequate to completely finance a graduate student's expenses while completing his degree.

6. The graduates were generally satisfied with the child development courses with 70% satisfied and 11% dissatisfied with the course content and method of instruction. Sixty-four percent were satisfied; and 9% were dissatisfied with the professional value of the courses. The personal value of the child development courses rated 64% satisfied and 12% dissatisfied. The percentage which had no opinion or did not answer the questions ranged from 20% to 27%.

7. At least 60% of the respondents were satisfied with all aspects of the early childhood education courses. Thirty-five percent of the respondents did not rate the early childhood education courses. Sixty percent of those that did rate the courses were satisfied with the course content and method of instruction, and only 5% were dissatisfied. Sixty-two percent were satisfied and 3% were dissatisfied with the professional value of the courses, and 61% were satisfied and 3% were dissatisfied with the personal value of the early childhood education courses.

8. Seventy-three percent of the respondents were satisfied with the course content and method of instruction of the family studies courses, 7% were dissatisfied, and 20% did not answer or had no opinion. The professional value of the courses rated 68% satisfied, 11% dissatisfied, and 21% no response or no opinion. Sixty-eight percent of the respondents were satisfied with the personal value of the family studies courses, 8% were dissatisfied, and 24% had no opinion or did not answer the question.

9. The course content and method of instruction, and professional value of the research and statistics courses rated the same, 76% satisfied, 10% dissatisfied, and 14% no opinion or no answer. The personal value of these courses rated 68% satisfied, 15% dissatisfied, and 17% no opinion or no answer.

10. The early childhood education respondents were the most satisfied with their current employment, while the combination and child development respondents were the least satisfied of the four groups. However, in comparing degrees of satisfaction with past positions, the combination respondents were most satisfied, with the early childhood education respondents next, then the family studies respondents, and, finally, the child development respondents were least satisfied.

11. The child development respondents reported the highest mean salary of \$16,050, the family studies respondents had a mean salary of \$15,300, the combination respondents had a mean salary of \$14,300, and the early childhood education respondents had a mean salary of \$14,050. The small number (2) of child development respondents limits the usefulness of this finding.

12. The employment positions listed most frequently, and their mean salaries were college instruction--\$15,050; extension--\$15,250; public nursery/kindergarten--\$14,450; public elementary--\$13,383; counselor--\$12,050; minister--\$15,050; home economics teacher--\$13,383; and licensing/social worker--\$14,050. The degrees of satisfaction with each of these positions is as follows: public nursery/kindergarten--4.8 mean (almost extremely satisfied); public elementary--4.67; home economics teacher--4.0 (somewhat satisfied); college instructor--3.76; counselor--3.67; extension--3.60; and licensing/social worker--3.50.

The reason listed most often by 24 respondents as the reason for seeking employment outside of Family Relations and Child Development was personal reasons (family responsibility, illness, pregnancy, etc.). Other reasons in descending frequency included unable to find suitable position, personal choice not to seek employment outside the home, low income in relationship to other occupations, and return to school.

13. As indicated by the fact that only 3% of the graduates were unemployed and looking for employment at the time of the study, the Family Relations and Child Development program at Oklahoma State University has been very successful in preparing individuals for gainful careers.

Recommendations as a Result of the Study

1. A systematic evaluation of the Family Relations and Child Development Department should be conducted periodically every three to five years, to insure that the master's program continues to meet the needs of the students.

2. The list of addresses of the alumni should be continually updated, and before graduation, students should be asked to notify the department of any address changes, to facilitate communication with the alumni, especially for future follow-up studies.

3. The department should strive to recruit more out-of-state students into the graduate program, to bring a variety of ideas and thoughts into the program.

4. In designing new programs, the department should keep in mind that the majority of the respondents were female, married, under 40 years of age, and majored in home economics. However, an effort should be made to recruit more male students, as well as students from other disciplines.

5. The department should continue to offer the fine, outstanding graduate program, but it should consider the following points with which at least 15 percent of the students disagreed.

a. The research methods, design, and statistics courses met your needs in writing your thesis (21% disagreed).

b. As a graduate student, you had substantial experience which provided for student initiative and creativity in selecting a research problem for a thesis, for an in-depth study, or for a project (15% disagreed).

c. There was sufficient faculty to offer varied graduate courses (21% disagreed).

d. The faculty encouraged professional attitudes and activities among students, including the publication of research reports in professional journals and participation in appropriate professional societies (15% disagreed).

e. You were made aware of counseling services available on academic and personal matters (21% disagreed).

f. The curriculum in the FRCD Department offered you the possibility to tailor your program to your individual needs and desires (15% disagreed).

g. The curriculum fulfilled your goals and requirements for the positions you have held (17% disagreed).

h. The curriculum offerings in FRCD were extensive enough to allow you the opportunity for choice among the offerings, to meet your needs (24% disagreed).

i. The faculty assisted you in appropriate professional placement upon completion of your degree (18% disagreed).

j. As a graduate assistant, you had a desk, book or file space, and the opportunity to communicate with faculty and students (21% disagreed).

6. Because several students were less than satisfied with the statement that the curriculum offerings in FRCD were extensive enough to allow you the opportunity for choice among the offerings, to meet your needs, the investigator recommends that new and different course offerings be developed as possible.

7. There were several courses which were taken by less than 15% of the respondents. Examination of the data reveals that most of these courses were 3000 level, or junior level courses. Since these courses are designed to serve undergraduate students, it is recommended that the department give consideration either to deleting "approved for graduate credit" from the catalog description of these

courses, or restricting the use of these courses on a master's degree plan of study.

8. Based on the evaluations of the course content and method of instruction, the professional value, and the personal value of the courses offered in Family Relations and Child Development, the faculty should continue the excellent job of teaching the outstanding courses they have in the past.

9. The Family Relations and Child Development Department should take a more active role in the placement of its graduates.

10. The present flexibility of program planning by student and adviser should be continued in order to encourage and adequately train students in their specific area of interest.

11. The Family Relations and Child Development Department should continue to strive to meet the individual needs of its graduate students.

Recommendations for Further Research

1. It is recommended by the investigator that it would be valuable to replicate this study every four to five years to discover trends in the characteristics of the graduates and their opinions of recent programs. A continuing study of former students is a must to aid the Family Relations and Child Development Department to design new programs and to discover inadequacies as determined by the graduates. The investigator recommends several changes to the instrument. The year the respondent received his master's degree should be included on the instrument as well as on the address card. The respondents should also be requested to give a short, one sentence job

description of their current position, as well as for their past positions.

2. A more detailed study of employment patterns including a complete job history, should be encouraged to aid in the placement of graduates, and to be used in the counseling of students during the course of their program to explain opportunities and expectations.

Factors to be considered might include:

- a. Initial employment--salary and short job description.
- b. Interim employment--short job description.
- c. Current employment--salary and short job description.
- d. Length of tenure of each position.
- e. Ways graduates made contact with employers, initial employment, and current employment.
- f. Factors that influenced graduates to enter and remain in employment.

A SELECTED BIBLIOGRAPHY

- American Home Economics Association. Guidelines for Graduate Programs in Home Economics. Washington, D.C.: American Home Economics Association, 1971.
- Beaty, E. Follow-Up of Teacher Education Courses as a Basis for Institutional Improvement. Peabody Journal of Education, 1972, 46, 298-302.
- Bower, C. P. & Renkiewicz, N. K. A Handbook for Using the Student Outcomes Questionnaires. Field Review Edition. Western Interstate Commission for Higher Education, Boulder, Colorado. National Center for Higher Education Management Systems, February, 1977. (ERIC Document Reproduction Service, No. ED 147 330.)
- Denton, J. J. & Others. Report of College of Education Standing Committee on Follow-Up Evaluations. Texas A and M University, College Station, Texas, June, 1977. (ERIC Document Reproduction Service, No. ED 150 098.)
- Henard, R. E. The Use of Surveys of Graduates (Outcome Studies) for Accountability and Academic Planning. Toronto, Ontario: American Educational Research Association, March, 1978. (ERIC Document Reproduction Service, No. ED 152 135.)
- Hill, George E. Self-Study and Self-Evaluation of Counselor Education Programs. Counselor Education and Supervision, V, Winter, 1966, 68-72.
- Krueck, T. G. A Comparison of Three Methods of Conducting a Follow-Up Study. Washington, D.C.: American Educational Research Association, April, 1975. (ERIC Document Reproduction Service, No. ED 109 339.)
- McKinney, F. L. & Oglesby, C. Developing and Conducting Follow-Up Studies of Former Students. Kentucky Research Coordinating Unit, Lexington, Kentucky, September, 1971. (ERIC Document Reproduction Service, No. ED 056 240.)
- Nelson, J. L. Follow-Up Study of Graduates. Improving College and University Teaching, Spring, 1968, 11-12, 111-112.
- Phillips, H. E. & Brunner, E. Past Student Follow-Up Survey. Lake City Community College: Lake City, Florida, May, 1974. (ERIC Document Reproduction Service, No. ED 099 044.)

Redwine, Judith A. A Follow-Up Study of 1967-1972 Division of Education Graduates of Indiana University at South Bend. Indiana University, South Bend: School of Education, January, 1974. (ERIC Document Reproduction Service, No. ED 088 809.)

Weisman, S. S., Snadowsky, A., and Alpert, E. Alumni Feedback and Curriculum Revision. Improving College and University Teaching, Spring, 1970, 17-18, 120-121.

APPENDIXES

APPENDIX A

LETTER TO PARENTS

May 7, 1979

To the Parents of

I am working on my master's degree in FRCD at Oklahoma State University, and I need your assistance in locating your child's address to complete my research for my thesis. Could you please assist me by filling out the current address for your child below, and returning this in the enclosed, postage-paid envelope? Your assistance would be sincerely appreciated.

Thank you.

Sincerely,

Connie Brashears

Name _____

Address _____

APPENDIX B

LETTER TO FAMILY RELATIONS AND CHILD
DEVELOPMENT DEPARTMENTS

January 24, 1977

Dr. John C. Woodward, Chairman
Department of Human Development and the Family
College of Home Economics
University of Nebraska
Lincoln, Nebraska 68508

Dear Dr. Woodward:

As a graduate student at Oklahoma State University, I am evaluating the master's degree program of the Family Relations and Child Development Department. In reviewing the literature, I have found very little research that has been done on this subject.

I am writing to you, Dr. Woodward, to ask your assistance in locating evaluations of master's programs in Family Relations and Child Development. If your department has done an evaluation of your master's program, I would appreciate any information you can send me, such as a copy of the report, or the title and author of a thesis or dissertation. If there is any charge for a copy of the report, I would be happy to pay for it. Please send it to me in care of Dr. Judith Powell, Department of Family Relations and Child Development, 241 Home Economics West, Stillwater, OK. 74074.

I would appreciate a response at your earliest convenience, as I am trying to meet deadline dates. I would be happy to send you a copy of my study when it is completed, if you wish. Thank you for your assistance, and I will look forward to hearing from you.

Most sincerely,

Connie Brashears
Research Assistant

APPENDIX C

QUESTIONNAIRE

FOLLOW-UP SURVEY FOR FRCD MASTER'S GRADUATES

PART I

1. Female Male 2. Age
3. Single Married Widowed Divorced
4. Area of specialization in master's program:
 Child Development Early Childhood Education Family Studies
 Combination
5. B.S. degree received: When _____ Where _____
Field of Study _____
6. Have you done any additional graduate work since receiving your MS degree?
No Yes Number of Hours _____
Where _____
Field of Study _____
Degree _____
7. Please indicate the type of position in which you are currently employed.
- Unemployed, looking
- Homemaker
- Private Nursery School or Kindergarten - Ages _____
- Public Nursery School or Kindergarten - Ages _____
- Private Elementary - Grade _____
- Public Elementary - Grade _____
- Licensing or Social Worker
- Counselor - Type _____
- Volunteer Worker
- Other _____

PART II

Rate each item below according to the extent you agree or disagree with the following statements about the FRCD Department:

- 5 Agree completely
- 4 Agree partially
- 3 No opinion
- 2 Disagree partially
- 1 Disagree completely
- 0 Not applicable

- | | |
|--|-------------|
| 11. As a graduate assistant, my stipend was sufficient. | 5 4 3 2 1 0 |
| 12. There was sufficient faculty to offer varied graduate courses. | 5 4 3 2 1 0 |
| 13. The instruction provided by the faculty presented an up-to-date view of subject matter in FRCD and related fields. | 5 4 3 2 1 0 |
| 14. The faculty encouraged development of students' own ideas and creativity. | 5 4 3 2 1 0 |
| 15. The faculty encouraged professional attitudes and activities among students, including the publication of research reports in professional journals and participation in appropriate professional societies. | 5 4 3 2 1 0 |
| 16. The faculty was available for individual counseling for graduate students, to assist them in adapting programs to their needs, interests, and skills. | 5 4 3 2 1 0 |
| 17. You were made aware of counseling services available on academic and personal matters. | 5 4 3 2 1 0 |
| 18. The faculty was attentive to your progress in completing your program of graduate study. | 5 4 3 2 1 0 |
| 19. The faculty assisted you in appropriate professional placement upon completion of your degree. | 5 4 3 2 1 0 |
| 20. As a graduate assistant, you had a desk, book, or file space, and the opportunity to communicate with faculty and students. | 5 4 3 2 1 0 |
| 21. You had adequate laboratory space and equipment to conduct your research. | 5 4 3 2 1 0 |
| 22. The services and budget provided for data processing were adequate for your research. | 5 4 3 2 1 0 |

23. The curriculum in the FRCD Department offered you the possibility to tailor your program to your individual needs and desires. 5 4 3 2 1 0
24. The curriculum provided for increasing the depth of your knowledge. 5 4 3 2 1 0
25. The graduate curriculum built on your undergraduate work and experience. 5 4 3 2 1 0
26. The curriculum fulfilled your goals and requirements for the positions you have held. 5 4 3 2 1 0
27. The curriculum offerings in FRCD were extensive enough to allow you the opportunity for choice among the offerings, to meet your needs. 5 4 3 2 1 0
28. The graduate level courses motivated you to review the literature beyond the range of any textbook used, and to relate this knowledge to practical, theoretical, and academic problems. 5 4 3 2 1 0
29. The courses in FRCD were conveniently scheduled for working, commuting, or married students. 5 4 3 2 1 0
30. The courses were designed to provide an opportunity for students to collate, present, interpret, and defend conclusions from relevant publications. 5 4 3 2 1 0
31. The research methods, design, and statistics courses met your needs in writing your thesis. 5 4 3 2 1 0
32. As a graduate student, you had substantial experience which provided for student initiative and creativity in selecting a research problem for a thesis, for an in-depth study, or for a project. 5 4 3 2 1 0
33. How did you locate your first position after graduation?
- | | |
|--|---|
| <input type="checkbox"/> OSU Placement Service | <input type="checkbox"/> Job Announcement |
| <input type="checkbox"/> Faculty Contact | <input type="checkbox"/> Own Contact |
| <input type="checkbox"/> Other (Specify) _____ | |
34. Have you participated in a follow-up study such as this to evaluate the quality of the graduate program in FRCD?
- | | | |
|------------------------------|-----------------------------|-------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | _____ When? |
|------------------------------|-----------------------------|-------------|

35. Do you have any comments or recommendations for upgrading the quality of the FRCD graduate program?

PART III

Listed below by areas of specialization are the regular courses offered by the FRCD Department. To the best of your knowledge, check the courses you took AS A GRADUATE STUDENT in FRCD. (Some of the courses required for a B.S. degree are also approved for graduate credit. These courses which you may have taken as an undergraduate are indicated by an *.)

Following the list of courses are some general, evaluative questions which we would like for you to answer for the courses in each area of specialization.

Child Development Courses

- ___ 3213* Child Development and Guidance: Early Childhood
 ___ 3253* Child Development and Guidance: School Age
 ___ 3333* Child Development and Guidance: Adolescence
 ___ 4463* Child Development and Guidance: Infancy & Toddlerhood
 ___ 5213 Child Behavior and Development
 ___ 5983 Theories of Child Behavior and Development

For the courses listed below, fill in the subject matter of the course, if possible.

- ___ 4850* Special Unit Courses in Family Relations, Child Development, and Early Childhood Education

 ___ 5470 Developments and Innovations in Family Relations, Child Development, and Early Childhood Education

 ___ 5750 Seminar in Child Development and Family Relationships

 ___ 5810 Problems in Child Development, Family Relations, and Early Childhood Education

Please rate the above group of courses, according to the extent that you were satisfied or dissatisfied with them.

- 5 Extremely satisfied
 4 Somewhat satisfied
 3 No opinion
 2 Somewhat dissatisfied
 1 Extremely dissatisfied

36. To what extent were you satisfied or dissatisfied with the overall quality of this group of courses based on the course content and method of instruction? 5 4 3 2 1
37. To what extent were you satisfied or dissatisfied with the professional value of this group of courses? 5 4 3 2 1
38. To what extent were you satisfied or dissatisfied with the personal value of this group of courses? 5 4 3 2 1

Please add any comments or suggestions you might have about specific courses or the group of child development courses.

39. _____

Early Childhood Education Courses

- ___ 3303* Early Childhood Education: Play, Art, and Music
 ___ 3403* Early Childhood Education: Literature and Language Arts
 ___ 3503* Early Childhood Education: Science, Mathematics, and Social Studies
 ___ 4023* Parent-School Community Relationships
 ___ 4133* Organizing and Administering Educational Programs for Young Children
 ___ 4252* History and Philosophy of Early Childhood Education
 ___ 4343* Early Childhood Education: Program Planning
 ___ 4420* Preschool Teaching
 ___ 5253 Early Childhood Education: Curriculum
 ___ 5880 Early Childhood Education: Administration
 ___ 5883 Philosophy and Critical Issues in Early Childhood Education

For the courses listed below, fill in the subject matter of the course, if possible.

- ___ 4850* Special Unit Courses in Family Relations, Child Development, and Early Childhood Education

5470	Developments and Innovations in Family Relations, Child Development, and Early Childhood Education
5520	Family Relations and Child Development Workshop
5750	Seminar in Child Development and Family Relationships
5810	Problems in Child Development, Family Relationships, and Early Childhood Education

Please rate the above group of courses, according to the extent that you were satisfied or dissatisfied with them.

- 5 Extremely satisfied
- 4 Somewhat satisfied
- 3 No opinion
- 2 Somewhat dissatisfied
- 1 Extremely

40. To what extent were you satisfied or dissatisfied with the overall quality of this group of courses, based on the course content and method of instruction? 5 4 3 2 1
41. To what extent were you satisfied or dissatisfied with the professional value of this group of courses? 5 4 3 2 1
42. To what extent were you satisfied or dissatisfied with the personal value of this group of courses? 5 4 3 2 1

Please add any comments or suggestions you might have about specific courses or the group of child development courses.

43. _____
- _____
- _____

Family Studies Courses

3610*	Professional Services for Children and Families
3753*	Family and Human Development
4533*	Adulthood: Middle Years
4543*	Adulthood: Later Years (formerly 4542)
4673*	Family Relationships
5030	Teaching Human Development and Family Life
5222	Resource Materials for Family Relations

Family Studies Courses (Cont.)

- 5242 Family Crises and Resources
 5323 Marriage and Family Living
 5360 Individual, Marriage, and Family Counseling
 5993 Theories of Family Relationships

For the courses listed below, fill in the subject matter of the course, if possible.

- 4850* Special Unit Courses in Family Relations, Child Development, and Early Childhood Education

 5470 Developments and Innovations in Family Relations, Child Development, and Early Childhood Education

 5520 Family Relations and Child Development Workshop

 5750 Seminar in Child Development and Family Relationships

 5810 Problems in Child Development, Family Relationships, and Early Childhood Education

Please rate the above group of courses, according to the extent that you were satisfied or dissatisfied with them.

- 5 Extremely satisfied
 4 Somewhat satisfied
 3 No opinion
 2 Somewhat dissatisfied
 1 Extremely dissatisfied

44. To what extent were you satisfied or dissatisfied with the overall quality of this group of courses, based on the course content and method of instruction? 5 4 3 2 1
 45. To what extent were you satisfied or dissatisfied with the professional value of this group of courses? 5 4 3 2 1
 46. To what extent were you satisfied or dissatisfied with the personal value of this group of courses? 5 4 3 2 1

Please add any comments or suggestions you might have about specific courses or the group of family studies courses.

47. _____

Research Methods and Statistics Component

Listed below are courses usually taken as the Research Methods and Statistics Component of the FRCD master's program. Please check the course or courses you took and evaluate these courses, according to the extent you were satisfied or dissatisfied with them.

<u>FRCD 5750</u>	Seminar in Child Development and Family Relations
<u>FRCD 5783</u>	Research Methods in Family Relations and Child Development
<u>HEED 5103</u>	Research Methods in Home Economics
<u>STAT</u>	_____
<u>STAT</u>	_____
<u>OTHER</u>	_____

Please rate the above group of courses, according to the extent that you were satisfied or dissatisfied with them.

- 5 Extremely satisfied
- 4 Somewhat satisfied
- 3 No opinion
- 2 Somewhat dissatisfied
- 1 Extremely dissatisfied

48. To what extent were you satisfied or dissatisfied with the overall quality of this group of courses, based on the course content and method of instruction? 5 4 3 2 1
49. To what extent were you satisfied or dissatisfied with the professional value of this group of courses? 5 4 3 2 1
50. To what extent were you satisfied or dissatisfied with the personal value of this group of courses? 5 4 3 2 1

Please add any comments or suggestions you might have about specific courses or the group of research and statistics courses.

51. _____

The time you have spent completing this questionnaire is sincerely appreciated!

APPENDIX D

LETTER TO GRADUATES

September 13, 1979

Dear FRCD Master's Graduate:

We are in the process of conducting an evaluative follow-up study of the master's graduates in the Department of Family Relations and Child Development at OSU, in order to determine the adequacy and effectiveness with which the degree program is preparing its graduates for careers and life satisfactions.

A questionnaire is enclosed which requests information related to such matters as your occupation, your evaluation of the department in general, and your evaluation of the graduate courses. We have included with the questionnaire an identification card for you to complete with your name, address, and year you received your master's degree. Please return the card with your questionnaire. When we receive your completed card and questionnaire, we will immediately separate the two, in order to insure anonymity of your response. We will then check your name as having returned the questionnaire.

We appreciate your willingness to aid us by completing the questionnaire and returning it to us. Please use the enclosed postage-paid envelope to return the questionnaire by September 28.

Thank you for cooperating with us in this study. Your help will aid us in maintaining and improving the quality of our graduate program.

Sincerely,

Sincerely,

Sincerely,

Dr. Frances Stromberg
Head, FRCD

Connie Brashears
Investigator

Dr. Althea Wright
Adviser

Enclosures

VITA¹

Connie Kastl Brashears

Candidate for the Degree of

Master of Science

Thesis: AN EVALUATIVE FOLLOW-UP STUDY OF MASTER'S DEGREE ALUMNI
OF THE FAMILY RELATIONS AND CHILD DEVELOPMENT DEPARTMENT
AT OKLAHOMA STATE UNIVERSITY

Major Field: Family Relations and Child Development

Biographical:

Personal Data: Born in Stillwater, Oklahoma, March 15, 1952,
the daughter of Mr. and Mrs. Emil E. Kastl.

Education: Graduated from Mount Saint Mary High School, Okla-
homa City, Oklahoma, in May, 1970; received Bachelor of
Science degree in Home Economics from Oklahoma State
University in May, 1974; completed requirements for the
Master of Science in Home Economics at Oklahoma State Uni-
versity in July, 1980.

Professional Experience: Youth Camp Counselor and Assistant
Director, summers, 1970-76; Graduate Assistant, Family Re-
lations and Child Development Department, Oklahoma State
University, September, 1974, through May, 1975; Secretary
to Assistant Dean of Agriculture, Oklahoma State Univer-
sity, July, 1975 through July, 1976; Assistant Placement
Director, College of Agriculture, Oklahoma State Univer-
sity, August, 1976, through April, 1977.

Professional Organizations: Omicron Delta Kappa, Omicron Nu,
and Phi Upsilon Omicron.