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Evaluating a program in higher education: a conceptual process and its application

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EVALUATING A PROGRAM IN HIGHER EDUCATION: A CONCEPTUAL
PROCESS AND ITS APPLICATION

Iowa State University

PH.D. 1981

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Evaluating a program in higher education:
A conceptual process and its application

by

Virginia McKinley Slimmer

A Dissertation Submitted to the
Graduate Faculty in Partial Fulfillment of the
Requirements for the Degree of
DOCTOR OF PHILOSOPHY

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For the Graduate College

Iowa State University
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1981

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INTRODUCTION

Today higher education institutions are faced with the primary concern of providing and maintaining excellence in their academic programs. The strength of an institution is based in part on academic attainment and occupational performance of its graduates. In fact, the graduate often represents the perception the public has about the institution. Student satisfaction regarding quality of a program is a major factor in decisions to attend and remain in a program; therefore it is incumbent upon institutions of higher education to achieve the highest possible standards in their academic programs and the environment that is provided for students (Astin, 1975, 1977; Lenning, Beal, & Sauer, 1980; Pascarella, 1980).

The academic reputation of an educational institution is determined by an assessment of the many components that comprise the educational environment of the institution. The purpose of this study is to develop a conceptual process for the evaluation of programs in higher education and to then apply that process to a program in higher education providing information to decision makers about the marketability of that program. The Phi Delta Kappa National Study Committee on Evaluation (Stufflebeam, Foley, Gephart, Guba, Hammond, Merriman, & Provus, 1971) defines educational evaluation as:

The process of delineating, obtaining, and providing useful information for judging decision alternatives.
(p. 40)

Educational evaluation, which is a cyclic process, should not only provide a measurement of the results of a program but should also provide for a continuous assessment of the processes and procedures, measuring all the components of a program from implementation to measuring the effectiveness of the outcomes (graduates) in society. In developing a process for evaluation, it is important to remember the purpose for evaluation. A Phi Delta Kappa Study states, "The purpose of evaluation is not to prove but to improve" (Stufflebeam et al., 1971).

The major justification for evaluation of educational programs is to provide guidance for making judicious decisions regarding accreditation, or certification of programs, continuance, modification, expansion, or curtailment of programs, feasibility of adopting innovative programs and the apparent mode of procedures used with the programs (Anderson & Ball, 1978; Dressel, 1976). Educational evaluation can provide empirical evidence of a program's strengths and weaknesses, not only measuring the attainment of the goals, but also evaluation of the goals (Scriven, 1973).

Evaluation assessments are conducted through a variety of methods: evaluation through self-study by the institution; evaluation by external accreditation forces; and research-based evaluation using instruments with a high degree of validity and reliability are but a few such methods. Research-based evaluation for many has a preferred basis for decision making.

To provide a basis for decision making, the evaluation design is comprised of many components. Evaluation pertains to the judgment of merit or worth of a project or program and the design designates the parameters under which the data are collected (Popham, 1974).

Decisions in higher educational institution programs are multifaceted, starting with the recruiting of students, providing a satisfactory campus academic and social environment to maintaining relations with alumni. The goals of the institution's program should relate to the students and the aspirations of the students, the aspirations of the institution and faculty, and of society. Through effective educational evaluation, the sources of difficulty in the program can be identified, procedures and processes can be appraised, the revisions and improvements of programs can be delineated. Following an evaluation, the objectives and goals often can be revised to better meet the needs of the institution and of the students thus producing a more viable and desirable product for the educational market.

Statement of the Problem

The academic excellence of the programs of a higher education institution is determined by an evaluation of all components of the program. This study is directed at developing a feasible approach for evaluation and applying that approach to collect data relative to a given program to facilitate the decision-making procedures for that program, thereby promoting a marketing strategy.

Objectives of the Study

This study will:

1. develop a conceptual evaluation process for determining the excellence of a program in a department of higher education. The process will be based on standards and guidelines set forth by accrediting agencies, professional organizations, and other writers in the field of evaluation.
2. develop a process to answer the following questions:
 - a. Does the program provide marketable skills for the graduates?
 - b. How do constituent groups view the program's strengths and weaknesses?
 - c. Does the program provide viable courses to meet the needs of the students?
 - d. What is the level of satisfaction of the students toward the program's teaching effectiveness?
 - e. What is the level of satisfaction of the faculty toward the program's stated outcomes?
 - f. What is the visibility of the program in its state?
 - g. What are the indices of the professional quality of the faculty?
 - h. Is a satisfactory learning environment provided?
3. implement the process for evaluation including necessary instrumentation for a program in higher education.

4. analyze and interpret the data collected providing the necessary information for the decision makers.
5. critique the process developed for evaluation of a program in higher education and make the necessary recommendations.

Assumptions

1. The researcher, with advice from experts in the field, will develop instruments that are valid and reliable for the purpose of measuring satisfactions of students, graduates, faculty, the public, and administration. The instruments will be field-tested on groups with similar characteristics to actual subjects.
2. The respondents to the evaluation instruments will respond openly and honestly.
3. The process for evaluation can be adapted to other programs or program components in higher education.

Limitations

The applicability of the data collected will only be related to the program in higher education for which it was collected with no inferences intended to any other population.

Definitions

Program: refers to all curricula, teaching, learnings, and supporting resources derived from general studies component and from specific courses common to one area (American Home Economics Association, Note 1, p. 13).

Curriculum: includes courses, seminars, readings, laboratory and clinical experiences, and practicums as described under general studies and professional studies component of National Council for Accreditation of Teacher Education Standards (National Council for Accreditation of Teacher Education, Note 2, p. 4).

Environment: consists of the events and experiences that occur, reflecting the purposes of the institutions and how they function (Pace, 1976, p. 15).

Marketing: the concept of uncovering specific needs, satisfying these needs by the development of appropriate goods and services, letting people know of their availability, and offering them at appropriate prices, at the right time and place (Krachenberg, 1972, p. 380).

Explanation of Dissertation Format

The format of this dissertation employs the use of the alternative dissertation style prescribed by the Graduate Office at Iowa State University, permitting the inclusion of three papers to be submitted to scholarly journals.

The dissertation commences with a section devoted to the statement of the problem for the research. This section includes a review of literature to provide a general background for the research. The review of literature is divided into two subsections. The first subsection covers evaluation and evaluation of educational programs as related to

higher education. The second subsection of the review of literature covers marketing as related to higher education.

The second section includes three papers which have been submitted to professional journals. The first paper is "Evaluating Programs in Higher Education: A Conceptual Process." This paper has been submitted to the North Central Association Quarterly. The second paper is titled "Applying An Evaluative Process to A Program in Home Economics." This paper has been submitted to the Home Economics Research Journal. The third paper is "Marketing Higher Education: The New Buzz Words" which has been submitted to the Journal of National Association of Women Deans, Administrators, and Counselors.

The final section includes the summary, conclusions, and recommendations concluded from the study. The bibliography and appendices comprise a portion of section three.

REVIEW OF LITERATURE

This review of literature is designed to serve as a background in the alternative dissertation format for the three articles which have been submitted to scholarly journals. It is divided in two subsections: evaluation and evaluation of education programs as related to higher education; and marketing as related to higher education.

Since evaluation provides the foundation of the dissertation, the researcher will first focus on this area realizing that evaluation can ultimately have an impact on marketing successfully in higher education.

Evaluation and Evaluation of Educational Programs

Definition of evaluation To define evaluation and to designate an encompassing delineation of evaluation parallels the corresponding complexity of the evaluation process. Just as no one decision maker has the competency to make all the decisions, evaluation is not one minute testing but an aggregation of measurement composed of numerous variables (Stufflebeam et al., 1971; Braskamp, Note 3). Stufflebeam and Webster (1980) state, "an educational evaluation study is one that is designed and conducted to assist some audiences to judge and to improve the worth of some educational objects" (p. 6). Anderson and Ball (1978) state that evaluation is "a sponsored activity or project funded usually but not always from public monies, designated to improve a program....usually evaluation brings about a change" (p. 2). Evaluation should be designed to measure how the program achieves its goals and delineate what variables

influence effectiveness of the program. Evaluation, according to Alkin (1973), is the process of determining the kinds of decisions that have to be made based on the collected data. Evaluation can be argued as a method of measuring the level of satisfaction (or dissatisfaction) of the recipients toward a program, establishing a basis for allocation of power and resources (Cronbach, 1963; Dressel, 1976; Ellett, 1979; Katz, Kahn, & Adams, 1980; Levin, 1975; Popham, 1975; Sjoberg, 1975). Cooley and Lohnes (1976) define educational evaluation as a process rather than an end product. Evaluation involves collecting, analyzing, and interpreting data to give judgment about procedures, practices, and policies of a program. Evaluation provides a foundation for establishing a priority system for objectives as well as alternative methods for procuring them. Evaluation helps the decision maker to inspect a program critically allowing judicious decisions in a systematic process (Alkin, 1973; Apple, Subkoviak, & Lufner, 1974; Baker, 1974a; Cronbach, 1963; Dressel, 1961, 1976; Joint Committee, 1981; Micek, 1974; Popham, 1975; Scriven, 1974a; Stufflebeam et al., 1971).

Evaluation conducive to improvement will produce a feeling of disequilibrium. Political ramifications can emerge because of the resistance to change. Two underlying premises, one of stability and survival, and the other of growth and change, diametrically opposed premises, are goals of organizations. The faction supporting stability will never fully accept the actions of the faction that supports growth. Evaluation often determines which faction will be supported. Evaluation

is not to deprecate or disparage but to analyze. There is the need to stress the constructive part of evaluation to help allay anxieties on the part of the personnel whose judgments and status are questioned or threatened (Apple et al., 1974; Dressel, 1976; Gurel, 1975; Sjoberg, 1975; Worthen & Sanders, 1973).

Evaluation transcending research, extends into decision making. It can be a process that is never completed and could project into a longitudinal process spanning several academic years. Evaluation is a process with discrete and continuous assessments providing feedback to the decision makers that are entailed with the responsibility of the academic programs in higher education institutions (Apple et al., 1974; Cooley & Lohnes, 1976; Cranton & Legge, 1978; Dressel, 1961, 1976; Strahe, 1975; Wood & Davis, 1978).

Purpose of Institutional Evaluation

Institutional management Evaluation is a forward-looking process with the perceived worth of education justifying the investment of time and money. It is a process, not compelled, but wanted, to help produce critical thinking and supplying of information for a solid basis for decision making (Kuh & Ransdell, 1980; Wood & Davis, 1978). Evaluation is undertaken for a number of reasons including: planning and policy purposes--to provide information for decision making regarding improvement, expansion, curtailment or advocacy of a program; fiscal responsibility--agencies that have made monies available require an accounting; and comparison of programs, products or processes--unless measured in a

systematic method, the effects are unknown (Anderson & Ball, 1978; Dressel, 1976; Joint Committee, 1981; Stufflebeam et al., 1971; Worthen & Sanders, 1973).

To preserve and improve the quality of a program in existence, there is the requirement to evaluate to determine the strengths and weaknesses. To give a fair assessment, this does not mean an equal number of strengths and weaknesses should be uncovered, but a presentation for each enabling all aspects to be addressed in an appropriate manner (Joint Committee, 1981; Stufflebeam & Webster, 1980). An assessment must be made of each component, noting if particular aspects were not available for the students, would it require an adjustment in the goals of the institution (Shirley & Volkwein, 1978; Wood & Davis, 1978).

Often times, pressure for evaluation arises only when accreditation faces the institution or when a problem is perceived and the crisis state is reached. Complaints vocalized by students, tightening of financial sources and voicing of accountability by taxpayers and legislative members convey to the administration the need for an evaluation to determine what programs should be eliminated or redesigned. Evaluation should not be considered a panacea and a cure-all for programs thereby eliminating all problems (Gurel, 1975; Pace, 1976; Popham, 1974; Semrow, 1977).

The evaluation of a program usually involves the allocation of limited resources (Katz et al., 1980). During the periods of economic frugality, the factor of cost analysis becomes a focal point. The most

effective component of a cost analysis is cost effectiveness. This analysis permits the effectiveness in terms of physical or psychological outcome rather than its monetary value. Costs of a program can be divided into actual cost accounting and the social forfeit of resources made to not have or have a program. It is more difficult to determine the social costs of a program than the actual cost (Gurel, 1975; Levin, 1975; Rothenberg, 1975).

Student consumerism Evaluation assesses the success or failure of a program usually by measuring the outcomes. The probability of achieving the desired results in the outcomes (students/graduate) is largely a utilization of the resources expended to attain a high level of satisfaction. The outcomes (education received) are interpreted by the participants as good or bad. The most important outcomes may not be measurable because individuals approach a program with a certain expectation and the satisfaction produced is measured against their expectations (Arns & Poland, 1980; Kuh & Ransdell, 1980; Katz & Morgan, 1974; Kotler, 1975; Rist, 1979; Shirley & Volkwein, 1978; Wood & Davis, 1978).

The diversity of students requires higher education to accommodate different aspects of learning styles. If graduates are to leave the program adequately prepared to function effectively and intelligently, then questions need to be raised as what to include in a program. Since the major factor of a student entering a program and remaining is the degree of program relevancy, the institution needs to be sensitive to

maintaining high standards (Astin, 1975, 1977; Dressel, 1961, 1976; Katz et al., 1980; Lee & Dressel, 1963; Stumpf, 1979).

Accreditation Self-study evaluation for the purpose of accreditation will generate information regarding the uniqueness or individualness of an institution (AHEA, 1975; Dressel, 1976; Lehman, 1950; Semrow, 1977). Stufflebeam and Webster (1980) write that accreditation studies typically emphasize inherent characteristics of faculties, facilities, objectives and curriculum without looking at the outcomes (satisfactions of graduates after leaving the institution).

Criticism of internal self-study is that the personnel doing the evaluation are so close to the subject that the assessment is not always objective. Another criticism is that accrediting agencies influence the criteria for programs with the outcomes based on what accrediting agencies and faculty believe students need to know, not what students perceive as worthwhile. Students often express dissatisfaction because needs are being met rather than their wants (Astin, 1977; Shirley & Volkwein, 1978; Stufflebeam & Webster, 1980; Stumpf, 1979).

Evaluation of programs for the purpose of accreditation in higher education institutions are usually assessed through an internal and external process with the quality of the program ascertained by professional agencies which identify institutions and programs that have met certain standards and guidelines. In consultation with academic professionals, three commonly used agencies were selection for review: The Commission on Institutions of Higher Education North Central

Association of Colleges and Secondary Schools (NCA, Note 4; Note 5; Note 6; Note 7; Note 8; Note 9; Note 10), The National Council for Accreditation of Teacher Education (NCATE, Note 1), and the Council for Professional Development American Home Economics Association (AHEA, Note 2).

Accountability Evaluation and accountability often become interrelated terms, with evaluation used to produce data for accountability, but accountability for whom--students, taxpayers, legislature, professors or administration? Traditionally, accountability has been a concept utilized by a budget officer to justify financial expenditures (Dressel, 1961).

The expanding emphasis on accountability involves an assessment to determine if the resources, such as human, financial and material, are being used effectively to meet educational needs and purposes. Educational evaluation should not only examine outputs in determining satisfaction of program effectiveness, but should measure physical environment, meeting of students needs, quality of advising, cost analysis, and marketability of the program's products with each component accounting for its share of credibility (Braskamp, Note 3; Bledstein, 1977; Dressel, 1961, 1976; Hilgers, 1979; Isaacson, 1977; Pace, 1976; Perkinson, 1979; Wood & Davis, 1978).

Design for Educational Evaluation

Process The process used for evaluation is a methodological procedure or plan to guide the evaluator. Because of the complexity of the education, the diversity of the results, the subjective, rather than

quantitative, the involvement of economic and political factors, the desired aspects of precision, specification and verification may be impractical and difficult if not impossible to procure. One procedure may not be more advantageous than another, but each procedure does entail an approach with a different perspective (Dressel, 1976; Micek, 1974; Rist, 1979; Wood & Davis, 1978; Braskamp, Note 3). Design, relating to the conditions and procedures facilitating data collection, is determined by what data will be collected, who will participate in the evaluation, and how the report is communicated. The design should produce a high probability of valid statements about the effects or outcomes of the program or project under evaluation (Popham, 1975; Stufflebeam et al., 1971; Braskamp, Note 3). Educational evaluation has been dominated by a scientific approach of reducing goals or objectives to quantifiable measure of similar variables (Campbell & Stanley, 1963; Rist, 1979).

Design approaches Stufflebeam and Webster (1980) have classified evaluative design into three basic approaches. They are politically-oriented, question-oriented and value-oriented. The main thrust of the politically-oriented design substantiates credibility for the client seeking evaluation guaranteeing a justification of the program. This design approach, labeled "psuedo-evaluation," is selective in nature since the dissemination of the informational data is controlled by a need to satisfy the client. The evaluator needs to be cognizant of identifying the objectives and priorities of concerned groups securing

support for what is popular with constituents (Popham, 1975; Stake & Denny, 1973; Stufflebeam & Webster, 1980).

The second approach identified is the question-oriented approach. A more narrow approach, it centers on specific objectives or one particular aspect of a program. The question-oriented approach gives a micro procedure rather than a macro procedure of encompassing many aspects for evaluation (Stufflebeam & Webster, 1980).

The third approach postulated by Stufflebeam and Webster (1980) is a value-oriented approach which involves an assessment designed to determine the merit or worth of some object. This approach takes into consideration programs functioning to meet standards as designated by accrediting agencies or provides a base for making decisions. This evaluation can be used pro-actively as a formative measure to improve the program and retroactively as a summative measure to determine the end worth of the program (Dressel, 1976; Stufflebeam & Webster, 1980; Walker, 1974).

An advantage of the decision-oriented strategy is that it sanctions continual and systematical evaluation of the programs, providing foundations for planning, implementing and improving them to meet educational needs. The stress of educational evaluation should be to improve the quality of the decisions being made thereby improving the quality of the program. With the decision-oriented process, the evaluators collect and interpret the data, eliminate nonrelevant data, and present base information to the clientele who will make the decisions (Dressel, 1976;

Scriven, 1973; Stufflebeam et al., 1971; Stufflebeam & Webster, 1980).

Formative and summative evaluation Although Stufflebeam (1974) makes a distinction between formative and summative, formative evaluation provides for decision making while summative provides for accountability. There is no clear-cut dichotomy.

Formative evaluations are designed specifically as a source of information during development and progress with the probability of achieving desired outcomes higher since feedback brings an awareness of deficiencies. Formative evaluation is usually done by professionally-trained internal evaluators during the development of the program (Alkin & Fink, 1974; Baker, 1974b; Borich, 1974; Katz et al., 1980; Popham, 1974; Scriven, 1974a; Worthen & Sanders, 1973).

Summative evaluation assesses the comprehensive effectiveness of the total program and provides a basis for continuation, revision, or adoption of a program. Summative evaluation used as a comparison designates satisfactions of products or program. Summative evaluation, needed for accreditation, is usually done by an unbiased professional external evaluator. Summative evaluation is often required by sponsoring agencies with the evaluator assuming the responsibility of reporting to the decision makers (Borich, 1974; Cranton & Legge, 1978; Popham, 1974; Worthen & Sanders, 1973; Wood & Davis, 1978).

Internal and external evaluation Scriven (1974a) suggests using both external and internal evaluators maintaining a check and balance system for each other. Internal evaluation comes into focus during the

development of programs and self-studies for accreditation. Internal evaluators, especially an instructor in the program, will be cognizant of all aspects of the program but may be so close that they cannot objectively evaluate thus producing a biased effect (Anderson & Ball, 1978; Katz & Morgan, 1974; Scriven, 1974a). External evaluators provide credibility from an outside source (Baker, 1974a; Borich, 1974).

Qualitative and quantitative evaluation An educational evaluation that assesses all the components of the program will be more subjective and less quantitative. Qualitative data best answer questions seeking information about the interaction between the student and the academic environment (Dressel, 1961, 1976; Rist, 1979). The problem arises in value judgments of determining the criteria upon which to establish parameters. Katz et al., (1980) writes that qualitative measures can be used to assess organizations.

Components of Evaluation

All program components must be taken into consideration when designing and conducting the program evaluation. To guard against faulty assessments, a reliable and valid evaluation should be based on standards, guidelines, and criteria that will promote improvement and betterment of education (Joint Committee, 1981; Braskamp, Note 3).

Sources of evaluation The instructional faculty is an important factor in determining the quality of a program. Evidence from a study by Lehman (1950) showed that self-study by the staff is a feasible evaluation for helping personnel see the interrelationship of different

program components. Wood and Davis (1978), in a study evaluating curricula in higher education, found currently enrolled students, graduates, and drop-out students are a source to determine whether to revise or innovate a new curriculum. The image of the program, as determined by assessing the perceptions and satisfactions of the students and graduates, is related to the organization, breadth and depth of coverage, rapport with students by instructors, instructor's enthusiasm, value of class assignments and the extent to which students encountered valuable learning experiences (Brandenburg, Slinde, & Batista, 1977; Erickson & Erickson, 1979; Marsh, 1980; Powell, 1977; Rotem & Glasman, 1979; Stumpf, 1979; Trent & Johnson, 1977).

The purpose of evaluation is for improvement in the attitudes of students toward the department. Thus the investigation instruments should include measures for satisfactions in instruction, interaction of the environment and students, curriculum offered, social activities and the recognition given the student as an individual (Cooley & Lohnes, 1976; Starr, Betz, & Menne, 1971).

Communication A system for communication should be established to achieve the best utilization of an evaluation. The diversity of the audience to which the evaluation is addressed will shape how the report is made, and what and how much will be reported. Most administrators and decision makers do not have the time to be inundated with pages of statistical information (Anderson & Ball, 1978; Bledstein, 1977; Braskamp, Note 3). The impact of the evaluation is contingent upon the

trust and confidence in the evaluator. Good communication is facilitated by two-way feedback between the evaluator and recipients regarding the evaluation (Anderson & Ball, 1978; Borich, 1974; Joint Committee, 1981; Worthen & Sanders, 1973; Braskamp, Note 3).

Measurement and analysis No program or project can be adequately assessed by measuring a single component with a single instrument. Valid and reliable multiple data-gathering instruments and processes including questionnaires, interviews, rating forms, observations and descriptions provide assurance that most variables of most components are considered. A systematic data control for the information collected and the correct statistical treatment should be utilized to eliminate errors which could lead to faulty conclusions and recommendations. The selection of the analysis used will be a function of the level of measurement and the design used for evaluation (Borich, 1974; Joint Committee, 1981; Braskamp, Note 3).

Models for Evaluation

Borich (1974) defines model as "a methodological tool used to guide and focus inquiry...for the evaluator it is often a general plan... to study a not so well-defined and often large and complex event, as in evaluating educational programs and products" (p. 143). Models are precise (some form of measurement is devised producing quantitative results), specific (deals with specified number of events), and verifiable (empirical evidence is collected to determine usefulness) providing a systematic representation or analogy for a mental concept (Borich, 1974; Kourilsky, 1973).

CIPP Model One of the better known decision-making designs, the Context, Input, Process, and Product Model of Evaluation (CIPP), created by Stufflebeam and Guba has essentially three steps: 1) delineating (the decision of what information will be used); 2) obtaining (the method of collecting and analyzing the data); and 3) providing (reporting the information to decision makers). The four types of evaluation include: context evaluation (provides rationale for educational goals); input evaluation (provides determinant for using resources); process evaluation (indicates deficiencies in the procedure); and product evaluation (measures the attainments of the program at its conclusion). Stufflebeam's CIPP model provides a sequential strategy for the evaluative process (Anderson et al., 1975; Popham, 1975; Stufflebeam et al., 1971; Wood & Davis, 1978; Worthen & Sanders, 1973).

Methodology of evaluation model Scriven (1973), in delineating a methodology of evaluation, focused on a process of comparative analysis involving choices between alternative programs. One of the criteria of Scriven's model is related to objectives, asks not only does the program meet the objectives, but are the objectives of the program worthwhile. His evaluation process makes a distinction between formative and summative evaluation and between intrinsic (the means) and pay-off (the ends). Scriven emphasizes that evaluation includes making a judgment about the program with the evaluator being the best qualified judge (Anderson et al., 1975; Popham, 1975; Scriven, 1973, 1974a, 1974b; Worthen & Sanders, 1973).

Countenance of educational evaluation model Stake (1967) contends that too few visitation teams compare the congruency of what the educator proposes to do and what the educator actually does. This model gives a framework for organizing descriptive data matrices to compare planned outcomes with observed outcomes. Using formalized standards, the model provides a rationale for judgment. Designating between formal (objective) and informal (subjective) evaluation, Stake emphasizes the interactive characteristics of input, processes and output (Anderson et al., 1975; Popham, 1975; Stake, 1967; Worthen & Sanders, 1973).

Evaluation theory development model The Study for Evaluation Model (CSE) depicted by Alkin (1973), which is closely comparable to the CIPP model, is conceptualized into five levels of evaluation. The first two levels, system (needs) assessment and program planning, are involved in evaluating the educational system. The last three levels, program implementation, program improvement, and program certification, relate to the evaluation of the instructional program (Anderson et al., 1975; Alkin & Fink, 1974; Popham, 1975; Worthen & Sanders, 1973).

Adversary model A legal profession approach, evaluation evidence and analyses, are presented in written reports and/or traditional debate by at least two opposing groups to a judge or decision maker. By hearing presentation, defense, and cross-examination of the issues, the decision maker should gain a synthesis of the views. Good debating techniques may transcend good evidence. The adversary model requires astringent investigation and analysis of all components of an issue (Anderson & Ball, 1978; Anderson et al., 1975; Kourilsky, 1973; Levine, 1973; Popham, 1975).

Other models Evaluation by Discussion Model (EBD) is a process similar to the judicial model which analyzes a number of issues worthy of evaluative consideration in a courtroom atmosphere. The EBD substitutes a discussion format for the courtroom procedure using participants that are knowledgeable about the program to provide information; a panel of experts to render decisions; and discussants. The EBD is considered flexible enough to change depending upon the need and is appropriate to effectively evaluate certain aspects of academic programs in higher education (Kuh & Ransdell, 1980).

The Planning, Management, and Evaluation System Model (PME) is a systematic approach to evaluation that interprets the aim or mission of the institution into definable goals, develops a process to achieve the goals, and assesses the outcomes of the program. The PME, classified as a value-oriented approach, is essentially a process determining a viable system for improvement of programs (Nwagbaraocha, 1979).

Accrediting Agencies Used for Evaluation

North Central Association Accreditation by the North Central Association (NCA) is a system of voluntary self-regulation with its prime purpose to bring about worthwhile changes imperative to maintaining and improving the effectiveness of the institution's academic program. The evaluation proposed by NCA is a three-dimensional effort including a self-evaluation; an on-site evaluation by an external team of educators; and the implementation of the evaluation results. The NCA accreditation process provides standards and guidelines for professional judgment to

determine the effectiveness of presenting a quality academic program for its clientele (Semrow, 1977; Wood & Davis, 1978; NCA, Note 6, Note 7, Note 8, Note 9).

National Council for Accreditation of Teacher Education Author-
ized by the Council on Post-Secondary Accreditation, the National Council for Accreditation of Teacher Education (NCATE) adopts standards and procedures to determine the accreditation status of institutional programs for preparing teachers and other professional personnel. The standards are minimum and all institutions are commended to strive for higher standards, assuming responsibility for the quality of their programs. The Council regards accreditation as designating the institution has established the needed qualifications of all the aspects of its teacher programs (Gubser, 1980; Tom, 1980; NCATE, Note 1).

American Home Economics Association The American Home Economics Association (AHEA) is the accrediting agency for identifying institutions offering qualified professional home economics programs leading to a baccalaureate degree. Accreditation by the AHEA accomplishes the objective of establishing guidelines that develop high quality programs, encouraging self-evaluation and maintaining improvement of programs. To apply for accreditation, the home economics unit must complete a quantitative and qualitative self-evaluation report. If there is evidence from the self-evaluation that this criterion is met, an on-site visitation is conducted (AHEA, Note 2).

Marketing for Nonprofit Organizations

Definition of marketing Marketing is often thought of as selling or advertising. In general terminology, marketing is the perception of what the customer wants and needs with the market meeting that demand (Krachenberg, 1972). This concept from business transfers to higher education with institutions marketing a product labeled "education." Marketing is a science and an art. The science acknowledges the data that is collected and interpreted. The art demonstrates the use of this information as a decision-making tool about a program (Johnson, 1979).

The marketing concept is defined by Kotler (1980) as:

"a management theory in which the main plan is to determine the needs and wants of the target market and to change the organization [institution] to deliver to the customers what is expected more efficiently and effectively than its competitors."
(p. 31)

The marketing concept centers upon the customers' (students') needs and wants substantiated by a concerted effort by the total organization (institution) headed toward producing student satisfaction that will in turn meet the goals of the institution. Marketing appeals to the institution to make a competent assessment of the students' needs, perceptions, expectations, and preferences. The dichotomy of selling and marketing entails that selling focuses upon the needs of the seller and marketing focuses on the needs of the buyer (Harper, 1977; Kotler, 1975, 1980). Many institutions have been marketing their programs and not realizing that the catalog, the admissions program, the satisfactions of the graduates and meeting the expectations of the currently enrolled students

are tools of their marketing program (Ihlanfeldt, 1975; Ivens, 1977; Johnson, 1979).

Marketing must become an integrated part of the entire institution and not just a recruitment innovation of the admissions office. It is important to employ all the available resources--administration, faculty, alumni, friends, parents, and currently enrolled students, to support the marketing effort. Marketing of an institution must involve both the internal and external components of the institution (Johnson, 1979; Knaus, 1978).

Need for marketing Marketing is becoming legitimized in higher education and institutions do not need to decide whether to engage in marketing but rather to determine how to be the most effective and efficient in doing so (Harper, 1977; Johnson, 1979; Knaus, 1978).

Institutions can no longer assume that because the program is good it will sell itself and students will come because of availability and the quality of the program. The procedure to provide survival for many higher education programs is marketing (Gaither, 1979; Johnson, 1979; Krachenberg, 1972; Litten, 1980).

With the pressure from internal and external forces upon higher education institutions, the survival of programs as well as the survival of the entire institutions can no longer continue to exist because they are there and students have attended in the past. A procedure must be implemented for evaluating the previous programs and establishing a basis for making decisions in the future (Ivens, 1977; Johnson, 1979; Kotler, 1975, 1980).

Marketing should not be regarded as hucksterism or viewed as the panacea for educational institutions. Decision makers in higher education institutions need to take a good, hard look at marketing as a strategy to present their academic and extra-curricular programs to prospective students. Not many educational institutions are accepting the "hard sell" concept of the business world but are identifying with an in-between style known as balanced marketing (Harper, 1977; Johnson, 1979; Litten, 1980).

Market orientation The marketing approach needed by universities and colleges is expressed as market-oriented institutional planning. This approach researches and analyzes the environment, the market availability, and the existing resources of the institution. The marketing aspect of each institution must be researched to establish the position or mission of the institution to respond quickly and accurately to the demands made by the consumers in the marketplace (Knaus, 1978; Kotler, 1975, 1980).

Effective marketing involves more than decisions of where are the students? Or what price shall we charge them? But it also concerns decisions of what courses and what programs shall be offered? A decision of marketing is not only to attract students but to keep them after they enroll (Johnson, 1979; Krachenberg, 1972).

The questions asked in the total marketing concept evaluation are:
Why do students attend our institution? Why do students leave our institution? Why do students continue and graduate from our institution?

The assessment of the student's satisfaction with the academic environment can be made in two ways: 1) the degree of student's satisfaction about various aspects of institution or/and 2) student's perception of environmental factors (Astin, 1975, 1977; Johnson, 1979; Pace, 1976).

Tools and Techniques for Marketing

A basis for institutional positioning or marketing positioning can be made by research to determine what factors--target market, market strategy, academic programs, market plan--should be considered for the institution. Marketing decisions are made after systematic research, that of collecting, analyzing and reporting, from the many component parts. Marketing is not only directed at admissions or public relations but at the entire institution. This type of research recognizes that the market is not a unit of solidarity but is segmented into many components (Gaither, 1979; Kotler, 1975, 1980; Krachenberg, 1972; Litten, 1980).

Market research Market research can be labeled a wants assessment which differs from a needs assessment. People are usually aware of their wants but not always aware of their needs. Institutions too often make an internal evaluation of what is good for the students, not assessing what the student really wants. Ideally, the institution should combine what is needed for the student and what is wanted by the student into the program it offers (Gaither, 1979; Howard, 1979; Litten, 1980). Market research establishes the marketability of a program. For effective marketing, the program and the consumer must fit. Research

studies of attrition show that a low discrepancy is needed between what the institutions offer and what the student expects to achieve (Astin, 1977; Eckland, 1964; Lenning et al., 1980; Pantages & Creedon, 1978).

Kotler (1980) refers to the delineation of what and how the institution needs to market as defining the problem. The delineation of the situation is divided into four divisions: background (accomplishments of past); normal prognostication (assuming no major changes, what can be accomplished?); opportunities and threats (putting these into writing brings clarity for possible action); and strengths and weaknesses (will have implications for planning strategies).

Marketing plan A key concept in modern market strategy, the marketing plan, is the statement a particular institution formulates to determine the course the institution shall select to attain the goals of the institution (Kotler, 1975, 1980). A marketing plan should contain the axiom to efficiently and effectively communicate making visible programs with a high quality to the highest number of prospective students in an attractive manner. The plan, concerned with flow of information about changing job markets, changing student wants and needs, the institution's image, and student satisfactions, must incorporate not only what the market is now but must identify the segment of the market that should be included for growth (Knaus, 1978; Kotler, 1975, 1980; Litten, 1980).

Communication between the institution and the target population is an important segment of the marketing plan. The best method of improving

communication is through market research, for to know your market, is to know the best language to use to communicate effectively conveying a message that will be useful (Kotler, 1975, 1980; Larkin, 1979; Lindenmann, 1976; Litten, 1980). Potential students and the educational institutions in the area should know what the institution has to offer to the individual student. Communication should be candid, person-to-person based on the premise of treating each prospective student with honesty and clarity of what the program can or cannot do for he/she (Brown, 1977; Harper, 1977; Kotler, 1975, 1980; Litten, 1980).

Advertising, a form of communication between the institution and the potential customer, must state interesting, accurate facts about the institution that will note its uniqueness, making it desirable to the customer. Advertising will not fill classes but will produce an awareness. Timing is an important communication factor as most students have chosen upon entering their senior year, the institution, with an alternate, that they plan to attend (Harper, 1977; Ihlanfeldt, 1975; Knaus, 1978; Kotler, 1975, 1980; Litten, 1980; Ziegler, 1974).

Market position Businesses often fail because they forget the axiom of marketing--to know your market and know how to satisfy that market. Rather than overproducing, a good goal for the institution's marketing strategy is to maximize consumer satisfaction. Most institutions should decide what markets they can serve since they can't, by the nature of their make-up, serve all markets efficiently. Kotler (1980) states this calls for two decisions, the first is market segmentation

and the second is target marketing. Market segmentation is the procedure of dividing the market for a particular organization (institution) into meaningful subsets of customers (students). Target marketing is evaluating, choosing, and centering on the markets the institution can most competently serve. Because of the diversity of the public to which the institutions can market their program, the need for research is apparent to determine what markets are the most viable for that institution. Positioning is the policy of determining what programs and markets are the best for that particular institution (Gaither, 1979; Harper, 1977; Kotler, 1975, 1980).

Variables for research Variables to be considered when planning market research for determining decisions for programs should include: size of graduating class, high school grade point average, extra-curricular activities, class rank in high school, vocational and occupational goals, age, sex, distance from institution, geographic location, size of institution, college grade point average, interaction with faculty, interaction with environment, and personality characteristics. The best predictors of whether students will be satisfied and remain in a program are variables of student/faculty/environment interaction and the worth of academic program to determine the "fit" of the student with the institution (Astin, 1975, 1977; Eckland, 1964; Gaither, 1979; Larkin, 1979; Lenning et al., 1980; Lockard, 1974; Pantages & Creedon, 1978; Pascarella, 1980; Tinto, 1975).

Student satisfaction Astin (1975, 1977) states that the impact of college cannot be adequately assessed by only considering the degree and the grades earned but requires the impact of the involvement of students in the college environment. A conceptual longitudinal model by Pascarella (1980) identifies student background characteristics, institutional factors, and other college experiences as well as interaction and relationships with faculty as variables interrelated to the educational outcomes that have a marked positive effect upon educational aspirations, satisfaction with academic life, and college persistence.

If the student and/or graduate finds his/her interaction experience as a satisfying, rewarding experience, he/she will become the institution's best sales person. If the degree of satisfaction is high, the student that remains in the program will in turn sell or market the program to prospective students (Astin, 1975, 1977; Dey, 1979; Eckland, 1964; Gaither, 1979; Larkin, 1979; Lenning et al., 1980; Litten, 1980; Pantages & Creedon, 1978; Pascarella, 1980; Terenzini & Pascarella, 1980; Tinto, 1975).

Kotler (1975, 1980) emphasized the need of the institution to determine if the student is satisfied with the institution. Negative attitudes by students and/or graduates toward the institution can still be prevalent years later and be detrimental to the image of the institution. The unlimited publicity from the graduate who is dissatisfied has a damaging effect on the educational and career choices of potential students (Harper, 1977; Eckland, 1964; Pantages & Creedon, 1978).

Summary of Review of Literature

Educational evaluation is a complex reality. There is no single evaluation system equally applicable to all the diverse entities. Evaluators should gather information relevant to questions raised by the consumers and patrons and yet adequately assess the program's effectiveness determining the feasibility and worth of the program or project. A good evaluator will assess the program explaining why or why not it is significant and support that decision with relevant, reliable and valid data (Joint Committee, 1981; Braskamp, Note 3).

Modern marketing is more than having a quality product that is accessible. It is concerned with the efforts involved in effectively bringing students in contact with the programs that will benefit them the most. Prospective students will look for higher education institutions that will best meet their academic interests. To find the best "fit" between the programs offered and what the student expects, an evaluative research must be conducted to permit the institution to respond quickly and accurately to the demands of the market (Kotler, 1975, 1980; Larkin, 1979; Litten, 1980).

The evaluation models that are cited in the review of literature were synthesized to provide a basis for the development of the conceptual model which will be presented in the first article. The review of literature was used by the researcher to assimilate the basic criteria for the evaluation with applicability of the developed model being based upon the institution studied. The literature did not delineate with respect to specific indicators of recognized evaluation

criteria. Therefore, the researcher developed criteria based upon the model as it applied to the midwestern university. It should be recognized that the final criteria in this study are subject to the decisions made by the researcher.

SECTION I. EVALUATING PROGRAMS IN HIGHER
EDUCATION: A CONCEPTUAL PROCESS

EVALUATING PROGRAMS IN HIGHER EDUCATION:
A CONCEPTUAL PROCESS

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ABSTRACT

A conceptual process for the evaluation of on-going programs in higher education to provide a substantial informational base for decision making is presented. The paradigmatic model encompasses the component functions of collecting, analyzing, interpretating, and decision making with delineation of each function. Six instruments were developed or adapted for assessing constituent groups involved in a program. A critique of the evaluation process following its application is included.

EVALUATING PROGRAMS IN HIGHER EDUCATION:
A CONCEPTUAL PROCESS

Educational evaluation, which is continually expanding to meet the increasing societal demands placed on educators, has produced an influx of models or processes for the assessment of programs. Constituency groups are challenging higher education to maintain high quality academic programs with effective utilization of resources. As institutions respond to this challenge, it is imperative that they employ an evaluation process to assess existing programs and to plan for the future. Along with declining enrollments, the large numbers of non-traditional students, and the need of marketable skills by all graduates, educational evaluation is imperative.

Evaluation as defined by Stufflebeam and Webster (1980) "is a study that is designed and conducted to assist some audience to judge and improve the worth of some educational object" (p. 6). Alkin (1973) stated it is the process of determining what decisions have to be made on the collected information. Evaluation should be a continuous process providing a measurement of the results and feedback while the program is in progress. It extends beyond the process of collecting, describing, and reporting pertinent information to decision makers. Educational evaluation requires a judgment to be made regarding the worth or merit of a program.

Well-known general models of evaluation, such as Stufflebeam's "CIPP," Stake's "Countenance," and Scriven's "Goal-free" provide differ-

ent approaches that are applicable to similar kinds of concerns. It behooves the evaluator to choose the model that can be expanded or modified to "fit" a particular situation. Most evaluation processes can be modified or adapted for almost any educational setting by determining what information is required, who the sources are, why it is needed and how it will be accomplished.

Educational evaluation has been dominated by the traditional experimental model measuring relevant variables for at least two equivalent groups, one exposed to a treatment, one not exposed (Campbell & Stanley, 1963). Comparison of the results designates which alternative produces a significant difference. For the on-going program, however, this design is not always feasible. For educational program evaluation, a complex process, incorporates not one but many components to provide a basis for establishing criteria of a program.

Stufflebeam and Webster (1980) conceptualize the many diverse evaluation approaches as: (1) politically-oriented evaluation (regardless of true worth or merit, it will provide a positive or a negative perspective for a program or project); (2) question-oriented evaluation, it starts with questions to be answered and uses a process that will find the answers); and (3) value-oriented evaluation (a process to determine the worth or merit of a program).

The value-oriented approach to evaluation encompasses assessment for accreditation, policy, and decision making. For this study, a value-oriented process was developed for evaluation of a program in higher

education providing pertinent information to the decision makers. This systematic process assesses most of the component parts, providing a credible measurement of the many variables comprising the environment of an educational program.

Purpose of Evaluation

In developing a process for evaluation, careful consideration should be given to why the evaluation is being done and what information is needed. Braskamp (Note 1) identifies three major forms of utilization for program evaluation. Instrumental utilization provides policy decisions about certification, maintenance, modification, expansion or elimination of programs. Enlightenment utilization will furnish the appropriate recipients with an awareness of issues and consequences relevant to their particular situation. Ritualistic utilization serves as motivation to examine critically what is presently being accomplished to eliminate problems. The purpose of evaluation is a determinant for the process selected or developed.

Strategies for Design

Two distinct roles of educational evaluation were clarified by Scriven (1973) as formative (assessment while the program is in process) and summative (assessment upon completion of the program). Formative evaluation, generally a part of the development, is usually performed by internal evaluators within the process. Summative evaluation assesses the overall effectiveness of a total program and provides a basis for continuation, modification, advocacy, or elimination of a program.

The summative evaluator, usually independent of the program, provides a source of credibility to the evaluation process. To measure the impact of a program, summative evaluation is complex, extending from goal congruence to an indication of program success (or failure). External and internal evaluation establishes a check-and-balance system to the evaluative process.

Critical analysis is needed to determine primary data sources when developing the appropriate strategies for the process. Credibility of these sources is an important factor. Different viewpoints will be provided by different sources and the aggregation of more than one perspective will help legitimize the evaluation. Acknowledgement and inclusion of all constituent groups (students, graduates, instructional faculty, and administration) involved in the program are important components.

The evaluation should result in data-based evidence, quantitative or qualitative, with the validity of the measurement instruments developed or selected providing a soundness to the process. It is time consuming to develop items for an instrument; therefore, the selection of available instruments or the adapting of items for a particular situation are feasible. To answer questions regarding a specific program, instruments will need to be constructed. Clarity of instructions accompanying the instrument is important to reduce error. The instruments developed or selected should be field tested on groups with characteristics corresponding to the target population. This will pro-

vide a safeguard against inappropriate instruments resulting in faulty inferences. Measurement error accompanies any data-collecting instrument, therefore care should be maintained to keep error to a minimum.

Instruments and accompanying letters of transmittal should be succinct eliminating excess wordiness as length will affect response rate. Most educational institutions' computer data banks contain relevant, previously collected demographic data which should be used whenever possible to eliminate lengthy and detailed instruments.

As it is important to select a variety of sources to provide credibility, it is also imperative to select a variety of instruments. Questionnaires, surveys, interviews, observations, and self-study by the institutions can be used individually or collectively.

Unless adequate follow-up procedures are implemented, a fifty percent return can be expected from those respondents who like to fill out questionnaires (Gaither, 1979). The original mailing with a self-addressed postage-paid envelope, for the respondents' convenience, should be followed by a short eye-catching post-card type reminder within ten days. A second and third mailing to nonrespondents should be made within six to eight weeks following the original mailing. A telephone call to the nonrespondents will provide added incentive for returning the instruments. The effectiveness of the follow-up techniques will increase the percentage of returned instruments and help provide a substantial data base.

Standards set for evaluations of educational programs by the Joint

Committee (1981) stipulate a systematic data control should be implemented. Not only must errors in administrative procedures for the instrument be kept at a minimum but clerical processes of recording, coding, and key-punching should be checked. An abundance of errors will promulgate erroneous conclusions.

Appropriate analysis methods are needed for the interpretation of quantitative or qualitative data. The nature of the information needed, the audience to be served will be determining factors on the statistical techniques used in the evaluation. All evaluations do not need complex statistical techniques with simplistic evidence providing the most relevancy to the audiences.

Objectivity is a main component in evaluation and of the dissemination of the interpretations of the data collected. The Joint Committee (1981) states, "...procedures should provide safeguards to protect the evaluation findings and reports against distortion by the personal feelings and biases of any part to the evaluation" (p. 138). Reporting the evaluation may be accomplished in verbal (written and/or oral) and visual (numerical and/or literary) forms with provisions made for rights of privacy for individuals (Braskamp, Note 1). Communication is an important aspect as utilization of the evaluation will depend upon its acceptance. The level of the information needed will determine the level of the analysis and the dissemination of the information. A variety of tone and presentation in reporting will communicate evaluation information more effectively.

Political Ramifications

Evaluation is never free from political considerations. It cannot be entirely dissociated from the constraints of the personal perspective. Evaluation viewed by those with vested interests can be considered a threat to the stability of a program, to power figures, to public disclosures of weaknesses (forgetting that strengths can be disclosed too) and to increased demands upon personnel.

Credibility and utilization are important to the audience (decision makers) receiving the evaluation report. Information may need to be adapted to their particular political context. Information in opposition to the political environment of the evaluation will be adversely received by those with vested interest. Awareness of the political ramifications will help anticipate and delineate problems that could be an eventuality reducing cooperation for the evaluation.

Application of Developed Process

The conceptual model developed by Slimmer (1981) (See Figure 1) was applied to an on-going program of a midwestern 2A university. collected and interpreted data provided an adequate informational base about the strengths and weaknesses of the program to the decision makers, justifying defense of modification, curtailment, or advocacy of component parts of the program. The evaluation process also provided substantial assessment in readiness for accreditation or certifying agencies.

Primary data sources are identified and defined as the constituents

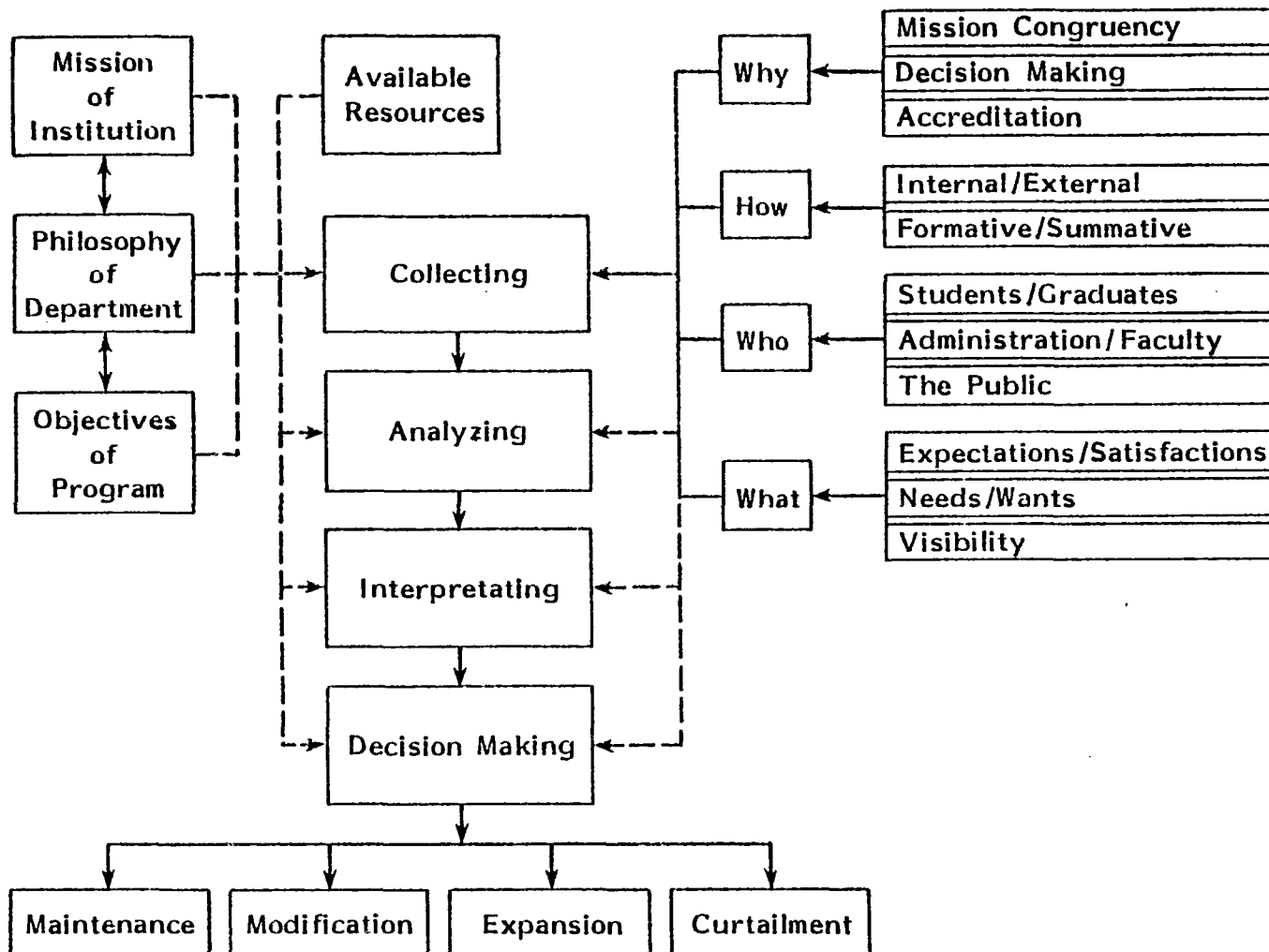


Figure 1. A conceptual model for program evaluation

involved with this particular program including: currently enrolled students with majors in the program; the graduates of the program from the years 1975 to 1980; administrators accountable for the program for the past five years; present instructional (full-time and part-time) faculty responsible for the program; and students from years 1975 to 1980 indicating at enrollment a major in the program but have subsequently left the program. Visibility of the program required sources outside the program. From the precursor of future students for the program (private and public high schools in the state), counselors and principals were selected for this assessment. The use of constituents from different levels presented different perspectives promoting a global effect to the evaluation. Demographic information regarding sex, age, marital status, high school graduating class size and rank, high school and college GPA and academic course information was collected from the university computer data bank.

The Currently Enrolled Student Satisfaction Survey (CESSS) and the Graduate Satisfaction Survey (GSS) (Slimmer, 1981), adapted or developed for the students and graduates, included rank order items regarding attitudes toward high school courses, involvement in extra-curricular activities and professional organizations, and career information. In addition, the CESSS included the College Student Satisfaction Questionnaire, Form C, developed by Starr, Betz, and Menne (1971). A satisfaction inventory of 35 Thurstone-type items and one open-ended question was

included on the GSS.

The Program Perception and Visibility Questionnaire (PPVQ) developed was an abbreviated instrument containing four check-response and two open-ended questions determining the adequacy and knowledge about the program as perceived by high school principals and counselors in the state. The Administrators Perception and Satisfaction Survey (APSS) contained 37 Thurstone-type item satisfaction inventory adapted from the GSS to acquire an administrators' perception of the program. The Transfer Reason Survey (TRS) was an 18 rank order item questionnaire developed to assess the most important reasons for dropping out of the program. Complying with the follow-up procedures outlined by the conceptual process, a return of useable questionnaires provided a data base from the constituent groups (currently enrolled students, graduates, counselors and principals of high schools, administrators and transferred students) involved with the program.

The Self-Study Evaluation Form (SSE), suggested by accrediting agencies (NCATE, Note 2; AHEA, Note 3; NCA, Note 4), was given to the faculty responsible for the program. No on-site visit of the institution was planned.

Systematic data control was used to monitor the coding, recording, and collating of data to reduce clerical errors to a minimum. A statistical treatment of frequency counts, percentages, and crosstabs was used on both quantitative and qualitative data from five of the six instruments. The SSE was a compilation of interviews, personnel data information, open-end questions, observations, and printed documents.

The report to the decision makers was made in written form with tables of numerical data providing supporting evidence.

Meta Evaluation

Specific results from the application of the model may be found in "Applying An Evaluative Process to a Program in Home Economics" (Slimmer, 1981). Following the application of the conceptual process in a practical setting the following recommendations are offered to the user of the model. These recommendations include:

1. Consideration should be given to administering an identical instrument to both populations (students and graduates).
2. Data should be collected at various stages of the students' academic career on their current status of satisfactions/dissatisfactions so comparisons could be made of the data for statistical and practical significance. If the time element were quantified and controlled for in the design, analysis could provide a comparison of the progress (or decline) of the program.
3. Open-ended question(s) may provide additional information about specific details of the program.
4. On-site visitation may be considered as a follow-up to a self-study evaluation.
5. Measurement instruments used should be investigated for reliability and validity to increase the credibility of the evaluation process.

6. Because of the complexity of educational outcomes and the differing values placed on its benefits, cost effectiveness is hard to achieve, but should always be considered.

Concluding Comments

The evaluation of a program in higher education is a complex process. The program should be evaluated by extrinsic criteria as well as intrinsic criteria to provide an encompassing perspective of all components. Judgments will be made regarding the context of the program, the input of the program, the processes of the program, and the products of the program. The interaction of all these forces, tangible and intangible, result in the culmination for the judgment process. There is no promise, however, that decision makers will utilize the information from the evaluation as a basis to render judgment and recommendations for modification, improvement, or curtailment of a program.

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SECTION II. APPLYING AN EVALUATIVE PROCESS
TO A PROGRAM IN HOME ECONOMICS

APPLYING AN EVALUATIVE PROCESS TO A PROGRAM
IN HOME ECONOMICS

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ABSTRACT

A conceptual model for program evaluation in higher education was applied to an on-going home economics program of a midwestern university. Respondents in the study included currently enrolled students, graduates, instructional faculty, administration, and students who had transferred from the program. A visibility and perception questionnaire was administered to principals and counselors from a random sample of high schools in the state. The collected, analyzed, and interpreted data from six instruments provided a base to assess strengths and weaknesses of the program and from which the key personnel could make judicious decisions regarding modification, expansion, elimination or maintenance of segments of the program. The evaluation process also provided an assessment of the readiness for visitation by accrediting certifying agencies. Outcomes and recommendations for the program based on the data from the evaluation process were included.

APPLYING AN EVALUATIVE PROCESS TO A PROGRAM
IN HOME ECONOMICS

Institutions of higher education are challenged to develop and maintain high quality educational programs. The quality rating of a program is complex, hard to determine, and made up of many diverse variables. Collecting evidence in a systematic process through educational evaluation provides a composite of the results of measuring many variables which usually support accompanying judgments by decision makers (e.g., administration, faculty) (Stufflebeam, Foley, Gephart, Guba, Hammond, Merriman, & Provus, 1971; Braskamp, Note 1).

Results from evaluative processes may be used as a basis to implement the improvement, expansion, or abatement of a program. These results may encompass consumer satisfaction surveys to help determine the effectiveness of a program in meeting the consumers' needs and wants. Self-study evaluations may also be used in preparation for visitation by accreditation agencies for the purpose of internal assessments of strengths, deficiencies, and capabilities pertinent for the use of resources; human, financial, and material.

To develop a conceptual process for programmatic evaluation in higher education; to apply that process to a particular on-going program; and to provide information to decision makers regarding marketability of that program were the three parts of a study undertaken by the researcher (Slimmer, 1981). This article relates to the application of the conceptual model shown in Figure 1 to a specific on-going undergraduate home economics program in a midwestern university.

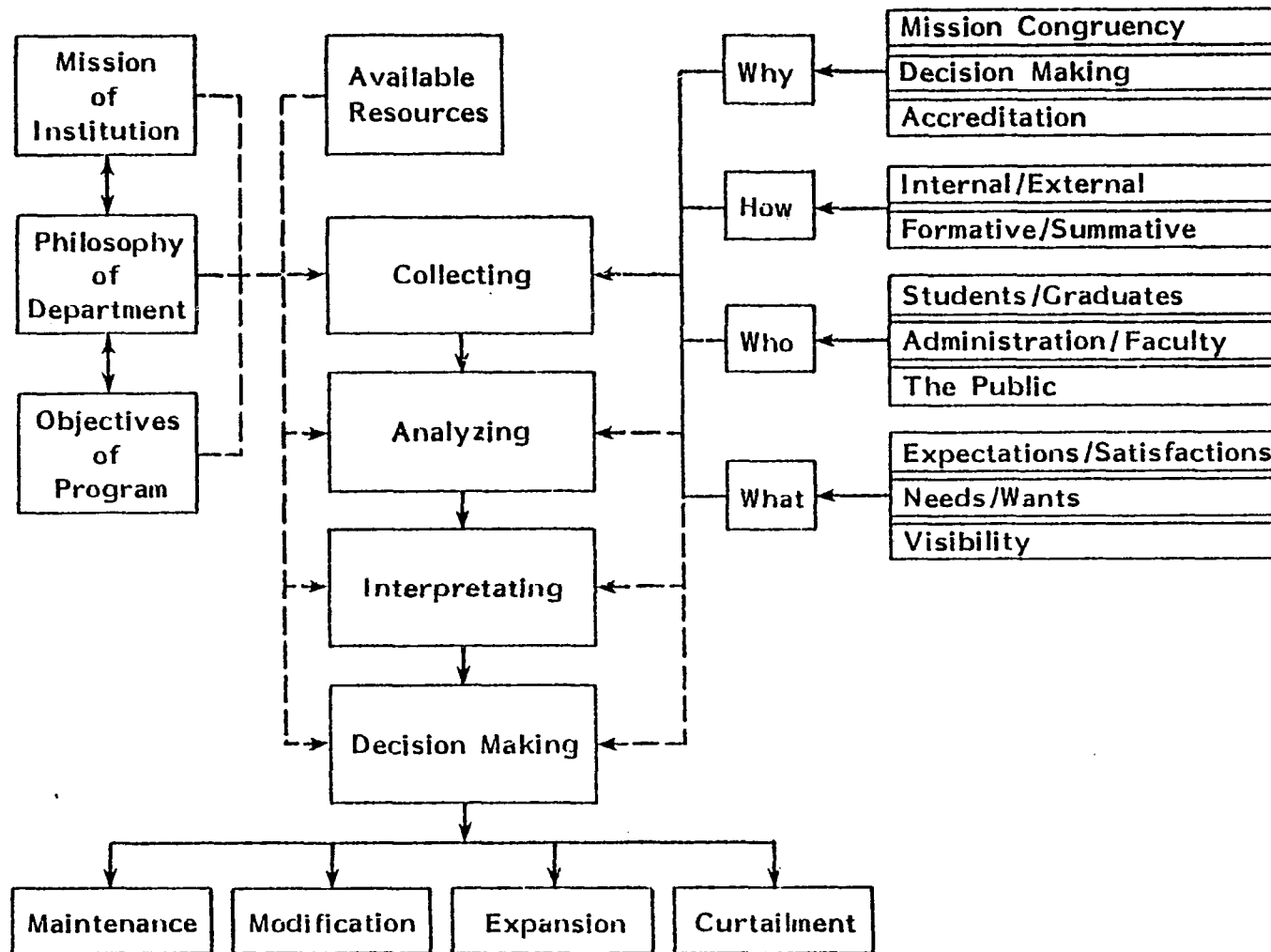


Figure 1. A conceptual model for program evaluation

Specific objectives of this study were to determine satisfaction of the constituent groups regarding 1) viable courses, 2) teaching effectiveness, 3) program's strengths and weaknesses, 4) professional quality, 5) learning environment, 6) marketable skills for graduates, and 7) visibility of a home economics program in an institution of higher education.

All generalizations drawn from the data of this study should be limited to the populations sampled or, at most, applied cautiously to populations and environments closely resembling those investigated in this study. The process for evaluation of an educational program (Slimmer, 1981) can be applied to other programs or components of a program in higher education.

Method of Evaluation

Assessment instruments Six instruments were used for collecting data. They were: Currently Enrolled Student Satisfaction Survey (CESSS); Graduate Satisfaction Survey (GSS); Administrators Perception and Satisfaction Survey (APSS); Transfer Reason Survey (TRS); Program Perception and Visibility Questionnaire (PPVQ); and Self-Study Evaluation Form (SSE). The following is a brief description of each of these instruments.

Currently Enrolled Student Satisfaction Survey (CESSS) The College Student Satisfaction Questionnaire (CSSQ) Form C, developed by Starr, Betz, and Menne (1971) served as the basic instrument for ascertaining student satisfaction. Items were added to the CSSQ to form the CESSS. These items included reasons for entering a particular institution and a major field, high school course and activities information and career objectives.

Graduate Satisfaction Survey (GSS) The GSS, developed by Slimmer (1981), consisted of four parts. Part one measured continuing education and professional involvement. Part two consisted of information about high school courses and student activities. The third part related to career information which included eight items to rank order. Part four was a 35 Thurstone-type item satisfactory inventory and an open-ended question designed to solicit a free association response.

Administrators Perception and Satisfaction Survey (APSS) Thirty-seven Thurstone-type satisfaction items were adapted from the GSS to assess administrator perceptions and satisfactions regarding a program. An open-ended question was also included.

Transfer Reason Survey (TRS) No suitable instruments were available for measuring attrition from a program, therefore; a questionnaire to assess importance of the reasons a student transfers from a program had to be developed. The items were based on insights concerning reasons for attrition and satisfactions/dissatisfactions (Astin, 1975, 1977; Meerdink, 1977; Pantages & Creedon, 1978; Starr et al., 1971; Tinto, 1975).

Program Perception and Visibility Questionnaire (PPVQ) This instrument was developed to determine constituent group views regarding the program's strengths and weaknesses and the visibility of the program in the state. The questionnaire contains four check-response items and two open-ended free response items. Respondents were principals and counselors of private or public high schools.

Self-Study Evaluation Form (SSE) This eight part instrument was adapted from evaluation forms utilized by the North Central Association of Colleges and Schools, the National Council for Accreditation of Teacher Education, and the American Home Economics Association accrediting agencies (NCATE, Note 2; NCA, Note 3; AHEA, Note 4). Permission was granted by each accrediting agency to use the evaluation forms, criteria, and standards verbatim.

All instruments were read by a jury of five professional educators to determine clarity, content, and accuracy. Each instrument was field tested on a group of clients with similar characteristics to actual subjects of population. The proposed evaluation process was applied to a home economics program of a midwestern university.

Data collection The pretested and revised questionnaires and a cover letter were mailed to the appropriate samples of graduates, principals of high schools, administrators, area extension directors, and transfer students. Follow-up procedures including a post-card reminder, another questionnaire with appropriate cover letter, and a telephone call to nonrespondents facilitated return of questionnaires providing an adequate data base for each sample. A preview analysis of the return from high school principals' PPVQ indicated a need to contact school counselors also. The PPVQ was thus mailed to a counselor from each of the same high schools. The CESSS was administered on campus in November 1980. Demographic data including sex, marital status, age, high school

and college GPA, rank in and size of high school graduating class, courses taken in high school and college, previous post-secondary education were also drawn from the university data bank.

Findings and Discussion

The data obtained by the evaluation process were tabulated using frequencies and percentage of response for each variable on the questionnaires. Contingency tables were used to compare years within graduates and classes within currently enrolled students. Response to instruments and percentage of return are shown in Table 1. Composite data compiled from the instruments revealed pertinent information to help provide program guidelines for an institution of higher education. Outcomes of the program that can be substantiated by the evaluation process include: 1) rationale for goals of the program; 2) departmental organization; 3) assessment of physical facilities; 4) perception of program quality; 5) field-based assessment relating to current concerns; 6) faculty and student interaction; 7) utilization of constituent groups for program development; 8) professional preparation guidelines; 9) career option information; 10) course scheduling to meet students' wants and needs; 11) continuing education attitudes of graduates; and 12) program visibility.

The following contains analysis of the responses from the instruments providing a rationale for each of the outcomes for this program.

- Rationale for goals of the program As a result of using the SSE, it was evident that there was lack of systematic internal evaluation and continuity of course objectives. Internal evaluation leading to

Table 1. Respondents and percentage of return for instruments used in evaluation process

| Respondents | Percentage of Return | Instruments | | | | | | Demographic Data |
|--|----------------------|-------------|-----|------|-----|------|-----|------------------|
| | | CESSS | GSS | APSS | TRS | PPVQ | SSE | |
| Currently enrolled students (n=58) | 93.6 | X | | | | | | X |
| Students transferred from program (n=51) | 71.8 | | | | X | | | X |
| Graduates (n=92) | 93.8 | | X | | | | | X |
| Administrators accountable for program (n=4) | 100.0 | | | X | | | | |
| High school counselors (n=98) | 98.0 | | | | | X | | |
| High school principals (n=98) | 98.0 | | | | | X | | |
| Area extension directors (n=5) | 100.0 | | | | | X | | |
| Instructional faculty (n=4) | 100.0 | | | | | | X | |

the development of short-range and long-range goals for the program was not evident. The general objectives of the program were so nebulous that measurement was difficult.

- Departmental organization More than one constituent group (GSS; CESSS; APSS) indicated low departmental organization. The variable "organization of the department" received low satisfaction ratings. The scope and sequence of the curricula as viewed by the students on the CESSS and by the open-ended responses to the GSS, were rated unsatisfactory.
- Assessment of physical facilities Through personal interview and assessment by GSS, CESSS, and APSS, physical facilities and equipment were described as: classroom space adequate for program now offered; ventilation, temperature adequate but energy inefficient; offices, work-space, and storage below comparable programs; electrical upgraded to code compliance; laboratories and equipment exceedingly outdated, inaccessible to handicapped; no space for individual research projects by students or faculty; below standard aesthetic qualities; and no space for students to study in department. Graduates and students expressed by the GSS and the CESSS, the need for space for study and nonacademic activities. Built in 1952, the physical facilities were described as "good for their time but totally outdated for current times." Long-range improvement plans considered for fiscal year 1983 propose substantial remodeling.

- Perception of program quality The CESSS and the GSS indicated a good basic education was perceived to be received. Satisfaction variables receiving high ratings included: "the quality of the education students get here;" "content preparation in your area of specialization;" and competencies in basic skills. More than one graduate expressed "I'm proud to be from..." with frustrations "...due to size of the department."
- Field-based assessment relating to current concerns Over 25% of the graduates indicated on an open-ended response question of the GSS that they perceived the department was not progressive. Graduates responded that "there's no reason why we can't be up-to-date and 'with it and not stagnant' ...we need a new image." Another graduate added, "one teacher is too concerned how the other faculty members felt about her...too busy to give students the proper training and opportunities that they need." Also noted was a teacher as "excellent" and "of highest caliber"... "tried to share her knowledge and experiences with us." The need for updating the program (curricula, facilities, and faculty) to meet the needs and wants of society therefore creating a professional and new image was repeated by both graduates and students.
- Faculty and student interaction The data revealed that interaction and rapport with faculty and other home economics majors were excellent. The CESSS revealed the variables that ranked highest in satisfaction with students were "the way teacher talk to

you when you ask for help," "the amount of personal attention students get from teachers," "the friendliness of most students," and "the opportunity to make close friends here." Variables from the GSS that were ranked highest by graduates were "opportunities to know the other home economics majors" and "rapport established by faculty with students." Open-ended responses from graduates revealed appreciation for the teacher who "was so interested" and "concerned with her students." The size of the school was ranked as the "most important reason" (by over 20% of the graduates and students) for attending that university.

- Utilization of constituent groups for program development. The opportunity for structured input from the constituency groups in the development of the program was minimal, thus providing low recognition to meeting the wants and needs of these groups. Variables from the CESSS showing dissatisfaction included: "the appropriateness of the requirements for your major;" and "the chance you have to substitute courses in your major when you think it is advisable." More than 20% of the graduates indicated on the GSS that they wanted more courses offered in the program. They criticized lack of scope and sequence, and desired more in-depth courses in their professional areas of concentration.
- Professional preparation guidelines Through the CESSS and the GSS, dissatisfactions were expressed regarding "the preparation students are getting for their future careers." One graduate wrote "most of the courses seemed to contain large amounts of information

for future teachers....useless for students not entering the teaching profession...." A student stated, "...we were guided into education... many possibilities are available in home economics." Career information from GSS noted 30% of the graduates are now teaching. A dietetics major stated, "I was a minority in the department."

- Career option information Student responses to the CESSS indicated dissatisfaction variables as: "the chance to prepare well for your vocation;" "the chance to get help in deciding what your major should be;" and "the ability of most advisors in helping students develop their course plans." Over 14% of the graduates indicated on the GSS a need for career counseling. This can be emphasized by a quote, "...with more and more women in the work force, home economics is definitely facing an identity crisis, ...more should be done to point out home economists are needed in...not-so-traditional areas.
- Course scheduling to meet students' wants and needs Traditional scheduling appears to limit enrollment by non-traditional students. Transfer students indicated on the TRS that course scheduling and family commitments were incompatible. One transfer student commented in a phone conversation that classes were not scheduled for women with families.
- Continuing education attitudes of graduates Graduates expressed through the GSS a desire and a need for up-dating of information and trends in home economics. An awareness on the part of the faculty as shown by the SSE of the students continuing on to graduate school

was limited. The GSS revealed that over 40% of graduates had continued their education. The SSE noted that graduate level courses in home economics were not an option.

- Program visibility Visibility of program as perceived by constituent groups was low. Principals (75.5%) and counselors (55.1%) on the PPVQ indicated that knowledge of the institution's home economics program was low. When asked, "If not informed, what could the department do to help you become more informed?", principals and counselors suggested: written information to schools (counselors and home economics teachers), with one counselor stating, "first class mail..., have time only to read mail from people who cared to send first class;" recruiters visit school (on career day, home economics department, counselor, students); and offer campus visits. One counselor said "...market your program, make yourself visible...offer an incentive for the first student to come to your school, that student will go back and sell your school to other students, if you have a good program."

Recommendations

To illustrate the functioning of the conceptual model, the following recommendations were developed for this particular program. These recommendations for decision making regarding maintenance, modification, expansion, or curtailment of segments of the program were based on the analysis and interpretation of the data. Recommendations for the program include:

1. Conduct a systematic evaluation of the program for the purpose of developing goals and objectives.
2. Develop clearly articulated measurable objectives.
3. Design up-dated physical facilities and equipment to meet prevailing needs.
4. Maintain a basic educational program while developing in-depth specialization in certain areas of professional concentration.
5. Create staff professionalism and a new program image through integration of research, in-service, and professional contacts.
6. Expand interaction of faculty and students to include formal (academic, classroom) and informal (nonacademic, off-campus) contacts.
7. Evaluate constituent groups to provide structured input for program development.
8. Expand professional areas of concentration, maintaining equivalent emphasis for all areas offered.
9. Develop career option information packages (written information, workshops, seminars) for home economists.
10. Develop non-traditional scheduling of courses (telenet courses; interdisciplinary scheduling of classes could establish one day per week consisting of three-hour blocks of courses providing nine to twelve hour credits for one day on campus for the student whose geographical proximity is far).

11. Research feasibility of graduate level courses.
12. Increase visibility of program through written and personal contact for constituent groups (high schools; civic, social, youth, and service organizations; and community colleges).

Conclusions

The purpose of this study was to apply an evaluation process to a program in an institution of higher education. Instruments were developed and applied to an on-going program in a home economics department of a midwestern university to measure constituencies' satisfactions/dissatisfactions. The evaluation process was supported by the evidence produced through the systematic collection, analyzation, and interpretation of data from many components of the program.

A final report to the decision makers presented an assessment of the strengths and weaknesses of the program and assisted in the determination of what components should be improved, expanded, curtailed, or advocated.

An area not assessed by this evaluation process was the available market for the graduates of the program. Further research could determine competencies needed for the prevailing market. The implementation of continuous research would provide a longitudinal evaluation producing greater reliability and validity of the results.

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SECTION III. MARKETING HIGHER EDUCATION:
THE NEW BUZZ WORDS

MARKETING HIGHER EDUCATION:

THE NEW BUZZ WORDS

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ABSTRACT

Marketing strategies, historically a business world buzz word for hard sell, are being utilized by institutions of higher education. Marketing tools can provide insights to decision makers in institutions, helping them to develop programs more responsive to their relevant publics. Strategies based on evaluation data from an on-going program are outlined for a program in higher education.

MARKETING HIGHER EDUCATION:

THE NEW BUZZ WORDS

Marketing is the word. Marketing is the shibboleth of educators in higher academic institutions today. Once considered a brash statement of hard sell, conceived uncouth to even accompany thoughts regarding education, marketing, achieving in an age of consumerism, has become respectable.

What is marketing? What is marketing as it applies to higher education? What is marketing as it applies to our institution? These are the questions being asked by decision makers in all aspects of education. Marketing terms and concepts are generating steam and rhetoric and are heard in conversations across campuses as academic administrators and decision makers face the challenge of today's educational concerns. Too often institutions jump on the band wagon (as many have with marketing), only to discover the move was anachronistically inappropriate for their particular situation.

The purpose of this study was to evaluate a program in higher education providing a basis for marketing strategies for that program. Information relevant to marketing of higher education is presented as an introduction for the marketing strategies.

Marketing Applied to Education Institutions

Marketing, a term that is synonymous with the business world of selling, is penetrating deeply into the academic setting of determining who the consumer is and what the consumer wants. The dichotomy of

selling and marketing is contrasted between the antithetical orientation: selling focuses upon the needs of the seller; marketing focuses on the needs of the buyer. The concept of marketing is to know and understand your consumer so successfully that your product or service appropriately sells itself. Institutions in their recruitment programs, alumni and endowment enterprises, catalogs, and ways of meeting the expectations of students have engaged in marketing without the esoteric terminology and the understanding of its salient principles and concepts. Recognition is relegated to marketing as an orthodox designation for the promotional activities employed by higher institutions to sell their business, which is education.

A marketing concept for nonprofit organizations as described by Kotler (1975) is the determination of wants and needs of the publics and adapting the organization to deliver more effectively and efficiently than others. Litten (1980) states, "marketing is a frame of mind," involving relationships between institutions and their surrounding environment (p. 41). A. R. Krachenberg in the Journal of Higher Education (1972) related it to academic institutions:

"...marketing deals with the concept of uncovering specific needs, satisfying these needs by the development of appropriate goods and services, letting people know of their availability, and offering them at appropriate prices, at the right time and place."
(p. 380)

This philosophy has become the foundation for institutions as they revitalize their systems to enlist strategies for survival.

Market Orientation

Effective marketing encompasses more than a recruitment program. A point of departure for a sound marketing program is the identification and analysis of the market through research (to motivate utilization of its product and/or service) and assessment of the institution's image and the attitudes of its constituents toward the functioning processes of the institution. In a market-oriented planning approach, institutions need to analyze their environment, potential sources of students, and student characteristics while assessing their existing resources (material, financial, and human) demonstrating a clear sense of mission.

An institution cannot be all things to all people. Therefore, choices must be made before defining a proper niche or "position" in the market. Position is more than just the image associated with the institution. It is the dimension that distinguishes its uniqueness from other institutions. The need for maximizing consumer satisfaction is evident. Institutions must provide accurate information which allows students to make wise decisions regarding academic choice.

Market position has two divisions, the first being market segmentation and the second, target marketing (Kotler, 1980). Market segmentation is the specialization and development of one area to its utmost. Three criteria are required for segmentation of markets: 1) measurability (Are numbers and desirability of this segment available?); 2) accessibility (Can these numbers be reached and served effectively and efficiently?); and 3) substantiality (Is this segment worth

consideration?). The development of market segmentation requires evaluation to determine who is attending the institution, and who are the potential students. Markets, segmented by demographic attributes (age, sex, geographic location) or by preference attributes (areas of academic concentration), create patterns for target marketing.

Target marketing is the evaluation, selection, and concentration of those market segments the institution can serve most effectively. A factor for determining the target market is the homogeneity of the market. As the homogenous quality of potential consumers becomes greater, there is a decreasing requirement for a strategy of differentiated marketing.

The postulation of the theory "...we know what is best for the student" is antiquated. Institutions making their own internal evaluation often fail to take into consideration that what the institution perceives as needed by the student is not what is wanted by the student. Ideally, the institutions will, when determining their market position, combine needs and wants of consumers for a viable program.

Marketing Research

Marketing research becomes paramount to determine marketing strategies for each individual institution. Initiation of evaluation procedures for on-going programs and the establishment of criteria for the future programs are needed to meet the challenges brought by pressure from internal and external forces. Market research can discover the needs, attitudes, satisfactions, and priorities of constituent groups

concerned with the performance of the institution, permitting more than the raucous vocal interests to be heard. Through a systematic evaluation process of collecting, analyzing, and interpreting data, market research will support and show justification for decisions that are made.

The marketability of a program, established by research, will determine if the program offered will "fit" the consumers' expectations. Research supports the theory of increasing congruence between the student's values, goals, and attitudes and the environment (academic and social). If provided by the institution it will increase the retention of the students (Pantages & Creedon, 1978). Evaluation of the student population can provide tangible evidence for explanations for attrition, retention, satisfaction (or dissatisfaction) of the academic and social environment.

The "fit" of students to the program and services provided by the institution is an important aspect to consider when planning marketing strategies. Students bring to the academic institution certain expectation levels and if the institution does not meet these levels, their dissatisfaction may be demonstrated by attrition. Effective marketing is concerned with providing a quality program that will attract and retain students. Students are not just temporary residents of an institution, they are part of its permanent constituency. The current attitudes of students will be to a large extent the determining force for the image of the institution.

Astin (1977), in Four Critical Years, states that the impact of college cannot be satisfactorily assessed by degree completion and the grades received but requires the impact of the involvement of students in the academic environment. The graduate is a marketable resource and thus reflects the quality of the institution.

Internal research will identify resources within the institution for marketing strategies. External research will identify the factors to meet student needs and wants and encompass employment information for marketable competencies for the graduates. External evaluation supported by internal evaluation will produce a variety of informational data to form a basis for market strategies.

Marketing Plan

The key concept of modern marketing, formulating a marketing plan, determines the course of action pursued by an institution. The plan, containing market penetration (the number of different programs offered), development (new markets for current and future programs), and diversification (new markets and new programs) should efficiently and effectively convey the message regarding an academic program of excellence. The marketing plan must be compatible with the institution. An example of changing the mission to meet societal changes is noted by the movement of institutions previously serving specialized clientele (women only, men only, specific religion) into the mainstream of diverse student population. Conscientious effort to assure benefits and maintain standards of academic quality must not be compromised as institutions actively and competitively seek new markets.

The rationale for the marketing plan should be concentrated, in part, on the strengths of the resources of the institution. What material resources are available? What financial resources are available? What human resources (faculty) are available? Institutions need to be cognizant of the impact of elimination of programs or courses on faculty morale. Institutions cannot offer every program and through evaluation can ascertain which programs are congruent with their resources and at the same time will provide the highest satisfaction to the largest number of consumers. In essence, a social marketing concept is required for the adoption of marketing strategies for an institution. This involves understanding needs, attitudes, preferences, and cultural behavioral patterns of the target audiences along with the resources of the institution and meshing these strategies in a balanced and harmonious relationship with each other. The mix of the marketing plan will contain elements of the product (academic, extra-curricular, faculties), price (tuition, housing), place (geographical environs, facilities), and promotion (catalogs, media, brochures).

Delivery of a Marketing Plan

Communication is a vital aspect of the marketing concept of building relations. Market research is the first essential step in forming a communication system for marketing. The traditional student, media-wise and generally sophisticated, requires a well-rounded mix of frank and honest information in a functional appealing design. Good communication is facilitated by remembering who your audience is and communicating candidly and effectively to them.

Institutions of higher education have utilized paid advertisements. It is commonplace to see newspaper ads or television spots by institutions that are marketing their programs (Ziegler, 1975). An awareness of a program for an institution can be created through advertising. A constant market monitoring and analyzing of the results will test the effectiveness of the promotion strategies.

Putting Marketing into Action

Slimmer (1981) conducted a three-part study concerning the development of a conceptual process for evaluation of programs in higher education and the application of that process to an on-going home economics program in a midwestern 2A university to provide relevant data for developing marketing strategies for that program. The evaluation measured satisfactions/dissatisfactions of currently enrolled students, graduates, administrators, instructional faculty, and transferred students regarding the following specific objectives: teaching effectiveness; viable academic courses; strengths, weaknesses, and limitations of program; professional image provided; learning and social environment; and marketable skills for graduates.

Several instruments were developed to assess the home economics program to provide evaluative data for developing a marketing plan. Students in the program responded to the Currently Enrolled Student Satisfaction Survey (CESSS), which included items regarding attitudes toward high school courses, extra-curricular activities, and career objectives. A major portion of the CESSS was composed of the College Student Satisfaction

Questionnaire, Form C, developed by Starr, Betz, and Menne (1971). The instrument was developed for the purpose of measuring satisfactions/dissatisfactions of students concerning academic preparation, compensation, working conditions, social life, and recognition. The Graduate Satisfaction Survey (GSS) was responded to by graduates of the program from the years 1975 to 1980. The GSS contained questions concerning career choice and objectives, high school course and extracurricular attitudinal information, decisions determining major and a 35 Thurstone-type item satisfaction inventory concerning perception of their academic preparation, interaction and competencies.

Other instruments developed for the purpose of evaluating the program included: Transfer Reason Survey (TRS); Program Perception and Visibility Questionnaire (PPVQ); Administrators Perception and Satisfaction Survey (APSS); and Self-Study Evaluation Form (SSE). The 18-item rank order TRS was answered by students who had transferred from the program during the years of 1975 to 1980. The instrument was used to provide reasons of satisfaction (or dissatisfaction) with the program. Administrators accountable for the program responded to the 37 Thurstone-type APSS consisting of satisfaction items adapted from the GSS to provide their perception of the program. Principals and counselors of public or private high schools in the state responded to the PPVQ providing their perception and knowledge about the program.

Demographic information regarding sex, marital status, age, high school graduating class size and rank along with high school and college

academic course information was obtained from the university data bank for the currently enrolled students, graduates, and transfer students. This information, when compared to four other midwestern 2A universities of similar size, did not differ significantly from other student populations.

The faculty responded to portions of a self-study evaluation based on criteria and standards of accrediting agencies and professional organizations. The self-study evaluation was completed during an on-site visitation by an outside researcher.

The data collected, analyzed, and interpreted by the researcher led to the following marketing strategies for that particular home economics program in a midwestern 2A university. Data supporting these interpretations are available from the researcher. Generalizations of the marketing strategies to programs in other institutions should be made cautiously.

Marketing strategies outlined are:

1. Develop clearly articulated, implementable, and observable program objectives stated in terms of student behavior compatible with mission of the institution. The student needs to know what competencies are obtainable by enrolling and continuing in the program.
2. Develop short-range and long-range goals for the program based on information from the evaluation process.
3. Involve students, graduates and supporting groups in development of goals, objectives, and curricula for the program.

4. Continuously evaluate satisfactions/dissatisfactions of total program by graduates and students. All programs need a monitoring system of structured evaluation.
5. More emphasis on the non-traditional student. (Only 10% of the students in the home economics program are identified as non-traditional as compared to 25% across campus.) Structure classes for non-traditional students. These could be refresher or for enrichment courses. Interdisciplinary scheduling of classes would set aside one day per week containing three-hour blocks of courses for the student whose geographical propinquity is one hundred miles. This day could provide nine to twelve hour credits for one day on campus. This scheduling would also benefit the employed consumer.
6. Plan informal and formal interaction with students by faculty. Pascarella's (1980) study indicated that informal interaction of faculty with students increases satisfactions. Informal interaction is especially important during the time of highest attrition, the freshman and sophomore years. Formal (academic) interaction is present with professional formative advising; classroom discussions; student input in program. Informal (social) interaction is encouraged by the faculty providing time out-of-class discussion and sharing of experiences; "open-home" evenings by faculty; sharing of coke or coffee breaks.
7. Publicize occupations and job opportunities that are possible

with a degree from the program. Design brochures for the traditional and for the non-traditional student. Use personal contact for dissemination of written information by volunteering for civic and social programs; visitations to organizations and agencies; participate in high school career day (or night). Faculty needs to be available as informed sources of career options.

8. Increase emphasis of contact with high schools by faculty and/or students; visiting home economics departments, the guidance counselor; provide written information directed at high school students.
9. Provide in-service and other opportunities for faculty (and students) to enhance professionalism. The faculty can be salient models of their profession.
10. Involvement with campus activities (e.g., campus weekends for high school students) and off-campus activities (e.g., 4-H groups, Scouts, Future Homemakers of America) by graduates, students, and faculty of the program to help encourage them into the program.
11. Establish internships and practicums for professional areas of fashion merchandising, dietetics, and institutional management.
12. Explore sources of funding; applying for grants and increasing monies for scholarships.

Summary

If institutions of higher education are to continue to exist and grow in the rapidly changing societal environment, they must develop a total marketing concept that will provide solutions for problems that arise. Management by Expediency (more commonly known as flying by the seat of the pants) to meet each new problem needs to be eradicated and replaced with a marketing concept, implementing in-depth systematic research that identifies student target groups, societal needs and wants, fit of graduates to market evolution, student relationship to the institution, and feasibility for new programs. A marketing plan consists of projecting a strong academic curricula, continually evaluating all components and melding together in a unified program that is consistent with the mission of the institution.

Borrowing a much quoted phrase from the business world, "There are three types of companies. Those who make things happen. Those who watch things happen. Those who wonder what happened" (Kotler, 1980, p. 63), is applicable to the academic world. If institutions are to survive the critical years of declining enrollment, decreasing financial resources, capricious educational needs and wants--then institutions must stop watching others and make it happen for their institution. As an integral component of the educational system, marketing must develop usable and applicable answers as new problems and concerns emerge. The marketing principles that apply today will be challenged tomorrow by new factors in the environment. Institutions that are able to initiate marketing

strategies and practice based on sound evaluation data to provide a societal-responsible education will meet and survive the challenge.

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SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to formulate a conceptual process for evaluation of a program in institutions of higher education and to apply that process to an on-going program contributing supportive evidence for disposition of policy and procedures promoting marketing strategies. The study was presented in the alternative dissertation format of three articles: "Evaluating Programs in Higher Education," "Applying An Evaluative Process to A Program in Home Economics," and "Marketing Higher Education: The New Buzz Words" which have been submitted to scholarly journals.

The evaluation process encompassed most of the components and constituents involved in a program in higher education. A conceptual model was outlined within the first article. The specific elements considered included 1) marketable skills for graduates, 2) viable courses, 3) teaching effectiveness, 4) strengths and weaknesses, 5) professional quality, 6) learning environment, and 7) visibility of the program.

The purpose for the evaluation provides the base for the process development. The constituent groups involved with the program provided a cogent factor in the development. The evaluation process outlined by the model provided a supportive information base to the decision makers in determining maintenance, modification, expansion, or curtailment of segment of a program. The process also provided assessment in readiness for accreditation or certifying agencies.

Six instruments were selected or developed to measure satisfactions/dissatisfactions of currently enrolled students (CESSS, see Appendix A), graduates (GSS, see Appendix B), administrators accountable for the program (APSS, see Appendix D), and students who transferred from program (TRS, see Appendix E). The Program Perception and Visibility Questionnaire (PPVQ, see Appendix F) was developed for principals and counselors of private or public high schools in the state to provide their perception of the visibility of the program. A Self-Study Evaluation Form (SSE, see Appendix G) for the instructional faculty was based on standards and criteria of accrediting agencies. These instruments were critiqued by a panel of academic professionals before being field-tested upon subjects with similar characteristics to the actual population.

The conceptual evaluation model developed for this study was applied to an on-going program in a home economics department of a midwestern university. The refined instruments were administered to 98 graduates (years 1975 to 1980), 67 currently enrolled students, 85 transferred students (years 1975 to 1980), a stratified random sample of 100 public and private high school counselors and principals, five area extension directors, four administrators accountable for program and the instructional faculty of the program being evaluated.

Examination of satisfaction/dissatisfaction variables of the students and graduates revealed a pattern of satisfaction with basic education received; as well as with the interaction and rapport of faculty and other home economics majors. Notable dissatisfactions were: the program

was not progressive because of limited employment possibilities and scope; the environment for learning was not a professional one; and there was an over-emphasis on teacher education. The need for identification of careers for home economists in other than traditional areas was obvious from responses to the questions relating to career information. The analysis of the satisfaction variables was supported by the evidence from a free-response, open-ended question.

The visibility questionnaire to counselors, principals, and area extension directors revealed a lack of knowledge about the home economics program at this institution among these respondents. Seeking to become more informed, over one-fourth of counselors and principals surveyed asked that representatives for the program visit and provide their high schools with written information.

The study conducted by an outside evaluator revealed discrepancies between faculty perception and the standards set by accrediting agencies and professional organizations, particularly in the areas of communication, development of program and curricula, and demonstration of implementable, measurable stated objectives. The conclusions were supported by the substantial data base collected from constituents and components involved in the program (see Appendices regarding relevant data).

Composite data derived from the instruments provided relevant information these providing guidelines for a program in an institution of higher education. Outcomes and recommendations based on the data were developed for that particular program.

Evidence provided by applying the evaluation process to the program was used to establish a marketing plan for that particular program. The segments of the program that needed modification, expansion, or curtailment to fit the needs and wants of the constituent groups maximizing consumer service and satisfaction were identified. Twelve strategies were developed as part of the marketing plan for the program in home economics.

In conclusion, this study revealed that the process was effective as its application produced evidence to substantiate decisions for recommendations regarding expansion, moderation, or elimination of certain components of a program. Although the data collected should not be generalized to other populations, the conceptual model for the evaluation process can be adopted or adapted to other programs or component parts of programs of academic institutions.

Limitations

The data collected by the process should only be generalized to the population sampled or applied judiciously to populations and environments with similar characteristics to those in the study. The marketing strategies developed for the particular on-going home economics program should not be generalized to other programs but could provide insights for the development of marketing strategies for the program.

Recommendations

1. The process should be expanded to differentiate the needs and wants of traditional and non-traditional students in order to

provide a stronger basis for the development of programs.

2. Other studies are needed to investigate the reliability and validity of the measurement instruments, and thus increase the credibility of this evaluation process.
3. Consideration should be given to modifying the model to include internal visibility assessment.
4. The conceptual model for the evaluation process should be utilized for the evaluation of other programs in higher education institutions to validate the model.

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A special thank you is extended to Irene Beavers, Clifford Smith, John Wilson and Rex Thomas for their assistance and support.

I dedicate this dissertation to my siblings, and to the memory of my parents. They made me aware of the value of education.

My deepest appreciation to my husband, Myrl, and my children, Jackie, Kathy and Bruce. They believe I can do anything.

APPENDIX A.

CURRENTLY ENROLLED STUDENT SATISFACTION SURVEY (CESSS)

Instrument

Letter of instructions

Relevant data

Computer Print-out
Name and Address

STUDENT QUESTIONNAIRE

Social Security No. _____

The purpose of this questionnaire is to assess the satisfactions of the students with majors in Home Economics. You are asked first to provide personal information, which is needed for data analysis. All information provided will be treated with the strictest confidence.

PART I. General Information

DIRECTIONS: For each of the questions, please use the following ranking system:

- | | |
|--|---|
| Ranking the first most important reason | 1 |
| Ranking the second most important reason | 2 |
| Ranking the third most important reason | 3 |

- 1. Rank the importance of the following reasons for your having entered the field of home economics.
- _____ Home economics teacher(s) in junior high/senior high school
 - _____ Home economics teacher(s) in college
 - _____ Counselor
 - _____ Personal decision
 - _____ Mother's influence
 - _____ Father's influence
 - _____ Other relative's influence
 - _____ 4-H involvement
 - _____ Written information
 - _____ Friend(s)
 - _____ Other (please specify) _____
- 2. Rank the importance of the following reasons for your having entered
- _____ Close to home
 - _____ Close to significant others
 - _____ Size of school
 - _____ Friend(s) attended
 - _____ Scholarship/Awards
 - _____ Close to employment
 - _____ Parent(s) attended
 - _____ Influenced by teacher
 - _____ Suggested by counselor
 - _____ Recruiter visited school
 - _____ Other (please specify) _____
- 3. If you were beginning your undergraduate program over again today, what would you do? Only rank (check ✓) one reason.
- _____ Definitely major in home economics
 - _____ Probably major in home economics
 - _____ Probably major in a different field
 - _____ Definitely major in a different field
 - _____ Uncertain

PART II. High School Information

- 4. Courses listed below are courses usually taken in high school. If you had courses in each area, please check (✓) your satisfaction and please check (✓) the degree of difficulty.

| | Satisfaction | | Degree of Difficulty | | |
|--|--------------|----------|----------------------|---------|------|
| | Liked | Disliked | Easy | Average | Hard |
| Fine Arts (music, art) | | | | | |
| Biological Sciences (biology, physiology) | | | | | |
| English (grammar, literature) | | | | | |
| Foreign Language | | | | | |
| Home Economics | | | | | |
| Mathematics (algebra, geometry) | | | | | |
| Physical Science (physics, chemistry) | | | | | |
| Business Courses (typing, accounting) | | | | | |
| Social Studies (hisotry, geography) | | | | | |
| Social Sciences (psychology, sociology) | | | | | |

- 5. Indicate your participation in extra-curricular activities and/or organizations while in high school. Check (✓) all that apply.

High School Honor Societies
 Pep Club and/or Cheerleader
 FFA/FHA/HERO/Kayettes
 Scouts/4-H/Rainbow
 Student Government/Class Officer
 Newspaper/Yearbook/Journalism
 Athletics and/or Intramurals
 Church Youth Activities
 Fine Arts/Drama/Forensic
 Other (please specify) _____

- 6. Overall you considered yourself in extra-curricular activities and/or organizations while in high school as: Check (✓) one.

Very active
 Active
 Neutral
 Partially involved
 Not involved

PART III. Career Information

DIRECTIONS: Rank the following question as follows:

- | | |
|--|---|
| Ranking the first most important reason | 1 |
| Ranking the second most important reason | 2 |
| Ranking the third most important reason | 3 |

- 7. Rank the importance of the following career objectives you might consider in the next five to ten years.

- Teaching position at junior and/or senior high level
- Teaching position at college/university level
- Become a counselor/school counselor
- Become a school administrator
- A job outside the field of education
- Go into extension work/Adult education
- Military
- Fulltime homemaker
- Home economics related field outside the home
- Entrepreneurship
- Go into Dietetics
- Other (please specify) _____

COLLEGE STUDENT SATISFACTION QUESTIONNAIRE - FORM C

By Betz, Menne, Klingensmith

Copyright 1971 - Central Iowa Assoc. Inc.

PART IV. DIRECTIONS: This questionnaire contains 70 items regarding the satisfactions and dissatisfactions of home economics majors at _____ University. Its purpose is to give you a chance to tell how you feel about your home economics department...what things you are satisfied with, and what things you are dissatisfied with.

How to Fill Out the Questionnaire

1. First, record the following information on the left side of your answer sheet by darkening the appropriate blanks with a soft black pencil (not a pen):
 - ▶ Your name
 - ▶ Your sex
 - ▶ Your age
 - ▶ For Identification Number write your Social Security Number
 - ▶ In the blank labeled "Grade or Educ", write in your year of college using the following code:

| | |
|-----------|---|
| Freshman | 1 |
| Sophomore | 2 |
| Junior | 3 |
| Senior | 4 |
| Graduate | 5 |

2. On the following pages, you will find 70 statements about your home economics department.
 - ▶ Read each statement carefully. Decide how satisfied you are with that aspect of your home economics department described in the statement.
 - ▶ Mark your answers on the answer sheet by blackening the space, numbered 1, 2, 3, 4, or 5 which best represents how satisfied you are. Use the following key:
 - 1 -- If you are VERY DISSATISFIED.
 - 2 -- If you are SOMEWHAT DISSATISFIED
 - 3 -- If you are SATISFIED, no more no less
 - 4 -- If you are QUITE SATISFIED
 - 5 -- If you are VERY SATISFIED

Please note:

Be sure to use a No. 2 or soft black pencil (not a pen).
Do not fold or bend the answer sheet.

Return both answer sheet and questionnaire booklet.

The items on the answer sheet are numbered across the page from LEFT to RIGHT, not from top to bottom.

The College Student Satisfaction Questionnaire (CSSQ)

By
ELLEN L. BETZ and JOHN W. MENNE
Iowa State University
and
JOHN KLINGENSMITH
Arizona State University

The CSSQ is a 70-item instrument designed to measure the satisfactions and dissatisfactions of college and university students. Satisfaction is measured on five scales: Working Conditions, Compensation, Quality of Education, Social Life, and Recognition. A total satisfaction score is also provided. Standardized on more than 3000 students in 10 public and private colleges and universities, CSSQ reliabilities range from .78 to .87, for the five separate scales. Reports of CSSQ studies have been published in the *Journal of College Student Personnel* (May 1971 issue) and in *Measurement and Evaluation in Guidance* (Summer 1970 and Summer 1971 issues). Administration time for the CSSQ is about 10-15 minutes.

To Obtain CSSQ Materials and Scoring

ORDER FROM: ELLEN L. BETZ
1225 LaSalle Ave., So.
Minneapolis, MN 55403

COST: CSSQ Booklets (reusable) \$.85 per booklet
CSSQ Manual (including scoring key) 8.00 per copy

Postage costs are included in the above charges

Materials cannot be shipped until payment is received. Please forward your check with your order, made out to: Ellen L. Betz.

| | | |
|------------|----------|-----------------------------------|
| <u>Key</u> | 1 means: | I am VERY DISSATISFIED. |
| | 2 means: | I am SOMEWHAT DISSATISFIED |
| | 3 means: | I am SATISFIED, no more, no less. |
| | 4 means: | I am QUITE SATISFIED. |
| | 5 means: | I am VERY SATISFIED. |

INDICATE HOW SATISFIED YOU ARE WITH:

1. The opportunity to make close friends here.
2. The amount of work required in most classes.
3. The way teachers talk to you when you ask for help.
4. The competence of most of the teachers in their own fields.
5. The amount of study it takes to get a passing grade.
6. The chances of getting a comfortable place to live.
7. The chance you have of doing well if you work hard.
8. The amount of personal attention students get from teachers.
9. The chance "to be heard" when you have a complaint about a grade.
10. The friendliness of most students.
11. The help that you can get when you have personal problems.
12. The availability of good places to live near the campus.
13. The ability of most advisors in helping students develop their course plans.
14. The cleanliness of the housing that is available for students here.
15. The chance to take courses that fulfill your goals for personal growth.
16. The kinds of things that determine your grade.
17. The preparation students are getting for their future careers.
18. The chance to have privacy when you want it.
19. The chance to work on projects with members of the opposite sex.
20. Teachers' expectations as to the amount that students should study.
21. The availability of good places to study.
22. The fairness of most teachers in assigning grades.
23. The interest that advisors take in the progress of their students.
24. The places provided for students to relax between classes.

| | | |
|------------|----------|-----------------------------------|
| <u>Key</u> | 1 means: | I am VERY DISSATISFIED. |
| | 2 means: | I am SOMEWHAT DISSATISFIED. |
| | 3 means: | I am SATISFIED, no more, no less. |
| | 4 means: | I am QUITE SATISFIED. |
| | 5 means: | I am VERY SATISFIED. |

INDICATE HOW SATISFIED YOU ARE WITH:

25. The social events that are provided for students here.
26. Teachers' concern for students' needs and interests.
27. The chance to get scheduled into the courses of your choice.
28. The activities and clubs you can join.
29. The difficulty of most courses.
30. The chance to get help in deciding what your major should be.
31. The chance to get acquainted with other students outside of class.
32. The availability of your advisor when you need him.
33. The chances to go out and have a good time.
34. The pressure to study.
35. The chance of getting a grade which reflects the effort you put into studying.
36. The quality of the education students get here.
37. The number of D's and F's that are given to students.
38. The concern here for the comfort of students outside of classes.
39. The things you can do to have fun here.
40. The chance for a student to develop his best abilities.
41. The chance of having a date here.
42. The chances of getting acquainted with the teachers in your major area.
43. The chance to explore important ideas.
44. The quality of the material emphasized in the courses.
45. The chance of getting into the courses you want to take.
46. The noise level at home when you are trying to study.
47. The amount of time you must spend studying.
48. The availability of comfortable places to lounge.

| | |
|------------|--|
| <u>Key</u> | 1 means: I am VERY DISSATISFIED. |
| | 2 means: I am SOMEWHAT DISSATISFIED. |
| | 3 means: I am SATISFIED, no more, no less. |
| | 4 means: I am QUITE SATISFIED. |
| | 5 means: I am VERY SATISFIED. |

INDICATE HOW SATISFIED YOU ARE WITH:

49. The chances for men and women to get acquainted.
50. The counseling that is provided for students here.
51. The chance to prepare well for your vocation.
52. The chance to live where you want to.
53. The chance you have for a "fair break" here if you work hard.
54. The friendliness of most faculty members.
55. The chances to meet people with the same interests as you have.
56. What you learn in relation to the amount of time you spend in school.
57. The choice of dates you have here.
58. The amount of study you have to do in order to qualify someday for a job you want.
59. The kinds of things you can do for fun without a lot of planning ahead.
60. The willingness of teachers to talk with students outside of class time.
61. The places where you can go just to rest during the day.
62. The campus events that are provided for students here.
63. The practice you get in thinking and reasoning.
64. Your opportunity here to determine your own pattern of intellectual development.
65. The chance to participate in class discussions about the course material.
66. The activities that are provided to help you meet someone you might like to date.
67. The sequence of courses and prerequisites for your major.
68. The availability of quiet study areas for students.
69. The chance you have to substitute courses in your major when you think it is advisable.
70. The appropriateness of the requirements for your major.

Instructions given orally by researcher to currently enrolled students being surveyed by instrument No. 1.

As students enrolled as majors in the Department of Home Economics at _____ University will you please take a few minutes to answer the questions on the survey that has been given to you. The survey is to determine Student's satisfaction with the program of the Department of Home Economics. Your responses to the questionnaire are important. They will be tabulated along with those of faculty, graduates and administration to provide information for decision making in the department.

No identification will be made of individuals in tabulating and reporting the results. All information provided by you will be treated confidentially, however, it is necessary to identify each respondent by their social security number for computer information to determine if all students enrolled in the Department of Home Economics has had the opportunity to respond to a survey. Your social security number will be removed and your name will not be identified.

The answers provided on the survey will in no way affect your grade in this, or any other course, as they are the property of the researcher and will be treated with strictest confidence.

When you have finished answering the survey, please return it to the researcher.

Table 2. Currently enrolled student sample composite

| Variable | Students (n=58) | |
|-----------|--------------------|----------|
| | <u>n</u> | <u>%</u> |
| Class | | |
| Freshman | 18 | 31.0 |
| Sophomore | 7 | 12.1 |
| Junior | 15 | 25.9 |
| Senior | 17 | 29.3 |
| Graduate | 1 | 1.7 |

Table 3. Currently enrolled students' attitudes toward high school courses

| Variable | Currently Enrolled Students (n=58) | | | | | | | | | |
|--|---------------------------------------|------|----------|------|----------|------|----------|------|----------|------|
| | Liked | | Disliked | | Easy | | Average | | Hard | |
| | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % |
| High School Courses | | | | | | | | | | |
| Fine Arts (music, art) | 45 | 77.6 | 4 | 6.9 | 25 | 43.1 | 23 | 39.7 | 2 | 3.4 |
| Biological Sciences (biology, physiology) | 32 | 55.2 | 21 | 36.2 | 3 | 5.2 | 33 | 56.9 | 18 | 31.0 |
| English (grammar, literature) | 39 | 67.2 | 17 | 29.3 | 8 | 13.8 | 34 | 58.6 | 14 | 24.1 |
| Foreign Language | 15 | 25.9 | 12 | 20.7 | 5 | 8.6 | 15 | 25.9 | 11 | 19.0 |
| Home Economics | 50 | 86.2 | 2 | 3.4 | 22 | 37.9 | 26 | 44.8 | 3 | 5.2 |
| Mathematics (algebra, geometry) | 29 | 50.0 | 24 | 41.4 | 6 | 10.3 | 16 | 27.6 | 30 | 51.7 |
| Physical Science (physics, chemistry) | 16 | 27.6 | 26 | 44.8 | 2 | 3.4 | 10 | 17.2 | 32 | 55.2 |
| Business Courses (typing, accounting) | 44 | 75.9 | 9 | 15.5 | 12 | 20.7 | 32 | 55.2 | 9 | 15.5 |
| Social Studies (history, geography) | 38 | 65.5 | 19 | 32.8 | 5 | 8.6 | 42 | 72.4 | 8 | 13.8 |
| Social Sciences (psychology, sociology) | 27 | 46.6 | 4 | 6.9 | 6 | 10.3 | 17 | 29.3 | 6 | 10.3 |

Table 4. Comparison of currently enrolled students' satisfactions with students from other public and/or private institutions for subscale totals

| Scale | Norm scores of currently enrolled respondents versus/public universities and private colleges | | | | | |
|-----------------------------------|---|------|--|------|--|------|
| | Currently enrolled students (<u>n</u> =58) | | Public university ^a students (<u>n</u> =2,287) | | Private college ^a students (<u>n</u> =834) | |
| Variable | M | SD | M | SD | M | SD |
| Compensation ^b | 42.6 | 7.8 | 40.2 | 7.7 | 41.9 | 7.3 |
| Social Life ^b | 45.1 | 8.8 | 42.9 | 9.8 | 38.8 | 9.3 |
| Working Conditions ^b | 46.3 | 8.6 | 41.8 | 8.4 | 37.5 | 8.4 |
| Recognition ^b | 45.9 | 9.1 | 39.7 | 7.9 | 44.7 | 8.5 |
| Quality of Education ^b | 43.1 | 9.3 | 40.3 | 8.2 | 42.9 | 8.8 |
| Total Satisfaction ^c | 223.0 | 34.4 | 204.8 | 32.1 | 205.7 | 33.7 |

^aCollege Student Satisfaction Questionnaire (Form C) Norms.

^bn=14.

^cn=70.

Table 5. CESSS: Compensation subscale

| Variable | Very dissatisfied | | Somewhat dissatisfied | | Satisfied no more no less | | Quite satisfied | | Very satisfied | |
|--|---|-----|-----------------------|------|---------------------------|------|-----------------|------|----------------|------|
| | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % |
| | 2. The amount of work required in most classes. | 0 | 0.0 | 14 | 24.1 | 34 | 58.6 | 9 | 15.5 | 1 |
| 5. The amount of study it takes to get a passing grade. | 0 | 0.0 | 8 | 13.8 | 29 | 50.0 | 14 | 24.1 | 7 | 12.1 |
| 7. The chance you have of doing well if you work hard. | 0 | 0.0 | 4 | 6.9 | 20 | 34.5 | 17 | 29.3 | 17 | 29.3 |
| 16. The kinds of things that determine your grades. | 1 | 1.7 | 15 | 25.9 | 28 | 48.3 | 12 | 20.7 | 2 | 3.4 |
| 20. Teachers' expectations as to the amount that students should study. | 5 | 8.6 | 24 | 41.4 | 23 | 39.7 | 5 | 8.6 | 1 | 1.7 |
| 22. The fairness of most teachers in assigning grades. | 2 | 3.4 | 9 | 15.5 | 31 | 53.4 | 13 | 22.4 | 3 | 5.2 |
| 29. The difficulty of most courses. | 2 | 3.4 | 6 | 10.3 | 33 | 56.9 | 15 | 25.9 | 2 | 3.4 |
| 34. The pressure to study. | 3 | 5.2 | 13 | 22.4 | 31 | 53.4 | 11 | 19.0 | 0 | 0.0 |
| 35. The chance of getting a grade which reflects the effort you put into studying. | 4 | 6.9 | 16 | 27.6 | 19 | 32.8 | 13 | 22.4 | 6 | 10.3 |
| 37. The number of D's and F's that are given to students. | 1 | 1.7 | 12 | 20.7 | 38 | 65.5 | 5 | 8.6 | 1 | 1.7 |
| 47. The amount of time you must spend studying. | 4 | 6.9 | 11 | 19.0 | 32 | 55.2 | 10 | 17.2 | 1 | 1.7 |
| 53. The chance you have for a "fair break" here if you work hard. | 0 | 0.0 | 12 | 20.7 | 25 | 43.1 | 17 | 29.3 | 4 | 6.9 |
| 56. What you learn in relation to the amount of time you spend in school. | 3 | 5.2 | 19 | 32.8 | 24 | 41.4 | 8 | 13.8 | 4 | 6.9 |
| 58. The amount of study you have to do in order to qualify someday for a job you want. | 2 | 3.4 | 12 | 20.7 | 28 | 48.3 | 13 | 22.4 | 3 | 5.2 |

Table 6. CESSS: Social life subscale

| Variable | Very dissatisfied | | Somewhat dissatisfied | | Satisfied no more no less | | Quite satisfied | | Very satisfied | |
|---|-------------------|------|-----------------------|------|---------------------------|------|-----------------|------|----------------|------|
| | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % |
| 1. The opportunity to make close friends here. | 2 | 3.4 | 7 | 12.1 | 16 | 27.6 | 14 | 24.1 | 19 | 32.8 |
| 10. The friendliness of most students. | 0 | 0.0 | 4 | 6.9 | 15 | 25.9 | 23 | 39.7 | 16 | 27.6 |
| 19. The chance to work on projects with members of the opposite sex. | 3 | 5.2 | 18 | 31.0 | 25 | 43.1 | 4 | 6.9 | 6 | 10.3 |
| 25. The social events that are provided for students here. | 2 | 3.4 | 8 | 13.8 | 24 | 41.4 | 16 | 27.6 | 7 | 12.1 |
| 31. The chance to get acquainted with other students outside of class. | 6 | 10.3 | 10 | 17.2 | 15 | 25.9 | 17 | 29.3 | 10 | 17.2 |
| 33. The chances to go out and have a good time. | 2 | 3.4 | 5 | 8.6 | 24 | 41.4 | 15 | 25.9 | 11 | 19.0 |
| 39. The things you can do to have fun here. | 3 | 5.2 | 14 | 24.1 | 22 | 37.9 | 14 | 24.1 | 5 | 8.6 |
| 41. The chance of having a date here. | 1 | 1.7 | 11 | 19.0 | 31 | 53.4 | 11 | 19.0 | 3 | 5.2 |
| 49. The chances for men and women to get acquainted. | 6 | 10.3 | 11 | 19.0 | 27 | 46.6 | 4 | 6.9 | 7 | 12.1 |
| 55. The chances to meet people with the same interest as you have. | 0 | 0.0 | 8 | 13.8 | 22 | 37.9 | 22 | 37.9 | 5 | 8.6 |
| 57. The choice of dates you have here. | 1 | 1.7 | 15 | 25.9 | 22 | 37.9 | 9 | 15.5 | 9 | 15.5 |
| 59. The kinds of things you can do for fun without a lot of planning ahead. | 1 | 1.7 | 8 | 13.8 | 24 | 41.4 | 15 | 25.9 | 10 | 17.2 |
| 62. The campus events that are provided for students here. | 0 | 0.0 | 11 | 19.0 | 29 | 50.0 | 12 | 20.7 | 6 | 10.3 |
| 66. The activities that are provided to help you meet someone you might like to date. | 3 | 5.2 | 12 | 20.7 | 26 | 44.8 | 11 | 19.0 | 4 | 6.9 |

Table 7. CESSS: Working conditions subscale

| Variable | Very dissatisfied | | Somewhat dissatisfied | | Satisfied no more no less | | Quite satisfied | | Very satisfied | |
|---|--|-----|-----------------------|------|---------------------------|------|-----------------|------|----------------|------|
| | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % |
| | 6. The chances of getting a comfortable place to live. | 1 | 1.7 | 6 | 10.3 | 20 | 30.5 | 22 | 37.9 | 9 |
| 12. The availability of good places to live near campus. | 5 | 8.6 | 10 | 17.2 | 19 | 32.8 | 14 | 24.1 | 7 | 12.1 |
| 14. The cleanliness of the housing that is available for students here. | 1 | 1.7 | 9 | 15.5 | 18 | 31.0 | 16 | 27.6 | 13 | 22.4 |
| 18. The chance to have privacy when you want it. | 2 | 3.4 | 7 | 12.1 | 25 | 43.1 | 11 | 19.0 | 13 | 22.4 |
| 21. The availability of good places to study. | 2 | 3.4 | 8 | 13.8 | 24 | 41.4 | 14 | 24.1 | 10 | 17.2 |
| 24. The places provided for students to relax between classes. | 2 | 3.4 | 6 | 10.3 | 19 | 32.8 | 20 | 34.5 | 11 | 19.0 |
| 27. The chance to get scheduled into the courses of your choice. | 1 | 1.7 | 9 | 15.5 | 23 | 39.7 | 17 | 29.3 | 8 | 13.8 |
| 28. The activities and clubs you can join. | 2 | 3.4 | 8 | 13.8 | 30 | 51.7 | 13 | 22.4 | 5 | 8.6 |
| 38. The concern here for the students outside of classes. | 1 | 1.7 | 9 | 15.5 | 34 | 58.6 | 10 | 17.2 | 4 | 6.9 |
| 46. The noise level at home when you are trying to study. | 4 | 6.9 | 15 | 25.9 | 18 | 31.0 | 11 | 19.0 | 10 | 17.2 |
| 48. The availability of comfortable places to lounge. | 1 | 1.7 | 10 | 17.2 | 23 | 39.7 | 12 | 20.7 | 12 | 20.7 |
| 52. The chance to live where you want. | 2 | 3.4 | 6 | 10.3 | 24 | 41.4 | 15 | 25.9 | 11 | 19.0 |
| 61. The places where you can go just to rest during the day. | 2 | 3.4 | 11 | 19.0 | 27 | 46.6 | 12 | 20.7 | 6 | 10.3 |
| 68. The availability of quiet study areas for students. | 5 | 8.6 | 10 | 17.2 | 23 | 39.7 | 16 | 27.6 | 4 | 6.9 |

Table 8. CESSS: Recognition subscale

| Variable | Very dissatisfied | | Somewhat dissatisfied | | Satisfied no more no less | | Quite satisfied | | Very satisfied | |
|--|-------------------|------|-----------------------|------|---------------------------|------|-----------------|------|----------------|------|
| | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % |
| 3. The way teachers talk to you when you ask for help. | 2 | 3.4 | 8 | 13.8 | 20 | 34.5 | 17 | 29.3 | 11 | 19.0 |
| 4. The competence of most of the teachers in their own fields. | 1 | 1.7 | 9 | 15.5 | 25 | 43.1 | 18 | 31.0 | 5 | 8.6 |
| 8. The amount of personal attention students get from teachers. | 2 | 3.4 | 5 | 8.6 | 25 | 43.1 | 20 | 34.5 | 6 | 10.3 |
| 9. The chance "to be heard" when you have a complaint about a grade. | 4 | 6.9 | 7 | 12.1 | 29 | 50.0 | 14 | 24.1 | 4 | 6.9 |
| 11. The help that you can get when you have personal problems. | 2 | 3.4 | 7 | 12.1 | 33 | 56.9 | 10 | 17.2 | 6 | 10.3 |
| 13. The ability of most advisors in helping students develop their course plans. | 4 | 6.9 | 10 | 17.2 | 23 | 39.7 | 13 | 22.4 | 8 | 13.8 |
| 23. The interest that advisors take in the progress of their students. | 1 | 1.7 | 5 | 8.6 | 29 | 50.0 | 16 | 27.6 | 7 | 12.1 |
| 26. Teachers' concern for students' needs and interests. | 2 | 3.4 | 12 | 20.7 | 24 | 41.4 | 13 | 22.4 | 7 | 12.1 |
| 30. The chance to get help in deciding what your major should be. | 6 | 10.3 | 5 | 8.6 | 31 | 53.4 | 11 | 19.0 | 4 | 6.9 |
| 32. The availability of your advisor when you need him. | 3 | 5.2 | 14 | 24.1 | 18 | 31.0 | 13 | 22.4 | 10 | 17.2 |
| 42. The chances of getting acquainted with the teachers in your major area. | 0 | 0.0 | 6 | 10.3 | 24 | 41.4 | 14 | 24.1 | 14 | 24.1 |
| 50. The counseling that is provided for students here. | 1 | 1.7 | 15 | 25.9 | 38 | 48.3 | 10 | 17.2 | 3 | 5.2 |
| 54. The friendliness of most faculty members. | 0 | 0.0 | 4 | 6.9 | 30 | 51.7 | 15 | 25.9 | 9 | 15.5 |
| 60. The willingness of teachers to talk with students outside of class time. | 3 | 5.2 | 7 | 12.1 | 19 | 32.8 | 21 | 36.2 | 8 | 13.8 |

Table 9. CESSS: Quality of education subscale

| Variable | Very dissatisfied | | Somewhat dissatisfied | | Satisfied no more no less | | Quite satisfied | | Very satisfied | |
|---|-------------------|------|-----------------------|------|---------------------------|------|-----------------|------|----------------|------|
| | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % |
| 15. The chance to take courses that fulfill your goals for personal growth. | 3 | 5.2 | 8 | 13.8 | 24 | 41.4 | 18 | 31.0 | 5 | 8.6 |
| 17. The preparation students are getting for their future careers. | 7 | 12.1 | 13 | 22.4 | 20 | 34.5 | 12 | 20.7 | 6 | 10.3 |
| 36. The quality of the education students get here. | 3 | 5.2 | 16 | 27.6 | 19 | 32.8 | 14 | 24.1 | 6 | 10.3 |
| 40. The chance for a student to develop his best abilities. | 1 | 1.7 | 16 | 27.6 | 23 | 39.7 | 14 | 24.1 | 4 | 6.9 |
| 43. The chance to explore important ideas. | 1 | 1.7 | 6 | 10.3 | 35 | 60.3 | 12 | 20.7 | 4 | 6.9 |
| 44. The quality of the material emphasized in the courses. | 4 | 6.9 | 21 | 36.2 | 19 | 32.8 | 12 | 20.7 | 2 | 3.4 |
| 45. The chance of getting into the courses you want to take. | 1 | 1.7 | 11 | 19.0 | 18 | 31.0 | 21 | 36.2 | 7 | 12.1 |
| 51. The chance to prepare well for your vocation. | 8 | 13.8 | 10 | 17.2 | 21 | 36.2 | 15 | 25.9 | 4 | 6.9 |
| 63. The practice you get in thinking and reasoning. | 1 | 1.7 | 4 | 6.9 | 36 | 62.1 | 13 | 22.4 | 4 | 6.9 |
| 64. Your opportunity here to determine your own pattern of intellectual development. | 1 | 1.7 | 9 | 15.5 | 35 | 60.3 | 12 | 20.7 | 1 | 1.7 |
| 65. The chance to participate in class discussions about the course material. | 1 | 1.7 | 6 | 10.3 | 27 | 46.6 | 17 | 29.3 | 7 | 12.1 |
| 67. The sequence of courses and prerequisites for your major. | 3 | 5.2 | 13 | 22.4 | 25 | 43.1 | 13 | 22.4 | 4 | 6.9 |
| 69. The chance you have to substitute courses in your major when you think it is advisable. | 8 | 13.8 | 13 | 22.4 | 25 | 43.1 | 6 | 10.3 | 6 | 10.3 |
| 70. The appropriateness of the requirements for your major. | 8 | 13.8 | 16 | 27.6 | 14 | 24.1 | 15 | 25.9 | 5 | 8.6 |

APPENDIX B.

GRADUATE SATISFACTION SURVEY (GSS)

Instrument

Correspondence

Relevant Data

Computer Print-Out
Name and Address

UNIVERSITY
HOME ECONOMICS SURVEY

Social Security No. _____

PART I. General Information

DIRECTIONS: Please check (✓) the correct response. Please answer all questions.

- 1. Year of graduation from _____ University
 _____ 1975 _____ 1977 _____ 1979
 _____ 1976 _____ 1978 _____ 1980

- 2. Have you continued your academic education beyond the baccalaureate degree?

_____ Yes _____ No

If yes, _____ Full-time _____ Part-time

If yes, please complete

| Major/Program | Institution | Hours/Degree | Year |
|---------------|-------------|--------------|------|
|---------------|-------------|--------------|------|

- 3. Which of the following are you a member this year?
Check (✓) all that apply.

_____ American Home Economics Association

_____ Home Economics Association (or other state)

_____ National Education Association

_____ Kappa Omicron Phi

_____ Omicron Nu

_____ Phi Upsilon Omicron

_____ Phi Delta Kappa

_____ Delta Kappa Gamma

_____ American Association of University Women

_____ American Dietetics Association

_____ Other (no initials please) _____

PART II. High School Information

- 4. Courses listed below are courses usually taken in high school. If you had courses in each area, please check (✓) your satisfaction and please check (✓) the degree of difficulty.

| | Satisfaction | | Degree of Difficulty | | |
|--|--------------|----------|----------------------|---------|------|
| | Liked | Disliked | Easy | Average | Hard |
| Fine Arts (music, art) | | | | | |
| Biological Sciences (biology, physiology) | | | | | |
| English (grammar, literature) | | | | | |
| Foreign Language | | | | | |
| Home Economics | | | | | |
| Mathematics (algebra, geometry) | | | | | |
| Physical Science (physics, chemistry) | | | | | |
| Business Courses (typing, accounting) | | | | | |
| Social Studies (hisotry, geography) | | | | | |
| Social Sciences (psychology, sociology) | | | | | |

- 5. Indicate your participation in extra-curricular activities and/or organizations while in high school. Check (✓) all that apply.

- _____ High School Honor Societies
- _____ Pep Club and/or Cheerleader
- _____ FFA/FHA/HERO/Kayettes
- _____ Scouts/4-H/Rainbow
- _____ Student Government/Class Officer
- _____ Newspaper/Yearbook/Journalism
- _____ Athletics and/or Intramurals
- _____ Church Youth Activities
- _____ Fine Arts/Drama/Forensic
- _____ Other (please specify) _____

- 6. Overall you considered yourself in extra-curricular activities and/or organizations while in high school as: Check (✓) one.

- _____ Very active
- _____ Active
- _____ Neutral
- _____ Partially involved
- _____ Not involved

PART III. Career Information

DIRECTIONS: Please check (✓) the correct response.

- ▶ 7. Do you plan to teach next year? Yes No
 If yes, what level?
 Elementary Both elementary and secondary
 Junior High College/University
 Middle School Adult
 Senior High

What subjects will you be teaching? _____

Where: District _____

Attendance Center _____

City, State _____

- ▶ 8. If you are not teaching full-time next year, Please check (✓) the reasons which affected your decision.
 Graduate study
 Had not planned to accept a position
 Marriage and/or family obligations
 Was not offered a full-time position
 Was not offered a full-time position desired
 Prefer a part-time job
 Could not find a teaching position in location I wanted
 Better salaries in nonacademic jobs
 Prefer working with adults rather children/youth
 Had not planned to enter teaching
 Military service
 Liked people I interviewed with in a nonacademic job
 Decided not to teach because of experiences in student teaching
 Received a better job offer outside the field of teaching
 Entrepreneurship
 Other (please specify) _____

- ▶ 9. If you are not teaching next year, what will be your job?
 Please be specific.

Where is it located? (city, state)

DIRECTIONS: For each of the questions, please use the following ranking system:

- Ranking the first most important reason 1
 Ranking the second most important reason 2
 Ranking the third most important reason 3

- 10. Rank the importance of the following reasons for your having entered the field of home economics.
- _____ Home economics teacher(s) in junior/senior high school
 - _____ Home economics teacher(s) in college
 - _____ Counselor
 - _____ Personal decision
 - _____ Mother's influence
 - _____ Father's influence
 - _____ Other relative's influence
 - _____ 4-H involvement
 - _____ Written information
 - _____ Friend(s)
 - _____ Other (please specify) _____
- 11. Rank the importance of the following reasons for your having attended
- _____ Close to home
 - _____ Close to significant others
 - _____ Size of school
 - _____ Friend(s) attended
 - _____ Scholarship/Awards
 - _____ Close to employment
 - _____ Parent(s) attended
 - _____ Influenced by a teacher
 - _____ Suggested by counselor
 - _____ Recruiter visited school
- 12. Rank the importance of the following in helping you obtain your job (most recent job if you are not currently working).
- _____ Faculty advisor/professor
 - _____ College placement service
 - _____ Direct personal application
 - _____ State employment services
 - _____ Private employment agencies
 - _____ Family or relative contacts
 - _____ Personal friends
 - _____ Want ads
 - _____ Professional societies or contacts
 - _____ Employer contacted you directly
 - _____ Other (please specify) _____
- 13. Rank the importance of the following as the reason for obtaining your present job (most recent job if you are not currently working)
- _____ Educational training
 - _____ Past work experience
 - _____ Personal recommendations
 - _____ Educational achievement
 - _____ Personality
 - _____ Knew the employers
 - _____ No particular reason, a vacancy existed
 - _____ Other (please specify) _____

- 14. Rank the importance of the following in your decision to accept your present job (most recent job if you are not currently working)
- Desirable location
 - Salary offered
 - Friends work there
 - Liked the people I interviewed with
 - Spouse has a job in the same area
 - Only job I was offered
 - Opportunity for growth and advancement
 - Other (please specify) _____
- 15. Rank the importance of the following career objectives you might consider in the next five years.
- Remain in a teaching positions at the same level
 - Change to a different teaching level
 - Become a counselor/school counselor
 - Become an administrator
 - A job outside the field of education
 - Military
 - Full-time homemaker
 - Home economics related fields outside the home
 - Entrepreneurship
 - Remain in dietetics at present level
 - Other (please specify) _____
- 16. If you are working now and had opportunity to choose a different career, rank the importance of the following reasons for what you would do.
- Go back to _____ for advanced training in my area of specialty
 - Go back to another institution for advanced training in my area of specialty
 - Go back to school but change area of specialty
 - Stay in present position
 - Work elsewhere but in the same type of job
 - Work elsewhere in a different type of job
 - Uncertain
- 17. If you were beginning your undergraduate program today and could declare your major again, what would you do. Only rank (check ✓) one reason.
- Definitely major in Home Economics
 - Probably major in Home Economics
 - Uncertain
 - Probably major in a different field
 - Definitely major in a different field

PART IV. Satisfaction Inventory

DIRECTIONS: Please indicate how satisfied you are with your professional education preparation program in the Home Economics Department at University.

CIRCLE THE NUMBER THAT INDICATES THE DEGREE OF YOUR SATISFACTION

| | Very Satisfied | Satisfied | Neutral/ Not Applicable | Dissatisfied | Very Dissatisfied |
|--|----------------|-----------|-------------------------|--------------|-------------------|
| 1. Competencies of working with people of different ages. | 5 | 4 | 3 | 2 | 1 |
| 2. Understanding of what motivates people | 5 | 4 | 3 | 2 | 1 |
| 3. Basic skills in effective communication | 5 | 4 | 3 | 2 | 1 |
| 4. Assessing and implementing innovations | 5 | 4 | 3 | 2 | 1 |
| 5. Ability to evaluate resources and materials | 5 | 4 | 3 | 2 | 1 |
| 6. Knowledge of psychology of learning and its application | 5 | 4 | 3 | 2 | 1 |
| 7. Knowledge about the culturally disadvantaged and/or minorities | 5 | 4 | 3 | 2 | 1 |
| 8. Knowledge of supervision, administration and/or leadership skills | 5 | 4 | 3 | 2 | 1 |
| 9. Skills in working with other employees | 5 | 4 | 3 | 2 | 1 |
| 10. Knowledge of working with departmental/organizational budgets | 5 | 4 | 3 | 2 | 1 |
| 11. Knowledge about graduate school | 5 | 4 | 3 | 2 | 1 |
| 12. Comprehension of professional ethics | 5 | 4 | 3 | 2 | 1 |
| 13. Skills in interviewing for employment | 5 | 4 | 3 | 2 | 1 |
| 14. Knowledge about professional organizations | 5 | 4 | 3 | 2 | 1 |
| 15. Skills in developing evaluation measures | 5 | 4 | 3 | 2 | 1 |
| 16. Rapport established by faculty with students | 5 | 4 | 3 | 2 | 1 |
| 17. Level of academic instruction | 5 | 4 | 3 | 2 | 1 |
| 18. Content preparation in your area of specialization | 5 | 4 | 3 | 2 | 1 |

| | Very Satisfied | Satisfied | Neutral, Not Applicable | Dissatisfied | Very Dissatisfied |
|--|----------------|-----------|-------------------------|--------------|-------------------|
| 19. Opportunities to know the other home economics majors | 5 | 4 | 3 | 2 | 1 |
| 20. Faculty awareness of the student as an individual | 5 | 4 | 3 | 2 | 1 |
| 21. Opportunities for independent study | 5 | 4 | 3 | 2 | 1 |
| 22. Pride shown by home economics students at | 5 | 4 | 3 | 2 | 1 |
| 23. Involvement in extra-curricular activities in department | 5 | 4 | 3 | 2 | 1 |
| 24. Materials and resources available | 5 | 4 | 3 | 2 | 1 |
| 25. Organization of the department | 5 | 4 | 3 | 2 | 1 |
| 26. Planning daily/units of work | 5 | 4 | 3 | 2 | 1 |
| 27. Courses in teacher education | 5 | 4 | 3 | 2 | 1 |
| 28. Courses in textiles and clothing | 5 | 4 | 3 | 2 | 1 |
| 29. Courses in foods and nutrition | 5 | 4 | 3 | 2 | 1 |
| 30. Courses in housing and interior design | 5 | 4 | 3 | 2 | 1 |
| 31. Courses in family economics and management | 5 | 4 | 3 | 2 | 1 |
| 32. Courses in child development and family relations | 5 | 4 | 3 | 2 | 1 |
| 33. Space and facilities for courses offered | 5 | 4 | 3 | 2 | 1 |
| 34. Space for students to study in the department | 5 | 4 | 3 | 2 | 1 |
| 35. The amount of time required to get a good grade | 5 | 4 | 3 | 2 | 1 |

Please write any other information about the Department of Home Economics at _____ University you would like to add.

October 24, 1980

Dear

Higher Education institutions in the eighties will be asked to make many decisions regarding the program provided for students. We are asking you to participate in an evaluative study of the Department of Home Economics at University.

Your responses to the enclosed questionnaire are important. They will be tabulated along with those of faculty, graduates, administration, and currently enrolled students to provide information for decision making in the Department of Home Economics.

All information provided by you will be treated confidentially, however, it is necessary to identify each respondent for follow-up purposes. Your social security number and your name will be removed from the questionnaire.

Please return this questionnaire within five (5) days. A stamped self-addressed envelope is provided for this purpose. Thank you for your interest in University.

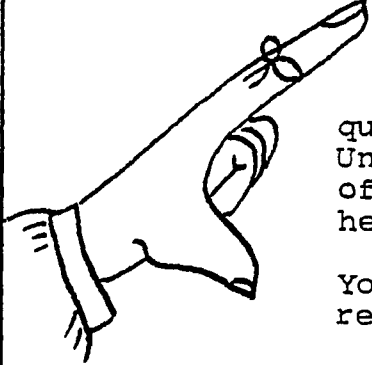
Yours truly,

Yours truly,



Director
Institutional Research
University

Virginia Slimmer
Ph.D. Candidate
Professional Studies in Education
Iowa State University



"Just A Reminder"

If you have not returned your questionnaire to University evaluating the Department of Home Economics, may we expect to hear from you soon?

Your answers are important, so please return your questionnaire today.

Thank You

November 18, 1980

Dear

Recently a questionnaire evaluating the Department of Home Economics at _____ University was sent to you. Response has been good and we are very pleased that many have found time to answer the questionnaire and return it.

In case the questionnaire has been misplaced or you did not receive it, we are sending another copy. Your answers are important and we want to have your opinion represented in the study. If you have already mailed your questionnaire, thank you. If not, we would appreciate if you would find the time within the next week to complete and return the questionnaire.

All information provided by you will be treated confidentially and your name and social security number will be removed from the questionnaire.

Thank you for your cooperation.

Yours truly,

Director
Institutional Research
University

Yours truly,



Virginia Slimmer
Ph.D. Candidate
Professional Studies in Education
Iowa State University

December 18, 1980

Dear .

Several weeks ago you were sent a questionnaire asking you to evaluate the Department of Home Economics at

We have not received your completed questionnaire and your answers are important. We are waiting for your reply to tabulate along with faculty, other graduates, administration, and currently enrolled students to provide information for decision making in the Department of Home Economics.

All information provided by you will be treated confidentially, however, it is necessary to identify each respondent for follow-up purposes. Your social security number and your name will be removed from the questionnaire.

Please return this questionnaire as soon as possible as your answers are needed. A stamped self-addressed envelope is provided for your convenience. Thank you for your time.

Yours truly,

Yours truly,



Director
Institutional Research
University

Virginia Slimmer
Ph. D. Candidate
Professional Studies in Education
Iowa State University

Table 10. Graduate sample composite

| Graduation Year | Graduates (n=92) | |
|-----------------|---------------------|------|
| | <u>n</u> | % |
| 1975 | 18 | 19.6 |
| 1976 | 18 | 19.6 |
| 1977 | 13 | 14.1 |
| 1978 | 16 | 17.4 |
| 1979 | 16 | 17.4 |
| 1980 | 11 | 12.0 |

Table 11. Graduates' attitudes toward high school courses

| Variable | Graduates (n=92) | | | | | | | | | |
|--|---------------------|------|-----------------|------|-------------|------|----------------|------|-------------|------|
| | <u>Liked</u> | | <u>Disliked</u> | | <u>Easy</u> | | <u>Average</u> | | <u>Hard</u> | |
| | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % |
| High School Courses | | | | | | | | | | |
| Fine Arts (music, art) | 78 | 84.8 | 4 | 4.3 | 39 | 42.4 | 38 | 41.3 | 2 | 2.2 |
| Biological Sciences (biology, physiology) | 61 | 66.3 | 28 | 30.4 | 11 | 12.0 | 56 | 60.9 | 20 | 21.7 |
| English (grammar, literature) | 75 | 81.5 | 16 | 17.4 | 21 | 22.8 | 59 | 64.1 | 10 | 10.9 |
| Foreign Language | 38 | 41.3 | 21 | 22.8 | 12 | 13.0 | 27 | 29.3 | 20 | 21.7 |
| Home Economics | 81 | 88.0 | 6 | 6.5 | 52 | 56.5 | 29 | 31.5 | 2 | 2.2 |
| Mathematics (algebra, geometry) | 54 | 58.7 | 36 | 39.1 | 13 | 14.1 | 35 | 38.0 | 40 | 43.5 |
| Physical Science (physics, chemistry) | 31 | 33.7 | 36 | 39.1 | 2 | 2.2 | 27 | 29.3 | 33 | 35.9 |
| Business Courses (typing, accounting) | 78 | 84.8 | 6 | 6.5 | 26 | 28.3 | 50 | 54.3 | 7 | 7.6 |
| Social Studies (history, geography) | 60 | 65.2 | 28 | 30.4 | 22 | 23.9 | 58 | 63.0 | 7 | 7.6 |
| Social Sciences (psychology, sociology) | 57 | 62.0 | 13 | 14.1 | 17 | 18.5 | 44 | 47.8 | 6 | 6.5 |

Table 12. Graduates' advanced education beyond baccalaureate degree

| Variable | Graduates (<u>n</u> =92) |
|---------------------|------------------------------|
| Education beyond BS | |
| Yes | 37 |
| No | 53 |
| Missing data | 2 |
| Status | |
| Full-time | 7 |
| Part-time | 26 |
| Missing data | 59 |
| Program completion | |
| Degree | 5 |
| Some hours | 25 |
| Missing data | 62 |
| Program | |
| In Home Economics | 17 |
| Not Home Economics | 13 |
| Missing data | 62 |
| Institution | |
| That institution | 13 |
| Another institution | 17 |
| Missing data | 62 |

Table 12a. Professional affiliations of graduates

| | Graduates (n=92) | |
|-------------------------------------|---------------------|------|
| | <u>n</u> | % |
| American Home Economics Association | 16 | 17.4 |
| American Vocational Association | 5 | 5.4 |
| American Dietetics Association | 3 | 3.3 |
| Extension Council Association | 3 | 3.3 |
| National honorary fraternities | 31 | 33.7 |
| Other professional organizations | 17 | 18.5 |
| Membership in organizations | | |
| One organization | 25 | 27.2 |
| Two organizations | 15 | 16.3 |
| Three organizations | 4 | 4.3 |
| Four or more organizations | 2 | 2.2 |

Table 13. Graduates' reasons for not teaching

| | Total | Graduates (n=92) | | | | | |
|--|---------------|------------------|------|------|------|------|------|
| | | 1975 | 1976 | 1977 | 1978 | 1979 | 1980 |
| Graduate Study | 3 (3.3%) | 0 | 0 | 1 | 0 | 1 | 1 |
| Had not planned to accept position | 9 (9.8%) | 2 | 1 | 1 | 0 | 3 | 2 |
| Marriage and family obligation | 21 (22.8%) | 6 | 3 | 3 | 4 | 3 | 2 |
| Not offered full time position | 6 (6.5%) | 0 | 2 | 2 | 1 | 1 | 0 |
| Not offered full time position desired | 1 (1.1%) | 0 | 1 | 0 | 0 | 0 | 0 |
| Prefer a half time position | 6 (6.5%) | 1 | 1 | 0 | 1 | 1 | 2 |
| Could not find a teaching position location | 13 (14.1%) | 2 | 2 | 3 | 3 | 2 | 1 |
| Better salaries in nonacademic jobs | 6 (6.5%) | 2 | 2 | 1 | 0 | 1 | 0 |
| Prefer working with adults | 3 (3.3%) | 0 | 1 | 0 | 1 | 0 | 1 |
| Had not planned to enter teaching | 22 (23.9%) | 3 | 3 | 5 | 6 | 4 | 1 |
| Military service | 2 | 0 | 0 | 0 | 0 | 1 | 1 |
| Liked people in nonacademic | 4 | 0 | 4 | 0 | 0 | 0 | 0 |
| Decided not to teach because of student teaching | 5 | 0 | 2 | 1 | 1 | 0 | 1 |
| Better offer outside of teaching | 13 (14.1%) | 3 | 5 | 2 | 2 | 1 | 0 |
| Entrepreneurship | 1 (1.1%) | 0 | 1 | 0 | 0 | 0 | 0 |
| Other | 10 (10.9%) | 5 | 1 | 2 | 1 | 1 | 0 |

Table 14. Graduates' responses to questions on career objectives

| Question | Graduates (n=92) | | | | | |
|---|------------------|------|----------------|------|----------------|------|
| | 1 ^a | | 2 ^b | | 3 ^c | |
| | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % |
| Help in obtaining present job | | | | | | |
| Faculty advisor/professor | 3 | 3.3 | 8 | 8.7 | 5 | 5.4 |
| College placement service | 12 | 13.0 | 5 | 5.4 | 6 | 6.5 |
| Direct personal application | 38 | 41.3 | 17 | 18.5 | 7 | 7.6 |
| State employment service | 1 | 1.1 | 2 | 2.2 | 1 | 1.1 |
| Private employment service | 2 | 2.2 | 0 | 0.0 | 0 | 0.0 |
| Family/relative contact | 7 | 7.6 | 3 | 3.3 | 5 | 5.4 |
| Personal friends | 6 | 6.5 | 14 | 15.2 | 11 | 12.0 |
| Want ads | 9 | 9.8 | 6 | 6.5 | 4 | 4.3 |
| Professional societies | 2 | 2.2 | 1 | 1.1 | 3 | 3.3 |
| Employer contacted directly | 6 | 6.5 | 11 | 12.0 | 4 | 4.3 |
| Other | 4 | 4.3 | 3 | 3.3 | 1 | 1.1 |
| Reason for obtaining present job | | | | | | |
| Educational training | 16 | 17.4 | 22 | 23.9 | 14 | 15.2 |
| Past work experience | 15 | 16.3 | 13 | 14.1 | 9 | 9.8 |
| Personal recommendation | 15 | 16.3 | 15 | 16.3 | 14 | 15.2 |
| Educational achievement | 7 | 7.6 | 10 | 10.9 | 5 | 5.4 |
| Personality | 11 | 12.0 | 9 | 9.8 | 9 | 9.8 |
| Knew the employers | 5 | 5.4 | 2 | 2.2 | 6 | 6.5 |
| No particular reason | 13 | 14.1 | 3 | 3.3 | 8 | 8.7 |
| Other | 5 | 5.4 | 2 | 2.2 | 3 | 3.3 |
| Decision to accept present job | | | | | | |
| Desirable location | 27 | 29.3 | 27 | 29.3 | 10 | 10.9 |
| Salary offered | 7 | 7.6 | 13 | 14.1 | 17 | 18.5 |
| Friends work there | 1 | 1.1 | 2 | 2.2 | 5 | 5.4 |
| Liked people interviewed with | 10 | 10.9 | 22 | 23.9 | 14 | 15.2 |
| Spouse has job in area | 22 | 23.9 | 2 | 2.2 | 3 | 3.3 |
| Only job I was offered | 6 | 6.5 | 4 | 4.3 | 5 | 5.4 |
| Opportunities for growth | 14 | 15.2 | 9 | 9.8 | 7 | 7.6 |
| Other | 4 | 4.3 | 3 | 3.3 | 4 | 4.3 |

^aFirst most important reason.

^bSecond most important reason.

^cThird most important reason.

Table 14 continued.

| Question | Graduates (n=92) | | | | | |
|--|------------------|------|----------------|------|----------------|-----|
| | 1 ^a | | 2 ^b | | 3 ^c | |
| | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % |
| To choose a different career what direction or action would I take | | | | | | |
| Adv. education in my area | 6 | 6.5 | 3 | 3.3 | 3 | 3.3 |
| Go to another institution | 23 | 25.0 | 9 | 9.8 | 6 | 6.5 |
| Adv. education, change area | 17 | 18.5 | 13 | 14.1 | 8 | 8.7 |
| Stay in present position | 15 | 16.3 | 8 | 8.7 | 8 | 8.7 |
| Work elsewhere, same job | 7 | 7.6 | 16 | 17.4 | 4 | 4.3 |
| Work elsewhere, different job | 6 | 6.5 | 13 | 14.1 | 8 | 8.7 |

Table 15. Graduate satisfaction survey subscale totals

| Variable | <u>Very satisfied</u> | | <u>Satisfied</u> | | <u>Neutral</u> | | <u>Dissatisfied</u> | | <u>Very dissatisfied</u> | |
|-----------------------------------|-----------------------|------|------------------|------|----------------|-----|---------------------|-----|--------------------------|-----|
| | M | SD | M | SD | M | SD | M | SD | M | SD |
| Academic preparation ^a | 12.8 | 5.8 | 42.3 | 12.2 | 20.6 | 8.9 | 14.0 | 7.9 | 2.3 | 2.5 |
| Competencies ^b | 12.9 | 3.3 | 52.1 | 9.2 | 17.5 | 5.7 | 7.1 | 3.1 | 1.6 | 1.2 |
| Interaction ^c | 19.5 | 11.8 | 37.9 | 13.7 | 14.0 | 5.7 | 13.6 | 8.9 | 3.6 | 3.1 |

^an=16.

^bn=8.

^cn=11.

Table 16. GSS: Competencies subscale

| Variables | Very satisfied and satisfied | | Neutral and/or not applicable | | Dissatisfied and very dissatisfied | |
|--|------------------------------|------|-------------------------------|------|------------------------------------|------|
| | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % |
| 1. Competencies of working with people of different ages | 67 | 72.9 | 17 | 18.5 | 8 | 8.6 |
| 3. Basic skills in effective communication | 75 | 81.5 | 11 | 12.0 | 6 | 6.5 |
| 4. Assessing and implementing innovations | 63 | 68.5 | 20 | 21.7 | 9 | 9.8 |
| 5. Ability to evaluate resources and materials | 78 | 84.8 | 8 | 8.7 | 5 | 5.4 |
| 9. Skills in working with other employees | 67 | 72.8 | 18 | 19.6 | 7 | 7.6 |
| 13. Skills in interviewing for employment | 50 | 54.4 | 26 | 28.3 | 14 | 17.4 |
| 15. Skills in developing evaluation measures | 64 | 69.6 | 20 | 21.7 | 8 | 8.7 |
| 26. Planning daily/units of work | 56 | 60.8 | 20 | 21.7 | 11 | 11.9 |

Table 17. GSS: Academic preparation subscale

| Variable | Very satisfied and satisfied | | Neutral and/or not applicable | | Dissatisfied and very dissatisfied | |
|--|------------------------------|----------|-------------------------------|----------|------------------------------------|----------|
| | <u>n</u> | <u>%</u> | <u>n</u> | <u>%</u> | <u>n</u> | <u>%</u> |
| 2. Understanding of what motivates people | 60 | 65.2 | 22 | 23.9 | 10 | 10.9 |
| 6. Knowledge of psychology of learning and its application | 52 | 56.5 | 26 | 28.3 | 14 | 15.2 |
| 7. Knowledge about the culturally disadvantaged and/or minorities | 31 | 33.6 | 36 | 39.1 | 25 | 27.2 |
| 8. Knowledge of supervision, administration and/or leadership skills | 56 | 60.8 | 20 | 21.7 | 16 | 17.4 |
| 10. Knowledge of working with departmental/organizational budgets | 20 | 21.7 | 36 | 39.1 | 36 | 39.1 |
| 11. Knowledge about graduate school | 19 | 20.7 | 33 | 35.9 | 40 | 43.5 |
| 12. Comprehension of professional ethics | 67 | 72.8 | 21 | 22.8 | 4 | 4.3 |
| 14. Knowledge about professional organizations | 70 | 76.1 | 15 | 16.3 | 7 | 7.6 |
| 17. Level of academic instruction | 67 | 72.8 | 10 | 10.9 | 15 | 16.3 |
| 18. Content preparation in your area of specialization | 66 | 71.7 | 8 | 8.7 | 17 | 18.5 |
| 27. Courses in teacher education | 57 | 62.0 | 24 | 26.1 | 11 | 12.0 |
| 28. Courses in textiles and clothing | 72 | 78.2 | 13 | 14.1 | 7 | 7.6 |
| 29. Courses in foods and nutrition | 72 | 78.2 | 9 | 9.8 | 11 | 12.0 |
| 30. Courses in housing and interior design | 55 | 59.8 | 15 | 16.3 | 22 | 23.9 |
| 31. Courses in family economics and management | 58 | 73.1 | 20 | 21.7 | 14 | 15.2 |
| 32. Courses in child development and family relations | 59 | 64.1 | 21 | 22.8 | 12 | 13.1 |

Table 18. GSS: Interaction subscale

| Variable | Very satisfied and satisfied | | Neutral and/or not applicable | | Dissatisfied and very dissatisfied | |
|--|--|----------|-------------------------------|----------|------------------------------------|----------|
| | <u>n</u> | <u>%</u> | <u>n</u> | <u>%</u> | <u>n</u> | <u>%</u> |
| | 16. Rapport established by faculty with students | 62 | 77.4 | 12 | 13.0 | 18 |
| 19. Opportunities to know the other home economics majors | 75 | 81.5 | 6 | 6.5 | 11 | 12.0 |
| 20. Faculty awareness of the student as an individual | 68 | 73.9 | 6 | 6.5 | 18 | 19.5 |
| 21. Opportunities for independent study | 67 | 72.8 | 18 | 19.6 | 7 | 7.6 |
| 22. Pride shown by home economics students | 63 | 68.5 | 18 | 19.6 | 11 | 12.0 |
| 23. Involvement in extra-curricular activities in department | 56 | 60.9 | 26 | 28.3 | 10 | 10.9 |
| 24. Materials and resources available | 64 | 69.6 | 13 | 14.1 | 15 | 16.3 |
| 25. Organization of the department | 51 | 55.4 | 15 | 16.2 | 26 | 28.3 |
| 33. Space and facilities for courses offered | 52 | 66.5 | 15 | 16.3 | 25 | 27.1 |
| 34. Space for students to study in the department | 37 | 40.2 | 10 | 10.9 | 45 | 48.9 |
| 35. The amount of time required to get a good grade | 64 | 69.6 | 15 | 16.3 | 12 | 14.2 |

Table 19. Graduate responses to open-ended question on GSS

| Variable | Graduates (<u>n</u> =92) | |
|---|------------------------------|------|
| | <u>n</u> | % |
| Keep graduates informed of program and what is new | 2 | 2.1 |
| Provide information on careers in home economics | 13 | 14.1 |
| Faculty limited in scope, not current | 19 | 20.7 |
| Up-to-date materials, resources, and equipment needed | 21 | 22.8 |
| More information about graduate work | 3 | 3.3 |
| Department not progressive, limited possibilities | 22 | 23.9 |
| Too much time for grades | 3 | 3.3 |
| Provided a good basic education | 12 | 13.0 |
| Too much emphasis on teacher education | 14 | 15.2 |
| One faculty member teaches at high school level | 6 | 6.5 |
| More courses need to be offered | 20 | 21.7 |

Table 20. GSS: Responses for each year

| | 1975 (N=18) | | | 1976 (N=18) | | |
|--|-----------------------|---------------------|----------------------------------|-----------------------|---------------------|----------------------------------|
| | Satisfied <u>n</u> | Neutral <u>n</u> | Dissat. ^a <u>n</u> | Satisfied <u>n</u> | Neutral <u>n</u> | Dissat. ^a <u>n</u> |
| 1. Competencies of working with people of different ages | 13 | 4 | 1 | 14 | 2 | 2 |
| 2. Understanding of what motivates people | 12 | 6 | 0 | 11 | 3 | 4 |
| 3. Basic skills in effective communication | 15 | 3 | 0 | 14 | 3 | 1 |
| 4. Assessing and implementing innovations | 11 | 7 | 0 | 8 | 6 | 4 |
| 5. Ability to evaluate resources and materials | 11 | 5 | 2 | 17 | 1 | 0 |
| 6. Knowledge of psychology of learning and its application | 10 | 5 | 3 | 5 | 6 | 7 |
| 7. Knowledge about the culturally disadvantaged and/or minorities | 4 | 9 | 5 | 2 | 7 | 9 |
| 8. Knowledge of supervision, administration and/or leadership skills | 11 | 5 | 2 | 9 | 4 | 5 |
| 9. Skills in working with other employees | 10 | 7 | 1 | 13 | 3 | 2 |
| 10. Knowledge of working with departmental/organizational budgets | 3 | 9 | 6 | 2 | 6 | 10 |
| 11. Knowledge about graduate school | 1 | 12 | 5 | 3 | 4 | 11 |
| 12. Comprehension of professional ethics | 13 | 5 | 0 | 12 | 4 | 2 |
| 13. Skills in interviewing for employment | 7 | 9 | 2 | 10 | 4 | 4 |
| 14. Knowledge about professional organizations | 11 | 6 | 1 | 11 | 4 | 3 |
| 15. Skills in developing evaluation measures | 11 | 7 | 0 | 13 | 3 | 2 |
| 16. Rapport established by faculty with students | 9 | 4 | 5 | 13 | 2 | 3 |
| 17. Level of academic instruction | 10 | 4 | 4 | 13 | 3 | 2 |
| 18. Content preparation in your area of specialization | 12 | 2 | 4 | 12 | 3 | 3 |
| 19. Opportunities to know the other home economics majors | 14 | 2 | 2 | 15 | 0 | 3 |
| 20. Faculty awareness of the student as an individual | 11 | 1 | 6 | 16 | 0 | 2 |
| 21. Opportunities for independent study | 12 | 5 | 1 | 14 | 2 | 2 |
| 22. Pride shown by home economics students | 11 | 5 | 2 | 14 | 2 | 2 |
| 23. Involvement in extra-curricular activities in department | 10 | 6 | 2 | 11 | 5 | 2 |
| 24. Materials and resources available | 11 | 2 | 5 | 13 | 3 | 2 |

^a Dissatisfied.

Table 20 continued.

| | 1975 (N=18) | | | 1976 (N=18) | | |
|---|-------------|----------|----------------------|-------------|----------|----------------------|
| | Satisfied | Neutral | Dissat. ^a | Satisfied | Neutral | Dissat. ^a |
| | <u>n</u> | <u>n</u> | <u>n</u> | <u>n</u> | <u>n</u> | <u>n</u> |
| 25. Organization of the department | 11 | 2 | 5 | 9 | 4 | 5 |
| 26. Planning daily/units of work | 11 | 6 | 0 | 11 | 4 | 1 |
| 27. Courses in teacher education | 11 | 5 | 2 | 11 | 5 | 2 |
| 28. Courses in textiles and clothing | 16 | 2 | 0 | 13 | 2 | 3 |
| 29. Courses in foods and nutrition | 15 | 3 | 0 | 16 | 0 | 2 |
| 30. Courses in housing and interior design | 9 | 2 | 7 | 10 | 2 | 6 |
| 31. Courses in family economics and management | 11 | 5 | 2 | 13 | 1 | 4 |
| 32. Courses in child development and family relations | 13 | 4 | 1 | 13 | 2 | 3 |
| 33. Space and facilities for courses offered | 13 | 2 | 3 | 10 | 3 | 5 |
| 34. Space for students to study in the department | 7 | 2 | 9 | 9 | 1 | 8 |
| 35. The amount of time required to get a good grade | 12 | 3 | 2 | 13 | 3 | 2 |
| Open End Responses | | | | | | |
| 36. Keep graduates informed | | | | | | |
| 37. Send updated material to graduates | | | | | | |
| 38. Information on careers in home economics | | | 2 | | | 7 |
| 39. More information about graduate work | | | 1 | | | |
| 40. Teachers limited in scope, out-of-date | | | 2 | | | 5 |
| 41. Keep dated materials needed | | | 4 | | | 5 |
| 42. Education helped advance in field | 1 | | | | | |
| 43. Department not progressive | | | 1 | | | 6 |
| 44. Too much time for grades | | | 1 | | | |
| 45. Good basic education | 3 | | | 3 | | |
| 46. Need field trips | | | | | | |
| 47. Increase budget | | | | | | |
| 48. The need to be professional | | | 2 | | | 6 |
| 49. Too much emphasis on teacher education | | | 2 | | | 5 |
| 50. Courses at high school level | | | 0 | | | 0 |
| 51. More courses need to be offered | | | 3 | | | 6 |
| 52. Like size of department | 1 | | | | | |
| 53. Concern for student | 1 | | | | | |

Table 20 continued.

| | 1977 (N=13) | | | 1978 (N=16) | | |
|--|-------------|----------|----------------------|-------------|----------|----------------------|
| | Satisfied | Neutral | Dissat. ^a | Satisfied | Neutral | Dissat. ^a |
| | <u>n</u> | <u>n</u> | <u>n</u> | <u>n</u> | <u>n</u> | <u>n</u> |
| 1. Competencies of working with people of different ages | 9 | 3 | 1 | 12 | 3 | 1 |
| 2. Understanding of what motivates people | 9 | 3 | 1 | 10 | 5 | 1 |
| 3. Basic skills in effective communication | 11 | 1 | 1 | 12 | 2 | 2 |
| 4. Assessing and implementing innovations | 11 | 1 | 1 | 13 | 2 | 1 |
| 5. Ability to evaluate resources and materials | 11 | 0 | 1 | 13 | 2 | 1 |
| 6. Knowledge of psychology of learning and its application | 9 | 4 | 0 | 7 | 7 | 2 |
| 7. Knowledge about the culturally disadvantaged and/or minorities | 5 | 7 | 1 | 6 | 5 | 5 |
| 8. Knowledge of supervision, administration and/or leadership skills | 6 | 5 | 2 | 10 | 3 | 3 |
| 9. Skills in working with other employees | 10 | 2 | 1 | 12 | 2 | 2 |
| 10. Knowledge of working with departmental/organizational budgets | 2 | 4 | 7 | 5 | 6 | 5 |
| 11. Knowledge about graduate school | 6 | 3 | 4 | 2 | 5 | 9 |
| 12. Comprehension of professional ethics | 8 | 4 | 1 | 14 | 2 | 0 |
| 13. Skills in interviewing for employment | 7 | 3 | 3 | 9 | 5 | 2 |
| 14. Knowledge about professional organizations | 11 | 2 | 0 | 15 | 1 | 0 |
| 15. Skills in developing evaluation measures | 12 | 1 | 0 | 9 | 5 | 2 |
| 16. Rapport established by faculty with students | 10 | 1 | 2 | 10 | 2 | 4 |
| 17. Level of academic instruction | 10 | 0 | 3 | 11 | 1 | 4 |
| 18. Content preparation in your area of specialization | 8 | 2 | 3 | 13 | 0 | 3 |
| 19. Opportunities to know the other home economics majors | 7 | 1 | 5 | 13 | 2 | 1 |
| 20. Faculty awareness of the student as an individual | 8 | 2 | 3 | 12 | 1 | 3 |
| 21. Opportunities for independent study | 7 | 4 | 2 | 10 | 6 | 0 |
| 22. Pride shown by home economics students | 8 | 3 | 2 | 10 | 4 | 2 |
| 23. Involvement in extra-curricular activities in department | 7 | 6 | 0 | 10 | 4 | 2 |
| 24. Materials and resources available | 6 | 2 | 5 | 13 | 2 | 1 |

Table 20 continued.

| | 1977 (N=13) | | | 1978 (N=16) | | |
|---|-----------------------|---------------------|----------------------------------|-----------------------|---------------------|----------------------------------|
| | Satisfied <u>n</u> | Neutral <u>n</u> | Dissat. ^a <u>n</u> | Satisfied <u>n</u> | Neutral <u>n</u> | Dissat. ^a <u>n</u> |
| 25. Organization of the department | 7 | 2 | 4 | 7 | 5 | 4 |
| 26. Planning daily/units of work | 9 | 3 | 1 | 11 | 2 | 2 |
| 27. Courses in teacher education | 8 | 4 | 1 | 12 | 3 | 1 |
| 28. Courses in textiles and clothing | 11 | 1 | 1 | 13 | 3 | 0 |
| 29. Courses in foods and nutrition | 12 | 0 | 1 | 14 | 1 | 1 |
| 30. Courses in housing and interior design | 7 | 1 | 5 | 11 | 3 | 2 |
| 31. Courses in family economics and management | 10 | 1 | 2 | 10 | 6 | 0 |
| 32. Courses in child development and family relations | 8 | 2 | 3 | 9 | 5 | 2 |
| 33. Space and facilities for courses offered | 5 | 2 | 6 | 10 | 4 | 2 |
| 34. Space for students to study in the department | 4 | 1 | 8 | 7 | 2 | 7 |
| 35. The amount of time required to get a good grade | 9 | 2 | 2 | 12 | 3 | 1 |
| Open End Responses | | | | | | |
| 36. Keep graduates informed | | | 2 | | | |
| 37. Send updated material to graduates | | | | | | |
| 38. Information on careers in home economics | | | 3 | | | 0 |
| 39. More information about graduate work | | | 1 | | | |
| 40. Teachers limited in scope, out-of-date | | | 5 | | | 1 |
| 41. Keep dated materials needed | | | 5 | | | 2 |
| 42. Education helped advance in field | | | | | | |
| 43. Department not progressive | | | 5 | | | 2 |
| 44. Too much time for grades | | | | | | |
| 45. Good basic education | | | | 3 | | |
| 46. Need field trips | | | | | | |
| 47. Increase budget | | | 1 | | | 1 |
| 48. The need to be professional | | | 3 | | | 3 |
| 49. Too much emphasis on teacher education | | | 3 | | | 1 |
| 50. Courses at high school level | | | | | | |
| 51. More courses need to be offered | | | 3 | | | 2 |
| 52. Like size of department | | | | | | |
| 53. Concern for student | | | | | | |

Table 20 continued.

| | 1979 (N=16) | | | 1980 (N=11) | | |
|--|-------------|----------|----------------------|-------------|----------|----------------------|
| | Satisfied | Neutral | Dissat. ^a | Satisfied | Neutral | Dissat. ^a |
| | <u>n</u> | <u>n</u> | <u>n</u> | <u>n</u> | <u>n</u> | <u>n</u> |
| 1. Competencies of working with people of different ages | 10 | 3 | 3 | 9 | 2 | 0 |
| 2. Understanding of what motivates people | 9 | 3 | 4 | 9 | 2 | 0 |
| 3. Basic skills in effective communication | 12 | 2 | 2 | 11 | 0 | 0 |
| 4. Assessing and implementing innovations | 10 | 3 | 3 | 10 | 1 | 0 |
| 5. Ability to evaluate resources and materials | 15 | 0 | 1 | 11 | 0 | 0 |
| 6. Knowledge of psychology of learning and its application | 11 | 4 | 1 | 10 | 0 | 1 |
| 7. Knowledge about the culturally disadvantaged and/or minorities | 5 | 7 | 4 | 9 | 1 | 1 |
| 8. Knowledge of supervision, administration and/or leadership skills | 9 | 3 | 4 | 11 | 0 | 0 |
| 9. Skills in working with other employees | 12 | 3 | 1 | 10 | 1 | 0 |
| 10. Knowledge of working with departmental/organizational budgets | 3 | 10 | 3 | 5 | 1 | 5 |
| 11. Knowledge about graduate school | 3 | 5 | 8 | 4 | 4 | 3 |
| 12. Comprehension of professional ethics | 10 | 5 | 1 | 10 | 1 | 0 |
| 13. Skills in interviewing for employment | 8 | 4 | 4 | 9 | 1 | 1 |
| 14. Knowledge about professional organizations | 11 | 2 | 3 | 11 | 0 | 0 |
| 15. Skills in developing evaluation measures | 10 | 2 | 4 | 9 | 2 | 0 |
| 16. Rapport established by faculty with students | 9 | 3 | 4 | 11 | 0 | 0 |
| 17. Level of academic instruction | 12 | 2 | 2 | 11 | 0 | 0 |
| 18. Content preparation in your area of specialization | 10 | 1 | 5 | 11 | 0 | 0 |
| 19. Opportunities to know the other home economics majors | 15 | 1 | 0 | 11 | 0 | 0 |
| 20. Faculty awareness of the student as an individual | 10 | 2 | 4 | 11 | 0 | 0 |
| 21. Opportunities for independent study | 13 | 1 | 2 | 11 | 0 | 0 |
| 22. Pride shown by home economics students | 11 | 3 | 2 | 9 | 1 | 1 |
| 23. Involvement in extra-curricular activities in department | 9 | 3 | 4 | 9 | 2 | 0 |
| 24. Materials and resources available | 11 | 3 | 2 | 10 | 1 | 0 |

Table 20 continued.

| | 1979 (N=16) | | | 1980 (N=11) | | |
|---|-----------------------|---------------------|----------------------------------|-----------------------|---------------------|----------------------------------|
| | Satisfied <u>n</u> | Neutral <u>n</u> | Dissat. ^a <u>n</u> | Satisfied <u>n</u> | Neutral <u>n</u> | Dissat. ^a <u>n</u> |
| 25. Organization of the department | 7 | 1 | 8 | 10 | 1 | 0 |
| 26. Planning daily/units of work | 6 | 5 | 5 | 8 | 0 | 2 |
| 27. Courses in teacher education | 8 | 4 | 4 | 7 | 3 | 1 |
| 28. Courses in textiles and clothing | 8 | 5 | 3 | 11 | 0 | 0 |
| 29. Courses in foods and nutrition | 7 | 4 | 5 | 8 | 1 | 2 |
| 30. Courses in housing and interior design | 7 | 6 | 3 | 3 | 7 | 1 |
| 31. Courses in family economics and management | 6 | 5 | 5 | 8 | 2 | 1 |
| 32. Courses in child development and family relations | 8 | 6 | 2 | 8 | 2 | 1 |
| 33. Space and facilities for courses offered | 8 | 3 | 5 | 6 | 1 | 4 |
| 34. Space for students to study in the department | 3 | 2 | 11 | 7 | 2 | 2 |
| 35. The amount of time required to get a good grade | 11 | 1 | 4 | 7 | 3 | 1 |
| Open End Responses | | | | | | |
| 36. Keep graduates informed | | | | | | |
| 37. Send updated material to graduates | | | | | | |
| 38. Information on careers in home economics | | | 1 | | | 0 |
| 39. More information about graduate work | | | | | | 1 |
| 40. Teachers limited in scope, out-of-date | | | 6 | | | 0 |
| 41. Keep dated materials needed | | | 3 | | | 2 |
| 42. Education helped advance in field | | | | | | |
| 43. Department not progressive | | | 6 | | | 2 |
| 44. Too much time for grades | | 2 | | | | |
| 45. Good basic education | 2 | | 1 | | | |
| 46. Need field trips | | | | | | 1 |
| 47. Increase budget | | | | | | 2 |
| 48. The need to be professional | | | 6 | | | 1 |
| 49. Too much emphasis on teacher education | | | 2 | | | 1 |
| 50. Courses at high school level | | | 3 | | | 3 |
| 51. More courses need to be offered | | | 5 | | | 1 |
| 52. Like size of department | | | 1 | | | |
| 53. Concern for student | | | | | | |

APPENDIX C.

COMMON DATA FROM CESSS AND GSS

Table 21. Demographic characteristics for currently enrolled students and graduates

| Variable | Students (n=58) | | Graduates (n=92) | |
|--------------------------------|--------------------|------|---------------------|------|
| | <u>n</u> | % | <u>n</u> | % |
| Age | | | | |
| under 25 | 52 | 89.7 | 18 | 19.6 |
| 25 - 29 | 2 | 3.4 | 58 | 63.0 |
| 30 - 34 | 1 | 1.7 | 12 | 13.0 |
| 35 - up | 3 | 5.2 | 4 | 4.3 |
| Sex | | | | |
| Female | 57 | 98.3 | 91 | 98.1 |
| Male | 1 | 1.7 | 1 | 1.0 |
| Marital Status | | | | |
| Single | 46 | 79.3 | 33 | 35.9 |
| Married | 10 | 17.2 | 59 | 64.1 |
| Missing data | 2 | 3.4 | 0 | 0.0 |
| Transferred from | | | | |
| Regional Junior College | 9 | 15.5 | 26 | 28.3 |
| Nonregional Junior College | 1 | 1.7 | 0 | 0.0 |
| Other 4-year state institution | 1 | 1.7 | 14 | 15.2 |
| Out-of-state institutions | 2 | 3.4 | 10 | 10.9 |
| Matriculated as freshmen | 45 | 77.6 | 42 | 45.7 |
| High School Class Size | | | | |
| 1 - 24 | 10 | 17.2 | 17 | 18.5 |
| 25 - 99 | 22 | 37.9 | 43 | 46.7 |
| 100 - 399 | 18 | 31.0 | 23 | 25.0 |
| 400 - up | 4 | 6.9 | 6 | 6.5 |
| Missing data | 4 | 6.9 | 3 | 3.3 |
| Rank in Class | | | | |
| Upper quarter | 10 | 17.2 | 34 | 37.0 |
| Second quarter | 12 | 20.7 | 14 | 15.2 |
| Third quarter | 4 | 6.9 | 3 | 3.3 |
| Missing data | 32 | 55.2 | 41 | 44.6 |
| College GPA | | | | |
| Under 2.00 | 4 | 6.9 | 0 | 0.0 |
| 2.00 - 2.50 | 9 | 15.5 | 11 | 12.0 |
| 2.51 - 3.50 | 23 | 39.7 | 66 | 71.7 |
| 3.51 - 4.00 | 7 | 12.1 | 11 | 12.0 |
| Missing data | 15 | 25.9 | 0 | 0.0 |

Table 22. High school information for currently enrolled students and graduates

| Variable | Students | | Graduates | |
|--|----------|------|-----------|------|
| | <u>n</u> | % | <u>n</u> | % |
| Extra-curricular activities | | | | |
| Honor Societies | 21 | 36.2 | 41 | 44.6 |
| Pep Club and/or Cheerleader | 46 | 79.3 | 80 | 87.6 |
| FFA/FHA/HERO/Rainbow | 37 | 63.8 | 68 | 73.9 |
| Scouts/4-H/Rainbow | 23 | 39.7 | 37 | 40.2 |
| Student Government Class Officer | 25 | 43.1 | 44 | 47.8 |
| Newspaper/Yearbook/Journalism | 18 | 31.0 | 39 | 42.4 |
| Athletics and/or Intramurals | 30 | 51.7 | 41 | 44.6 |
| Church Youth Activities | 41 | 70.7 | 74 | 80.4 |
| Fine Arts/Drama/Forensic | 28 | 48.3 | 40 | 43.5 |
| Other Activities | 6 | 10.3 | 6 | 6.5 |
| Considered self in extra-curricular activities | | | | |
| Very active | 27 | 46.6 | 45 | 48.9 |
| Active | 17 | 29.3 | 33 | 35.9 |
| Neutral | 5 | 8.6 | 4 | 4.3 |
| Partial Involved | 5 | 8.6 | 9 | 9.8 |
| Not involved | 3 | 5.2 | 1 | 1.1 |

Table 23. Currently enrolled students' and graduates' reasons for majoring in the field of home economics

| Variable | Students (n=58) | | Graduates (n=92) | |
|---|---------------------|------|---------------------|------|
| | <u>n</u> | % | <u>n</u> | % |
| Home economics teacher in junior/senior high school | 1 ^a = 5 | 8.6 | 17 | 18.5 |
| | 2 ^b = 11 | 19.0 | 21 | 22.8 |
| | 3 ^c = 12 | 20.7 | 6 | 6.5 |
| Home economics teacher in college | 1 = 2 | 3.4 | 3 | 3.3 |
| | 2 = 4 | 6.9 | 10 | 10.9 |
| | 3 = 3 | 5.2 | 2 | 2.2 |
| Counselor | 1 = 1 | 1.7 | 1 | 1.1 |
| | 2 = 1 | 1.7 | 2 | 2.2 |
| | 3 = 4 | 6.9 | 4 | 4.3 |
| Personal decision | 1 = 37 | 63.8 | 56 | 60.9 |
| | 2 = 15 | 25.9 | 22 | 23.9 |
| | 3 = 1 | 1.7 | 7 | 7.6 |
| Mother's influence | 1 = 2 | 3.4 | 2 | 2.2 |
| | 2 = 11 | 19.0 | 9 | 9.8 |
| | 3 = 10 | 17.2 | 14 | 15.2 |
| Father's influence | 1 = 0 | 0.0 | 1 | 1.1 |
| | 2 = 1 | 1.7 | 0 | 0.0 |
| | 3 = 2 | 3.4 | 1 | 1.1 |
| Other relative's influence | 1 = 0 | 0.0 | 0 | 0.0 |
| | 2 = 1 | 1.7 | 1 | 1.7 |
| | 3 = 4 | 6.9 | 7 | 7.6 |
| 4-H involvement | 1 = 8 | 13.8 | 10 | 10.9 |
| | 2 = 7 | 12.1 | 9 | 9.8 |
| | 3 = 3 | 5.2 | 6 | 6.5 |
| Written information | 1 = 0 | 0.0 | 1 | 1.1 |
| | 2 = 3 | 5.2 | 4 | 4.3 |
| | 3 = 6 | 10.3 | 12 | 13.0 |

^aFirst most important reason.

^bSecond most important reason.

^cThird most important reason.

Table 23 continued.

| Variable | <u>Students</u> (<u>n=58</u>) | | <u>Graduates</u> (<u>n=92</u>) | |
|----------|------------------------------------|------|-------------------------------------|-----|
| | <u>n</u> | % | <u>n</u> | % |
| Friends | 1 = 0 | 0.0 | 0 | 0.0 |
| | 2 = 4 | 6.9 | 4 | 4.3 |
| | 3 = 6 | 10.3 | 3 | 3.3 |
| Other | 1 = 3 | 5.2 | 5 | 5.4 |
| | 2 = 1 | 1.7 | 2 | 2.2 |
| | 3 = 4 | 6.9 | 3 | 3.3 |

Table 24. Currently enrolled students' and graduates' reasons for attending this university

| Variable | Students (n=58) | | | | Graduates (n=92) | |
|-----------------------------|--------------------|---|----------|------|---------------------|------|
| | | | <u>n</u> | % | <u>n</u> | % |
| Close to home | 1 | = | 16 | 27.6 | 37 | 40.2 |
| | 2 | = | 15 | 25.9 | 24 | 26.1 |
| | 3 | = | 9 | 15.5 | 11 | 12.0 |
| Close to significant others | 1 | = | 11 | 19.0 | 15 | 16.3 |
| | 2 | = | 4 | 6.9 | 8 | 8.7 |
| | 3 | = | 4 | 6.9 | 6 | 6.5 |
| Size of school | 1 | = | 12 | 20.7 | 18 | 19.6 |
| | 2 | = | 17 | 29.3 | 31 | 33.7 |
| | 3 | = | 14 | 24.1 | 16 | 17.4 |
| Friends attended | 1 | = | 6 | 10.3 | 9 | 9.8 |
| | 2 | = | 6 | 10.3 | 7 | 7.6 |
| | 3 | = | 5 | 8.6 | 14 | 15.2 |
| Scholarship/Awards | 1 | = | 5 | 8.6 | 4 | 4.3 |
| | 2 | = | 3 | 5.2 | 4 | 4.3 |
| | 3 | = | 3 | 5.2 | 2 | 2.2 |
| Close to employment | 1 | = | 3 | 5.2 | 0 | 0.0 |
| | 2 | = | 3 | 3.4 | 1 | 1.1 |
| | 3 | = | 0 | 0.0 | 4 | 4.3 |
| Parents attended university | 1 | = | 1 | 1.7 | 2 | 2.2 |
| | 2 | = | 1 | 1.7 | 2 | 2.2 |
| | 3 | = | 0 | 0.0 | 3 | 3.3 |

| | | | | | | |
|--------------------------|---|---|---|------|---|-----|
| Influenced by teacher | 1 | = | 2 | 3.4 | 2 | 2.2 |
| | 2 | = | 0 | 0.0 | 2 | 2.2 |
| | 3 | = | 4 | 6.9 | 3 | 3.3 |
| Suggested by counselor | 1 | = | 0 | 0.0 | 2 | 2.2 |
| | 2 | = | 0 | 0.0 | 2 | 2.2 |
| | 3 | = | 1 | 1.7 | 3 | 3.3 |
| Recruiter visited school | 1 | = | 1 | 1.7 | 0 | 0.0 |
| | 2 | = | 2 | 3.4 | 0 | 0.0 |
| | 3 | = | 1 | 1.7 | 2 | 2.2 |
| Other | 1 | = | 4 | 6.9 | 1 | 1.1 |
| | 2 | = | 1 | 1.7 | 0 | 0.0 |
| | 3 | = | 6 | 10.3 | 0 | 0.0 |

Table 25. Currently enrolled students' and graduates' career objectives considered in the next five years

| Variable | Students (<u>n=58</u>) | | Graduates (<u>n=92</u>) | |
|--|-----------------------------|------|------------------------------|------|
| | <u>n</u> | % | <u>n</u> | % |
| Teaching position at secondary level | 1 ^a = 15 | 25.9 | 17 | 18.5 |
| | 2 ^b = 10 | 17.2 | 5 | 5.4 |
| | 3 ^c = 6 | 10.3 | 3 | 3.3 |
| Teaching position at college level | 1 = 2 | 3.4 | 4 | 4.3 |
| | 2 = 5 | 8.6 | 5 | 5.4 |
| | 3 = 5 | 8.6 | 4 | 4.3 |
| Become a counselor/ school counselor | 1 = 2 | 3.4 | 2 | 2.2 |
| | 2 = 1 | 1.7 | 4 | 4.3 |
| | 3 = 1 | 1.7 | 2 | 2.2 |
| Become an administrator | 1 = 0 | 0.0 | 0 | 0.0 |
| | 2 = 0 | 0.0 | 0 | 0.0 |
| | 3 = 2 | 3.4 | 3 | 3.3 |
| A job outside the field of education | 1 = 3 | 5.2 | 11 | 12.0 |
| | 2 = 11 | 19.0 | 14 | 15.2 |
| | 3 = 8 | 13.8 | 13 | 14.1 |
| Go into extension work/ adult education | 1 = 3 | 5.2 | Missing data | |
| | 2 = 13 | 22.4 | | |
| | 3 = 5 | 8.6 | | |
| Military | 1 = 0 | 0.0 | 0 | 0.0 |
| | 2 = 0 | 0.0 | 2 | 2.2 |
| | 3 = 2 | 3.4 | 0 | 0.0 |
| Fulltime homemaker | 1 = 6 | 10.3 | 25 | 27.2 |
| | 2 = 10 | 17.2 | 10 | 10.9 |
| | 3 = 10 | 17.2 | 10 | 10.9 |

^aFirst most important reason.

^bSecond most important reason.

^cThird most important reason.

Table 25 continued.

| Variable | <u>Students</u> (<u>n=58</u>) | | <u>Graduates</u> (<u>n=92</u>) | |
|--|------------------------------------|------|-------------------------------------|------|
| | <u>n</u> | % | <u>n</u> | % |
| Home economics related field outside the home | 1 = 10 | 17.2 | 15 | 16.3 |
| | 2 = 6 | 10.3 | 20 | 21.7 |
| | 3 = 11 | 19.0 | 6 | 6.5 |
| Entrepreneurship | 1 = 2 | 3.4 | 5 | 5.4 |
| | 2 = 2 | 3.4 | 3 | 3.3 |
| | 3 = 3 | 5.2 | 5 | 5.4 |
| Go into dietetics | 1 = 10 | 17.2 | 4 | 4.3 |
| | 2 = 0 | 0.0 | 0 | 0.0 |
| | 3 = 1 | 1.7 | 2 | 2.2 |
| Fashion merchandising | 1 = 3 | 5.2 | Missing data | |
| | 2 = 0 | 0.0 | | |
| | 3 = 1 | 1.7 | | |
| Other | 1 = 2 | 3.4 | 4 | 4.3 |
| | 2 = 6 | 1.7 | 5 | 5.4 |
| | 3 = 0 | 0.0 | 5 | 5.4 |

Table 26. Currently enrolled students' and graduates' response to question: If you were beginning your undergraduate program today and could declare your major again, what would you do?

| Variable | Total | | Freshman | Sophomore | Junior | Senior |
|-------------------------------------|----------|------|----------|-----------|--------|--------|
| | <u>n</u> | % | | | | |
| Definitely major in home economics | 24 | 41.4 | 4 | 4 | 10 | 6 |
| Probably major in home economics | 17 | 29.3 | 7 | 2 | 2 | 6 |
| Uncertain | 4 | 6.9 | 2 | 0 | 2 | 0 |
| Probably major in different field | 9 | 15.5 | 3 | 0 | 1 | 5 |
| Definitely major in different field | 3 | 5.2 | 2 | 1 | 0 | 0 |

Table 26 continued.

| <u>n</u> | Total % | 1975 | 1976 | Graduates (<u>n</u> =92) | | 1979 | 1980 |
|----------|------------|------|------|---------------------------|------|------|------|
| | | | | 1977 | 1978 | | |
| 31 | 33.7 | 7 | 4 | 3 | 5 | 5 | 7 |
| 24 | 26.1 | 2 | 5 | 5 | 7 | 3 | 2 |
| 7 | 7.6 | 0 | 0 | 3 | 1 | 2 | 1 |
| 21 | 22.8 | 7 | 6 | 2 | 3 | 2 | 1 |
| 9 | 9.8 | 2 | 3 | 0 | 0 | 4 | 0 |

APPENDIX D.

ADMINISTRATORS' PERCEPTION AND SATISFACTION SURVEY (APSS)

Letter of transmittal

Instrument

To: Administrators of University

From: Virginia Slimmer

Re: Evaluative Research of the Department of Home Economics

As an administrator of the Department of Home Economics of University will you please evaluate the program of the department. Your response will be tabulated and reported with those of currently enrolled students, graduates, and faculty. No identification will be made of individuals or the institution and all names will be removed from the instruments.

I will be on campus from November 18 to the 21st to interview you in regard to the program as based on the answers to the questionnaire. Please have your secretary set-up an appointment for meeting with you.

DIRECTIONS: Please indicate how satisfied you, as an administrator, are with the program of the Department of Home Economics

CIRCLE THE NUMBER that indicates the degree of your satisfaction with program as it pertains to the outcomes (students and graduates) with regard to each statement given.

| | No Knowledge | Very Satisfied | Satisfied | Neutral | Dissatisfied | Very Dissatisfied |
|--|--------------|----------------|-----------|---------|--------------|-------------------|
| 1. Competencies of working with people of different ages | 6 | 5 | 4 | 3 | 2 | 1 |
| 2. Understanding of what motivates people | 6 | 5 | 4 | 3 | 2 | 1 |
| 3. Basic skills in effective communication | 6 | 5 | 4 | 3 | 2 | 1 |
| 4. Assessing and implementing innovations | 6 | 5 | 4 | 3 | 2 | 1 |
| 5. Ability to evaluate resources and materials | 6 | 5 | 4 | 3 | 2 | 1 |
| 6. Knowledge of psychology of learning and its application | 6 | 5 | 4 | 3 | 2 | 1 |
| 7. Knowledge about the culturally disadvantaged and/or minorities | 6 | 5 | 4 | 3 | 2 | 1 |
| 8. Knowledge of supervision, administration and/or leadership skills | 6 | 5 | 4 | 3 | 2 | 1 |
| 9. Skills in working with other employees | 6 | 5 | 4 | 3 | 2 | 1 |
| 10. Knowledge of working with departmental/organizational budgets | 6 | 5 | 4 | 3 | 2 | 1 |
| 11. Knowledge about graduate school | 6 | 5 | 4 | 3 | 2 | 1 |
| 12. Comprehension of professional ethics | 6 | 5 | 4 | 3 | 2 | 1 |
| 13. Skills in interviewing for employment | 6 | 5 | 4 | 3 | 2 | 1 |
| 14. Knowledge about professional organizations | 6 | 5 | 4 | 3 | 2 | 1 |
| 15. Skills in developing evaluation measures | 6 | 5 | 4 | 3 | 2 | 1 |
| 16. Rapport established by faculty with students | 6 | 5 | 4 | 3 | 2 | 1 |
| 17. Level of academic instruction | 6 | 5 | 4 | 3 | 2 | 1 |
| 18. Content preparation in your area of specialization | 6 | 5 | 4 | 3 | 2 | 1 |

| | No Knowledge | Very Satisfied | Satisfied | Neutral | Dissatisfied | Very Dissatisfied |
|--|--------------|----------------|-----------|---------|--------------|-------------------|
| 19. Opportunities to know the other home economics majors | 6 | 5 | 4 | 3 | 2 | 1 |
| 20. Faculty awareness of the student as an individual | 6 | 5 | 4 | 3 | 2 | 1 |
| 21. Opportunities for independent study | 6 | 5 | 4 | 3 | 2 | 1 |
| 22. Pride shown by home economics students at | 6 | 5 | 4 | 3 | 2 | 1 |
| 23. Involvement in extra-curricular activities in department | 6 | 5 | 4 | 3 | 2 | 1 |
| 24. Materials and resources available | 6 | 5 | 4 | 3 | 2 | 1 |
| 25. Organization of the department | 6 | 5 | 4 | 3 | 2 | 1 |
| 26. Planning daily/units of work | 6 | 5 | 4 | 3 | 2 | 1 |
| 27. Courses in teacher education | 6 | 5 | 4 | 3 | 2 | 1 |
| 28. Courses in textiles and clothing | 6 | 5 | 4 | 3 | 2 | 1 |
| 29. Courses in food and nutrition | 6 | 5 | 4 | 3 | 2 | 1 |
| 30. Courses in housing and interior design | 6 | 5 | 4 | 3 | 2 | 1 |
| 31. Courses in family economics and management | 6 | 5 | 4 | 3 | 2 | 1 |
| 32. Courses in child development and family relations | 6 | 5 | 4 | 3 | 2 | 1 |
| 33. Space and facilities for courses offered | 6 | 5 | 4 | 3 | 2 | 1 |
| 34. Space for students to study in the department | 6 | 5 | 4 | 3 | 2 | 1 |
| 35. The amount of time and effort required to get a good grade | 6 | 5 | 4 | 3 | 2 | 1 |
| 36. The professional appearance of the department program | 6 | 5 | 4 | 3 | 2 | 1 |
| 37. Opportunities for professional growth | 6 | 5 | 4 | 3 | 2 | 1 |

Please write any other information about the Department of Home Economics you would like to add.

APPENDIX E.

TRANSFER REASON SURVEY (TRS)

Instrument

Correspondence

Relevant data

Computer Print-Out
Name and Address

Social Security No. _____

The records in the registrar's office indicate you were enrolled as a home economics major but transferred to another major. How important were the following reasons in your decision not to continue your education with a major in Home Economics at University?

DIRECTIONS: Rank order the five most important reasons why you transferred from home economics at University

| | |
|---------------------------------------|---|
| Rank the first most important reason | 1 |
| Rank the second most important reason | 2 |
| Rank the third most important reason | 3 |
| Rank the fourth most important reason | 4 |
| Rank the fifth most important reason | 5 |

- ___ 1. Satisfaction with caliber of courses
- ___ 2. Satisfaction with caliber of instruction
- ___ 3. Time courses offered were not convenient
- ___ 4. Unable to maintain academic standing
- ___ 5. Found full-time employment
- ___ 6. Scheduling conflict between job and studies
- ___ 7. Found study too time consuming
- ___ 8. Illness: personal or family
- ___ 9. Financial reasons
- ___ 10. Relocation: personal or family
- ___ 11. Change in marital situation
- ___ 12. Lack of motivation to continue
- ___ 13. Fulfilled my goal for personal enrichment
- ___ 14. Not enough faculty/student interaction
- ___ 15. Interested in another major besides home economics
- ___ 16. Did not receive encouragement from teachers
- ___ 17. Sensitivity toward adult students
- ___ 18. Other (please specify) _____

Thank you for completing this survey instrument. Please insert it into the enclosed, self-addressed, stamped envelope and mail to:

Office of Institutional Research

November 18, 1980

Dear

Higher education institutions in the eighties will be asked to make many decisions regarding the program provided for students. We are asking you to participate in an evaluative study of the Department of Home Economics at University.

As a former major in the Department of Home Economics will you please take a few minutes to answer the questions on the enclosed survey. Your responses to the questionnaire are important. They will be tabulated along with those of faculty, graduates, administration, and currently enrolled students to provide information for decision making in the Department of Home Economics.

All information provided by you will be treated confidentially, however, it is necessary to identify each respondent for follow-up purposes. No identification will be made of individuals in tabulating and reporting the results. Your social security number and your name will be removed from the questionnaire.

Please return the questionnaire within five (5) days. A stamped self-addressed envelope is provided for this purpose. Thank you for your time.

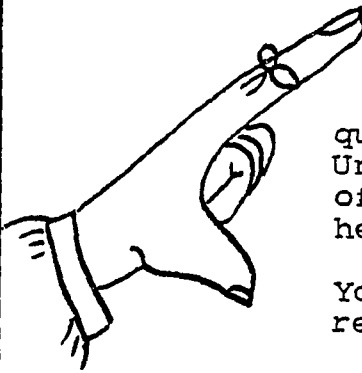
Yours truly,

Director
Institutional Research
University

Yours truly,



Virginia Slimmer
Ph.D. Candidate
Professional Studies in Education
Iowa State University



"Just A Reminder"

If you have not returned your questionnaire to University evaluating the Department of Home Economics, may we expect to hear from you soon?

Your answers are important, so please return your questionnaire today.

Thank You

December 17, 1980

Dear

Recently a questionnaire evaluating the Department of Home Economics at _____ University was sent to you. We are asking you as a student who either took a class in the Department of Home Economics or indicated that you wanted to major in home economics to answer a few questions of why you did not continue in the Department of Home Economics at _____ University.

Your responses to the questionnaire are important. In case the questionnaire sent to you previously has been misplaced or you did not receive it, we are sending you another copy. Your answers will be tabulated along those of faculty, graduates, administration, and currently enrolled students to provide information for decision making in the department.

All information provided by you will be treated confidentially, however, it is necessary to identify each respondent for follow-up purposes. No identification will be made of individuals in tabulating and reporting the results. Your social security number and your name will be removed from the questionnaire.

Please return the questionnaire within five (5) days. A stamped self-addressed envelope is provided for this purpose. Thank you for your time.

Yours truly,

Director
Institutional Research
_____ University

Yours truly,



Virginia Slimmer
Ph.D. Candidate
Professional Studies in Education
Iowa State University

Table 27. Reasons for transfer from program of home economics

| Variable | Ranking | | | | | | | | | |
|--|----------------|------|----------------|------|----------------|------|----------------|-----|----------------|-----|
| | 1 ^a | | 2 ^b | | 3 ^c | | 4 ^d | | 5 ^e | |
| | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % |
| 1. Satisfaction with caliber of courses | 6 | 11.8 | 2 | 3.9 | 5 | 9.8 | 5 | 9.8 | 0 | 0.0 |
| 2. Satisfaction with caliber of instruction | 4 | 7.8 | 5 | 9.8 | 2 | 3.9 | 3 | 5.9 | 2 | 3.9 |
| 3. Time courses offered were not convenient | 1 | 2.0 | 1 | 2.0 | 2 | 3.9 | 2 | 3.9 | 4 | 7.8 |
| 4. Unable to maintain academic standing | 1 | 2.0 | 0 | 0.0 | 0 | 0.0 | 1 | 2.0 | 0 | 0.0 |
| 5. Found full-time employment | 1 | 2.0 | 2 | 3.9 | 1 | 2.0 | 1 | 2.0 | 2 | 3.9 |
| 6. Scheduling conflict between job and studies | 1 | 2.0 | 0 | 0.0 | 1 | 2.0 | 3 | 5.9 | 1 | 2.0 |
| 7. Found study too time consuming | 1 | 2.0 | 1 | 2.0 | 1 | 2.0 | 1 | 2.0 | 2 | 3.9 |
| 8. Illness: personal or family | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 2.0 | 1 | 2.0 |
| 9. Financial reasons | 1 | 2.0 | 2 | 3.9 | 5 | 9.8 | 1 | 2.0 | 2 | 3.9 |
| 10. Relocation: personal or family | 2 | 3.9 | 5 | 9.8 | 4 | 7.8 | 0 | 0.0 | 0 | 0.0 |
| 11. Change in marital situation | 7 | 13.7 | 0 | 0.0 | 0 | 0.0 | 2 | 3.9 | 2 | 3.9 |
| 12. Lack of motivation to continue | 1 | 2.0 | 9 | 17.6 | 4 | 7.8 | 1 | 2.0 | 4 | 7.8 |
| 13. Fulfilled my goal for personal enrichment | 0 | 0.0 | 3 | 5.9 | 6 | 11.8 | 3 | 5.9 | 2 | 3.9 |
| 14. Not enough faculty/student interaction | 0 | 0.0 | 2 | 2.0 | 2 | 2.0 | 2 | 3.9 | 1 | 2.0 |
| 15. Interested in another major besides home economics | 15 | 29.4 | 7 | 13.7 | 1 | 2.0 | 1 | 2.0 | 1 | 2.0 |
| 16. Did not receive encouragement from teachers | 0 | 0.0 | 4 | 7.8 | 1 | 2.0 | 4 | 7.8 | 2 | 3.9 |
| 17. Sensitivity toward adult students | 0 | 0.0 | 0 | 0.0 | 1 | 2.0 | 0 | 0.0 | 1 | 2.0 |
| 18. Other (please specify) _____ | 3 | 5.9 | 0 | 0.0 | 1 | 2.0 | 0 | 0.0 | 0 | 0.0 |

^aFirst most important reason.

^bSecond most important reason.

^cThird most important reason.

^dFourth most important reason.

^eFifth most important reason.

APPENDIX F.

PROGRAM PERCEPTION AND VISIBILITY QUESTIONNAIRE (PPVQ)

Instrument

Correspondence

Relevant data

UNIVERSITY
PERCEPTION AND VISIBILITY QUESTIONNAIRE

DIRECTIONS: Please check (✓) the appropriate response.

▶ 1. The home economics program at _____ University is in your perception:

- no knowledge of program
- very adequate
- adequate
- neutral
- inadequate
- very inadequate

▶ 2. Has your school/organization employed teacher(s) that received their academic education in the Home Economics Department at _____ University?

- Yes No

If yes, did this teacher(s) graduate from _____ University since 1975?

- Yes No

If yes, in your judgment, was the teacher(s) preparation:

- very adequate
- adequate
- neutral
- inadequate
- very inadequate

▶ 3. Written information received about the Home Economics Program at _____ University is: Check (✓) all that apply.

- do not receive information
- attractive
- accurate
- comprehensive
- informative

▶ 4. Student recruiter(s) from the Home Economics Department of _____ University: Check (✓) all that apply.

- are well-informed
- are dynamic, personable
- visits our school once a year
- are friendly and establish rapport with students
- have not visited our institution
- I have not met the recruiter(s)

▶ 5. If you are familiar with the home economics program at _____ University and have any suggestions for improvement please list them below.

▶ 6. If not informed, what could the department do to help you become more informed?

October 24, 1980

Dear

There are many factors entering into a student's decision to attend the college of his/her choice. The purpose of this questionnaire is to study your perception and the visibility of the Home Economics Program at _____ University.

Will you please take a few minutes to answer the questions on the enclosed survey? All information will be treated confidentially. No identification will be made of individuals or of specific institutions in tabulating and reporting the results. Your name and the place of your employment is indicated on the questionnaire only for follow-up purposes and will be removed from the questionnaire.

Please return the questionnaire within five (5) days. A stamped self-addressed envelope is provided for this purpose. Thank you for your time.

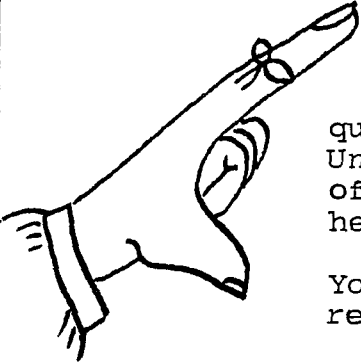
Yours truly,

Yours truly,



Director
Institutional Research
University

Virginia Slimmer
Ph.D. Candidate
Professional Studies in Education
Iowa State University



"Just A Reminder"

If you have not returned your questionnaire to University evaluating the Department of Home Economics, may we expect to hear from you soon?

Your answers are important, so please return your questionnaire today.

Thank You

November 18, 1980

Dear

Recently a questionnaire evaluating the Department of Home Economics at _____ University was sent to you. Response has been good and we are pleased that many have found time to answer the questionnaire and return it.

In case the questionnaire has been misplaced or you did not receive it, we are sending another copy. Your answers about the visibility and effectiveness of the program of _____ University are important and we want to have your opinion represented in the study. If you have mailed your questionnaire, thank you. If, not, we would appreciate if you would find the time within the next week to complete and return the questionnaire.

All information provided by you will be treated confidentially and the name of your institution will be removed from the questionnaire.

Thank you for your cooperation.

Yours truly,

Yours truly,

Director
Institutional Research
University

Virginia Slimmer
Ph.D. Candidate
Professional Studies in Education
Iowa State University

December 18, 1980

Dear

Several weeks ago you were sent a questionnaire asking for your perception and the visibility of the program of the Department of Home Economics at _____ University. We have not received your completed questionnaire and your answers are important to finish the statistical analysis of the study.

All information provided by you will be treated confidentially, however, it was necessary to identify your school for follow-up purposes. The name of your institution will be removed and no identification will be made of individuals or of specific institution in tabulating and reporting the results.

Could you please find time in the next few days to complete the instrument? We realize this may be a busy time of the school year but your cooperation will be appreciated.

Yours truly,

Director
Institutional Research
University

Yours truly,



Virginia Slimmer
Ph.D. Candidate
Professional Studies in Education
Iowa State University

Table 28. Responses to program perception and visibility questionnaire from principals, counselors and area extension directors

| Variable | <u>Principals</u> | | <u>Counselors</u> | | <u>Area extension directors</u> | | | | |
|--|-------------------|---------------|-------------------|---------------|---------------------------------|---------------|---------------|---------------|--------------|
| | East | | West | | East | | West | | <u>(n=5)</u> |
| | <u>(n=48)</u> | <u>(n=50)</u> | <u>(n=48)</u> | <u>(n=50)</u> | <u>(n=48)</u> | <u>(n=50)</u> | <u>(n=48)</u> | <u>(n=50)</u> | |
| Program is in your perception: | | | | | | | | | |
| no knowledge of program | 41 | 85.4 | 34 | 68.0 | 32 | 66.7 | 22 | 44.0 | 0 |
| very adequate | 1 | 2.1 | 3 | 6.0 | 2 | 4.2 | 5 | 10.0 | 1 |
| adequate | 1 | 2.1 | 9 | 18.0 | 10 | 20.8 | 14 | 28.0 | 4 |
| neutral | 4 | 8.3 | 2 | 4.0 | 4 | 8.3 | 3 | 6.0 | 0 |
| inadequate | 1 | 2.1 | 3 | 6.0 | 0 | 0.0 | 5 | 10.0 | 0 |
| very inadequate | 0 | 0.0 | 1 | 2.0 | 0 | 0.0 | 1 | 2.0 | 0 |
| Employed teacher receiving academic preparation: | | | | | | | | | |
| Yes | 0 | 0.0 | 10 | 20.0 | 0 | 0.0 | 13 | 13.3 | 4 |
| No | 48 | 100.0 | 40 | 80.0 | 48 | 100.0 | 37 | 74.0 | 1 |
| Did teacher(s) graduate since 1975: | | | | | | | | | |
| Yes | 0 | 0.0 | 4 | 8.0 | 0 | 0.0 | 4 | 8.0 | 3 |
| No | 0 | 0.0 | 6 | 12.0 | 0 | 0.0 | 9 | 18.0 | 0 |
| In your judgment, was preparation: | | | | | | | | | |
| very adequate | 0 | 0.0 | 2 | 4.0 | 0 | 0.0 | 3 | 6.0 | 2 |
| adequate | 0 | 0.0 | 2 | 4.0 | 0 | 0.0 | 1 | 2.0 | 1 |
| neutral | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 |
| inadequate | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 |
| very inadequate | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 |

Written information received about program:

| | | | | | | | | | |
|----------------------------|----|------|----|------|----|------|----|------|---|
| do not receive information | 36 | 75.0 | 25 | 50.0 | 27 | 56.3 | 17 | 34.0 | 2 |
| attractive | 4 | 8.3 | 5 | 10.0 | 6 | 12.5 | 9 | 18.0 | 1 |
| accurate | 1 | 2.1 | 6 | 12.0 | 8 | 16.7 | 12 | 24.0 | 2 |
| comprehensive | 1 | 2.1 | 0 | 0.0 | 8 | 16.7 | 6 | 12.0 | 0 |
| informative | 7 | 14.6 | 15 | 30.0 | 17 | 35.4 | 26 | 52.0 | 1 |

Student recruiters from department:

| | | | | | | | | | |
|------------------------------------|----|------|----|------|----|------|----|------|---|
| are well-informed | 0 | 0.0 | 2 | 4.0 | 0 | 0.0 | 1 | 2.0 | 1 |
| are dynamic, personable | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 |
| visits our school once a year | 1 | 2.1 | 1 | 2.0 | 0 | 0.0 | 0 | 0.0 | 1 |
| are friendly and establish rapport | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 |
| have not visited our institution | 11 | 22.9 | 19 | 38.0 | 25 | 52.0 | 26 | 52.0 | 0 |
| I have not met the recruiter | 41 | 85.4 | 37 | 74.0 | 36 | 75.0 | 43 | 86.0 | 3 |

APPENDIX G.

SELF-STUDY EVALUATION FORM (SSE)

Letter of transmittal

Instrument

Relevant data

To: Faculty of the Home Economics Department
University

From: Virginia Slimmer
Ph.D. Candidate
Professional Studies in Education
Iowa State University

Re: Self-study Evaluation

Please use the enclosed forms for the self-study evaluation of the Department of Home Economics. Answer all questions succinctly, if some question is not applicable to your program, please write not applicable.

The general information sheet will be removed from the self-study evaluation and no identification will be made of the institution

GENERAL INFORMATION SHEET

INFORMATION TO BE PROVIDED IN THE SELF-EVALUATION REPORT *

DIRECTIONS: Please complete forms and supply information as indicated.

Date _____

GENERAL INFORMATION

Name of the home economics unit:

Name of parent institution _____

Address _____

Regional accrediting agency(ies) of parent institution

Programs offered by the home economics department

Name, title, and official position of person(s) preparing report

*All questions on the following evaluation forms and all criteria are based on accrediting agencies and professional organizations including:

- North Central Association of Colleges and Schools
- National Council for Accreditation of Teacher Education
- American Home Economics Association

ORGANIZATION AND ADMINISTRATION OF THE HOME ECONOMICS DEPARTMENT

Criterion 1

The home economics department is accorded status within the institution comparable to that of other departments of similar size and function with regard to finances, faculty appointments, teaching loads, promotion in rank and salary, appointments on the institution's policy-making committees, program priorities, plant operation, student admissions, curriculum development, and other academic affairs.

1. Show the line of administrative authority of officers of the parent institution, that is to whom the administrator of home economics is responsible. (May be shown by a chart.) Designate lines of authority in:
 - financial matters
 - faculty appointments
 - teaching loads
 - promotion in rank and salary
 - appointment of the institution's policy-making committees
 - program priorities
 - plant operation
 - student admissions
 - curriculum development and other academic affairs
2. What evidence is there that the home economics budget is comparable to that of other departments of similar mission, function, and size within the institution?
3. a. Show amount of the total home economics budget for the current year and show by either amount or percentage the sources of these funds (do not include any funds for research).
 - b. Show the expenditures from the home economics department for the last year of record (for example, salaries, institutional supplies, travel, etc., but omitting research).
 - c. What funds are available for home economics research?
4. Describe how the home economics department has the opportunity for representation on a senate, council, and/or other body that meets regularly to deal with academic concerns of the total institution, if such a body exists. On what basis--election, appointment, etc.--are members selected?

Criterion 2

The organizational structure of the home economics department is appropriate for the objectives of the department and the goals of the institution.

5. Does the home economics department have a constitution, procedural rules, philosophy, purposes, or other form of guidance? If so, append copy(ies). If not explain how the department functions.
6. What are the overall purposes/mission of the institution? Append a copy.
7. What are the overall purposes of the home economics department?
8. What is the rationale in support of the purposes and objectives of the home economics department?
9. How frequently are the objectives of the home economics department reviewed? By whom? What are the plans for reviewing the objectives in the future?
10. a. To what extent are the faculty involved in the development of program objectives?
 - b. To what extent are the students involved in the development of the program objectives?
 - c. To what extent is there cooperation and coordination with the objectives of other departments and other faculty in the institution?
 - d. To what extent have the objectives been influenced by groups and/or agencies outside the home economics department (for example, alumni groups, advisory committees, state department of education, and professional organizations)?

Criterion 3

The organizational structure of the home economics department is such that it encourages communication, coordination, and interaction among administrative officers, faculty, and students within the department, with other disciplines, and with other institutions.

11. How does the organizational structure within the home economics department encourage communication, coordination, and interaction among administrative officers, faculty, and students? Be specific.
 - a. Within home economics
 - b. With other disciplines
 - c. With other institutions
12.
 - a. How often are home economics department faculty meetings held?
 - b. For what purposes are such meetings held?
 - c. Are students represented at these meetings?
 - d. Are minutes of these faculty meetings kept? If so, append one or two copies from this past academic year.
13. Describe the home economics structure.
 - a. List the standing committees.
 - b. List the current ad hoc committees.
 - c. To what extent is there student representation and participation on these committees? Describe specifically.
 - d. How are members of these committees selected? Be specific for both faculty and students.
14. Assess the adequacies and/or inadequacies of communications:
 - a. Within the home economics department
 - b. Within the institution

If communications are inadequate, suggest how these may be improved.
15. Does the home economics administrator submit an annual or biennial report to the president, board of regents, or other persons or groups? If so, append a copy of the last such report.

Criterion 4

The home economics department is administered by a qualified administrator empowered by the institution with sufficient authority and allowed sufficient time to accomplish the department's objectives. This administrator provides effective leadership and supervision in developing a strong home economics program in harmony with the needs of the students, the community, and the institution.

16.
 - a. What is the administrative responsibility and authority of the director of the home economics department? (Quote from an authoritative source if possible)
 - b. Briefly describe evidence that the administrator of the home economics department provides effective leadership and works cooperatively with the faculty in each of his/her roles in order to develop a strong home economics program in harmony with the needs of the students, the community, and the institution.
 - c. To what extent are the demands on the administrator adequately recognized in relation to the total load of the administrator?
17. To the extent institutional policies permit, how does the home economics administrator encourage and help faculty members to continue their professional progress?
18. Briefly describe the role of the faculty in the selection of administrative officers, department heads, and other faculty and staff who have influence on the home economics program.

Criterion 5

The organizational structure of the home economics department is such as to facilitate planning, administering, and evaluating for continuous improvement of the total educational program. Program priorities and the development of professional programs are cooperatively formulated by the institution, the home economics department, and the area(s) especially concerned.

19. How are faculty members, particularly new faculty members, informed of the established policies (especially in relation to financial management and support) of the:
 - a. institution?
 - b. home economics department?
20. Describe the process required to establish administrative policies and procedures relating to the following:
 - a. curriculum requirements common to all students in home economics program.
 - b. special requirements common to all students in home economics program.
 - c. steps to initiate, plan, have approved, implement, and evaluate new programs.
 - d. criteria in establishing program priorities?
21. What evidence is there that the home economics department participates in establishing:
 - a. long-range plans for development of home economics programs?
 - b. short-range plans for the development of home economics programs?
 - c. educational policies and procedures within the department?
 - d. an evaluation of the professional programs?
 - e. priorities relative to financial and program planning regarding physical plant development, faculty recruitment, current expenses, program administration, faculty commitment, and support staff?
22. Describe procedures used in developing the budget request for the home economics department including: names and titles of person involved, extent of faculty input, lines of transmittal, and methods of establishing budget priorities. Identify those who and how they are responsible for administration of the budget.
23. List and describe ways the home economics department serves other areas in the institution (e.g., course in nutrition required of nursing students, course in consumer buying open to all students in the institution, etc.). State number of non-home economics majors who took courses in home economics during the past year (two semesters and one summer).
24.
 - a. Describe how and by whom each professional program in the home economics department was designed, is administered, and is continuously evaluated. List each professional program given in the college catalog. Indicate separately the professional program for teacher education program.
 - b. Show evidence that the curricula for each professional program is continuously evaluated.
 - c. Show evidence of explicitly stated objectives for the curricula of each professional program.
 - d. What criteria are used by the home economics department establishing program priorities? Identify total student credit hours taught, number of students, and critical professional needs for each program.

FACULTY

The major asset of an institution is its faculty: their experience; their preparation; their commitment to the family and the profession; and their performance. The staffing pattern of the home economics department should include persons who have a commitment to the interrelatedness of providing food, clothing, shelter, and emotional support for each individual and of these in relation to the needs and concerns of families. Staff educational, occupational, and experimental backgrounds and competencies will vary.

All faculty members should be academically and professionally qualified in that: (1) they have orientation to the goals and objectives of home economics and ability to apply this orientation in teaching and (2) they have appreciation for the contribution of the various subject matter areas of home economics to the enrichment of family life and, conversely, appreciation of the contribution of other disciplines to home economics.

Criterion 6

The full- and part-time faculty has rank, status, salary, and other benefits commensurate with its educational experience, assigned responsibilities, and/or professional competence and comparable to other faculty in the institution.

25. Personal Data, Self-Evaluation: Using Form A, Form B, and Form C, have each individual full-time and part-time faculty member of the home economics department completely fill out the form. Be sure all parts are completed in full.
26. Describe the procedure by which appointments are made to faculty of the home economics department.
27. How do salaries in the home economics department compare with salaries in other professional departments on the campus?
28. Are part-time faculty paid proportionately to full-time faculty members? Describe any exceptions.
29.
 - a. State the institutional policies affecting income benefits for full- and part-time faculty regarding the following: (These policies may be taken verbatim from faculty handbook.)
 1. expense allowance for professional meetings
 2. leave of absence other than sabbatical
 3. life and health insurance
 4. outside employment, for example consultation
 5. retirement plans
 6. sabbatical leaves
 - b. State the extent to which home economics faculty have participated in the above
30. State the institutional policies for full-time and part-time faculty regarding the following: (Note if the department differs from institution.)
 - a. advising and counseling of students
 - b. allocation of administrative and other responsibilities to faculty members in addition to teaching
 - c. faculty research
 - d. rank and promotion
 - e. tenure
 - f. relevancy of instructor's special preparation and scholarly interest to teaching assignment
 - g. salaries and salary increments
 - h. special professorships and/or endowed chairs
 - i. teaching loads
 - j. role as advisor for an organization in the home economics department and compensation for same.

Criterion 7

The educational preparation of each faculty member has contributed to expertise in the area of responsibility and provided adequate background in the supporting disciplines from which the specialty draws major concepts and principles. There is continuing professional growth of all members of the home economics faculty. The faculty actively participates in professional organizations both on and off campus, in organizations that advance the profession for which the program prepares, in intercultural and community services, and in interpreting home economics to other professions and to the general public. The faculty contributes new knowledge to the field of specialization through research, publications or other scholarly production. The faculty as a whole represents diversification of education and background, represents various educational institutions, and provides balance in age groups.

31. a. Describe policies, criteria, and procedures used for evaluating overall effectiveness in:
 1. teaching
 2. advising
 3. research
 4. professional activities
 5. publication
 6. service
- b. If there is an institutional teacher-evaluation program, include procedures utilized by the home economics department. Append a copy of the evaluation form. Does this include peer evaluation?
- c. What is the role of students in evaluating the instructional program of the home economics department?
32. a. Describe how and the extent to which policies of the home economics department and the institution encourage professional advancement:
 1. department
 2. institution
- b. To what extent are in-service seminars conducted to discuss teaching and evaluation materials?
- c. Does the home economics department have a program for visiting and exchange professors and consultants? If so, describe.
33. a. If teaching assignments for any home economics faculty member have been outside of his field of advanced preparation and/or scholarly competencies, state the reasons.
- b. Where professional experience is desirable for special programs, do the principal teaching faculty have this experience (i.e., a registered dietitian with experience in charge of the dietetics program, a person in charge of the home economics in business program who has had experience in the business field, etc.)?
34. To what extent do home economics faculty show evidence of continued professional growth?

Criterion 8

The faculty of the home economics department is provided with essential clerical, technical, and other supporting services such as graduate assistants.

35. List by position the clerical, technical, and other support services presently assigned to the home economics department. Give hours per week worked in department.
36. What general institutional policies and rationale govern the assignment of clerical, technical, and other support services to the home economics faculty?
37. To what extent do the requests for clerical, technical, and other support personnel, and the honoring of such requests, compare favorably with other departments of comparable size within the institution?

Self-Evaluation Form A
PERSONNEL DATA

- 1. Name of person _____
- 2. Name of institution _____
Address of institution _____
- 3. Department _____ Divison _____
- 4. Rank _____ Administrative title _____
- 5. Date of appointment to present position _____
- 6. Date and title of original appointment at this institution _____

7. Tenure Yes _____ No _____

8. Undergraduate education

| Dates | Institution | Degree | Major |
|-------|-------------|--------|-------|
| | | | |
| | | | |

9. Graduate education

| Dates | Institution | Degree | Major |
|-------|-------------|--------|-------|
| | | | |
| | | | |
| | | | |

10. Time-basis of employment Full-time _____
 Part-time: .2 _____ .3 _____ .4 _____ .5 _____ Other _____
 Work-load basis of employment (Give percent of time in each)
 Administrative _____ Teaching _____ Research _____ Advising _____

11. List of courses taken for Master's degree (give titles of courses)
- _____
- _____
- _____
- _____
- _____
- _____

If additional space is needed attach an extra sheet of paper.

If additional space is needed attach an extra sheet of paper. Page 2

12. Title of thesis or project for Master's degree _____

13. List courses taken for Doctorate (give titles of courses)

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

14. Title of thesis for Doctorate _____

15. List other graduate courses taken (give titles of courses)

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

16. Honors received _____

17. Assistantships held (give dates) _____

| | |
|-------|-------|
| _____ | _____ |
|-------|-------|

If additional space is needed attach an extra sheet of paper.

18. Experience since receiving baccalaureate degree, include ALL experience and give inclusive dates and location or/and institution.

a. Teaching _____

b. Research _____

c. Administration _____

d. Business (specify) _____

e. Other (specify) _____

19. List practicums, internships (included student teaching) (give dates)

20. List present membership and any position held during the past five years in scientific, professional, and honorary societies.

21. List professional or scientific meetings attended during the past five years and ways in which participated.

22. List any special responsibilities for professional programs in the home economics department (i.e. responsible for field work for students in extension program, supervise student teachers, supervise institutional management program)

23. List personal subscriptions to professional magazines for the past year.

24. List professional and scientific publications during the past five years giving title, date, and where published

25. List any papers given at professional meetings during the past five years.

26. List any speeches/lectures given before other groups during the past five years.

27. List the committees of which you are a member in your department of home economics this year. Star those for which you are chairman.

28. List the college or university committees outside the school of home economics of which you are a member this year.

29. List the state or national committees, either in home economics or other fields of which you have been a member during the past five years. Specify organization, committee and length of service.

| Organization | Committee | Length of service |
|--------------|-----------|-------------------|
|--------------|-----------|-------------------|

30. List professional consultation

31. List other professional activities outside the home economics department.

32. List other organization memberships (not included under 20, as civic, religious, public service, etc.) and any special activity.

33. List any student group of which you sponsor or advise.

34. List any other experiences applicable to your profession that you have had during the past five years at this institution. (If you have been at this institution less than five years, please indicate where the experiences occurred.)

Instruction Practices

You are asked to give information on some of your practices in teaching. As in the preceding sections of the form, this is for the purpose of securing a department pattern, not an evaluation of individuals. Do not put your name or any identification on the next two pages.

- A. What non-departmental and/or off-campus resources do you use in your teaching? Double check (✓) those which you use most.

| | How used | | Years in which Used | |
|---|-------------------------------|------------------------|---------------------|-----------------|
| | For field Trips & Observation | Student Partici-pation | This Year | Past Five Years |
| 1. Day nursery or nursery school | | | | |
| 2. Commercial establishments for food service | | | | |
| 3. Commercial production companies (as dairy, textile products, etc.) | | | | |
| 4. Homes of the community | | | | |
| 5. Hospitals | | | | |
| 6. Housing projects | | | | |
| 7. Legal agencies | | | | |
| 8. Public service agencies (i.e. High Plains Mental Health) | | | | |
| 9. Schools (public & private) | | | | |
| 10. Social Agencies (specify) | | | | |
| _____ | | | | |
| _____ | | | | |
| 11. Instructors from other disciplines (specify) | | | | |
| _____ | | | | |
| _____ | | | | |
| 12. Others (specify) | | | | |
| _____ | | | | |
| _____ | | | | |
| _____ | | | | |

- B. What student experiences do you provide in connection with your courses? Please rank the following techniques/strategies numerically with number 1 being the highest to 16 being the lowest.

| | |
|--|---|
| <input type="checkbox"/> Class discussions | <input type="checkbox"/> Student demonstrations |
| <input type="checkbox"/> Experience on the job | <input type="checkbox"/> Lectures by instructor |
| <input type="checkbox"/> Participation in a research project | <input type="checkbox"/> Lectures by outside speaker |
| <input type="checkbox"/> Written papers | <input type="checkbox"/> Watching demonstrations by instructor |
| <input type="checkbox"/> Field trips | <input type="checkbox"/> Student-teacher conferences |
| <input type="checkbox"/> Laboratory practice | <input type="checkbox"/> Independent study |
| <input type="checkbox"/> Oral reports | <input type="checkbox"/> Experiences in self-evaluation (not merely examinations) |
| <input type="checkbox"/> Panel discussions | <input type="checkbox"/> Other (specify) |
| <input type="checkbox"/> Group planning/projects | |

- C. What types of evaluation procedures do you use most? Rank the following evaluation procedures numerically with number 1 being the highest to 8 being the lowest.

| | |
|---|---|
| <input type="checkbox"/> Essay type tests | <input type="checkbox"/> Practical tests/projects |
| <input type="checkbox"/> Interviews | <input type="checkbox"/> Student-teacher cooperative evaluation |
| <input type="checkbox"/> Objective tests | <input type="checkbox"/> Other (specify) |
| <input type="checkbox"/> Observation (in class) | |
| <input type="checkbox"/> Observation (in out-of-class situations) | |

- D. Which do you use the most when determining grades? Indicate by ranking the types numerically with number 1 being the highest to 10 being the lowest.

| |
|---|
| <input type="checkbox"/> Ability to use information in new situations |
| <input type="checkbox"/> Appreciations |
| <input type="checkbox"/> Attitudes |
| <input type="checkbox"/> Values |
| <input type="checkbox"/> Habits |
| <input type="checkbox"/> Interests |
| <input type="checkbox"/> Knowledge |
| <input type="checkbox"/> Manipulative skills |
| <input type="checkbox"/> Personal-social adjustment |
| <input type="checkbox"/> Standards |
| <input type="checkbox"/> Other (specify) |

Instructional Load of Staff Members

| Number & Title of Courses Taught in this year 1980-1981 at this institution | Credit Hours for Course | Clock Hours per week for Course | Number of Sections Taught | | | Total Student Enroll- ment in All Secs. Taught | Student Credit Hours |
|---|----------------------------------|---|---------------------------|--------------------|--------|---|----------------------------|
| | | | Fall Semester | Spring Semester | Summer | | |
| | | | | | | | |

Instructional Load of Staff Members

| Number & Title of Courses Taught the past academic year 1979-1980 at this institution | Credit Hours for Course | Clock Hours per wk. for Course | Number of Sections Taught | | | Total Student Enroll- ment in All secs. Taught | Student Credit Hours |
|---|----------------------------------|--|---------------------------|--------------------|--------|---|----------------------------|
| | | | Fall Semester | Spring Semester | Summer | | |
| | | | | | | | |

LIBRARY

The library is a critical resource of any educational system. As such there should be evidence of adequacy and use. Adequacy is reflected in the scope and depth of the library holdings as related to the general and professional components of the program(s). Learning resources adequate to support the educational program and adequately staffed should be readily accessible to students and faculty on campus and during periods of study or other activities away from campus. Learning resources are a significant component of an educational program only if they are used. Since students learn in different ways and at different rates, using diversified media and methodology in the learning situation will provide each student with a means to progress at the rate and style of learning best suited.

Criterion 9

The print and non-print materials are authoritative, up-to-date, and of adequate coverage to support the program(s) being offered and the professional development of students and faculty.

38. To what extent are the print and nonprint materials in the library adequate in coverage and sufficiently up-to-date to support the home economics program(s) being offered, the number of students being served, and the professional development of students and faculty?
39. To what extent does the library provide materials and instructional media such as microfiche, microfilm, and other materials?
40. To what extent are research and other primary sources of data available? What evidence is there to show that faculty and students make use of the materials?
41. To what extent are acquisitions acquired to meet new programs needs? How is the quality of acquisitions maintained?
42. Are there reciprocal arrangements with other libraries for use by faculty, students, and practitioners (inter-library loan)?
43. What policies determine the home economics department's acquisition request for books, periodicals, research and trade publications, as well as other educational materials?
44.
 - a. What was the amount spent for home economics library acquisitions for each of the past five years? Was the amount financed solely from the library budget or were other funds available? Append a list of print and non-print materials purchased in the library for the home economics department in the last academic year.
 - b. How adequate is the library budget allocation for the department?
45.
 - a. What effort is made to familiarize students and faculty with new or changed services and facilities in the library?
 - b. What effort is made to familiarize new students and new faculty with the library's services and facilities?
 - c. What statistics are kept of student use per year?
46. To what extent are diversified media and materials available to students so they may choose different ways to achieve course objectives, may use the styles of learning best suited to them? Include in your response the types of facilities and materials that are provided.
47. What capabilities does the institution have for locally producing materials? What use(s) are made of this service?
48. How adequate are the support services which supply and reproduce such instructional materials as transparencies, films, films, filmstrips, slides audio-tapes, and video-tapes?
49. Are the available instructional materials and equipment that support the present home economics program(s) current? Are these readily available to the students and faculty. Are non-print materials classified and catalogued?

50. a. To what extent do the home economics faculty cooperate in the development of long-range goals of the library?
- b. State specific strengths and weaknesses of the general library in relation to your professional roles and/or program(s).

Criterion 10

Facilities are available in the home economics department for professional journals, specific home economics professional materials, and independent study areas for students and faculty.

51. What facilities does the home economics department provide in the department for reading/studying by students and/or faculty. Is these facilities available to accommodate student/faculty demand?
52. State specific strengths and weaknesses of library materials in the department in relation to your professional roles and/or program(s).
53. List the professional journals in the department that are available for student/faculty use.
54. What resource materials (i.e., curriculum guides, films, books) are available in the department for student/faculty use?

PHYSICAL FACILITIES

Although physical facilities are not the most important factor in any program of higher education, it is desirable that they be adequate to accommodate classroom activities such as lectures, discussions, seminars, conferences, laboratory work and study, and research. Because of the nature of the activities included, programs in home economics make special demands on space and equipment. It is therefore important that the facilities of the home economics unit be suitable for professional education in home economics and adequate in design to accomplish the task which the institution and the department designated to achieve by its objectives. Furthermore, it is desirable that they should be such as to encourage faculty-faculty, faculty-student, and student-student interaction.

Criterion 11

Space and facilities within the institution and/or utilized from outside sources are up-to-date, aesthetically pleasing, and functionally adequate in design for each program being evaluated. Classroom environment is conducive to learning. An assessment of the strengths and areas of concern regarding the institution's resources and plans for improvement should be determined to meet desired outcomes. An analysis of where change is desirable and possible and a timetable for implementing such changes should be under study.

55. Describe the physical facilities and equipment available to the home economics department for:
 - a. Teaching and other activities related to carrying out the academic program
 1. Child and family development
 2. Foods and nutrition
 3. Home economics education
 4. Interior design, housing and household equipment
 5. Institution management
 6. Textiles and clothing
 7. Consumer education
 8. Career/occupational and vocational development
 - b. research
 - c. offices
 - d. students and faculty rest periods
 - e. independent study areas
 - f. security of students' materials
56. Describe features of the home economics facilities such as exhibit areas, reading rooms, areas for self-directed study (Include space and equipment)
57. To what extent are the facilities of supporting disciplines available to home economics students and faculty? Do they allow for cooperative efforts?
58. To what extent are the above described teaching, research, office, and conference facilities adequately up-to-date, functionally adequate, aesthetically pleasing and conducive to learning? (temperature, lighting, equipment, ventilation)
59. Describe the provisions (i.e., both the plans and the finances) for daily and long-term maintenance of the physical facilities, including the equipment, of the home economics department.
60. Describe areas needing improvement and how this is being accomplished.
61. Describe long-range improvement plans for the department.
62. To what extent have requests from the home economics department for improvements in physical facilities been honored?
63. What provisions are made in the physical facilities for the physically impaired and handicapped?

PROGRAMS

All programs in home economics should include as much general education as possible, for one purpose of higher education is to prepare cultivated human beings. A specific purpose of programs in home economics is to prepare professional person competent to assume a variety of leadership roles and services in assisting individuals and groups seeking solutions to individual, home, and family problems. The programs should include sufficient general and professional studies to provide depth, breadth, and quality in the preparation of home economists. The program(s) should provide a preparation that meets the minimum standards by accrediting agencies and strive to maintain higher standards for themselves, striving for better ways to prepare students for their professional endeavors. Concepts to be included in the over-all programs should meet the following four criteria: (1) universality; (2) relevance to the present and the future; (3) continuity; and (4) adaptability.

Criterion 12

There is a common body of knowledge derived from the general studies component and from specific courses in home economics that provides for a general program in home economics and that is also relevant to each of the areas of specialization. The concepts (common to all programs) include some understanding of: (1) the family in society, (2) human growth and development in relation to nutrition, (3) human development and its relation to the family, (4) management of human and material resources, (5) aesthetic qualities in the environment, (6) the influence of science, technology, and consumer economics upon families and family members, and (7) the philosophical base of home economics and the relation of its specialities to the field as a whole.

64. Where possible cite page(s) in the catalog that show curricular requirements for each program in the home economics department. Use Form 5, page 1 to show requirements for each program. Use Form 5, page 2 to show home economics subject requirements for each program.
65. Describe the process by which substitutions may be made for "required courses" distinguishing between requirements for professional preparation and requirements for the home economics component common to all programs.

Criterion 13

The design, approval, and continuous evaluation and development of teacher education programs should be consistently organized, unified, and coordinated under the responsibility of an officially designated unit. The faculty and/or staff responsible for the teacher education program in the home economics department has professional and scholarly preparation; a majority of the membership of the faculty are experienced in secondary teaching and have continuing experience in secondary schools, are significantly involved and well informed about the preparation of teachers and the problems of the schools, and have experience in, and commitment to, the task of educating teachers who will provide instruction in a multicultural society.

66. Show evidence there is a consistency of practice in conformity to the institution's philosophy of teacher education and teaching.
67. Show the provisions made for instruction in multi-cultural education.
68. Stipulate how skills are developed for value clarification.
69. Show evidence of promoting analytical and evaluative abilities to confront issues such as participatory democracy, racism and sexism, and the parity of power.
70. Explain how teaching strategies for examining the dynamics of diverse cultures are used.
71. Explain how teaching strategies for examining linguistic variations and diverse learning styles are used.
72. Give evidence of secondary school teaching experiences of each faculty member.

Criterion 14

The professional studies component of each curriculum includes the systematic study of teaching and learning theory with appropriate laboratory and clinical experience. The professional studies component of the department of home economics for prospective teachers includes direct, substantial, quality participation in teaching over an extended period of time in a secondary school. This practicum should be under the supervision of college personnel who are experienced in, and have continuing experience with, secondary teaching, and certificated, experienced personnel from the cooperating school. Explicit criteria are established and applied for the selection of school supervisors and for the assignment of college personnel.

73. Identify practicum experiences of professional practice for teaching by course title and number in the home economics department and those in under the jurisdiction of other departments for home economics education. Append objectives and explain practicum procedure. Give period of time, under whose supervision. Give criteria for selection of school supervisors and the assignment of college personnel. Give criteria for placement of students in the practicum program.

Criterion 15

The institution makes provision for representative student participation in the decision making phases related to the design, approval, evaluation, and modification of its teacher education programs.

74. a. Give evidence of student participation in the decision making of the design of the teacher education program.
- b. Give evidence of student participation in the decision making of the approval of the teacher education program.
- c. Give evidence of student evaluation of the teacher education program.

Criterion 16

The setting of relevant curricular goals is reflected in the sequential arrangement of courses throughout the academic program and the content of the professional option(s) offered within the program.

75. Append materials that show whether or not each professional program in the home economics department has:
- a. Clearly stated educational objectives and student competencies consistent with the needs of the profession for which the program prepares.
- b. Evidence that the objectives are based on the recommendations of faculty, students, alumni, employers, and others in the larger community and that these personnel are also involved in the evaluation of course content and classroom presentation.
- c. Sequential arrangement of courses throughout the academic program.
- d. Identified employment opportunities in specific areas for which graduates will be prepared.

Criterion 17

Each professional program offered by the home economics department is consistent with the philosophy and the purposes of the institution and the home economic department and is related to the adequacy of resources, the size of the enrollment and the identified need of society.

76. Does the home economics department have a curriculum committee? Give specific titles and individual qualifications of the committee members. What are the functions of the committee?
77. Have all the courses listed under home economics been taught during the past two years?
78. Are syllabi and/or course outlines prepared for each home economics course.
- a. To what extent and by whom are course outlines reviewed to ensure the content and the learning experiences support the course objectives?
- b. Indicate where these materials are filed: e.g., faculty member's files, department files, central home economics office files, etc.
- c. Give evidence of evaluation of courses by faculty and/or students, and how frequently are they reviewed, up-dated, and/or revised?

Criterion 18

Each program includes selected and carefully organized learning experiences that are related to the course objectives and that develop the competencies essential to practice in the professional areas for which the program prepares. The programs provides for flexibility and innovation.

79. How are the special interests and capabilities of students assessed?
80. To what extent are home economics programs modified to meet the special interests and capabilities of students?
81. What new programs and changes in the present programs are being considered?

Criterion 19

There is continuous curriculum evaluation as a basis for maintaining programs of academic excellence to meet changing needs. This evaluation is used to determine the relevancy and value of the courses offered in the department and those required or elected from the supporting disciplines. Maintenance of programs demands a continuous process of evaluation of the graduates of existing programs, modification of existing programs, and long-range planning. The evaluative assessment is obtained not only through graduates by seeking reactions from persons involved with the certification, employment, and supervision of its graduates. The ultimate criterion for judging a teacher education program is whether it produces competent graduates who enter the profession and perform effectively.

82. How are strengths and weaknesses of the instructional program of the home economics department assessed?
83. Where there are weaknesses, what plans are there to strengthen the program?
84. To what extent is there a continuous program evaluation to determine relevancy and value of required/elected courses.

Requirements for each professional program offered in Home Economics (Indicate in Credit Hours)

| Requirements | All H. E. Majors | Programs and Options | |
|---|------------------|----------------------|--|
| Communication Skills English Speech, etc. | | | |
| Natural Science Biological/Physical Chemistry | | | |
| Social and/or Behavioral Sciences Sociology Psychology, etc. | | | |
| Humanities Philosophy Art Music | | | |
| Mathematics | | | |
| Physical Education | | | |
| Home Economics | | | |
| Total Credits Required for Graduation | | | |
| Total Credits Available as Electives | | | |

*American Home Economics Assoc.

Requirements for each professional program offered in Home Economics (Give Course Title and Credit Hours)

| Requirements | Programs and Options | |
|--------------------------------|----------------------|--|
| | | |
| Foods and Nutrition | | |
| Interior Design and Housing | | |
| Textiles and Clothing | | |
| Consumer Education | | |
| Career/Occupational/Vocational | | |
| Child and Family Development | | |
| Home Economics Education | | |

STUDENTS

Entering students ultimately become the potential for continuation of the field. Therefore it is important that attention be given to their capabilities and professional motivation. It is recognized that no single criterion for the admission of students can predict success or failure infallibly. However it is generally accepted that defined or established national norms of standardized tests are of value in predicting academic achievement. Extra curricular activities as well as characteristics noted by faculty and counselors are considerations helpful in predicting success or failure.

Criterion 20

Qualifications of students admitted to a program in home economics are comparable with those of students in other areas of the institution.

85. Complete Form 6, Student Enrollment and Degree Data.
86. a. Explain the policy and procedure for admission of students to the institution and provide information on testing programs for students. (Give names of entrance tests used at institution)
- b. Describe any special attention given to the admission of students who are different from those of the institution as a whole (disadvantaged, handicapped, etc.).
87. What is the policy for admission of students to each professional program in the home economics department?
88. How many students are enrolled currently in each professional program?

Criterion 21

An organized system of counseling and professional guidance is available to all students in the home economics program so that their needs, interests, and abilities are considered in planning and implementing programs of study.

89. Describe the plan for academic advising of students. Describe the rationale and plan for academic advising and program planning as done within the home economics department including:
 - a. orientation of advisees
 - b. number of advisees assigned to each home economics advisor.
 - c. any reduction in teaching load for faculty advisors.
90. What counseling services are readily available to every home economics student:
 - a. in the institution?
 - b. in the home economics department?
91. Describe activities and methods for recruiting and orienting home economics students by the home economics faculty and/or students.
92. What assessment is made at the beginning of the program as to the level and quality of each student's achievements, interests, and potential for purposes of individualizing programs?
93. What provisions are there to further the interests of the exceptional learner:
 - a. in the institution?
 - b. in the home economics department?
94. What procedures are used to acquaint students with the progress they are making during any given term?
95. To what extent is student self-appraisal encouraged?
96. What is the grade point average required for students to continue at this institution. Does any of the professional programs in the home economics department require a different grade point? What program? What grade point?

Criterion 22

The institution provides a definitive counseling and advising service for placement in the profession.

97. To what extent does the institution or the home economics department maintain a comprehensive system of records for all students and graduates that is readily and easily available to faculty members and placement officers for professional purposes?
98. What provisions are made for continuous career guidance during a student's undergraduate program by the home economics unit?
99. What procedures are used to determine general and professional competencies of home economics students at the time of graduation?
100. Describe the graduating senior and alumni placement policy and practices.
101. What provision is made within the home economics department and/or institution for scholarship aid, loans, and part-time jobs?
102. Approximately what percentage of the home economics students obtain loans and/or scholarships to help them complete their programs?

Criterion 23

Opportunity is provided for professional growth and development of students. There is communication with alumni and periodic follow-up of graduates.

103. Describe ways in which opportunities are provided for professional growth and development of home economics students. Include:
 - a. work with people of different ages and stages in life cycle, and of different socioeconomic, ethnic, and cultural backgrounds.
 - b. contacts and experiences with professionals in the field.
 - c. affiliation with professional organizations
 - d. service functions
 - e. faculty-student seminars
 - f. faculty-student informal meetings, etc.
104. What provisions by the home economics department encourage its graduates to maintain contact with the department and use its services?
105. What proportion of the home economics graduates accept professional employment in the area for which they are prepared?
106. Estimate the number of graduates in the last five years who have entered graduate study?
107. a. What means are used by the institution to evaluate the home economists it has prepared?
 - b. What evaluative evidence do you have of the home economists prepared by the institution that has implication for program development?
107. What alumni organizations are there? What do they do for the home economics unit?

Student Enrollment and Degree Data Form 6*

A. Home Economics Majors

Majors enrolled in school for current year, last year, and two years ago in chronological order.

| Semester or Quarter | Year 19__ to 19__ | | | | Year 19__ to 19__ | | | | Year 19__ to 19__ | | | |
|---------------------|-------------------|-------|-------|--------------|-------------------|-------|-------|--------------|-------------------|-------|-------|--------------|
| | 1 | 2 | 3 | Sum. Ses. | 1 | 2 | 3 | Sum. Ses. | 1 | 2 | 3 | Sum. Ses. |
| 1. Undergraduates | | | | | | | | | | | | |
| Freshmen | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| Sophomores | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| Juniors | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| Seniors | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| Subtotal | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| 2. Graduates | | | | | | | | | | | | |
| Master's | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| Doctoral | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| Subtotal | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| 3. Grand Total | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |

B. Degrees Awarded

| | | | | | | | | | | | | |
|-------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 1. No. of BS/BA | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| 2. No. of MS/MA | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| 3. No. of PhD/EdD | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |

C. Student Enrollments in Home Economics Courses

| | | | | | | | | | | | | |
|--------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 1. Total No. of undergraduates | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| 2. Total No. of graduates | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |

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SUPPORTING DISCIPLINES

The field of home economics draws upon knowledge from several academic disciplines. These supporting or root disciplines include the behavioral sciences, the natural sciences, both physical and biological, and the humanities. Such disciplines contribute to the general education of the person and also provide generalizations that can be applied to strengthen family life. To strengthen or improve family life means to deal with the reciprocal effects of the family on its environment and assumes a value or goal direction. Thus each discipline is relevant. On the premise that problems of families in the context with which the home economist confronts them are more social, political, and economic than scientific or technological, a home economist, regardless of specialization, should have a sound foundation in the other disciplines. A home economics program is developed in the context of supporting courses from other departments and use is made in the home economics courses of the concepts from supporting disciplines.

Criterion 24

The home economics program includes courses from supporting or root disciplines essential to the general education of the person and that provide basic concepts or skills important to the area of specialization. The professional studies component of each curriculum for prospective teachers includes instruction in the humanistic studies and the behavioral studies.

108. List the non-home economics departments within the institution that serve the home economics department by providing:
 - a. courses of instruction in the supporting or root disciplines for each area of specialization with the home economics department.
 - b. a distribution or series of courses, seminars, and readings in the supporting discipline available for student election beyond the "first course" level.
109. To what extent do home economics courses build on courses required from supporting disciplines.
110. Are there courses that are needed from supporting disciplines but unavailable? What are the courses?

Table 29. Professional staff data summary sheet from SSE

| Rank of staff member | Highest degree earned date | Major(s) at master's degree level | Major(s) at doctoral degree level |
|----------------------|----------------------------|-----------------------------------|-----------------------------------|
| Associate Professor | M.S. 1961 | Family Economics | |
| Assistant Professor | M.S. 1979 | Institutional Management | |
| Assistant Professor | M.S. 1974 | Home Economics Education | |
| Part-time Instructor | B.S. 1955 | | |

| Present major assignment and area | Advanced hours beyond degree | Grants and publications research | Professional organizations |
|--|---|--|----------------------------|
| Acting Department Chairman (0.2) Family Economics Interior Design Housing Child Care | Yes Number Uncertain <u>n=45</u> | | 7 |
| Institutional Management Foods and Nutrition | 0 | Research -- Thesis | 4 |
| Clothing Construction Home Economics Education | 6 | Research -- Tailoring Research -- Resource Management Research -- Educ. Disadvantaged Research -- Update Workshop | 12 |
| Foods and Nutrition Creative Textiles Basic Nutrition | 24 | | 5 |

Table 30. Faculty workload for home economics program

| | Number courses taught | | Student credit hours | |
|---|-----------------------|-------------|----------------------|------------------|
| | (1978-1980) | (1980-1981) | (1979-1980) | (1980-1981) |
| Associate Professor (.2 & .8) ^a | 10 | 7 | 409 | 363 |
| Assistant Professor (1.0) ^b | N/A | 10 | N/A | 340 |
| Assistant Professor (1.0) ^b | 13 | 18 | 285 | 457 ^c |
| Part-Time Instructor | 5 ^b | 4 | 426 | 281 |

^a.2 administrative time; .8 instructional time.

^b1.0 instructional time.

^cTelenet course 135 SCH.

Table 31. Majors enrolled in school for current year, last year, and two years ago in chronological order

| Semester | 1978 - 1979 | | 1979 - 1980 | | 1980 - 1981 | |
|------------------------|-------------|------|-------------|------|-------------|------|
| | Fall | Spr. | Fall | Spr. | Fall | Spr. |
| Undergraduate | | | | | | |
| Freshmen | 12 | 15 | 11 | 7 | 20 | 15 |
| Sophomores | 16 | 16 | 14 | 14 | 11 | 10 |
| Juniors | 13 | 10 | 19 | 15 | 20 | 13 |
| Seniors | 25 | 23 | 14 | 20 | 15 | 23 |
| Subtotal | 66 | 64 | 58 | 56 | 66 | 61 |
| Graduates ^a | 5 | 5 | 2 | 2 | 2 | 6 |
| Total | 71 | 69 | 60 | 58 | 68 | 67 |

^aNondegree program.