

AN ABSTRACT OF THE THESIS OF

Stanley Jay Kenyon for the degree of Doctor of Education
in Education presented on February 26, 1976

Title: THE EFFECTIVENESS IN FULFILLING THE STATED
GOALS OF A TEACHER EDUCATION PROGRAM AS
EVALUATED BY GRADUATES OF THAT PROGRAM

Abstract approved: Redacted for Privacy
Charles Warnath

Oregon College of Education (OCE) is a small, liberal arts college with a special emphasis on the preparation of teachers. Its student population is predominantly from Oregon's Willamette Valley area.

OCE developed specific objectives for its teacher education program and the purpose of this study was to determine whether the teacher education objectives were met as judged by the graduates of June 1967 and June 1970. Specific objectives of the study were to: (1) collect, analyze, and interpret opinions and reactions from OCE alumni regarding OCE's teacher education program; (2) acquire a demographic profile of the 1967 and 1970 OCE alumni in teacher education; and (3) recommend courses of action to the college faculty.

This study consisted of a survey of the graduating classes of OCE of June 1967 and June 1970 who received baccalaureate degrees in Education.

The questionnaire was sent to all people involved via first-class mail. Two follow-ups were made to those not responding. Four hundred ten (410) of the 499 responded for an 82% response rate.

A factor analysis program (FAST) was run to determine both the validity of the groups of descriptors that were rated by the graduates and the congruence between the factors and objectives. Five factors were defined: Culture and Personality, Practicality, Research, Educational Philosophy and Action, and Academic Competence. The analysis of variance method was used to analyze the data relating to those factors.

The analysis of the data allowed for an examination of the differences between males and females, between elementary and secondary graduates, and between the graduates of 1967 and 1970. In addition, the independent variables of (1) college cumulative grade point average and (2) the number of years needed to complete the degree were analyzed in relation to the eight population sub-groups (by year of graduation, sex, level, and preparation).

Elementary education graduates rated the "Practicality" factor significantly higher ($p < .01$) than did the secondary education majors.

Persons who graduated in 1970 rated the "Practicality" factor significantly higher ($p < .05$) than did persons graduating in 1967.

Persons graduating in 1967 rated the "Educational Philosophy and Action" factor significantly higher ($p < .05$) than did those graduating in 1970.

There were four specific needs expressed overwhelmingly by Elementary Education graduates: (1) a need to acquire greater competency in the teaching of reading; (2) a need to develop competencies to deal with exceptional children, (3) a need for earlier experiences in the classroom; and (4) a request for more adequate supervision during the student teaching experience.

There were three specific needs that Secondary Education graduates tended to express: (1) the need for more classroom experience at an earlier time in the program; (2) a need for more information regarding the realities of the school situation and the problems with which one is confronted (e. g. , teacher-administrator relationships, budgeting, discipline, relating to parents, and non-classroom responsibilities and obligations), and (3) the need for better supervision during the student teaching situation.

Recommendations include: (1) adding courses to the elementary education curriculum which will provide a better background for the teaching of reading and for the development of reading programs; (2) increasing the opportunity for students to gain experience with classroom situations at an early stage in the program; (3) strengthening the curriculum in the area of research; (4) providing courses which allow the student to develop greater competency in handling the needs of exceptional children; (5) developing a more effective screening process for selecting supervising teachers; (6) providing more

comprehensive information regarding: disciplinary problems, administrative problems, communicating with parents, and economics of education; and (7) placing more emphasis on the importance of developing a personal educational philosophy.

The Effectiveness in Fulfilling the Stated
Goals of a Teacher Education Program
as Evaluated by Graduates of
that Program

by

Stanley Jay Kenyon

A THESIS

submitted to

Oregon State University

in partial fulfillment of
the requirements for the
degree of

Doctor of Education

Completed February 26, 1976

Commencement June 1976

APPROVED:

Redacted for Privacy

Professor of Psychology
in charge of major

Redacted for Privacy

Dean of School of Education

Redacted for Privacy

Dean of Graduate School

Date thesis is presented February 26, 1976

Typed by Opal Grossnicklaus for Stanley Jay Kenyon

ACKNOWLEDGEMENT

Appreciation is expressed to my graduate committee consisting of Drs. C. Warnath, C. Trow, M. LeMay, D. Simmons, E. Fuller, and F. Haun.

A special thanks is extended to my friend, Jim.

Most of all, much love goes to Wanda, Laurie, and Jay who always encouraged and never doubted.

TABLE OF CONTENTS

I.	INTRODUCTION	1
	Statement of the Problem	1
	Purpose of the Study	5
	Value of the Study	7
	Definitions of Terms Used	7
II.	REVIEW OF RELATED LITERATURE	9
	Studies Involving the Evaluation of Objectives of Teacher Education Programs	9
	General Studies of Teacher Education Programs	13
	Elementary Teacher Education Programs	13
	Secondary Teacher Education Programs	17
	Teacher Education Programs (Undifferentiated Level)	19
	Evaluation of the Oregon College of Education Teacher Education Programs	20
	Summary	23
III.	METHODOLOGY	24
	Introduction	24
	Design of the Survey Instrument	24
	Population of the Study	27
	Data Collection	28
	Data Analysis	30
IV.	RESULTS	33
	Part I - Satisfaction	33
	Part II - Objectives	37
	Part III - Personal Data	60
	Comments	60
V.	DISCUSSION AND RECOMMENDATIONS	63
	Discussion	63
	Recommendations	69
	Summary	73

BIBLIOGRAPHY	74
APPENDICES	78
A - Memo to Dr. Duncan with list of descriptors for seven objectives	78
B - Sample Questionnaire	81
C - Cover Letter	85
D - Follow-up Postcard	86
E - Follow-up Letter	87
F - Response Rate Data (Tables 36, 37 and Figure 3)	88
G - Personal Data (Tables 38-53)	90
H - Comments - typed samples of comments arranged according to the eight population sub-groups	104

LIST OF ILLUSTRATIONS

<u>Figure</u>		<u>Page</u>
1.	Model of the cells of the analysis of variance design	32
2.	Comparison of actual data versus random data - FAST (factor analysis)	38
3.	Response rate	89

LIST OF TABLES

<u>Table</u>	<u>Page</u>
1. Population of the study	27
2. Means of sub-groups from Part I	33
3. Rank order of means from Part I	34
4. Frequency of responses from Part I	33
5. Chi square of frequencies of responses from Part I	36
6. Means and standard deviations of the 35 variables in Part II	41
7. Rank order of means of the 35 variables in Part II for the total number of respondents	42
8. Mean values of the five factors identified for the analysis of variance program	44
9. Analysis of Variance of the factor "Culture and Personality" for male and female elementary and secondary majors graduating from OCE in 1967 and 1970	45
10. Mean values for the factor "Culture and Personality"	46
11. Mean values for the factor "Culture and Personality"	46
12. Analysis of Variance of the factor "Practicality" for male and female elementary and secondary majors graduating from OCE in 1967 and 1970	47
13. Mean values for the factor "Practicality"	48
14. Mean values for the factor "Practicality"	48
15. Analysis of Variance of the factor "Research for male and female elementary and secondary majors graduating from OCE in 1967 and 1970	49

<u>Table</u>	<u>Page</u>
16. Mean values for the factor "Research"	50
17. Mean values for the factor "Research"	50
18. Analysis of Variance of the factor "Educational Philosophy and Action" for male and female elementary and secondary majors graduating from OCE in 1967 and 1970	51
19. Mean values for the factor "Educational Philosophy and Action"	52
20. Mean values for the factor "Educational Philosophy and Action"	52
21. Analysis of Variance of the factor "Academic Competence" for male and female elementary and secondary majors graduating from OCE in 1967 and 1970	53
22. Mean values for the factor "Academic Competence"	54
23. Mean values for the factor "Academic Competence"	54
24. Analysis of Variance of "Cumulative GPA" for male and female elementary and secondary majors graduating from OCE in 1967 and 1970	55
25. Mean GPA's	56
26. Mean GPA's	56
27. Analysis of Variance of the "Number of Years Needed to Complete the Degree" for male and female elementary and secondary majors graduating from OCE in 1967 and 1970	57
28. Means of the number of years needed to complete a degree	58
29. Means of the number of years needed to complete a degree	58

<u>Table</u>	<u>Page</u>
30. Number of graduates completing the degree in four (4) or fewer years	59
31. Number of graduates completing the degree in five (5) or fewer years	59
32. Number of respondents making comments	60
33. Number of respondents making comments	61
34. Comments by type	61
35. Comments by type	62
36. Response rate	88
37. Response rate-percentages by sub-groups	88
38. Last educational institution attended prior to enrolling at OCE	90
39. Type of practice teaching experience	90
40. Marital status	91
41. Size of high school graduating class	91
42. Place of residence before college	92
43. Place of current residence	92
44. Level of education - father (step-father)	93
45. Level of education - mother (step-mother)	94
46. Sibling position	95
47. Primary reason for attending OCE	96
48. When decided on teaching as a career	97

<u>Table</u>	<u>Page</u>
49a. Why decided on teaching as a career	98
49b. Why decided on teaching as a career	99
50. Was teaching the primary occupational choice?	100
51. Was the first preference of teaching positions obtained?	101
52. Paid employment status during 1970-71 school year	102
53. Number of years of teaching experience	103

THE EFFECTIVENESS IN FULFILLING THE STATED GOALS OF A TEACHER EDUCATION PROGRAM AS EVALUATED BY GRADUATES OF THAT PROGRAM

I. INTRODUCTION

Statement of the Problem

Educational practices and objectives must be periodically examined so that educational effectiveness can be determined. Thus, it is imperative that an institution of higher education assess what it is doing so that it will be responsive to the demands of the public which supports it. A college must stay abreast of the new developments and philosophies in those fields it includes in its scope of concern. To accomplish this the institution must appraise what it is doing in order to measure the consistency of its goals with the expectations of its constituencies. Assessment of this type provides a means for effective future program planning.

A college can look at itself in several ways. It can gain feedback by interpreting reactions of its graduates, employees, state legislators, the general public, and accrediting agencies. A college can examine the skills and achievements of its graduates, the knowledge generated from research by its faculty, and the service it provides to its local, state, and national community. A college can benefit from self-examination by its faculty and administration,

analyze enrollment trends, analyze efficiency standards such as credit-hour production and space utilization, and assess the effectiveness of faculty. A college committed to providing excellence in higher education must necessarily be concerned with its graduates and their opinions when examining its objectives and goals. Studies are frequently made of students while they are actively pursuing their degree programs, but few studies have been completed which ascertain the opinions and reactions of the members of a graduating class concerning the effectiveness of their college's program. Since the graduate of the program can offer insightful appraisal of program effectiveness, there is no doubt that positive changes in the total educational program could result if information from recent graduates could be used by the faculty involved with such programs.

If a curriculum is geared to the realities of the social and economic milieu beyond the campus and if instructional techniques and strategies are pertinent to the curriculum, the significance of learning can become more visible to students, and its processes more highly personalized. Hence it is important that the curriculum of the college be subjected to a continuing evaluation and revision appropriate to the maintenance of such a program. While the faculty should have the final responsibility for changes in the curriculum, the opinions of the students themselves should be sought by means of questionnaires and interviews and weighed in determining additions

to, and revisions in, the curriculum.

It is assumed by the National Council for Accreditation of Teacher Education (NCATE) that faculty and administrators in teacher education will evaluate the result of their programs and relate the findings of this evaluation to program development. This requires the continuous review of the institution's objectives for its teacher education programs.

NCATE (1970) suggests that the institution evaluate the teachers it produces at two critical points: (1) when they have completed their program of study and (2) after they have entered the teaching profession. Any effort to assess the quality of graduates requires that evaluations be made in relation to the objectives sought; therefore, institutions should use the stated objectives of their teacher education program as a basis for evaluating the teachers they prepare. The follow-up study must identify those areas in the program which need strengthening and should suggest new directions for program development.

Even though the program one hopes to evaluate may be continually changing in methods, materials, personnel, and subjects, it is not necessarily true that it cannot be evaluated. To the contrary, one may discover that programs which are being modified continually are more effective than programs that remain relatively static (Pace, 1969).

Stake (1967) indicates that judgment data and description data are both essential to the evaluation of educational programs and that little attempt has been made to measure the match between what an educator intends to do and what he does do. Pace (1969) contends that most evaluations have focused on individual measurement rather than on institutional measurement and Boiarsky (1970) has indicated that most follow-up studies of alumni have concentrated mainly on financial and professional success and on student interest in continuing education in graduate school. Other criteria must be examined if a college is to truly evaluate its effect on its students.

The main weakness, and a serious limitation in the use of data from follow-up studies, lies in the fact that there is no assurance that the success or failure of graduates can be credited exclusively to their having attended a particular institution or department within an institution. Nelson (1964) feels that this weakness is no more serious in follow-up studies than in most human behavior research. Wise interpretation and use of the information from follow-up studies can be an asset to higher education.

Seeger and Kirkpatrick (1969) indicate that institutional research should answer the question, "How well are we doing that which we say we are doing?" Specifically then, the questions to be answered by this study were: (1) To what extent did graduates consider the teacher education program as successful in accomplishing its stated

objectives? (2) To what extent were graduates satisfied with their experience at a medium-sized teachers college? (3) Were some objectives more fully achieved than others? (4) Were there changes over time? (5) Did graduates express any particular needs or suggest particular modifications?

Purpose of the Study

Oregon College of Education (OCE) is a small, liberal arts college with a special emphasis on the preparation of teachers. Its student population is predominantly from Oregon's Willamette Valley area. While most students reside in Monmouth, a large segment of the population commute to campus from Salem, Dallas, and surrounding areas. Historically, Oregon College of Education has placed a strong emphasis on its teacher education programs and has continually attempted to evaluate and modify its curriculum to meet the changing demands of the public schools.

Oregon College of Education has developed specific objectives for its teacher education program and these appear in the college's general catalog.

The purpose of this study was to determine whether the following Oregon College of Education teacher education objectives were met as judged by the graduates of June 1967 and June 1970:

1. To provide a broad general education with academic specialization for the prospective teacher.
2. To develop a well-defined philosophy of education and to provide a professional preparation for effective teaching and administrative services at the elementary, junior high, and senior high school levels.
3. To prepare educational specialist personnel with specialization programs to provide clinical and remedial services to elementary, junior and senior high schools.
4. To exert leadership in research in the teaching-learning process through the work of the Teaching Research Division of the Oregon State System of Higher Education located on the campus.

The college realizes that its obligation to the citizens of Oregon is not discharged solely through developing teaching skill in those who go out to teach. Back of the professional education must be an acquired culture and an integration of personality which will effectively influence the pupils to be taught (OCE Catalog, 1969-70, p. 35).

This latter statement was considered to be a fifth objective for the purpose of this study and this writer re-wrote it as follows:

To develop a cultural sensitivity and an integration of personality which will effectively influence the pupils to be taught.

Specific objectives of the study were to:

- (1) Collect, analyze, and interpret opinions and reactions from OCE alumni regarding OCE's teacher education program;
- (2) Acquire a demographic profile of the 1967 and 1970 OCE alumni in teacher education;
- (3) Recommend courses of action to the college faculty.

Value of the Study

The findings of this study will add to the body of knowledge in the field of education pertaining to: evaluation of teacher education objectives; characteristics of students completing teacher education programs; curricular aspects of teacher education institutions; and the satisfaction-level of teachers toward the teaching profession.

The practical value to the field of education lies in the methodology and instrumentation which other colleges may find useful in their attempts to evaluate educational objectives.

The results of the analysis of the data will be of practical value to OCE in its attempt to improve its teacher education program. Further, the data can be used as baseline data if a future follow-up study is done.

Definitions of Terms Used

For the purposes of this study, the following terms were operationally defined:

Academic specialization - major or minor subject-area of concentration.

Acquired culture - appreciation for all disciplines and areas of social import.

Block program - integrated instructional approach in the presentation of content of the professional elementary education courses.

Descriptor - statement which describes an objective - synonymous with variable.

General education - courses which satisfy general area requirements for degree purposes.

Graduate - one who has been awarded a baccalaureate degree.

Integration of personality - the process of adapting to changing social patterns; the development of tolerance and flexibility; and receptiveness of differing philosophies, modes of living, and life styles.

Intern teaching - practice teaching based on a full-year of full-time supervised teaching at two-thirds to three-fourths salary.

Philosophy of education - articulated view of how the educational process should function.

Student teaching - one term of full-time supervised teaching without monetary compensation,

Total educational program - activities related to both classroom and non-classroom settings; social as well as academic in nature.

Variable - synonymous with descriptor - term was used for data processing purposes.

II. REVIEW OF RELATED LITERATURE

Studies Involving the Evaluation of Objectives of Teacher Education Programs

Nationally, according to Fox (1969), very few evaluative surveys were conducted before 1965 in the field of education and, specifically, no evaluation had been done on the effectiveness of programs of teacher preparation.

The available literature relating to this type of survey is extremely limited since 1965, also. Only three studies are being cited which relate directly to the evaluation of objectives of teacher education programs.

State University College at Buffalo

Pearce (1968) used the questionnaire method to analyze the opportunities provided for the realization of student teaching objectives in the elementary teacher education program at the State University College at Buffalo. The 181 elementary student teachers who had completed their teaching assignments in Spring, 1967, returned the questionnaire. The questionnaire asked two major questions: (1) To what extent are opportunities provided student teachers to realize the objectives of the program? (2) Which present objectives are perceived by student teachers as being most valuable

in the program? The program objectives as defined by the college were: (1) Provide experience in which students utilize and extend their knowledge of the methods and materials used in the elementary school. (2) Enable students to observe, participate in, and evaluate the continuity and interrelatedness of the teaching learning process. (3) Provide opportunities for the student to plan learning experiences based upon sound principles of learning and development. (4) Help students realize that self evaluation makes for optimum personal and professional growth. (5) Enable students to plan learning experiences founded on an educational philosophy. (6) Further extend the enjoyment and understanding of children and their growth. (7) Utilize various techniques of evaluation in all areas of learning. (8) Encourage experimental and creative thinking. (9) Encourage extensive professional reading.

In answer to question one, it was found that more opportunity is provided for student teachers to realize objective six (further extend the enjoyment and understanding of children and their growth) than for any other objective. Seventy-seven percent of all student teachers believed "Much" opportunity was available to realize this objective.

With the exception of objective nine (encourage extensive professional reading), at least 72% of student teachers at any grade level believed "Sufficient" or "Much" opportunity is provided for

the realization of each objective. For objective nine, no more than 60% of student teachers at any grade level believed "Sufficient" or "Much" opportunity is provided.

In answer to question two, student teachers believed objective six was the most valuable. Objective nine was ranked as least valuable.

Additional findings emerging from this study include: (1) Most respondents believed student teaching was the most important aspect of their total professional program. (2) The comments of student teachers provided verification for the assumption that they do not operate within the vacuum of an assigned classroom but instead bring their past experiences, both personal and professional, to the situation.

School of the Ozarks

The aims and objectives of the School of the Ozarks were evaluated by Todd (1970) who found that the students, faculty, administration, and trustees perceived that the School was generally accomplishing its aims and objectives.

The primary source of information for this study was an opinionnaire which was developed from the stated aims and objectives as found in the official bulletin of The School of the Ozarks. Each subject was asked to respond to the opinionnaire in terms

of: (1) The extent to which he thought the aims and objectives were being accomplished, and (2) the extent to which he thought the aims and objectives were important or desirable.

The students, faculty members, administrators, and trustees perceived The School of the Ozarks as accomplishing its aims and objectives, as a group, at an average level above 2.00 on the three-point scale. However, the aims and objectives were perceived as not being accomplished to the extent that they were important or desirable. Twenty of the forty-nine aims and objectives were rated by one or more of the groups as being accomplished at an average level below the satisfactory. Only one objective was perceived as being important or desirable at an average level below 2.00 on the three-point scale.

Montclair State College

The third study cited in this section is the one by Brunner and Grobe (1973) in which they evaluated graduate students as to their perceptions of program objectives in reading. Data were collected from 42 master's degree recipients of the Reading program at Montclair State College. The graduate's perception and assessment of the level of attainment of the program objectives was sought regarding 28 course objectives. The questionnaire used a five-point scale. The highest rating was for those objectives reflecting applied

information. The lowest rating was for those objectives reflecting theoretical information.

General Studies of Teacher Education Programs

Several studies will be cited which deal with elementary teacher education programs, even though the objectives of such programs were not the primary focus. These studies do offer information which is consistent with some of the data collected in this study and which will be reviewed in subsequent chapters.

Elementary Teacher Education Programs

University of Georgia

Campbell (1970) received a 75% response from 202 graduates in elementary education at the University of Georgia. Recommendations included: (1) a need for expansion of the student teaching experience; (2) a need to provide more experience in the public schools earlier in the program; (3) a need to provide more practical methods courses; and (4) a need to develop more specific helps so that teachers will better understand what to do in problem situations.

University of Colorado

A recommendation for increasing the opportunity for classroom observation prior to student teaching, and to lengthen the time for

the student teaching experience were outcomes of a study by Ely (1962) at the University of Colorado. Those involved included the 1957-1960 graduates in elementary education and the school administrators of those who were teaching.

Northwestern University

The purpose of a study by Hull (1959) was to obtain value judgments from students and cooperating school personnel concerning the effectiveness of the program of elementary teacher education at Northwestern University. A questionnaire was administered to students shortly before graduation and after their student teaching experience. The study found that group work with children was very valuable as a pre-student teaching experience. A specific recommendation was made to provide for better integration in, and to improve the content of, methods courses.

State Teachers College at Boston

Sixty-four percent of the 517 elementary education graduates of 1956-1959 at the State Teachers College at Boston responded to an inquiry form in a study by Miller (1962). They indicated a satisfaction with those courses that had a practical emphasis, but were not satisfied with courses lacking this emphasis.

Central Michigan University

A questionnaire which Moffit (1967) sent to elementary graduates of Central Michigan University included sections on: (1) general education; (2) professional education; (3) subject-matter background; and (4) classroom teaching areas. Sixty-five percent of the population responded to the questionnaire and the data were analyzed using the Chi-square method. The study concluded that there was a need for more instruction which would aid graduates to teach reading more effectively. The study also found that the directed teaching experiences were the most important aspects of the program in developing feelings of adequacy.

University of Pittsburgh

Parker (1957) received responses via questionnaire from graduates of 54 different elementary teacher education programs. The graduates thought that most of the objectives were well achieved by the college. They rated the courses relatively high, and rated the services relatively low. A general recommendation was that professional education courses be spread-out during each college year.

University of Oregon

Graduates of the University of Oregon elementary teacher education program (Piper, 1960) responded to a questionnaire at an 89%

rate, while 76% of the principals who had worked with the participating graduates responded. The study indicated a need for earlier practical experience in the program.

Southern Oregon College

A study was conducted by Squire (1962) at Southern Oregon College (SOC) of the 1954-1959 graduates who had attended SOC for four years and who were currently teaching. Sixty-eight percent of the graduates responded, while 94% of their principals responded. A number of selected college faculty members were also involved in the study for the purpose of validating the responses. The study indicated a need for more first-hand experience with children and a need to observe children in typical classroom situations.

East Texas State University

Although most studies alluded to the general success of elementary education programs, each indicated areas in need of improvement. A study by Weddle (1971) at East Texas State University of the graduates of 1967 and 1968 indicated several areas that needed improvement. A questionnaire with the following four parts was administered: (1) background information; (2) general studies; (3) academic specialization; and (4) professional education. A four-point rating scale (from "no extent" to "to a great extent") was

used to evaluate certain objectives. Findings of the study point to a lack of opportunity for developing competencies in the following areas:

- a. the ability to understand the work of counselors and guidance workers;
- b. the ability to develop methodology in teaching with audio-visual materials;
- c. the ability to use and interpret standardized tests;
- d. the ability to interpret the school program to the public.

Secondary Teacher Education Programs

North Park College

Graduates of the 1960-1963 secondary education program of North Park College in Illinois responded to a questionnaire at a 74% rate (Appel, 1966). The study indicated that the strengths of the program were: (1) its strong general education program; (2) its good quality of candidate with their enthusiasm for teaching and well-developed value structures; and (3) its strong faculty. The weaknesses were identified as follows: (1) a need for more student teaching; (2) a need for the development of special methods courses in major fields; and (3) a need for more emphasis upon developing personal reading programs following graduation.

University of Oregon

Respondents in a study by Christensen (1957) at the University of Oregon (UO) regarded the student teaching experience as the most valuable. They did not have enough opportunities for observation of actual classroom situations prior to student teaching and also indicated a need for more opportunity to become acquainted with the opening organization practices at the beginning of the school year. Ninety-one percent of the 246 graduates in secondary education during 1952-1955 responded to the 10-page questionnaire. Only those who had taught for at least six months were included in the study. Follow-up interviews were conducted with the respondents.

University of Iowa

Suggestions to improve the secondary teacher education program at the University of Iowa (UI) included: (1) the establishment of a full semester of student teaching; (2) a need for more exposure to young people and actual classrooms prior to student teaching; and (3) a recommendation to video-tape "mini-teaching" sessions for review purposes. A questionnaire was sent by Jensen (1971) to the graduates at the UI during 1966-1970 and 89% responded.

Jacksonville State University

Parnell (1972) received questionnaires from 164 graduates of the social science secondary education program at Jacksonville State University and found that they considered student teaching was the most valuable preparatory experience for teaching.

Saint Augustine's College

A study by West (1959) at Saint Augustine's College sought reactions from graduates with four years experience and from their principals. The interview method was used to obtain data from the 50 beginning teachers and their 36 principals. Findings indicate a need for more laboratory experiences prior to student teaching. None of the graduates had had more than four years of teaching experience.

Teacher Education Programs (Undifferentiated Level)

Illinois Teachers College

Sixty percent of 498 graduates at Illinois Teachers College responded to a questionnaire by Hinckley (1967) which was used in evaluating the teacher education program. Graduates felt least prepared for using remedial and diagnostic procedures, for collecting and using significant counseling data, and for helping children learn to read. The study recommended that more effort is needed to

integrate theory and practice and that the student teaching experience should be increased to a full day.

University of Mississippi

A study by Pittman (1964) found that the student teaching experience seemed to prepare the teacher better than other areas of the teacher education program. Seventy-four percent of the 1957-1961 graduates of a state college responded to the questionnaire.

Evaluation of the Oregon College of Education Teacher Education Programs

There have been four types of follow-up studies done at Oregon College of Education with the graduates of the teacher education program. One of these consisted of a personal interview and the following is a statement from the 1970-71 catalog describing it:

The college, through its frequent contacts with the public schools, has a continuing program of evaluation of its teacher education program, calling on the advice of school administrators and teachers. Through these contacts, the college also is able to help its graduates evaluate their classroom experience and to assist in professional adjustments.

Because of limitations of budget and staff, this service is not comprehensive, nor is much concrete data available for reference.

A second follow-up was done by Howard (1961) who received an 82% return on a questionnaire sent to OCE graduates in elementary

teacher education for the years 1955 through 1958. The questionnaire was designed to obtain the judgment of the graduates concerning the value of:

- (1) general education courses in developing teaching competencies
- (2) professional education courses in developing teaching competencies
- (3) student teaching in developing teaching competencies
- (4) the program's total preparation for assuming specific elementary teaching responsibility

The study indicated that the student teaching experience was most valuable. Graduates considered themselves competent in areas of child growth and development, general professional growth, and adjustment to school situations. They felt a lack of competency in dealing with abnormal children, classroom planning, committee work, and development of critical thinking.

A third follow-up by Lund (1965) studied the effect of a change in the elementary education curriculum which was put into effect in 1960. The change was to a more integrated curricular approach, which was entitled the "block program," in contrast to what had been very traditional in nature.

The 1962 and 1963 OCE elementary education graduates were observed by their "block" teacher, their principal, and the OCE Field Service Coordinator. A five-point rating scale was used to

quantify the data. The study indicated that principals observed a significant difference between the effectiveness of teachers trained under the "block" and "traditional" programs, in favor of the "block-trained" subjects. The study also indicated that male teachers from the "block" program evaluated themselves higher than males from the "traditional" program.

A fourth follow-up was conducted by Clyne (1969) who descriptively summarized a questionnaire received of 76% of the teacher education graduates (both elementary and secondary) of the years 1959, 1964, 1966. This master's degree thesis identified some of the characteristics of those graduates. Of those that were teaching; 79% were married, 74% were from middle-income family backgrounds, 25% indicated they were from low-income backgrounds, 82% had declared teaching to be their primary occupational choice, 58% had decided upon teaching as a career prior to graduation from high school, and 69% were from high schools of 600 or less enrollment.

Most respondents expressed a strong interest in the OCE program and most indicated they had entered the profession because of a desire to work with young people.

Comments of respondents implied considerable dissatisfaction with some professional education courses and many other comments indicated a need for more and earlier contact with the public schools and actual classroom situations.

Summary

The primary sources which were used in this review of literature included Dissertation Abstracts, Education Index, ERIC, and this review has indicated that very few studies have occurred which evaluate the specific objectives of teacher education programs. Those few have shown that the aims and objectives have generally been accomplished. Generally, the studies cited in this chapter indicate that the student teaching experience was the most important aspect of the teacher education program. Closely allied with this finding is that which indicates that practical experiences in the classroom (and prior to student teaching) are valuable and should be included in teacher education programs. Common suggestions for improvement include: (1) the need for developing skills in dealing with problem situations; (2) the need for integrating theory and practice; and (3) the need for the development of remedial and diagnostic skills generally, and in the teaching of reading, specifically.

III. METHODOLOGY

Introduction

The purpose of this study was to determine whether the Oregon College of Education teacher education objectives (as presented in Chapter I) were met as judged by the graduates of June 1967 and June 1970.

Interviewing, informal feedback, and questionnaire are three common means used in obtaining data from graduates. Interviewing is costly, tends to be quite subjective, thus is more susceptible to bias. Informal feedback is not systematic and is subject to a considerable amount of bias, thus, providing the least dependable data. The questionnaire method is relatively inexpensive to administer and eliminates interviewer bias that is present in the first two methods discussed. Data from questionnaires can be easily quantified for statistical analysis. Although the questionnaire method does not allow for the respondent to ask for clarification of questions, it seems to this writer to have fewer limitations than the other methods discussed.

Design of the Survey Instrument

Because of the advantages indicated above, and because of the difficulty in obtaining opinions and reactions from scattered

populations, a questionnaire was determined to be the best means for collecting the necessary data. The following rationale by Good and Scates (1954) is offered for the use of the questionnaire method:

The questionnaire. . . tends to standardize and objectivly the observations of different enumerators, by singling out particular aspects of the situation (regarded as significant to the purpose of the study), and by specifying in advance the units and terminology for describing the observations. The survey blank is a device for isolating one element at a time and thus intensifying the observation of it. . . . The questionnaire is particularly useful when one cannot readily see personally all of the people from whom he desires response or where there is no particular reason to see the respondent personally.

The questionnaire (Appendix B) consisted of three parts: Part I, Satisfaction; Part II, Objectives; and Part III, Personal Data.

Development of Part I - Satisfaction

The items were developed by this writer for the purpose of obtaining attitudes of graduates about OCE, its programs, and the teaching profession. Part I was constructed with a five-point rating scale for each question.

Development of Part II - Objectives

The descriptors were developed by this writer after having divided the stated objectives into the seven headings which appear in the questionnaire. This writer developed the seven headings by isolating the key phrase, or phrases, from the stated objectives.

After the descriptors of each heading were created, they were reviewed by six faculty members of the OCE Education Department (Appendix A) in an effort to judge the congruence between the descriptor and the objective. Some descriptors were modified at that time. Finally, those descriptors receiving consensus approval of the faculty-member "jury" were selected for use in the final form of the questionnaire.

Part II of the questionnaire was deemed to have face validity on the basis of this procedure. Fox (1969) indicates that the validity of an evaluative survey rests in large part on the validity of the criterion measure or measures used. These measures not only must be valid in the technical measurement sense, but also must be valid in the sense that the practitioners involved will accept them as relevant criteria against which to evaluate the research situation.

Part II of the questionnaire had a five-point rating scale for each descriptor which rated the program from "very much" (5) to "not at all" (1). For purposes of data analysis, it was assumed that the degree of difference between each rating step was the same.

Development of Part III - Personal Data

The items in Part III were developed by this writer for the purpose of identifying characteristics of the OCE graduates in teacher education. The items include those characteristics which are

common to most studies which attempt to establish a demographic profile.

Population of the Study

This study consisted of a survey of the graduating classes of OCE of June 1967 and June 1970 who received baccalaureate degrees in Education. The class of 1970 was selected because of this writer's desire to receive immediate feedback from students who had very recently been involved in coursework at OCE and who were involved in their first or second year of teaching. The class of 1967 was selected because it could offer to the college feedback from graduates who potentially had had four to five years of experience in the field of education.

Table 1. Population of the study

Group I - June, 1967 graduates in teacher education.

	Male	Female	Total
Elementary	19	76	95
Secondary	<u>51</u>	<u>21</u>	<u>72</u>
	70	97	167

Group II - June, 1970 graduates in teacher education.

	Male	Female	Total
Elementary	20	139	159
Secondary	<u>97</u>	<u>76</u>	<u>173</u>
	117	215	332

Total -- 499

Data Collection

Procedure

Names were obtained from graduation records in the OCE Registrar's Office. Addresses of these people were secured by utilizing the records of the OCE Registrar's Office, Placement Office, and Alumni Office.

The questionnaire was sent to all people involved via first-class mail. A cover letter (Appendix C) indicating the nature and scope of the survey was included and a self-addressed, stamped, return envelope was provided.

A follow-up card (Appendix D) was sent to those who failed to respond within four weeks after the initial mailing.

A follow-up letter (Appendix E) was sent, approximately four weeks after the follow-up card was sent (eight weeks after the initial mailing was sent) to those who failed to respond. Another questionnaire was included with this mailing, along with a self-addressed, stamped, return envelope.

Time Schedule for Mailings

First Mailing - January 27-28, 1972 -- 499 questionnaires;

with cover letter and stamped, return envelope

Second Mailing - March 1, 1972 -- 190 postcard reminders

(Approx.)

Third Mailing - March 28, 1972 -- 145 questionnaires (Approx.);
with follow-up letter and stamped, return envelope

Response Rate

Of the studies reviewed response rates for receiving questionnaires via mail ranged from 95% on a study by Mann and Lins (1960) to 62% on a study by Preston (1964). Clyne (1969) received a 76% response from 855 OCE graduates. As Preston (1964) discovered there was little gain in response after three mailings; therefore, an initial mailing plus two follow-up mailings was deemed to be sufficient for this study. The response rate for this study is shown in Appendix F, Tables 36 and 37 and in Figure 3.

As of April 17, 1972, the number of responses had reached 80% of the total population to whom the questionnaire was sent. This percentage return had been established as the minimum for this study.

Record Data

The following data were obtained from permanent records in the OCE Registrar's Office: age, college cumulative GPA, last educational institution attended prior to enrolling at OCE, number of years elapsed between the date of the student's first enrollment in college and the date of graduation, and whether the student engaged in intern teaching or student teaching. These data were coded for

key-punching and along with all other data were key-punched into IBM cards and verified by the Oregon State University (OSU) Computer Center.

Data Analysis

Assistance was received from OSU personnel in both the Computer Center and the Statistics Department in determining the appropriate statistical method to be used.

Part I - Satisfaction

The chi square technique was used to evaluate whether the actual results were significantly different from results which would have occurred by chance.

Part II - Objectives

Since only face validity was established, a factor analysis program (FAST) was run to determine both the validity of the groups of descriptors and the congruence between the factors and objectives. The FAST program executes a factor analysis with projection on oblique vectors representing end members according to Imbrie and Van Andel (1964). The reader is referred to this paper for a description of the basic algorithms and for a discussion of the method. A similar program for the IBM 7090 was described by Manson and

Imbrie (1964). The program allows processing of a 200X200 matrix, containing a maximum of 200 variables measured on 200 samples.

It has a free data input format and allows several options.

The analysis of variance method was used to analyze the data, after the factors had been identified. The specific program used was BMD 05V, General Linear Hypothesis, one of many Bio-Medical Computer Programs (Dixon, 1971, pp. 543-557). This program performs the calculations required for a general linear hypothesis model. The independent variables are of two general types:

(1) Variables used to specify the analysis-of-variance classifications.

(2) Variables used as covariates.

By use of these variables, the program can be used for balanced or unbalanced analysis-of-variance or covariance designs and missing-value problems.

The output of this program includes:

- (1) Means and standard deviations of the dependent variable and means of the covariates.
- (2) Sums of squares explained by hypotheses.
- (3) Estimates of regression coefficients.
- (4) Residual sums of squares.
- (5) F-tests and degrees of freedom.
- (6) Accuracy of coefficients.

Figure 1 illustrates a graphic model of the cells of the analysis of variance design.

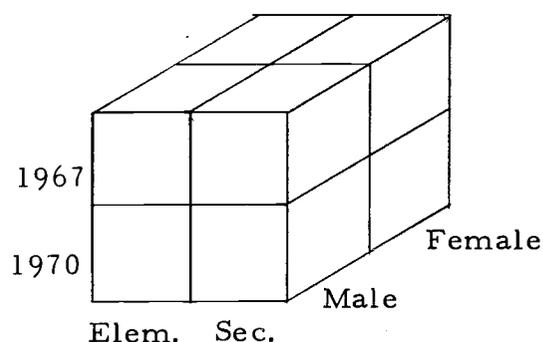


Figure 1. Model of the cells of the analysis of variance design.

The analysis of the data allowed for an examination of the differences between males and females, between elementary and secondary graduates, and between the graduates of 1967 and 1970. In addition, the independent variables of (1) college cumulative grade point average and (2) the number of years needed to complete the degree were analyzed in relation to the eight population sub-groups (by year of graduation, sex, level, and preparation). The results of the analysis of variance program are presented in the following chapter.

IV. RESULTS

Part I - Satisfaction

As a starting point in the presentation of the results of this study, it is important to focus on the level of satisfaction which the graduates expressed regarding the college program.

The five items in Part I were rated using a five-point scale, with a rating of five (5) being high, three (3) being neutral, and one (1) being low.

Table 2. Means of sub-groups from Part I

Item #	Descriptor	1967	1970	Groups				Total
				Male	Female	Elem.	Sec.	
1.	What is your present feeling about OCE?	4.00	4.15	4.08	4.04	4.02	4.08	4.05
2.	How well did you like OCE, when you were attending?	4.21	4.24	4.28	4.20	4.22	4.24	4.23
3.	If you could do it over again, would you attend OCE in order to obtain a bachelor's degree?	4.20	4.23	4.17	4.25	4.34	4.11	4.22
4.	Now that you are out working with people who graduated from other programs, how do you rate your OCE program?	3.93	3.78	3.81	3.84	3.99	3.68	3.83
5.	How do you evaluate the teaching profession in terms of prestige as compared to other professional occupations requiring a college degree?	2.75	2.93	2.68	2.95	2.90	2.80	2.85

Table 3. Rank order of means from Part I

Rank Order	Item	Mean Value	Descriptor
1.	2	4.23	How well did you like OCE, when you were attending? (value 5 - strong attachment to OCE) (value 4 - generally positive)
2.	3	4.22	If you could do it over again, would you attend OCE in order to obtain a bachelor's degree? (value 5 - yes, definitely) (value 4 - yes, probably)
3.	1	4.05	What is your present feeling about OCE? (value 5 - strong attachment to OCE) (value 4 - generally positive)
4.	4	3.83	Now that you are out working with people who graduated from other programs, how do you rate your OCE program? (value 4 - better than most) (value 3 - about the same)
5.	5	2.85	How do you evaluate the teaching profession in terms of prestige as compared to other professional occupations requiring a college degree? (value 3 - about the same) (value 2 - lower than most)

Table 4. Frequency of responses from Part I

Rating	Frequency of Response				Total
	1 & 2	3	4	5	
Item 1	7	44	279	80	410
Item 2	6	19	260	125	410
Item 3	31	31	156	192	410
Item 4	8	132	191	79	410
Item 5	169	141	82	18	410
Total	221	367	968	494	2050

The chi square technique was used to evaluate whether the results as shown in Table 4 would be significantly different from results which would have occurred by chance. Table 5 shows the chi square computation and indicates that the results received could not have occurred by chance; therefore, observations regarding these data can be made with confidence.

Table 5. Chi square of frequencies of responses from Part I

Item	Reciprocals of Row Totals	Squared Frequencies				$\Sigma \left[f^2 \left(\frac{1}{T_c} \right) \right]$	$\Sigma \left[f^2 \left(\frac{1}{T_c} \right) \left(\frac{1}{T_r} \right) \right]$
		1&2	3	4	5		
		0.004525	0.002725	0.001033	0.002024		
1	0.002439	49	1,936	77,841	6,400	98.860678	.241121
2	0.002439	36	361	67,600	15,625	102.602425	.250247
3	0.002439	961	961	24,336	36,864	106.719074	.260288
4	0.002439	64	17,424	36,481	6,241	98.086657	.239233
5	0.002439	28,561	19,881	6,724	324	191.015918	.465888
Total	--	--	--	--	--	--	1.456777

$$\chi^2 = 2050 (1.456777-1)$$

= 936.392850 > 26.217 and exceeds the .01 level of significance

Part II - Objectives

Factor Analysis

The factor analysis program (FAST) was run to determine both the validity of the groups of descriptors and the congruence between factors and objectives. Twelve factors were identified by using the FAST program. In order to determine whether those factors occurred by chance, the same factor analysis program (FAST) using random numbers was generated and analyzed.

Figure 2 shows the comparison of actual data with the random data. The comparison showing the point of crossover (between factors five and six) suggests two things: (1) that factors beyond factor five cannot be interpreted with authenticity, and (2) that a likely factor solution to use is the five-factor solution. Thus, the five factors identified were chosen for interpretation and used in the analysis of variance program.

Factors Identified

Factor 1 - Culture and Personality

Descriptors

1. 2, You developed an awareness of different philosophies, cultures, and ways of life.

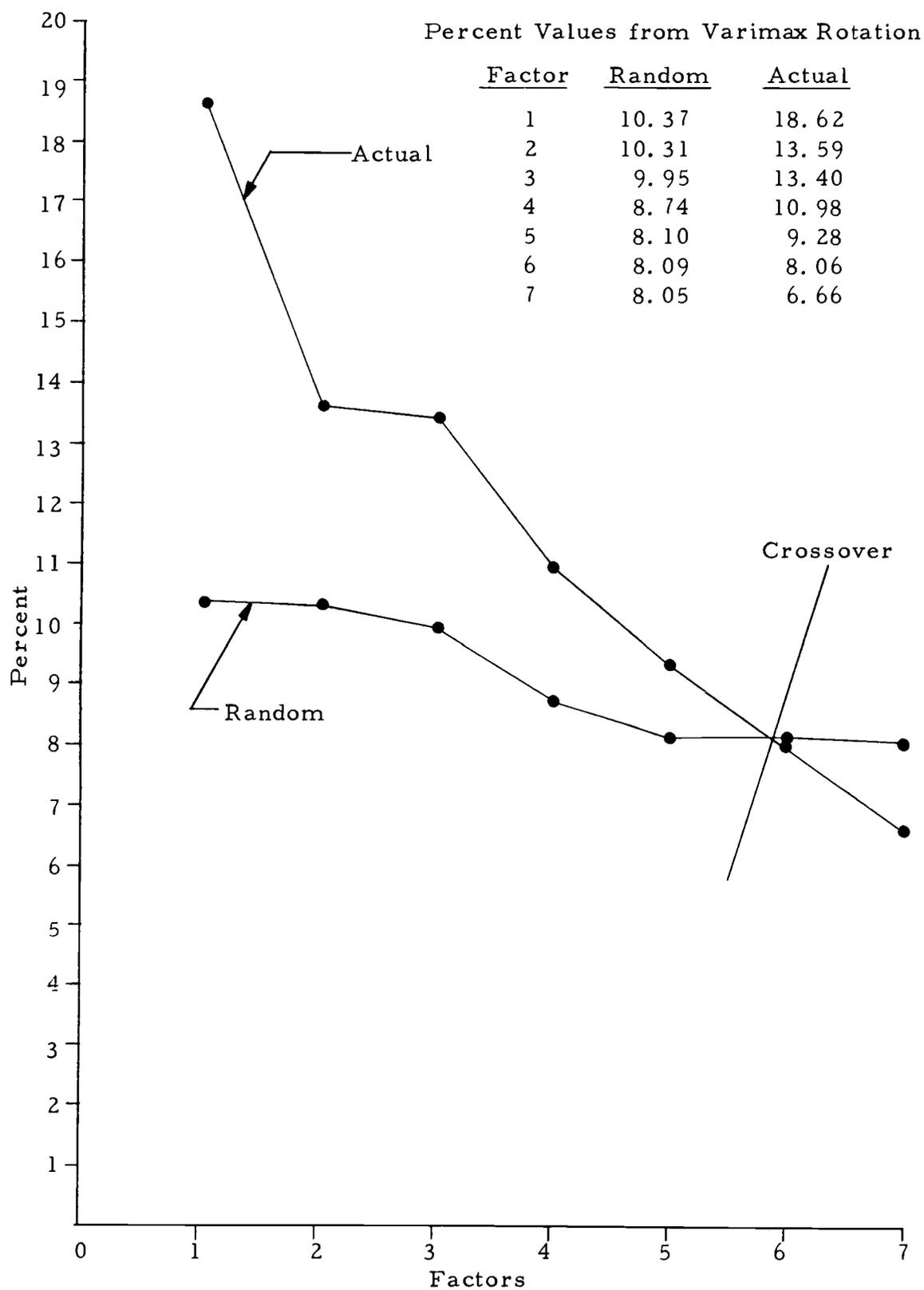


Figure 2. Comparison of actual data versus random data--FAST (factor analysis).

- 7.3, You developed experience and skill in relating to other people.
- 7.4, You developed an understanding of your abilities, limitations, interests, and standards of behavior.
- 7.5, You were able to emphasize your appreciation of individuality and independence of thought and action.
- 7.7, You were encouraged to develop tolerance and understanding of other people and their values.
- 7.8, You were continually encouraged to investigate your own values and goals.

Factor 2 - Practicality

Descriptors

- 4.1, Your program provided opportunities for practical experience (i. e. , observations, field trips, practicums, practice teaching, intern teaching, etc.).
- 4.2, Faculty members were active in experimenting with new methods of teaching, new courses, course materials, and in implementing innovations.
- 4.3, Your program encouraged you to be more practical and realistic.

Factor 3 - Research

Descriptors

- 6. 1, You developed an understanding of research methods in education.
- 6. 2, You have interpreted the results of a research project.
- 6. 3, You have engaged in the collection of data for a research project.

Factor 4 - Educational Philosophy and Action

Descriptors

- 3. 2, You have communicated your basic philosophy of education to others.
- 3. 3, You have developed programs consistent with your basic educational philosophy.
- 3. 4, You have challenged those ideas which are inconsistent with your educational philosophy.
- 3. 5, You have been consistent in applying your philosophy of education to problems of education.

Factor 5 - Academic Competence

Descriptors

2. 2, You developed competence in communicating your area of specialization.

2. 3, Others consider you well-versed and competent in your area of specialization.

Table 6. Means and standard deviations of the 35 variables in Part II

Variable	Mean	Std. Dev.	Variable	Mean	Std. Dev.
1	3. 41	. 847	19	3. 97	1. 046
2	3. 36	. 894	20	3. 46	1. 039
3	3. 59	. 886	21	3. 27	. 990
4	3. 38	1. 110	22	1. 62	. 989
5	3. 43	. 857	23	2. 13	1. 124
6	3. 00	1. 054	24	2. 20	1. 233
7	2. 84	. 957	25	2. 87	1. 059
8	3. 04	1. 075	26	2. 46	1. 176
9	3. 61	. 865	27	2. 45	1. 287
10	3. 73	. 767	28	3. 03	1. 097
11	3. 61	. 934	29	2. 80	1. 008
12	3. 24	1. 062	30	3. 71	. 885
13	3. 19	1. 003	31	3. 80	. 871
14	3. 71	. 950	32	3. 56	. 899
15	3. 52	. 933	33	3. 99	1. 066
16	3. 53	1. 061	34	3. 80	. 951
17	3. 48	1. 079	35	3. 58	1. 112
18	3. 40	1. 006			

Table 7. Rank order of means of the 35 variables in Part II for the total number of respondents

Rank Order	Variable	Descriptor #	Mean	Descriptor
1	33	7.6	3.99	You developed friendships and loyalties of lasting value.
2	19	4.1	3.97	Your program provided opportunities for practical experience (<u>i. e.</u> , observations, field trips, practicum, practice teaching, interning, etc.).
3	31	7.4	3.80	You developed an understanding of your abilities, limitations, interests, and standards of behavior.
4	34	7.7	3.80	You were encouraged to develop tolerance and understanding of other people and their values.
5	10	2.3	3.73	Others consider you well-versed and competent in your area of specialization.
6	30	7.3	3.71	You developed experience and skill in relating to other people.
7	14	3.1	3.71	You developed your own philosophy of education.
8	11	2.4	3.61	Extensive coursework in your area of specialization was required.
9	9	2.2	3.61	You developed competence in communicating your area of specialization.
10	3	1.3	3.59	You improved your ability to think critically.
11	35	7.8	3.58	You were continually encouraged to investigate your own values and goals.
12	32	7.5	3.56	You were able to emphasize your appreciation of individuality and independence of thought and action.
13	16	3.3	3.53	You have developed programs consistent with your basic educational philosophy.
14	15	3.2	3.52	You have communicated your basic philosophy of education to others.
15	17	3.4	3.48	You have challenged those ideas which are inconsistent with your educational philosophy.
16	20	4.2	3.46	Faculty members were active in experimenting with new methods of teaching, new courses, course materials, and in implementing innovations.
17	5	1.5	3.43	You developed clear, effective communication skills.
18	1	1.1	3.41	You developed a broadened literary acquaintance and appreciation.
19	18	3.5	3.40	You have been consistent in applying your philosophy of education to problems of education.

Table 7. (Continued)

Rank Order	Variable	Descriptor #	Mean	Descriptor
20	4	1.4	3.38	You increased your aesthetic sensitivity (appreciation and enjoyment of art, music, and drama).
21	2	1.2	3.36	You developed an awareness of different philosophies, cultures, and ways of life.
22	21	4.3	3.27	Your program encouraged you to be more practical and realistic.
23	12	2.5	3.24	You were provided with opportunities to elect courses of interest to you.
24	13	2.6	3.19	You were challenged to produce to the limit of your intellectual and creative capacities.
25	8	2.1	3.04	Independent study and research allowed you to pursue areas of importance to you.
26	28	7.1	3.03	You were able to enroll in courses which dealt with problems of social adjustments.
27	6	1.6	3.00	You developed an understanding and appreciation of science and technology.
28	25	6.1	2.87	You developed an understanding of research methods in education.
29	7	1.7	2.84	You developed an awareness of quantified systems of analysis.
30	29	7.2	2.80	You acquired an understanding and interest in the style and quality of civic and political life.
31	26	6.2	2.46	You have interpreted the results of a research project.
32	27	6.3	2.45	You have engaged in the collection of data for a research project.
33	24	4.6	2.20	You assisted in the evaluation and publication of your instructor's academic performance.
34	23	4.5	2.13	You were encouraged to participate in the determination of campus policies and procedures.
35	22	4.4	1.62	You were on academic and/or administrative committees.

Analysis of Variance

An overview of total responses of the five factors previously identified is reflected in the following table:

Table 8. Mean values of the five factors identified for the analysis of variance program

Number	Factor Label	Mean Value Score
1	Culture and Personality	3.64
2	Practicality	3.58
3	Research	2.55
4	Educational Philosophy and Action	3.48
5	Academic Competence	3.69

Table 8 indicates that four of the five factors identified seem to reflect a moderately high degree of satisfaction of accomplishment by the respondents. The mean value scores of factors 1, 2, 4, and 5 range from 3.48 to 3.69, which suggests that the factors were more than "moderately" but less than "substantially" rated by the respondents. Factor number 3 has a mean value score of 2.55, which suggests that the OCE experience affected the acquisition of research skills only slightly. The mean value score falls between "little" and "moderately."

A three-way analysis of variance with correction for disproportionality was conducted in analyzing the data. The tables reflecting these data are presented on the following pages.

Culture and Personality

To determine whether the factor "Culture and Personality" differed for the sample, a three-way analysis of variance with correction for disproportionality was conducted. The results of this analysis are shown in Table 9.

Table 9. Analysis of Variance of the factor "Culture and Personality" for male and female elementary and secondary majors graduating from OCE in 1967 and 1970

Source	d. f.	Sums of Squares		Mean Square	F
		Unadjusted	Adjusted		
Year	1	33.84	36.20	36.20	2.25
Sex	1	39.64	42.00	42.00	2.61
Level	1	2.80	5.16	5.16	.32
Year X Sex	1	-.89	1.47	1.47	.09
Year X Level	1	-1.48	.88	.88	.05
Sex X Level	1	6.87	9.23	9.23	.57
Year X Sex X Level	1	23.76	21.40	21.40	1.33
Within	402	6480.73		16.12	
Total	409	6585.27			

Hypothesis

There is no significant difference within the factor "Culture and Personality" that could be related to year of graduation, sex, or level of preparation, or any combination of those items.

The hypothesis could not be rejected since the F scores failed to equal or exceed 3.86 which is the .05 level of significance.

The entries in Tables 10 and 11 are mean sub-scale scores divided by the number of items in that scale which produces the mean values (scale of 1-5) for the factor "Culture & Personality."

Table 10. Mean values for the factor "Culture and Personality"

		<u>Male</u>	<u>Female</u>
1967	Elementary	3.32	3.66
	Secondary	3.56	3.56
1970	Elementary	3.60	3.68
	Secondary	3.59	3.74

Table 11. Mean values for the factor "Culture and Personality"

1967	3.53
1970	3.65
Males	3.52
Females	3.66
Elementary	3.57
Secondary	3.61

Practicality

To determine whether the factor "Practicality" differed for the sample, a three-way analysis of variance with correction for disproportionality was conducted. The results of this analysis are shown in Table 12.

Table 12. Analysis of Variance of the factor "Practicality" for male and female elementary and secondary majors graduating from OCE in 1967 and 1970.

Source	d. f.	Sums of Squares		Mean Squares	F
		Unadjusted	Adjusted		
Year	1	50.24	27.61	27.61	5.48*
Sex	1	22.91	.28	.28	.06
Level	1	215.85	193.22	193.22	38.35**
Year X Sex	1	22.92	.29	.29	.06
Year X Level	1	24.10	1.47	1.47	.29
Sex X Level	1	25.83	3.20	3.20	.63
Year X Sex X Level	1	-12.37	10.26	10.26	2.04
Within	402	2025.43		5.04	
Total	409	2374.91			

*The hypothesis related to "year" was rejected at the .05 level of significance, since the F score of 5.48 exceeds the 3.86 required. The 1970 graduates rated the factor higher.

**The hypothesis related to "level of preparation" was rejected at the .01 level of significance, since the F score of 38.35 exceeds the 6.70 required. The elementary graduates rated the factor higher.

Hypothesis

There is no significant difference within the factor "Practicality" that could be related to year of graduation, sex, or level of preparation, or any combination of those items.

All other aspects of the hypothesis (other than those footnoted) could not be rejected since the F scores failed to equal or exceed 3.86 which is the .05 level of significance.

The entries in Tables 13 and 14 are mean sub-scale scores divided by the number of items in that scale which produces the mean values (scale of 1-5) for the factor "Practicality."

Table 13. Mean values for the factor "Practicality"

		<u>Male</u>	<u>Female</u>
1967	Elementary	3.62	3.84
	Secondary	3.18	2.96
1970	Elementary	3.91	3.89
	Secondary	3.29	3.41

Table 14. Mean values for the factor "Practicality"

1967	3.40
1970	3.63
Males	3.50
Females	3.53
Elementary	3.82
Secondary	3.21

Research

To determine whether the factor "Research" differed for the sample, a three-way analysis of variance with correction for disproportionality was conducted. The results of this analysis are shown in Table 15.

Table 15. Analysis of Variance of the factor "Research" for male and female elementary and secondary majors graduating from OCE in 1967 and 1970.

Source	d. f.	Sums of Squares		Mean Square	F
		Unadjusted	Adjusted		
Year	1	-1.37	.38	.38	.04
Sex	1	3.76	5.51	5.51	.58
Level	1	-.23	1.52	1.52	.16
Year X Sex	1	23.20	24.95	24.95	2.62
Year X Level	1	1.79	3.54	3.54	.37
Sex X Level	1	7.64	9.39	9.39	.99
Year X Sex X Level	1	7.27	5.52	5.52	.58
Within	402	3823.61		9.51	
Total	409	3865.67			

Hypothesis

There is no significant difference within the factor "Research" that could be related to year of graduation, sex, or level of preparation, or any combination of those items.

The hypothesis could not be rejected since the F scores failed

to equal or exceed 3.86 which is the .05 level of significance.

The entries in Tables 16 and 17 are mean sub-scale scores divided by the number of items in that scale which produces the mean values (scale 1-5) for the factor "Research."

Table 16. Mean values for the factor "Research"

		<u>Male</u>	<u>Female</u>
1967	Elementary	2.69	2.61
	Secondary	2.79	2.24
1970	Elementary	2.47	2.61
	Secondary	2.53	2.61

Table 17. Mean values for the factor "Research"

1967	2.58
1970	2.56
Males	2.62
Females	2.52
Elementary	2.60
Secondary	2.54

Educational Philosophy and Action

To determine whether the factor "Educational Philosophy and Action" differed for the sample, a three-way analysis of variance

with correction for disproportionality was conducted. The results of this analysis are shown in Table 18.

Table 18. Analysis of Variance of the factor "Educational Philosophy and Action" for male and female elementary and secondary majors graduating from OCE in 1967 and 1970.

Source	d. f.	Sums of Squares		Mean Square	F
		Unadjusted	Adjusted		
Year	1	70.52	63.09	63.09	5.52*
Sex	1	20.37	12.94	12.94	1.13
Level	1	13.61	6.18	6.18	.54
Year X Sex	1	10.12	2.69	2.69	.23
Year X Level	1	7.45	.02	.02	.00
Sex X Level	1	7.46	.03	.03	.00
Year X Sex X Level	1	-7.23	.20	.20	.02
Within	402	4596.90		11.44	
Total	409	4719.20			

*The hypothesis related to "year" was rejected at the .05 level of significance, since the F score of 5.52 exceeds the 3.86 required. The 1967 graduates rated the factor higher.

Hypothesis

There is no significant difference within the factor "Educational Philosophy and Action" that could be related to year of graduation, sex, or level of preparation, or any combination of those items.

All other aspects of the hypothesis (other than the one footnoted) could not be rejected since the F scores failed to equal or exceed 3.86 which is the .05 level of significance.

The entries in Tables 19 and 20 are mean sub-scale scores divided by the number of items in that scale which produces the mean values (scale of 1-5) for the factor "Educational Philosophy and Action."

Table 19. Mean values for the factor "Educational Philosophy and Action"

		<u>Male</u>	<u>Female</u>
1967	Elementary	3.79	3.64
	Secondary	3.72	3.53
1970	Elementary	3.48	3.41
	Secondary	3.40	3.34

Table 20. Mean values for the factor "Educational Philosophy and Action"

1967	3.67
1970	3.41
Males	3.60
Females	3.68
Elementary	3.58
Secondary	3.50

Academic Competence

To determine whether the factor "Academic Competence" differed for the sample, a three-way analysis of variance with

correction for disproportionality was conducted. The results of this analysis are shown in Table 21.

Table 21. Analysis of Variance of the factor "Academic Competence" for male and female elementary and secondary majors graduating from OCE in 1967 and 1970.

Source	d. f.	Sums of Squares		Mean Square	F
		Unadjusted	Adjusted		
Year	1	.07	.17	.17	.08
Sex	1	.78	.88	.88	.43
Level	1	1.91	2.01	2.01	.97
Year X Sex	1	-.08	.02	.02	.01
Year X Level	1	4.37	4.47	4.47	2.15
Sex X Level	1	-.08	.02	.02	.01
Year X Sex X Level	1	1.01	.91	.91	.44
Within	402	833.91		2.07	
Total	409	841.89			

Hypothesis

There is no significant difference within the factor "Academic Competence" that could be related to year of graduation, sex, or level of preparation, or any combination of those items.

The hypothesis could not be rejected since the F scores failed to equal or exceed 3.86 which is the .05 level of significance.

The entries in Tables 22 and 23 are mean sub-scale scores divided by the number of items in that scale which produces the mean values (scale of 1-5) for the factor "Academic Competence."

Table 22. Mean values for the factor "Academic Competence"

		<u>Male</u>	<u>Female</u>
1967	Elementary	3.47	3.61
	Secondary	3.77	3.77
1970	Elementary	3.60	3.70
	Secondary	3.60	3.71

Table 23. Mean values for the factor "Academic Competence"

1967	3.66
1970	3.65
Males	3.64
Females	3.67
Elementary	3.62
Secondary	3.71

Cumulative GPA

To determine whether "Cumulative GPA" differed for the sample, a three-way analysis of variance with correction for disproportionality was conducted. The results of this analysis are shown in Table 24.

Table 24. Analysis of Variance of "Cumulative GPA" for male and female elementary and secondary majors graduating from OCE in 1967 and 1970.

Source	d. f.	Sums of Squares		Mean Square	F
		Unadjusted	Adjusted		
Year	1	12.38	10.01	10.01	.76
Sex	1	250.78	248.41	248.41	18.93**
Level	1	24.40	22.03	22.03	1.68
Year X Sex	1	24.49	22.12	22.12	1.69
Year X Level	1	4.07	1.70	1.70	.13
Sea X Level	1	2.38	.01	.01	.00
Year X Sex X Level	1	2.87	5.24	5.24	.40
Within	402	5274.64		13.12	
Total	409	5596.01			

**The hypothesis related to "sex" was rejected at the .01 level of significance, since the F score of 18.93 exceeds the 6.70 required. The female graduates earned higher GPA's.

Hypothesis

There is no significant difference within the factor "Cumulative GPA" that could be related to year of graduation, sex, or level of preparation, or any combination of those items. All other aspects of the hypothesis (other than the one footnoted) could not be rejected since the F scores failed to equal or exceed 3.86 which is the .05 level of significance.

Table 25. Mean GPA's

		<u>Male</u>	<u>Female</u>
1967	Elementary	2.63	2.92
	Secondary	2.73	2.97
1970	Elementary	2.77	2.89
	Secondary	2.79	2.96

Table 26. Mean GPA's

1967	2.81
1970	2.85
Males	2.73
Females	2.94
Elementary	2.80
Secondary	2.86

Number of Years Needed to Complete the Degree

To determine whether the "Number of Years Needed to Complete the Degree" differed for the sample, a three-way analysis of variance with correction for disproportionality was conducted. The results of this analysis are shown in Table 27.

Table 27. Analysis of Variance of the "Number of Years Needed to Complete the Degree" for male and female elementary and secondary majors graduating from OCE in 1967 and 1970.

Source	d. f.	Sums of Squares		Mean Square	F
		Unadjusted	Adjusted		
Year	1	9.48	6.12	6.12	.25
Sex	1	3.38	.02	.02	.00
Level	1	3.36	.00	.00	.00
Year X Sex	1	6.80	3.44	3.44	.14
Year X Level	1	39.74	36.38	36.38	1.46
Sex X Level	1	3.42	.06	.06	.00
Year X Sex X Level	1	1.05	4.41	4.41	.18
Within	402	10015.98		24.92	
Total	409	10083.21			

Hypothesis

There is no significant difference within the factor "Number of Years Needed to Complete the Degree" that could be related to year of graduation, sex, or level of preparation, or any combination

of those items.

The hypothesis could not be rejected since the F scores failed to equal or exceed 3.86 which is the .05 level of significance.

Table 28. Means of the number of years needed to complete a degree

		<u>Male</u>	<u>Female</u>
1967	Elementary	5.29	5.82
	Secondary	6.37	6.29
1970	Elementary	6.27	5.77
	Secondary	5.23	5.22

Table 29. Means of the number of years needed to complete a degree

1967	5.94
1970	5.62
Males	5.77
Females	5.78
Elementary	5.79
Secondary	5.78

Table 30. Number of graduates completing the degree in four (4) or fewer years

Group	Total	Number in this Category	Percent
1967	135	76	56
1970	275	176	64
Males	155	73	47
Females	255	179	70
Elementary	202	139	69
Secondary	<u>208</u>	<u>113</u>	<u>54</u>
Total	410	252	61

Table 31. Number of graduates completing the degree in five (5) or fewer years

Group	Total	Number in this Category	Percent
1967	135	100	74
1970	275	229	83
Males	155	111	72
Females	255	218	86
Elementary	202	171	85
Secondary	<u>208</u>	<u>158</u>	<u>76</u>
Total	410	329	80

Table 30 and Table 31 indicate that 80% of the respondents completed the degree program in five (5) or fewer years, with the majority completing it in four (4) or fewer years.

Part III - Personal Data

The data from this portion of the questionnaire is presented in Appendix G. The reader is referred to Tables 38-53 in Appendix G for a review of those data.

Comments

The questionnaire caused comments (see Appendix H) to be elicited from 270 of the 410 respondents (66%). A total of 469 separate comments were made, due to the fact that some respondents made more than one comment. The following tables reflect the frequency of the comments according to various sub-groups:

Table 32. Number of respondents making comments

Group	Total Number Responding	Total Making Comments	Percent
1967 Elem. Males	14	5	36
1967 Elem. Females	61	46	71
1967 Sec. Males	43	31	72
1967 Sec. Females	17	15	83
1970 Elem. Males	15	12	80
1970 Elem. Females	112	69	61
1970 Sec. Males	83	52	63
1970 Sec. Females	<u>65</u>	<u>40</u>	<u>60</u>
Total	410	270	66

Table 33. Number of respondents making comments

Group	Total Number Responding	Total Making Comments	Percent
1967	135	97	72
1970	275	173	63
Males	155	100	65
Females	255	170	67
Elementary	202	132	65
Secondary	<u>208</u>	<u>138</u>	<u>66</u>
Total	410	270	66

Table 34. Comments by type

Group	Prof. Ed.	Reading	Misc.	Total
1967 Elem. Males	2	3	6	11
1967 Elem. Females	45	12	39	96
1967 Sec. Males	18	0	23	41
1967 Sec. Females	10	1	23	34
1970 Elem. Males	5	2	16	23
1970 Elem. Females	61	21	39	121
1970 Sec. Males	36	0	32	68
1970 Sec. Females	<u>36</u>	<u>0</u>	<u>39</u>	<u>75</u>
Total	213	39	217	469

Table 35. Comments by type

Group	Prof. Ed.	Reading	Misc.
1967	75	16	91
1970	138	23	126
Males	61	5	77
Females	152	34	140
Elementary	113	38	100
Secondary	<u>100</u>	<u>1</u>	<u>117</u>
Total	213	39	217

Tables 34 and 35 indicate that comments about "Reading" were almost exclusively from Elementary graduates.

V. DISCUSSION AND RECOMMENDATIONS

Discussion

This study was directed towards several major questions. This chapter is organized around the several major questions toward which this study was directed and the implications of the relevant data obtained. The chapter will conclude with recommendations suggested by the findings.

1. To what extent did graduates consider the teacher education program as successful in accomplishing its stated objectives?

Respondents indicated moderate or greater influence on 27 of the 35 (77%) descriptors of the program. If one is willing to (1) ascribe moderate influence to any descriptor having a mean rating of 2.80 or higher and (2) willing to differentiate between the nature of the descriptors, the argument can be made that graduates ascribe moderate or better influence on all objectives of the program.

Analysis of variance of data for Year, Sex, and Level (Elementary vs. Secondary Education majors) indicated no differences in ascribed influence for individual objectives. In the strictest sense, therefore, it is concluded that obtained data were insufficient to detect group differences in ascribed influence on individual objectives.

2. To what extent were graduates satisfied with their experience at OCE?

Responses to the basic questionnaire provide both direct and indirect indicators of satisfaction. Direct measures include the responses to items 1-4 (Part I) of the questionnaire:

1. What is your present feeling about OCE?
2. How well did you like OCE when you were attending?
3. If you could do it over again, would you attend OCE to obtain a bachelor's degree?
4. Now that you are out working with people who graduated from other programs, how do you rate your OCE program?

Expressed satisfaction, as revealed by responses to these questions was universally high among all types of graduates surveyed. They liked OCE during their undergraduate years; continue to feel positive about the college; would likely choose OCE again if that were possible; and rate the OCE program better than most.

Indirect evidence of satisfaction can be derived from responses to the 35 descriptors which comprised Part II of the questionnaire. To the extent responses reflect moderate or more influence on positively stated descriptors, satisfaction can be inferred. The responses (see Chapter IV, Table 7) reveal substantial influence (mean score = 3.50 or higher) on 14 descriptors (40%), moderate influence (mean score = 2.50 - 3.49) on 16 descriptors (46%), and less than moderate influence (mean score = 2.49 or lower) on 5 descriptors (14%). The five "less than moderately influenced" descriptors were

unique in that they all referred to participation in specific activities rather than the acquisition of a skill, knowledge, value or attitude as implied by the other objectives. These data are, therefore, offered as further substantiation of the graduates' satisfaction with OCE's program.

As discussed previously, satisfaction of graduates is only one facet of evaluation of program effectiveness. In and of itself no firm conclusions about effectiveness would be warranted. For example, a school could graduate totally satisfied people who are unskilled. On the other hand, graduate satisfaction is an important goal and its absence would soon be reflected in a multitude of ways of much concern to faculty and administration.

3. Were some objectives more fully achieved than others?

Two types of evidence are offered in support of the conclusion that some objectives were more fully achieved than others. First, of course, is the variation in mean influence values ascribed to the 35 descriptors shown in Table 7. These values ranged between 3.99 and 1.62. Those descriptors rated most highly were in the areas of (1) satisfaction with one's own interpersonal skills, values, and attitudes towards others; (2) competence in one's critical thinking and professional skill; and (3) development of and capability in defending one's personal philosophy of education. The program appeared less successful in (1) attracting participation in specific

professional and campus governance activities; (2) developing understanding and interest in the quality of civic and political life; and (3) in the understanding and familiarity with the roles of research methodology in education.

The study also addressed clusters of descriptors. This was done in two ways: the rational clustering reflected in the seven areas of the questionnaire, and the empirical clustering accomplished through the factor analysis.

Using rank order data from Table 7, it appears that moderate differences occurred for the six rationally derived clusters. No differences were noted for the five empirically derived clusters.

Attempts were made to determine whether the institution had been differentially effective with particular groups of students. As discussed previously, this differential effect was not verified for individual objectives. Analysis of the empirically derived clusters revealed one verifiable group difference. Elementary education graduates rated the "Practicality" cluster significantly higher ($p < .01$) than did the secondary education majors. This was probably the result of program modifications which occurred between 1967 and 1970 and which provided more opportunities for elementary education majors to have increased experience in actual classrooms. These modifications were primarily related to the "Elementary Block" program which had as a major objective increasing and accelerating

the opportunities to become involved with learners in actual school settings. After 1970 a similar program was initiated for secondary education students. This finding lends credence to that modification.

4. Were there changes over time?

No such changes were verified for individual objectives. The empirically derived clusters of "Practicality" and "Educational Philosophy and Action" did yield time related differences, i. e., between 1967 and 1970 graduates.

Persons who graduated in 1970 rated descriptors of "Practicality" significantly higher ($p < .05$) than did persons graduating in 1967. Again this change is probably the result of introduction of the Block Program.

Persons graduating in 1967 rated descriptors of "Educational Philosophy and Action" significantly higher ($p < .05$) than did those graduating in 1970. This difference is probably related to experience. This writer contends that graduates with four or five years of teaching experience have had more opportunity to test, refine and appreciate the impact of their college experience on their educational philosophy.

5. Did graduates express any particular needs or suggest particular modifications?

There were four specific needs expressed overwhelmingly by Elementary Education graduates. The first was a need to acquire

greater competency in the teaching of reading. The second was a need to develop competencies to deal with exceptional children. The third was a need for earlier experiences in the classroom. The fourth was a request for more adequate supervision during the student teaching experience.

Comments from Secondary Education graduates seemed to this writer to be more negative in nature than those for Elementary Education graduates. The 1970 Secondary Education graduates were especially negative regarding the employment opportunities they had confronted. There were three specific needs that Secondary Education graduates tended to express. The first was the need for more classroom experience at an earlier time in their program. The second was a need for more information regarding the realities of the school situation and the problems with which one is confronted, e. g. , teacher-administrator relationships, budgeting, discipline, relating to parents, and non-classroom responsibilities and obligations. The third was the need for better supervision during the student teaching situation.

The needs for more and earlier classroom experience expressed by both groups reflect the desire of graduates for opportunities to practice skills during the training period when the stakes are not so great and when help is readily available. The request for better supervision and help is closely aligned and should be reviewed by

the Education faculty.

The Elementary Education graduates interestingly reflected in their request for better preparation to teach reading a growing concern in Oregon. Results of the recent Statewide assessment of educational achievement in Oregon Schools reflect low performance in this area. This prompted the 1975 Oregon Legislature to include the following budget note in the appropriation for Higher Education:

It is the intent of the Subcommittee that the Board of Higher Education receive and accept the report of the Board of Education relating to reading skills of Oregon Students and after reviewing the report, the Board of Higher Education is to immediately begin to make such curriculum and course content changes in teacher education programs as may be necessary to improve reading skills of Oregon Students.

The tone of the note increases the urgency for attention to the initial recommendation in the following section of this chapter.

Recommendations

(1) Add courses to the elementary education curriculum which will provide a better background for the teaching of reading and for the development of reading programs. This need is paramount, since so many respondents indicated a lack of preparation in this area.

(2) Increase the opportunity for students to gain experience with classroom situations at an early stage in their program, especially within the secondary education program. This will allow for

more "practical" types of experiences, so that the "theory" taught within the program will have a realistic point-of-reference.

(3) Strengthen the curriculum, at both the elementary and secondary levels, in the area of research. Graduates should have a better understanding of the proper way to collect, analyze, and interpret data, so that educational research can be effectively utilized in their profession. A definite lack of skill development relating to all aspects of research was apparent from the results of this study. A more intensive focus on this area will strengthen all areas in which the graduate must be competent.

(4) Provide courses which allow the student to develop greater competency in handling the needs of exceptional children. The development of such abilities will minimize classroom disruption and maximize the growth of the child.

(5) Develop a more effective screening process for selecting supervising teachers, and develop an evaluative process for those supervisors so as to maintain a high level of supervision for student teachers. Without effective supervision, the student teacher is without direction and his talents will not be developed to the extent that they should be.

(6) Provide more comprehensive information regarding: disciplinary problems, administrative problems, communicating with parents, economics of education, budgetary limitations, and potential

problems of personality conflicts with colleagues. The "realism" of some school situations is very difficult to cope with, especially without adequate forewarning.

(7) Place more emphasis on the importance of developing a personal educational philosophy. This would assist the graduate in maintaining a consistency in teaching and in understanding the goals and expectations of the community within which he is employed. One's educational philosophy transcends all of the teacher's responsibilities (both classroom and non-classroom) and must be well defined so that a consistency of behavior and action occurs.

(8) Re-evaluate the effectiveness and appropriateness of education course content, in both the elementary and secondary programs. Continual review of course content is desirable in order to keep abreast of current philosophies, innovations, and techniques.

(9) Improve the opportunity for students to become aware of job placement possibilities. In these times of "competitive" job-hunting, it is imperative that up-to-date information is available to the prospective teacher.

(10) Encourage evaluation of faculty by students. Both the students and faculty benefit from projects of this type. The strengths and weaknesses which are communicated can result in positive changes in instruction.

(11) Retain a philosophy of personal contact between faculty

and students. A friendly, receptive, and casual atmosphere seems conducive to meeting many of the college's objectives.

(12) Continue an emphasis on developing one or more areas of specialization. Such expertise is valuable when seeking employment.

(13) Provide more opportunities for students to be involved in academic and administrative committees, thus providing opportunities for students to be involved in the determination of campus policies and procedures. Involvement in campus policy-making bodies provides the college with valuable input from students and the prospective teacher gains a new perspective which will be valuable to him in the future in similar situations.

(14) Encourage students to become involved to some degree in the civic and political affairs of the community in which they become employed. Students should realize that they have the potential for contributing positively to the community through both civic and political organizations.

(15) Regarding questionnaire construction - randomize the presentation of descriptors so that they are not grouped according to the seven headings. This could eliminate some bias that may have been present in this study.

Summary

The study attempted to explore the utility of the questionnaire format for deriving useful information about program effectiveness as viewed by graduates of the program. Like any study, it possesses inherent limitations. At the same time it demonstrated that with minimal prompting and reminder an adequate sample of graduates can be surveyed. Further, the study demonstrated that graduates are willing to provide their reflections on the adequacy of their college experience, and that such information can be translated into recommendations for consideration. Whether the information and recommendations contained herein are, in fact, found useful, is beyond the scope of this study. The literature did not indicate any evidence that faculty and administrators do find utility in data derived from follow-up studies of graduate opinion. Inherently the notion that such data would be useful is valid. It is the hope of this writer that this study would support that notion and stimulate increased effort in this area.

BIBLIOGRAPHY

- Appel, Jr., Robert Leonard. An Evaluation of the Secondary Teacher Education Program at North Park College Based Upon a Follow-Up Study and the Academic Record of the Secondary Teacher Graduates. 1966. (Abstracted in Dissertation Abstracts 28: no. 4, p. 1321-A. 1967)
- Boiarsky, Carolyn. The Influence of College. College and University Journal. 9:2, p. 25-26. Spring 1970.
- Brunner, Joseph F., and Shelley F. Grobe. An Evaluation of Graduate Student's Perceptions of Program Objectives. ERIC; Ed 088-018; CS 000940; Pub Date 1973, 17p; Unpublished study conducted at the Reading Center of the State of New Jersey, Montclair State College.
- Campbell, Kenneth Claude. An Evaluation of the Undergraduate Elementary and Early Childhood Teacher Education Program at the University of Georgia, Based on a Follow-Up Study of Teaching Graduates. 1970. (Abstracted in Dissertation Abstracts 31: no. 11, p. 5899-A. 1971)
- Christensen, Dean C. An Evaluation of the Secondary Teacher Education Program at the University of Oregon. 1957. (Abstracted in Dissertation Abstracts 27: no. 12, p. 2927. 1957)
- Clyne, Roger Dean. A Follow-Up Study of Three Selected Classes in Teacher Education from OCE. Master's Thesis. Monmouth, Oregon College of Education, May, 1969.
- Dixon, W. J. Bio-Medical Computer Programs. University of California Publication in Automatic Computation, No. 2. University of California Press, Berkeley, 1971, pp. 543-557.
- Ely, Margot. A Follow-Up Study of University of Colorado Graduates Prepared to Teach in the Elementary School. 1962. (Abstracted in Dissertation Abstracts 23: no. 6, p. 2022. 1962)
- Fox, David J. The Research Process in Education. New York, Holt, Rinehart, and Winston, Inc., 1969, p. 434.
- Good, Carter V., and Douglas E. Scates. Methods of Research. New York, Appleton-Century-Crofts, Inc., 1954. pp. 606-607.

- Hinckley, Ira Lee. An Evaluation of the Teacher Education Program at Illinois Teachers College, Chicago-North. 1967. (Abstracted in Dissertation Abstracts 28: no. 4, p. 1327-A. 1967)
- Howard, John Morton. An Evaluation of the Elementary Teacher Education Program at the Oregon College of Education. 1961. (Abstracted in Dissertation Abstracts 21: no. 10, p. 3004, 1961)
- Hull, Marion A. An Evaluation of the Elementary Program of Teacher Education at Northwestern University by Students and Cooperating School Personnel. 1959. (Abstracted in Dissertation Abstracts 20: no. 6, p. 2154. 1959)
- Imbrie, J., and Tj. H. van Andel. Bull. Geol. Soc. Amer. 75(11), 1131. 1964.
- Jensen, Darrell Milo. A Follow-Up Study of Graduates of the Secondary Teacher Education Program of the University of Iowa 1966-1970. 1971. (Abstracted in Dissertation Abstracts 32: no. 5, p. 2531-A, 1971)
- Lund, Victor E. Teacher Preparation Programs and First-Year Teacher Effectiveness. Final Report, March 15, 1965. Teaching Research Division (OSSHE), Monmouth, Oregon.
- Mann, M. J., and L. J. Lins. Activities and Success of University of Wisconsin graduates within eight years after graduation. College and University 36: no. 1, p. 57-67. Fall 1960.
- Manson, V., and J. Imbrie, spec. distr. publ. 13, State Geol. Survey. Kansas. 1964.
- Miller, Perry. A Follow-Up Study of Elementary Education Graduates of the State Teachers College at Boston. 1962. (Abstracted in Dissertation Abstracts 23: no. 6, p. 2026. 1962)
- Moffit, Thompson Carson. An Evaluation of the Elementary Education Program at Central Michigan University by Recent Graduates of that Program. 1967. (Abstracted in Dissertation Abstracts 28: no. 5, p. 1719-A. 1967)
- NCATE. Standards for Accreditation of Teacher Education. Adopted January, 1970. National Council for Accreditation of Teacher Education, Washington, D. C.

- Nelson, Jack L. Follow-Up Studies of Graduates. Improving College and University Teaching 12: pp. 111-112. Spring 1964.
- OCE Catalog, Monmouth, Oregon, 1969-70. p. 35.
- Pace, C. Robert. An Evaluation of Higher Education: Plans and Perspectives. Los Angeles, California, UCLA. CSE Report No. 51. January 1969.
- Parker, Lafayette. Evaluation of an Elementary Teacher Education Program. 1957. (Abstracted in Dissertation Abstracts 17: no. 10, p. 2216. 1957)
- Parnell, Ralph Erskine. A Follow-Up Study of the 1966-1970 Social Science Secondary Education Graduates of Jacksonville State University. 1972. (Abstracted in Dissertation Abstracts 33: no. 3, p. 1065-A. 1972)
- Pearce, Richard Charles. An Analysis of the Opportunities Provided for the Realization of Student Teaching Objectives in the Elementary School Teacher Preparation Program of the State University College at Buffalo. 1968. (Abstracted in Dissertation Abstracts 29: no. 9, p. 3024-A. 1969)
- Piper, Evelyn. An Evaluation of the Undergraduate Elementary Teacher Education Program at the University of Oregon, Based on the Opinions of Graduates. 1960. (Abstracted in Dissertation Abstracts 21: no. 8, p. 2209. 1961)
- Pittman, Kathleen Higdon. An Evaluation of a Teacher Education Program by the Graduates of a State College. 1964. (Abstracted in Dissertation Abstracts 26: no. 3, p. 1501. 1965)
- Preston, Ralph C. Education Graduates View Education and Academic Courses. School and Society 92: 233-237. Summer 1964.
- Seger, J. E., and J. D. Kirkpatrick. Assessing Goal Achievement. College and University Journal 8: 24-26. Winter 1969.
- Squire, Chester C. An Evaluation of the Elementary Teacher Education Program at Southern Oregon College. 1962. (Abstracted in Dissertation Abstracts 22: no. 12, p. 4285. 1962)

- Stake, Robert E. The Countenance of Educational Evaluation. Teachers College Record 68: 523-540. April 1967.
- Todd, William Dorse. An Evaluation of the Aims and Objectives of the School of the Ozarks. 1970. (Abstracted in Dissertation Abstracts 31: no. 3, p. 988-A. 1970)
- Weddle, Edith George. An Appraisal of Selected Aspects of the Teacher Education Program at East Texas State University Based on a Follow-Up Study of Beginning Elementary Teachers. 1971. (Abstracted in Dissertation Abstracts 32: no. 9, p. 5097-A. 1972)
- West, Gordon L. An appraisal of Selected Aspects of a Teacher Education Program at Saint Augustine's College Based Upon a Follow-Up of Beginning Secondary School Teachers. 1959. (Abstracted in Dissertation Abstracts 20: no. 8, p. 3214. 1960)

APPENDICES

APPENDIX A

May 10, 1971

Dear Don,

I will attempt to obtain opinions from OCE alumni as to what extent their educational program was instrumental in meeting the stated objectives.

In this stage of development of the survey form, I need reactions as to whether each statement is a descriptor of the general category (derived from OCE teacher education objectives).

If the statement doesn't fit the category--cross it out!

If you think a statement should be included--please write it in!

Thank you for your assistance.

Stan Kenyon

APPENDIX A (Continued)

1. Broad General Education
 1. Broadened literary acquaintance and appreciation.
 2. Awareness of different philosophies, cultures, and ways of life.
 3. Critical thinking--logic, inference, nature of limitations of knowledge.
 4. Aesthetic sensitivity--appreciation and enjoyment of art, music, drama.
 5. Writing and speaking--clear, effective communication.
 6. Science and technology--understanding and appreciation.

2. Academic Specialization
 1. Independent study and research allow you to pursue areas of importance to you.
 2. Professors exhibit competency in their own special field.
 3. You consider yourself competent in dealing with aspects of your area of specialization.
 4. Others consider you well-versed and competent in your area of specialization.
 5. Extensive coursework in your area of specialization was required.

3. Well-Defined Philosophy of Education
 1. Your program required you to develop your own philosophy of education.
 2. Professors challenge you to produce to the limit of your intellectual and creative capacities.
 3. You can communicate your basic philosophy of education to others.
 4. You are capable of developing programs consistent with your basic educational philosophy.
 5. You can critique the actions and opinions of others and challenge those ideas inconsistent with your educational philosophy.

4. Professional Preparation for Effective Teaching and Administrative Services
 1. The educational program provides opportunities for practical experience (i. e., observations, field trips, practicums, practice teaching, interning, etc.).
 2. Faculty members are active in experimenting with new methods of teaching, new courses, and other innovations.
 3. Your program made you more practical and realistic.
 4. Students criticize administrative policies and teaching practices.
 5. Students are on many academic and administrative committees.
 6. Students have the authority to determine campus policies and procedures.
 7. Student organizations invite speakers to the campus without college restrictions concerning the speaker's point-of-view.
 8. Students evaluate their instructor's academic performance and publish the results.
 9. Students participate in all areas of college policy-making.
 10. Students disagree openly with instructors.

5. Educational Specialists to Provide Clinical and Remedial Services
 1. Courses are available which provide for specialization in clinical and remedial work.
 2. You have developed a competency which enables you to cope effectively with exceptional children.
 3. You can administer and interpret evaluative instruments to students.
 4. You are competent to develop special programs which would meet the specific needs of exceptional children.

6. Research in the Teaching-Learning Process through the Teaching Research Division
 1. Excellent facilities for research exist at OCE.
 2. You developed an understanding of research methods in education.
 3. You have interpreted the results of some research project.
 4. You have engaged in the collection of data for a research project.

APPENDIX A (Continued)

7. Acquired Culture and an Integration of Personality
 1. Courses or voluntary seminars are available that deal with problems of social adjustment.
 2. Citizenship--understanding and interest in the style and quality of civic and political life.
 3. Social development--experience and skill in relating to other people.
 4. Personal development--understanding one's abilities and limitations, interests, and standards of behavior.
 5. Appreciation of individuality and independence of thought and action.
 6. Development of friendships and loyalties of lasting value.
 7. Tolerance and understanding of other people and their values.

OCE Alumni Questionnaire

PART I - SATISFACTION (Please circle one response for each question)

Form 71

1. What is your present feeling about OCE?

5	4	3	2	1
strong attachment to OCE	generally positive	neutral	generally negative	thoroughly negative

2. How well did you like OCE, when you were attending?

5	4	3	2	1
strong attachment to OCE	generally positive	neutral	generally negative	thoroughly negative

3. If you could do it over again, would you attend OCE in order to obtain a bachelor's degree?

5	4	3	2	1
yes, definitely	yes, probably	undecided	no, probably	no, definitely

4. Now that you are out working with people who graduated from other programs, how do you rate your OCE program?

5	4	3	2	1
extremely good	better than most	about the same	poorer than most	extremely poor

5. How do you evaluate the teaching profession in terms of prestige as compared to other professional occupations requiring a college degree?

5	4	3	2	1
high	higher than most	about the same	lower than most	low

PART II - OBJECTIVES - The following items are criteria for measuring the objectives of the OCE teacher education program. Please indicate to what extent the OCE experience affected the acquisition of certain traits by circling the appropriate response using the following table of values:

5	4	3	2	1
very much	substantially	moderately	little	not at all

1. Broad general education

- 5 4 3 2 1 1.1 You developed a broadened literary acquaintance and appreciation
- 5 4 3 2 1 1.2 You developed an awareness of different philosophies, cultures, and ways of life.
- 5 4 3 2 1 1.3 You improved your ability to think critically.
- 5 4 3 2 1 1.4 You increased your aesthetic sensitivity (appreciation and enjoyment of art, music, and drama).
- 5 4 3 2 1 1.5 You developed clear, effective communication skills.
- 5 4 3 2 1 1.6 You developed an understanding and appreciation of science and technology.
- 5 4 3 2 1 1.7 You developed an awareness of quantified systems of analysis.

2. Academic specialization

- 5 4 3 2 1 2.1 Independent study and research allowed you to pursue areas of importance to you.
- 5 4 3 2 1 2.2 You developed competence in communicating your area of specialization.
- 5 4 3 2 1 2.3 Others consider you well-versed and competent in your area of specialization.
- 5 4 3 2 1 2.4 Extensive coursework in your area of specialization was required.
- 5 4 3 2 1 2.5 You were provided with opportunities to elect courses of interest to you.
- 5 4 3 2 1 2.6 You were challenged to produce to the limit of your intellectual and creative capacities.

(continued on next page)

5	4	3	2	1
very much	substan- tially	mod- erately	little	not at all

3. Well-defined philosophy of education

- 5 4 3 2 1 3.1 You developed your own philosophy of education.
- 5 4 3 2 1 3.2 You have communicated your basic philosophy of education to others.
- 5 4 3 2 1 3.3 You have developed programs consistent with your basic educational philosophy.
- 5 4 3 2 1 3.4 You have challenged those ideas which are inconsistent with your educational philosophy.
- 5 4 3 2 1 3.5 You have been consistent in applying your philosophy of education to problems of education.

4. Professional preparation for effective teaching and administrative services.

- 5 4 3 2 1 4.1 Your program provided opportunities for practical experience (i.e., observations, field trips, practicums, practice teaching, interning, etc.).
- 5 4 3 2 1 4.2 Faculty members were active in experimenting with new methods of teaching, new courses, course materials, and in implementing innovations.
- 5 4 3 2 1 4.3 Your program encouraged you to be more practical and realistic.
- 5 4 3 2 1 4.4 You were on academic and/or administrative committees.
- 5 4 3 2 1 4.5 You were encouraged to participate in the determination of campus policies and procedures.
- 5 4 3 2 1 4.6 You assisted in the evaluation and publication of your instructor's academic performance.

5. Educational specialists to provide clinical and remedial services.

Note: Only those people with minors in special education should complete this section. If you did not minor in special education please proceed to #6.

- 5 4 3 2 1 5.1 You developed a competency enabling you to cope effectively with exceptional children.
- 5 4 3 2 1 5.2 You can administer and interpret standardized evaluative instruments to students.
- 5 4 3 2 1 5.3 You developed a competency necessary for the development of special programs for exceptional children.

6. Research in the teaching-learning process.

- 5 4 3 2 1 6.1 You developed an understanding of research methods in education.
- 5 4 3 2 1 6.2 You have interpreted the results of a research project.
- 5 4 3 2 1 6.3 You have engaged in the collection of data for a research project.

7. Acquired culture and an integration of personality.

- 5 4 3 2 1 7.1 You were able to enroll in courses which dealt with problems of social adjustment.
- 5 4 3 2 1 7.2 You acquired an understanding and interest in the style and quality of civic and political life.
- 5 4 3 2 1 7.3 You developed experience and skill in relating to other people.
- 5 4 3 2 1 7.4 You developed an understanding of your abilities, limitations, interests, and standards of behavior.
- 5 4 3 2 1 7.5 You were able to emphasize your appreciation of individuality and independence of thought and action.
- 5 4 3 2 1 7.6 You developed friendships and loyalties of lasting value.
- 5 4 3 2 1 7.7 You were encouraged to develop tolerance and understanding of other people and their values.
- 5 4 3 2 1 7.8 You were continually encouraged to investigate your own values and goals.

PART III - PERSONAL DATA

For the following items, please circle, check, or write-in the response that best describes you and/or your situation.

1. You are: a. married; b. single; c. separated, widowed, or divorced.
2. If you are married, what is your spouse's occupation?
-
3. About how many students were in your high school graduating class?
- a. fewer than 100; b. 100-299; c. 300 or more

(continued on next page)

- 4.-5. Which of the following best describes the community of your residence before college? Which best describes your residence today? (please mark one in each column)

<u>Before</u>	<u>Today</u>	
<u>College</u>	<u>Today</u>	
___	___	Farm or open country
___	___	Town (less than 5,000)
___	___	Town (5,000 to 20,000)
___	___	City (20,000 to 100,000)
___	___	Large City (over 100,000)

- 6.-7. What was the highest level of education attained by your parents? (please mark one in each column)

<u>Father or</u>	<u>Mother or</u>	
<u>Step-father</u>	<u>Step-mother</u>	
___	___	elementary school
___	___	some high school
___	___	high school diploma
___	___	some college
___	___	bachelor's degree
___	___	master's degree
___	___	doctor's degree
___	___	don't know

8. How many brothers and sisters do you have?

9. How many brothers and sisters are older than you?

10. What was your primary reason for attending OCE?

- a. economic feasibility
 b. geographic proximity
 c. curricular offerings
 d. other (please specify) _____

11. When did you decide on teaching as a career objective?

- a. prior to high school graduation
 b. upon entering college
 c. as a college freshman
 d. as a college sophomore
 e. as a college junior
 f. as a college senior
 g. other (please specify) _____

12. Why did you decide on teaching as a career objective?

- a. prestige
 b. it is a "people-oriented" occupation
 c. financial benefits
 d. job security
 e. best option available at the time
 f. to identify with a former teacher of yours
 g. other (please specify) _____

13. Was teaching your primary occupational choice?

- a. yes; b. no

14. Did you obtain your "first preference" of teaching positions upon graduating?

- a. yes; b. no

15. Do you hold a current membership in a professional educational organization?

- a. yes; b. no; If yes, which one(s) _____

16. Was your father (step-father) in the teaching profession?

- a. yes; b. no

17. Was your mother (step-mother) in the teaching profession?

- a. yes; b. no

18. What was your paid employment status during the past school year (1970-71)?

- a. full time; b. part-time; c. not employed

(continued on next page)

19. In which areas of education have you been employed for a minimum of one academic year since the completion of your degree?

<u>Area</u>	<u>Number of Years</u>
Elementary teacher	_____
Secondary teacher	_____
Special education teacher	_____
School psychologist or counselor	_____
Administration	_____
College instructor	_____
Other (specify) _____	_____

20. If you have not been employed in an area of education, and you are employed, please indicate what you are doing.

COMMENTS --

Please use this space to make any comments concerning your educational program at OCE (e.g., What did the program fail to prepare you for? What did it do well? What would help in improving the program?).

OREGON COLLEGE OF EDUCATION
Monmouth, Oregon 97361

Dear OCE Alum:

I need your help - and so does OCE! In the past, OCE personnel have evaluated you and it is appropriate at this time for you to evaluate aspects of your experience at OCE.

I am doing a follow-up study of those granted the bachelor's degree in education at Oregon College of Education in June, 1967, and in June, 1970. The purpose of the study is to determine whether the objectives of the teacher education program have been met.

As a graduate of the program, you are in the best position to evaluate the effect that the teacher education program has had on your personal and professional development. Responses to the enclosed, confidential questionnaire are urgently needed since I am aiming for a 90% response from those being polled. A high rate of response is necessary before valid conclusions and recommendations can be made and it is hoped that such recommendations will result in positive changes being made to the benefit of future OCE students and prospective teachers.

I realize that this request is an imposition upon your time and have attempted to keep the questionnaire as concise and as easy to complete as possible.

Please assist me by completing the questionnaire within the next few days and returning it in the self-addressed, stamped envelope provided. Your responses will be held in strictest confidence, and the analysis of information obtained will be on a collective basis only. The questionnaire has been numbered only for the purpose of follow-up on any that are not returned.

If you would like to comment about anything not included in the questionnaire, please do so on the back of the form. I will be happy to answer any question concerning the study at any time.

Thank you for your assistance and cooperation.

Sincerely,

Stanley J. Kenyon
Registrar

APPENDIX D

March 1, 1972

Dear OCE Alum:

I would very much appreciate having you complete and return the questionnaire sent to you about a month ago. Your participation in this study will be a valuable contribution to the OCE community. I have received a 60% response from those being polled and am still aiming for 90% participation.

If you have already returned the questionnaire, please accept my thanks and disregard this reminder.

Sincerely,

Stanley J. Kenyon
OCE Registrar

OREGON COLLEGE OF EDUCATION
Monmouth, Oregon 97361

Dear OCE Alum:

A few weeks ago you were sent a questionnaire which is part of a follow-up study of some OCE graduates in teacher education. It is extremely important that we receive a 90-100% response from those being polled, since valid conclusions and recommendations cannot be made without such participation. Your participation is urgently needed!

I am enclosing another questionnaire and am asking that you take a few minutes to complete it. Be assured that your responses will be held in strictest confidence, and the analysis of information will be on a collective basis, only.

Comments are welcomed on the back of the form. A self-addressed, stamped envelope is provided for your convenience.

If you have already returned the questionnaire, please accept my thanks and disregard this letter.

Sincerely,

Stanley J. Kenyon
Registrar

SJK:bab

enc.

Table 36. Response rate

Date	Daily Total Returned	Cumulative Total Returned	Date	Daily Total Returned	Cumulative Total Returned
1-31	10	10	3-9	7	315
2-1	34	44	3-10	2	317
2-2	52	96	3-13	3	320
2-3	26	122	3-14	3	323
2-4	26	148	3-15	1	324
2-8	47	195	3-16	1	325
2-9	10	205	3-20	1	326
2-10	7	212	3-22	2	328
2-11	5	217	3-27	2	330
2-14	9	226	3-29	1	331
2-15	12	238	3-30	3	334
2-16	8	246	3-31	9	343
2-17	8	254	4-3	12	355
2-18	5	259	4-4	12	367
2-22	7	266	4-5	6	373
2-23	8	274	4-6	11	384
2-24	4	278	4-7	2	386
2-25	6	284	4-10	3	389
2-28	2	286	4-11	5	394
2-29	3	289	4-12	2	396
3-1	3	292	4-14	1	397
3-2	3	295	4-17	4	401
3-3	2	297	4-18	2	403
3-6	5	302	4-19	4	407
3-7	6	308	4-20	1	408
			4-25 thru 5-25 received 6 more		414

Table 37. Response rate-percentages by sub-groups

Sub-Group	Total Population	No. Returned	Percent
'67 Elem. Male	19	14	73.68
'67 Elem. Female	76	61	80.26
'67 Sec. Male	51	43	84.31
'67 Sec. Female	21	17	80.95
'70 Elem. Male	20	15	75.00
'70 Elem. Female	139	112	80.57
'70 Sec. Male	97	83	85.56
'70 Sec. Female	<u>76</u>	<u>65</u>	<u>85.52</u>
Total	499	410	82.16

Table 37 indicates that the secondary graduates responded at the highest percentage rate of any sub-group, with the 1970 secondary graduates responding at a higher rate than the 1967 secondary graduates.

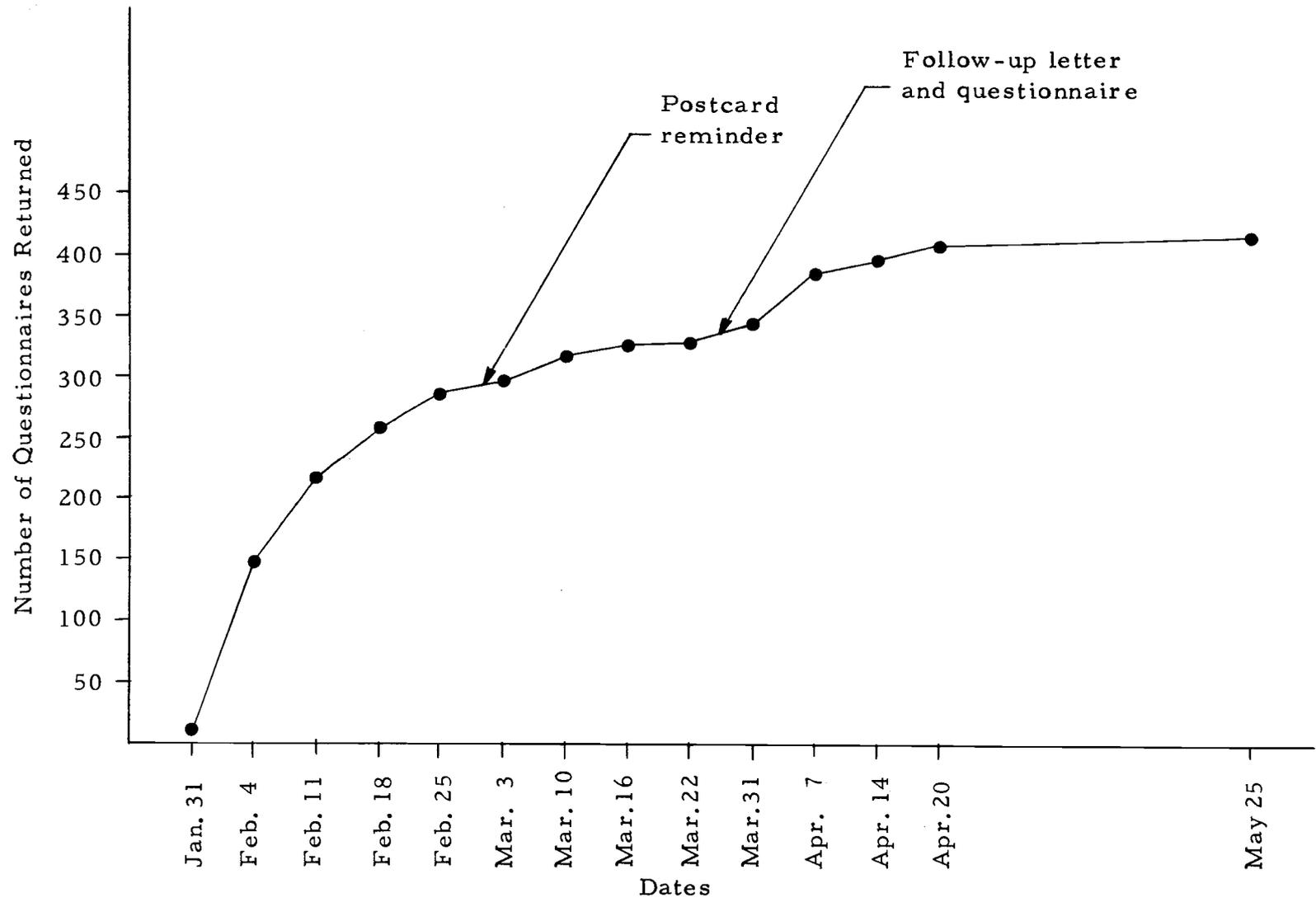


Figure 3. Response Rate

Table 38. Last educational institution attended prior to enrolling at OCE

#	Sub-Group Label	Frequency	High School	Two-Yr. College	Four-Yr. Public Coll.	Four-Yr. Priv. Coll.
1.	'67 Elem. Male	14	8	1	3	2
2.	'67 Elem. Female	61	38	4	12	7
3.	'67 Sec. Male	43	21	7	9	6
4.	'67 Sec. Female	17	11	1	5	0
5.	'70 Elem. Male	15	11	3	1	0
6.	'70 Elem. Female	112	72	7	18	15
7.	'70 Sec. Male	83	47	17	11	8
8.	'70 Sec. Female	<u>65</u>	<u>43</u>	<u>9</u>	<u>9</u>	<u>4</u>
	Total	410	251	49	68	42
	Percentage	100.0	61.2	12.0	16.6	10.2

Table 38 indicates that over sixty percent of the respondents came directly to OCE from high school. The remainder distributed themselves rather evenly across the three other sources--two-year colleges, four-year public colleges, four-year private college.

Table 39. Type of practice teaching experience

#	Sub-Group Label	Frequency	None	Intern.	Student Teaching
1.	'67 Elem. Male	14	1	2	11
2.	'67 Elem. Female	61	0	12	49
3.	'67 Sec. Male	43	0	7	36
4.	'67 Sec. Female	17	0	3	14
5.	'70 Elem. Male	15	0	2	13
6.	'70 Elem. Female	112	0	26	86
7.	'70 Sec. Male	83	1	17	65
8.	'70 Sec. Female	<u>65</u>	<u>0</u>	<u>10</u>	<u>55</u>
	Total	410	2	79	329
	Percentage	100.0	0.5	19.3	80.2

Table 39 indicates that the majority of respondents engaged in student teaching, rather than interning, to satisfy the practice teaching requirement.

Table 40. Marital status

#	Sub-Group Label	Frequency	Married	Single	Separated, Widowed, Divorced
1.	'67 Elem. Male	14	13	1	0
2.	'67 Elem. Female	61	48	11	2
3.	'67 Sec. Male	43	33	9	1
4.	'67 Sec. Female	17	8	6	3
5.	'70 Elem. Male	15	8	6	1
6.	'70 Elem. Female	112	65	41	6
7.	'70 Sec. Male	83	66	15	2
8.	'70 Sec. Female	<u>65</u>	<u>40</u>	<u>20</u>	<u>5</u>
	Total	410	281	109	20
	Percentage	100.0	68.5	26.6	4.9

Table 40 indicates that nearly seventy percent of the respondents were married at the time that this study was made.

Table 41. Size of high school graduating class

#	Sub-Group Label	Frequency	0-99	100-299	300+	GED
1.	'67 Elem. Male	14	5	4	4	1
2.	'67 Elem. Female	61	19	17	25	0
3.	'67 Sec. Male	43	18	11	14	0
4.	'67 Sec. Female	17	7	6	4	0
5.	'70 Elem. Male	15	6	2	7	0
6.	'70 Elem. Female	112	34	39	39	0
7.	'70 Sec. Male	83	30	27	26	0
8.	'70 Sec. Female	<u>65</u>	<u>15</u>	<u>16</u>	<u>33</u>	<u>1</u>
	Total	410	134	122	152	2
	Percentage	100.0	32.7	29.8	37.0	0.5

Table 41 indicates that the respondents distributed themselves rather evenly as to size of graduating class.

Table 42. Place of residence before college

#	Sub-Group Label	Frequency	Farm or Open Country	Town Less Than 5,000	Town 5,000- 20,000	City 20,000- 100,000	Large City, Over 100,000
1.	'67 Elem. Male	14	4	3	2	1	4
2.	'67 Elem. Female	61	15	19	5	12	10
3.	'67 Sec. Male	43	11	11	7	12	2
4.	'67 Sec. Female	17	6	2	3	3	3
5.	'70 Elem. Male	15	2	3	4	3	3
6.	'70 Elem. Female	112	24	27	24	29	8
7.	'70 Sec. Male	83	19	25	14	19	6
8.	'70 Sec. Female	<u>65</u>	<u>15</u>	<u>16</u>	<u>13</u>	<u>13</u>	<u>8</u>
	Total	410	96	106	72	92	44
	Percentage	100.0	23.4	25.9	17.6	22.4	10.7

Table 42 indicates that two-thirds of the respondents resided in rural areas or small towns before enrolling in college.

Table 43. Place of current residence

#	Sub-Group Label	Frequency	Farm or Open Country	Town Less Than 5,000	Town 5,000- 20,000	City 20,000- 100,000	Large City, Over 100,000
1.	'67 Elem. Male	14	1	3	5	1	4
2.	'67 Elem. Female	61	9	14	13	11	14
3.	'67 Sec. Male	43	2	13	19	8	1
4.	'67 Sec. Female	17	2	4	2	6	3
5.	'70 Elem. Male	15	1	5	5	3	1
6.	'70 Elem. Female	112	13	20	28	38	13
7.	'70 Sec. Male	83	10	20	20	22	11
8.	'70 Sec. Female	<u>65</u>	<u>12</u>	<u>13</u>	<u>10</u>	<u>23</u>	<u>7</u>
	Total	410	50	92	102	112	54
	Percentage	100.0	12.2	22.4	24.9	27.3	13.2

Table 43 indicates that sixty percent of the respondents reside currently in rural areas or small towns.

Table 44. Level of education - father (step-father)

#	Sub-Group Label	Frequency	Elem.	Some H. S.	H. S. Diploma	Some College	Bach. Degree	Mast. Degree	Doctor's Degree	Don't Know
1.	'67 Elem. Male	14	5	3	3	2	0	1	0	0
2.	'67 Elem. Female	61	15	5	21	10	5	3	2	0
3.	'67 Sec. Male	43	11	7	16	4	5	0	0	0
4.	'67 Sec. Female	17	2	1	4	3	5	1	1	0
5.	'70 Elem. Male	15	2	0	9	1	2	1	0	0
6.	'70 Elem. Female	112	14	20	43	20	9	5	1	0
7.	'70 Sec. Male	83	14	13	33	16	3	3	1	0
8.	'70 Sec. Female	<u>65</u>	<u>11</u>	<u>8</u>	<u>21</u>	<u>13</u>	<u>8</u>	<u>3</u>	<u>0</u>	<u>1</u>
	Total	410	74	57	150	69	37	17	5	1
	Percentage	100.0	18.1	13.9	36.6	16.8	9.0	4.2	1.2	0.2

Table 44 indicates that nearly thirty-seven percent of the respondents' fathers (step-fathers) attained a high school diploma. Eighteen percent did not attend high school.

Table 45. Level of education - mother (step-mother)

#	Sub-Group Label	Frequency	Elem.	Some H. S.	H. S. Diploma	Some College	Bach. Degree	Mast. Degree	Doctor's Degree	Don't Know
1.	'67 Elem. Male	14	1	0	5	6	2	0	0	0
2.	'67 Elem. Female	61	7	9	24	13	4	4	0	0
3.	'67 Sec. Male	43	6	5	17	8	4	2	0	1
4.	'67 Sec. Female	17	0	2	7	3	5	0	0	0
5.	'70 Elem. Male	15	0	3	7	4	1	0	0	0
6.	'70 Elem. Female	112	6	12	56	23	11	4	0	0
7.	'70 Sec. Male	83	5	11	39	21	6	1	0	0
8.	'70 Sec. Female	<u>65</u>	<u>3</u>	<u>10</u>	<u>26</u>	<u>18</u>	<u>4</u>	<u>4</u>	<u>0</u>	<u>0</u>
	Total	410	28	56	181	96	37	15	0	1
	Percentage	100.0	6.8	12.7	44.2	23.4	9.0	3.7	0.0	0.2

Table 45 indicates that forty-four percent of the respondents' mothers (step-mothers) attained a high school diploma. Nearly one-fourth attended college for some time.

Table 46. Sibling position

#	Sub-Group Label	Frequency	First	Second	Third	Fourth	Fifth	Sixth through Eighth
1.	'67 Elem. Male	14	6	8	0	0	0	0
2.	'67 Elem. Female	61	23	17	11	4	3	3
3.	'67 Sec. Male	43	18	15	5	2	3	0
4.	'67 Sec. Female	17	10	3	2	1	0	1
5.	'70 Elem. Male	15	6	7	1	1	0	0
6.	'70 Elem. Female	112	47	37	14	7	6	1
7.	'70 Sec. Male	83	38	20	18	3	0	4
8.	'70 Sec. Female	<u>65</u>	<u>30</u>	<u>23</u>	<u>8</u>	<u>2</u>	<u>2</u>	<u>0</u>
	Total	410	178	130	59	20	14	9
	Percentage	100.0	43.4	31.7	14.4	4.9	3.4	2.2

Table 46 indicates that over 75% of the respondents were either the first or second child in the family, with a greater number being the first child.

Table 47. Primary reason for attending OCE

#	Sub-Group Label	Frequency	Econ. Feasibility	Geog. Proximity	Curr. Offerings	Combination of Previous Three Reasons	Other
1.	'67 Elem. Male	14	5	1	5	1	2
2.	'67 Elem. Female	61	12	11	27	6	5
3.	'67 Sec. Male	43	7	10	12	8	6
4.	'67 Sec. Female	17	5	3	5	1	3
5.	'70 Elem. Male	15	5	0	6	3	1
6.	'70 Elem. Female	112	15	13	62	14	8
7.	'70 Sec. Male	83	13	10	30	13	17
8.	'70 Sec. Female	<u>65</u>	<u>14</u>	<u>16</u>	<u>18</u>	<u>10</u>	<u>7</u>
	Total	410	76	64	165	56	49
	Percentage	100.0	18.5	15.6	40.2	13.7	12.0

Table 47 indicates that forty percent of the respondents indicated that the college's curricular offerings were the primary reason for attending OCE.

Table 48. When decided on teaching as a career

#	Sub-Groups Label	Frequency	Prior to H. S. Grad.	Upon Entering College	College Frosh	College Soph.	College Jr.	College Sr.	Other
1.	'67 Elem. Male	14	6	3	1	3	1	0	0
2.	'67 Elem. Female	61	41	10	1	5	2	1	1
3.	'67 Sec. Male	43	21	4	2	4	6	2	4
4.	'67 Sec. Female	17	10	1	0	2	2	0	2
5.	'70 Elem. Male	15	7	2	1	3	1	0	1
6.	'70 Elem. Female	112	77	9	5	15	2	0	4
7.	'70 Sec. Male	83	34	8	9	18	11	1	2
8.	'70 Sec. Female	<u>65</u>	<u>0</u>	<u>35</u>	<u>1</u>	<u>5</u>	<u>13</u>	<u>4</u>	<u>7</u>
	Total	410	196	72	20	55	38	8	21
	Percentage	100.0	47.8	17.6	4.9	13.4	9.3	1.9	5.1

Table 48 indicates that nearly one-half of the respondents decided upon teaching as a career prior to graduating from high school, and that over 65% made that decision upon entering college. 72% of the females decided upon teaching as a career upon entering college as opposed to 55% of the males.

Table 49a. Why decided on teaching as a career

#	Sub-Group Label	Frequency	Prestige	People-Oriented	Financial Benefits	Job Security	Best Option at the Time	Identification with Former Teacher	Other
1	'67 Elem. Male	14	0	6	0	3	0	2	3
2	'67 Elem. Female	61	3	27	1	4	13	3	10
3.	'67 Sec. Male	43	0	26	0	0	6	5	6
4.	'67 Sec. Female	17	0	8	0	1	4	2	2
5.	'70 Elem. Male	15	0	10	1	1	0	2	1
6.	'70 Elem. Female	112	0	71	2	2	8	5	24
7.	'70 Sec. Male	83	1	45	2	3	11	6	15
8.	'70 Sec. Female	<u>65</u>	<u>0</u>	<u>35</u>	<u>1</u>	<u>5</u>	<u>13</u>	<u>4</u>	<u>7</u>
	Total	410	4	228	7	19	55	29	68
	Percentage	100.0	1.0	55.6	1.7	4.6	13.4	7.1	16.6

Table 49a indicates that the majority of respondents decided on teaching as a career because it was "people-oriented." Other significant reasons given (also see Table 49b) included: "best option at the time; identification with former teacher; and job security."

Table 49b. Why decided on teaching as a career

#	Sub-Group Label	Frequency	Prestige	People-Oriented	Financial Benefits	Job Security	Best Option at the Time	Identification with Former Teacher	Other	No Answer
1.	'67 Elem. Male	14	0	0	0	0	1	0	3	10
2.	'67 Elem. Female	61	0	3	0	6	0	4	3	45
3.	'67 Sec. Male	43	0	0	1	3	0	3	1	35
4.	'67 Sec. Female	17	0	0	0	0	1	2	0	14
5.	'70 Elem. Male	15	1	0	0	1	1	1	0	11
6.	'70 Elem. Female	112	0	0	0	8	1	6	7	90
7.	'70 Sec. Male	83	0	1	0	4	2	4	4	68
8.	'70 Sec. Female	<u>65</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>7</u>	<u>2</u>	<u>50</u>
	Total	410	1	4	3	24	8	27	20	323
	Percentage	100.0	0.2	1.0	0.7	5.9	1.9	6.6	4.9	78.8

Table 49b reflects the distribution of responses for those who indicated a second reason for having decided on teaching as a career.

Table 50. Was teaching the primary occupational choice?

#	Sub-Group Label	Frequency	Yes	No
1.	'67 Elem. Male	14	11	3
2.	'67 Elem. Female	61	59	2
3.	'67 Sec. Male	43	35	8
4.	'67 Sec. Female	17	13	4
5.	'70 Elem. Male	15	11	4
6.	'70 Elem. Female	112	100	12
7.	'70 Sec. Male	83	67	16
8.	'70 Sec. Female	<u>65</u>	<u>52</u>	<u>13</u>
	Total	410	348	62
	Percentage	100.0	84.9	15.1

Table 50 indicates that eighty-five percent of the respondents indicated that teaching was their primary occupational choice.

Table 51. Was the first preference of teaching positions obtained?

#	Sub-Group Label	Frequency	Yes	No
1.	'67 Elem. Male	14	9	5
2.	'67 Elem. Female	61	46	15
3.	'67 Sec. Male	43	31	12
4.	'67 Sec. Female	17	11	6
5.	'70 Elem. Male	15	11	4
6.	'70 Elem. Female	112	68	44
7.	'70 Sec. Male	83	30	53
8.	'70 Sec. Female	<u>65</u>	<u>29</u>	<u>36</u>
	Total	410	235	175
	Percentage	100.0	57.3	42.7

Table 51 indicates that fifty-seven percent of the respondents obtained their first preference of teaching positions after graduation.

Table S2. Paid employment status during 1970-71 school year

#	Sub-Group Label	Frequency	Full-Time	Part-Time	Not Employed
1.	'67 Elem. Male	14	14	0	0
2.	'67 Elem. Female	61	44	6	11
3.	'67 Sec. Male	43	39	2	2
4.	'67 Sec. Female	17	9	3	5
5.	'70 Elem. Male	15	14	1	0
6.	'70 Elem. Female	112	89	14	9
7.	'70 Sec. Male	83	58	15	10
8.	'70 Sec. Female	65	42	14	9
	Total	410	309	55	46
	Percentage	100.0	75.4	13.4	11.2

Table S2 indicates that over seventy-five percent of the respondents were employed full-time during the 1970-71 school year. Over eleven percent were not employed during that time period.

Table 53. Number of years of teaching experience

#	Sub-Group Label	Frequency	Years						6 or More	Other Employment Than Teaching
			1	2	3	4	5			
1.	'67 Elem. Male	14	0	1	1	1	10	1	0	
2.	'67 Elem. Female	61	3	5	9	13	30	1	0	
3.	'67 Sec. Male	43	1	13	2	9	14	0	4	
4.	'67 Sec. Female	17	4	3	2	3	4	0	1	
5.	'70 Elem. Male	15	3	10	0	0	0	0	2	
6.	'70 Elem. Female	112	35	64	0	0	0	1	12	
7.	'70 Sec. Male	83	31	23	0	0	0	0	29	
8.	'70 Sec. Female	<u>65</u>	<u>27</u>	<u>18</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>20</u>	
	Total	410	104	137	14	26	58	3	68	
	Percentage	100.0	25.4	33.4	3.4	6.3	14.2	0.7	16.6	

Table 53 indicates that almost all 1967 graduates were employed in the teaching profession for some period of time, while approximately 23% of the 1970 graduates were employed in other than the teaching profession.

APPENDIX H

COMMENTS FROM 1967 ELEMENTARY MALES

Professional Education

The educational, philosophical courses meant little to me until after student teaching. At times I wish I could have student taught prior to Jr. Block so that the various discussions would not have been so meaningless at times.

Most education classes just occupied time and space. Many profs just said, "This is what you do to pass--take tests, parrot back my thoughts, and you will make it." Did not like you to differ with them.

Reading

The program was an almost complete failure in preparing me to teach reading. Emphasis was on teaching of primary reading to nothing for intermediate teaching of reading.

Reading program is inadequate for teachers going into intermediate levels. How do you teach reading?

I feel that I didn't get enough training in the area of phonics. I wasn't prepared enough in evaluating and prescribing students reading.

Miscellaneous

Strengths--you become involved with children early in your educational career.

A broad background is provided with more depth allowed in various subject areas.

A small friendly school allowing personal acquaintance with faculty.

Weaknesses--With a campus facility like "Teaching Research," more opportunity for student involvement in research should be provided.

Need for more educational and personal guidance during frosh and soph years, either from faculty or senior students. Too many lower division students are allowed to flounder around aimlessly.

COMMENTS FROM 1967 ELEMENTARY FEMALES

Professional Education

Sophomore block was worthless--we were told we knew best what we needed in preparation and could do anything--or nothing--or a lot of floundering around, which is what a great majority of students did. The mistake was in assuming sophomores knew what they needed in preparation for teaching.

Junior block was very good. We were encouraged to do things on our own but had guidance and supervision and given some direction as to what we needed.

The second methods course taught by Mr. Pratton was the most valuable course in which I enrolled at OCE.

Least Prepared: 1. Student motivation
 2. Working with below average students
 3. Unique methods of approach and materials which are put out by educational business

Needs the practical application of techniques and methods learned in Junior block programs.

I lacked in disciplinary tactics but I feel this is a skill learned only by experience. What I did learn was excellent but I feel that a course that would gather ideas from teachers already in the field would be excellent and most helpful.

Not so Good: 1. Need to do more on what to expect in the room
 2. Discipline
 3. Grading - fair and unfair
 4. Lesson plans
 5. Develop more units (i. e., explorers, civil war, atom, outer space)

The practical experience in classrooms was very beneficial.

The more time working in the classroom the better. Especially early experiences. It's much easier to see a benefit in taking some of the required classes if you see a need. It's easy to take a class now--for a specific reason--maybe a deficiency--or a new program, etc.

In general, philosophy was more fully covered in classes than actual methods and materials. However, experiences, and excellent "buddy teachers" were most helpful in improving these areas for me.

The sophomore block and junior block programs were very valuable. I was ready to student teach because I'd had lots of experiences in classrooms.

As far as teacher preparation, I believe that the many experiences that were given us in the actual classroom situation was the most beneficial aspect offered.

The personal involvement of the teaching staff at OCE made me feel like a person rather than another number. Having professors that had taught in elementary or secondary schools was helpful, as they were not so far removed from the real class experience.

COMMENTS FROM 1967 ELEMENTARY FEMALES (continued)

Many of the things I learned in my "junior block" classes were advanced to what was happening in California when I was teaching in 69-70. My methods and materials classes were most beneficial.

In comparison with other teachers who went to state universities I feel that OCE prepared me for the teaching profession with far more thoroughness than any of their schools prepared them.

My confidence was left short-handed after my student teaching. I felt my OCE supervisor didn't do anything to help my situation and feel the students should get to evaluate their supervising teachers. The one I had should have only students who don't need encouragement or guidance--her comments in my file hindered getting a job--and my principal was sorry that they have to remain in the files after four years of satisfactory teaching.

How to help the advanced student.

Lack in this.

How to help the low student.

More preparation on individualized instruction and behavioral objectives. Major emphasis should not be placed on theory but actual situations.

The only criticism I would have at this time is related to the Campus Elementary School where I did a considerable amount of observing in the block program. I was very disappointed and discouraged with the entire situation. It almost made me change my mind about wanting to teach. The primary rooms had very little discipline and the children had no respect whatsoever for adults, especially student teachers and observers. I felt if this was supposed to be practical experience and was a realistic picture I wanted no part of it.

I feel that OCE has an excellent program for teacher preparation. The field experience early in your college years is excellent. I really feel I was more than adequately prepared for my first year of teaching.

At this point I feel my only weakness is a knowledge of the economics of education. (State and Federal connections - local school budget procedures, laws, etc.).

The "core" program was devoted mainly to the middle grades--I felt this was a great weakness in my preparation as a future second grade teacher.

I was never made aware of any type of philosophy, and this was a weakness of the program.

There was a definite lack in my training regarding the minor-maladjusted child.

Two of the most profitable programs were children's literature and art.

The teacher internship program was a marvelous way of entering the teaching profession.

I would have liked to have had more specialized preparation for pre-school education.

More classes could be offered in preparation for special problems of the urban school teacher--especially minority groups.

I found that the methods courses had much more meaning after a year's experience in the field.

COMMENTS FROM 1967 ELEMENTARY FEMALES (Continued)

Block courses were wasted because of too little guidelines--I believe structure is needed--myself as many friends did not profit due to too much freedom.

Most valuable part of your program was my on the job experience.

Becoming more familiar with professional materials would be beneficial.

It took me quite a while to become familiar enough with the necessary textbooks.

The courses I had prepared me inadequately for a position teaching in the inner city.

During my student teaching experience I wanted and never got a real exchange of ideas from a supervisory teacher. I feel that it was unfortunate that there was no one with which to discuss alternatives and at times to provide guidance or models to try.

I felt adequately prepared for teaching in all areas except for discipline. I wished I had had more instruction in that area.

Reading

I felt unprepared in the area of reading methods. We read and studied about theories, etc., but I had to get the phonics and etc. after I had my own class.

The program failed to teach me and others--how to teach reading. How to present lessons in reading. How to organize reading groups. The program lacked instruction in teaching reading in a classroom situation adequately. How to work with three reading groups in a classroom situation.

I feel as though there could be more emphasis put on how to teach reading concepts (in primary grades).

More required classes to prepare for the teaching of reading would be beneficial. I took two as electives and reaped the benefits.

Need more required courses in reading.

Instead of theory, I need actual help in teaching remedial reading.

I feel that I did not have enough education about reading psychology and methods to enable me to do as good a job as I wanted to.

I wish I'd had more courses in reading.

Needed more courses in how to teach reading.

It is hard to understand different reading programs when you don't even know what a "reading program" is.

COMMENTS FROM 1967 ELEMENTARY FEMALES (Continued)

When I left OCE I had little knowledge of reading and everyday methods used in teaching reading. I had no idea of scope and sequence nor did I have practice in determining reading weaknesses in students and methods for correcting them.

OCE prepared me well for reading--far better than other colleges prepared my colleagues. I had no trouble in this area and in fact could get an excellent program started.

I at first felt at a loss in teaching reading skills--

Miscellaneous

Should be more experience on your own for this is how one learns.

I have a very high opinion of OCE as an institution for teacher training--I'm proud to have attended.

I feel that OCE provided me with an opportunity for increased self-understanding, close contact and a friendly association with professors, and generally interested counselors and others ready to listen and encourage me to open myself to new experiences and ideas.

OCE did an excellent job of giving a good broad general background in art, music, and science.

I liked most of the instructors--they seemed to care.

Some of the courses that benefited me most are as follows:

PE in the Grades	Teaching Reading
Children's Literature	Audio-Visual Aids
Creative Arts of Children	

The actual classroom experience and realistic picture of teaching were strong points at OCE.

The social studies and science areas were great--

I wish more critical thinking had been required. If I had the opportunity to do graduate work "anywhere" it would definitely be in Monmouth.

The program should provide extensive opportunity to experience life as another human being on the earth rather than just providing experiences necessary for prospective teachers.

COMMENTS FROM 1967 SECONDARY MALES

Professional Education

I failed to get early understanding of current education by programs through observation. Much theory could be replaced by actual discussion of present situations.

Techniques of classroom discipline was an area that I felt was weak.

The only place I felt OCE did not adequately prepare me was teaching the remedial child. My first year I had to teach all slow learners and was not prepared to handle them adequately.

I felt the best experience I had was the Intern program.

I feel one improvement to the teacher training program could be exposures to the field during the sophomore and junior years.

More in the field experiences.

OCE did well in preparing me in my academic area.

It did not show enough in-class situations (problems).

Classroom teaching experience should begin during the freshman year and continue through all four years.

It seems that there was too much time spent in theory--not enough in practical experience.

Until I interned I had little practical experience of any worth. I benefited most from my interning experience.

I feel that the secondary program should have more classroom involvement before the senior year when the student interns or student teaches.

More realistic approach--way too much antiquated theory!

I believe if college students spend more time in practical teaching, they would be better able to handle problems which will face them in a teaching career.

Miscellaneous

OCE was a very fine experience.

OCE was most outstanding as I compare it with schools of fellow teachers in its professionally oriented coursework.

I remain after five years absolutely excited about the teaching profession, and reasonably convinced that I would never have made it without the great help and guidance provided by my alma mater, and many of its warm, dedicated staff.

COMMENTS FROM 1967 SECONDARY MALES (Continued)

There should be a required course-- Teaching Under an Old-Time administrator. It could help some.

I think that the placement bureau should encourage teachers to keep their papers up to date, too much emphasis on pre-graduate recommendations and first-year teaching.

Sophomore block was exceptional.

The staff seemed to be of good quality.

Need more time to specialize and take electives.

COMMENTS FROM 1967 SECONDARY FEMALES

Professional Education

Get prospective teachers into actual classroom situations as a teacher early and often in college education.

Need helpful hints for new teachers about talking to parents.

I believe education courses should be more down to earth and tougher.

More involvement in teaching, not observing.

I went into the classroom unprepared for the attitudes and reactions I encountered from students and faculty.

My OCE experience gave me an excellent background in one subject: English. It did not provide me with much of an understanding of socioeconomic factors in public education or a real grasp of the psychology of education.

I think that Philosophy of Education should be required of all undergraduates.

The program failed to teach me:

1. behavior modification of students
2. adequate "teachable" lesson plans
3. working with budgets, ordering, acquiring available free materials concerning my field
4. dealing with administrators, etc.

Reading

It would seem wise to prepare secondary people more adequately in teaching underdeveloped students in reading. For example, I just couldn't decide what direction to go with a ninth grade science student who could barely read a third grade book! It might be beneficial to educate all teachers on recognizing and aiding students who are deficient in reading skills. I found if I had been able to adjust my science program to the low level reader and underachiever that my teaching experiences would have been more rewarding for the students and myself.

Miscellaneous

Allow more freedom in the choice of courses.

Encourage more independent study.

Students had many opportunities to become acquainted with college staff and therefore have more individual assistance.

I encountered some excellent teachers who had the ability to make a course interesting mainly through personal charisma. A few others used excellent teaching methods in their teaching. However, my biggest disappointment in college was the high percent of poor instruction. These were people who gave as little of themselves as possible. I think there ought to be continual screening and evaluation of people who are paid to use my time--.

COMMENTS FROM 1967 SECONDARY FEMALES (Continued)

I found the attitude of professors helpful and encouraging.

I think students should be able to evaluate instructor's performance in the classroom.

COMMENTS FROM 1970 ELEMENTARY MALES

Professional Education

At the time I attended OCE my biggest gripe as far as the education program goes was the lack of Ed. courses offered for the first two years. Other than Sophomore Block a student has no idea of what he's getting into until he's a junior.

If you would put more freshman and sophomores in the classroom for a month or even two months, you would turn out better, more experienced, and child-loving teachers.

I would have liked to have gone through children's texts. Needed more discussion of teacher's guides, what's expected of the student, etc.

I sincerely believe that OCE offered the best elementary education curriculum available at the time of my graduation. I was especially impressed with the Junior Block program.

Reading

I feel OCE is very poor in reading and language arts methods of teaching.

Being in Elementary Education I have the feeling of being "short changed" in the prescriptive area of reading methods.

Miscellaneous

I believe OCE gave me a fantastic philosophical background for my job as a State Trooper.

My advisor was never available, and when he/she was, I usually came away knowing less! Frankly, while I generally enjoyed my years at OCE, I sincerely believe I'd have been just as good a teacher (and I'm considered very good) without OCE. I learned a lot in those years, obviously, but the college experience was not a primary factor in my development.

Many professors were not at all compassionate.

Financial aid was excellent. Maybe too generous!

COMMENTS FROM 1970 ELEMENTARY FEMALES

Professional Education

One good part of my education was the experience. Starting my sophomore year I had some experience with children almost every term. Great!

I think more specialized courses for the Elementary major in each subject would be helpful.

I feel my educational program lacked particularly in the area of instruction in disciplinary procedures.

Good experience out in the field prior to practice teaching. Program prepared me to write and carry out behavioral objectives well.

The program did offer many opportunities to compare educational levels and helped me decide my grade level preference. Offers good field experience.

I felt competent enough to cope with unexpected problems and conditions.

Junior Block was my most helpful class. I learned more about teaching in that class than in any of the rest put together.

I felt the education courses themselves were excellent. I like the internship approach and all the in-class experience provided before internship.

It failed to prepare me to teach eight grades at once in a one-room school.

I went through the intern program and fully recommend it. However, I feel my supervision and help at the grade school was inadequate. I had to "sink or swim" on my own.

Suggest less evaluation of textbook series and more how to use them.

More real experience should be offered before student teaching--be prepared for districts without vast resources.

I have found that OCE gave me more teaching preparation than other institutions gave the people that I know.

It was practical and realistic.

Junior Block is especially helpful.

As much in-class training, as soon as possible, would be the main change I would make.

I do wish that more time had been spent in a classroom where you can actually practice the philosophies you're forming.

Time spent in the classroom was the most valuable part of my college experience.

A practicum course in the freshman year would make the courses appear more relevant.

COMMENTS FROM 1970 ELEMENTARY FEMALES (Continued)

OCE needs more independent type of research in the areas of curriculum and methods.

I feel that I am not very familiar with the different forms of testing that children are given. Also I wish I would have had a class in minor speech problems.

I think it would be more valuable if student teaching could be taken before your senior year. After completing a term of student teaching you are much more aware of areas which you need to concentrate on--especially in special education classes and teacher education classes.

I feel that every person going into the teaching profession needs as much practice teaching as possible.

Practicalities were neglected (e. g., workable lesson plans, how to lay-out a plan book, grading, discipline).

The program might be improved if they could develop a step further and extend the curriculum to include parent-teacher relations. How to approach parents.

OCE's program is especially strong in providing early and consistent opportunities for practical experiences.

More experience in the classroom before graduation.

The most damaging effect of the program to me was the over-emphasis of theory.

The opportunities of working with the children throughout the program make it the most outstanding program around!

Need more education in: drug field, testing the gifted and mentally handicapped, activities for the gifted child.

The first day of school should be emphasized for the first-year teacher.

I feel a lack in setting up an individual program for advanced children in my second grade.

The block experiences were very useful but I think some of the activities in Junior Block should start earlier in a person's college career.

There should be a class required in how to challenge above average and superior students in a normal classroom.

A behavior modification class should be required, since so many schools and/or individual teams use this as part of their discipline.

There should be a class in how to more effectively communicate a child's behavior and achievement to their parents.

Reading

I wasn't prepared to teach reading as well as I thought I was before teaching.

COMMENTS FROM 1970 ELEMENTARY FEMALES (Continued)

I needed more preparation in reading--

Needed more instruction in the teaching of reading at the primary level.

The OCE program failed to prepare me to teach reading.

More preparation in the various aspects of reading would be of value to all elementary teachers.

Suggest requiring three terms of courses in the teaching of reading.

I feel that my background in teaching reading could have been better. I found it difficult to know where to start setting up a reading program.

OCE curriculum failed to prepare me for the solid phonetic elements for the primary grades.

I have felt inadequate to teach reading.

I felt the reading preparation courses could be strengthened.

OCE did not help me in preparation for teaching and setting-up a successful elementary reading program.

It's easy to teach smart children to read--but what about the slow ones?

I feel the program needs to require more reading classes for the undergraduate.

Miscellaneous

Upon my employment I found out that OCE was held in high regard. They were very anxious to hire someone from OCE. OCE has a great program and I feel it is one of the best.

Need a lot of coursework in developing open-minded listening and evaluative procedures. Also, more work in dealing with "fears" established before college life.

No communication between faculty, administration, and students. No one knows what is going on unless they are in the right place at the right time.

The majority of humanities professors that I had seemed more interested in legalizing marijuana, pushing student revolution, and discussing sex, than in teaching their subject area.

Just wish there had been more freedom in choice of classes as an undergraduate.

The science program was strong, especially in the physical sciences because the labs were related to the lectures.

The OCE placement program is very good.

COMMENTS FROM 1970 SECONDARY MALES

Professional Education

I would have appreciated much more practical teaching experience.

Some of the education classes were quite irrelevant.

As a graduate student at Purdue University in the School of Education, I have met many graduate students from universities throughout the world. I have yet to meet one who had as good an undergraduate preparation as I have had. The sophomore Block program, which I cursed when I was in it, has been especially helpful.

Need more emphasis in working with adopted texts to become familiar with them before going into the classroom.

I think it failed to provide for the hide-bound conservativeness of most administrators, who work for a smooth running situation at the expense of 40% of the students.

I feel that students need to be exposed to, and become involved in, their future profession sooner to a greater degree than they are now.

The program which I had the misfortune to have was an unrelated mishmash of worthless experiments by instructors more concerned with developing new programs than creating competent teachers.

More practical professional education courses.

More contact with classroom teaching before the senior year would let student find out sooner the "realities" of teaching. I don't just mean observations, either.

More emphasis should be placed on actual classroom teaching and presentation of material to students.

I would like to see a closer relationship of the subject matter I am learning and how to teach it. One methods course does not begin to fit the bill.

I feel that OCE did not place enough emphasis on teaching methods.

Too much theory. You need one course dealing with the realities.

OCE is more administrative-oriented than either student- or faculty-oriented.

It needs more experience in the classroom.

I feel the OCE program failed to prepare me for the day-to-day problems of teaching. I could not relate the contents of any education course to something I had not done (teach).

Teaching and learning how to be a teacher seem to be vaguely related. My specialization was not very well coordinated as far as telling students the many special type problems, social and behavioral, that occur in an everyday-type classroom environment.

I suggest more actual observation experiences.

COMMENTS FROM 1970 SECONDARY MALES (Continued)

A person should not come down to his last term in college and then be washed out by a bad student teaching experience. He should be able to find out earlier whether or not he can make it in the classroom.

I think education classes should have more speakers--young teachers. New graduates need more direct information about problems they will face. OCE makes it sound too sweet.

The program fails in almost every way in teaching you how to teach kids. It does an excellent job of teaching you how to teach material.

The program was lacking in preparing prospective teachers to handle discipline in the classroom!

Miscellaneous

I feel the program in mathematics prepared me well.

I think where OCE failed me was in lack of preparation for the general apathy displayed by older staff and administrators in terms of treating kids as people not listening, perfect-postured, ego-feeding machines. In other words, OCE grads feel they will be able to teach, but soon find the structure often limits that to the appearance of teaching wherein learning is not really much in evidence.

I think OCE can do a much better job of informing its students what the prevailing job market is, in teaching.

COMMENTS FROM 1970 SECONDARY FEMALES

Professional Education

We needed more work in the area of disciplinary problems.

Provide more actual "on-the-job" teaching experience. One only begins to get started during student teaching experience.

All teaching is not content--make students aware of other duties and activities of teachers (daily responsibilities).

Need more practical experience--sooner--before student teaching.

The program did an exceptional job of preparing me for teaching. It didn't prepare me for the encounter with administration. I think succeeding graduates need to know that administrators (principals) are not as friendly and helpful as they were always pictured.

Student teaching on the secondary level appears to me to be a "sink-or-swim" type of situation.

I felt too theory oriented on methods and objectives. This knowledge is nice to have, but doesn't hold too much weight for an inexperienced first-year teacher who faces an aggressive class of 36 students. I would have benefited immensely had I felt more prepared in handling discipline problems, or students who rebel against everything except rebellions.

Education classes largely a waste of time.

I don't feel the student teaching experience was adequate at all.

Some education courses were not challenging enough.

Need more association with actual classroom situations and real situations rather than so much philosophy.

Students at OCE should learn more about the materials available to him in teaching.

I feel the emphasis on teaching and human relationships was great.

OCE did an excellent job in preparing me for a white, northern, and financially sound school, but not for any problems facing other parts of the country. Perhaps OCE should broaden its program to prepare new teachers for other areas to which they might go to find a teaching position.

Miscellaneous

With jobs in education so scarce, all educational programs should begin to emphasize quality not quantity.

I've observed student teachers in my area during the last two years--all of them from larger schools. My education was more student-oriented than theirs. They were stronger in subject areas but had problems relating with students and their abilities.

COMMENTS FROM 1970 SECONDARY FEMALES (Continued)

The outstanding feature of OCE is its Deans and the majority of professors who teach there. They take the time and effort to "get to know you".

I feel that OCE should have more concern for the student after graduation.