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## An Evaluation of Central Washington University in Meeting the Objectives of the Degree Program in Teacher Education

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AN EVALUATION OF CENTRAL WASHINGTON UNIVERSITY IN  
MEETING THE OBJECTIVES OF THE DEGREE PROGRAM  
IN TEACHER EDUCATION

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A Thesis  
Presented to  
The Graduate Faculty  
Central Washington University

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In Partial Fulfillment  
of the Requirements for the Degree  
Masters of Education

---

by  
John H. Dallum  
May 1978

APPROVED FOR THE GRADUATE FACULTY

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AN EVALUATION OF CENTRAL WASHINGTON UNIVERSITY IN  
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John H. Dallum

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This paper presents a descriptive study of the findings from a questionnaire designed to evaluate the achievements of Central Washington University in meeting the expressed objectives in the Undergraduate Catalog as a statement of responsibility. The study was accomplished by a survey limited to the Central graduates in teacher education. The essential direction of the study was to compare the stated and implied objectives applicable to the program in teacher education at Central Washington University. The achievement of stated goals was indicated by rating to the questionnaire by graduates of Central Washington University Department of Education.

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I give thanks to my wife for her assistance and patience.

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## Chapter 1

### INTRODUCTION

#### Statement of the Problem

Objectives should be examined at regular intervals to determine the effectiveness of those objectives. It is important that a college or university determine what it is accomplishing in order that the institution will be responsive to the demands of the public which supports it and the graduates who represent the university. An institution must stay abreast of the new developments and philosophies in those fields it includes in its scope of concern. In order to accomplish this, an institution must evaluate what it is doing by comparing the expectations of the public and its graduates with its objective for consistency. Evaluation of objectives provides a means for effective future program planning.

There is a host of self examinations that can be performed at an institution of higher learning. The institution can receive input by interpreting reactions from graduates, employees, state legislators, the public and accrediting agencies. An institution can examine the achievements of its graduates, the production of knowledge generated by faculty or the services it provides to the

community. Self-examination by faculty and administration as well as analysis of enrollment trends and efficiency standards, such as credit hour production and space utilization, can also be beneficial. However, an institution dedicated to providing an education must be concerned with its graduates and their opinions when determining the validity of its goals and objectives.

Course evaluations are frequently made by students while they are pursuing a degree, and many studies have been made of the opinions and reactions of members of a graduating class to determine the effectiveness of their college programs. However, few studies have been made to determine the opinions and reactions of graduates who have been in the field for more than a year. The experienced graduate of a program can offer an excellent appraisal of the program's effectiveness in reaching stated goals. Positive changes in the total educational program could result if information from experienced graduates could be used by the faculty to build and revise educational programs.

Curriculum can become more significant to the student if it is geared to the problems that exist beyond the campus. It is necessary that college curriculum be subjected to continuing evaluation and revision if it is to reflect these problems. The final responsibility for changes in the curriculum must rest with the faculty but the opinions of graduates as determined by questionnaires and interviews

should be weighed in determining the changes, additions or revisions of the curriculum.

The National Council for Accreditation of Teacher Education (NCATE) assumes "that faculty and administrators in teacher education will evaluate the results of their programs and relate the findings of this evaluation to program development" (11:12). Evaluation of results necessitates a "continuous review of the institution's objectives for its teacher education programs" (11:12).

NCATE suggests that the institution evaluate the teachers it produces at two critical points. Those are "when programs of study are completed" and "after they enter the teaching profession" (11:12). An effort to assess the quality of graduates would suggest that evaluations be in relation to the objectives sought. It would seem that institutions should use the stated objectives of their undergraduate program as a basis for evaluating the teachers they produce and any follow-up study should identify areas in the program which need revision or strengthening. These findings should then suggest new direction or revisions for program development.

### Limits of the Study

These concerns are based upon the following assumptions pertaining to education. The choice of stated goals as evaluation tools becomes apparent in Troyer and Pace "Evaluation presupposes a definition of goals to be

attained" (19:1). Stake indicates that judgment data and description data are both essential to evaluation of educational programs and that "little attempt has been made to measure the match between what an educator intends to do and what he does do" (17:524). Pace contends that most evaluations have focused on individual measurement (12:673). Other criteria must be examined if a college is to truly evaluate its effect on students.

The use of data from a follow-up study should be tempered with an understanding that there is no assurance that the success or failure of graduates from an institution can be credited exclusively to attendance at the institution or participation in the curriculum of a given department.

The questions of concern in this study were:

1. To what extent do graduates consider the teacher education program successful in accomplishing the stated objectives?
2. To what extent do other factors contribute to accomplishing stated objectives?
3. Are some objectives more fully achieved than others?

As a result, only Part III and Part IV of the questionnaire (Appendix A) were treated in this study.

### Purpose of the Study

Central has developed objectives for its degree program and these objectives appear in the college catalog (3:9). The purpose of this study was to determine whether those objectives are being met as judged by graduates of Central. The objectives stated are:

- (1) provide a basis for continuing self education...
- (2) further student's understanding of himself, other people and the physical and biological universe...
- (3) develop an understanding of their (self, people, physical and biological) inter-relationships...
- (4) build security and confidence through knowledge and inquiry...
- (5) All phases of the college program...acquaint the student with the animate and inanimate universe and man as part and product of this universe...
- (6) Security and leadership lie in man's intelligence, in his ability to adjust and in his knowing how and when to adjust (3:9).

(7) To develop the necessary competencies to teach at the elementary, middle school or high school. Objective seven was rewritten from the following statement and considered as an objective: "the undergraduate program in the Department of Education...prepares students for teaching in elementary, middle schools or high schools" (3:102).

The procedures used within this study were to collect, analyze and interpret opinions from graduates of CWU regarding teacher education and to identify and suggest courses of action to the college faculty.

### Value of the Study

The findings of this study will add to the body of knowledge in the field of education pertaining to: evalu-

ation of teacher education objectives, characteristics of students completing teacher education programs, curricular aspects of teacher education institutions, and the satisfaction level of teachers toward the teaching profession.

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

#### Definitions of Terms Used

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

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

Descriptor -- statement which describes as objective, synonymous with variable.

Basic and Breadth Requirements -- courses which satisfy general area requirements for degree purposes.

Graduate -- one who has been awarded a baccalaureate degree.

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

Competence -- statement of ability or fitness to teach used in conjunction with objectives.

Follow-Up Study -- a renewed or repeated study of graduates.

Goals -- the end to which CWU tends for its graduates, synonymous with objective.

Objective -- the end to which CWU tends for its graduates, synonymous with goals.

Population -- the total number of graduates in education from CWU, 1968-77.

Questionnaire -- a set of questions or statements submitted to CWU graduates to get data.

Raters -- CWU graduates who rated the statements on the questionnaire. Also referred to as respondents.

Sample -- that portion of the total population that responded to the questionnaire.

Hypothesis -- for the purpose of this report hypothesis and the term question are interchangeable.

## Chapter 2

### STUDIES INVOLVING THE EVALUATION OF OBJECTIVES

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

Pearce (13:3024A) used the questionnaire method to analyze the opportunities provided for the realization of student teaching objectives in the elementary teacher education program at the State University College at Buffalo. The 181 elementary student teachers who had completed their teaching assignments in Spring, 1967, returned the questionnaire. The questionnaire asked two major questions:

1. To what extent are opportunities provided student teachers to realize the objectives of the program?
2. Which present objectives are perceived by student teachers as being most valuable in the program?

The program objectives as defined by the college were:

1. Provide experience in which the students utilize and extend their knowledge of the methods and materials used in the elementary school.
2. Enable students to observe, participate in, and evaluate the continuity and interrelatedness of the teaching learning process.



3. Provide opportunities for the student to plan learning experiences based upon sound principles of learning and development.

4. Help students realize that self evaluation makes for optimum personal and professional growth.

5. Enable students to plan learning experiences founded on an educational philosophy.

6. Further extend the enjoyment and understanding of children and their growth.

7. Utilize various techniques of evaluation in all areas of learning.

8. Encourage extensive professional reading.

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

With the exception of objective eight (encourage extensive professional reading), at least 72 percent of student teachers at any grade level believed "Sufficient" or "Much" opportunity was provided for the realization of each objective. For objective eight, more than 60 percent of student teachers at any grade level believed "Sufficient" or "Much" opportunity is provided.

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

Additional findings derived from this study included:

1. Most respondents believed student teaching was the most important aspect of their total professional program.

2. The comments of student teachers provided verification for the assumption that they do not operate within the vacuum of an assigned classroom but instead bring their past experiences, both personal and professional, to the situation.

The aims and objectives of the School of the Ozarks were evaluated by Todd (18:988A) who found that the students, faculty, administration and trustees perceived that the School was generally accomplishing its aims and objectives.

The primary source of information for this study was an opinionnaire which was developed from the stated aims and objectives as found in the official bulletin of The School of the Ozarks. Each student was asked to respond to the opinionnaire in terms of: 1) the extent to which he thought the aims and objectives were being accomplished, and 2) the extent to which he thought the aims and objectives were important or desirable.

The students, faculty members, administrators, and trustees perceived the School of the Ozarks as accomplish-

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

The third study cited in this section is the one by Brunner and Grobe (2:15) in which they evaluated graduate students as to their perceptions of program objectives in reading. Data were collected from 42 master's degree recipients of the Reading program at Montclair State College. The graduate's perception and assessment of the level of attainment of the program objectives was sought regarding 28 course objectives. The questionnaire used a five-point scale. The highest rating was for those objectives reflecting applied information. The lowest rating was for those objectives reflecting theoretical information.

#### General Studies of Teacher Education Program

Sixteen studies have been reviewed which deal with teacher education programs, even though the objectives of such programs were not the primary focus. These studies do offer information which develops a consistency. Three

reviews will be offered as typical examples of General Studies of teacher education programs.

Graduates of the 1960-1963 secondary education program of North Park College in Illinois responded to a questionnaire at a 74 percent rate for Appel (1:1321A). The study indicated that the strengths of the program were: 1) its strong general education program, 2) its good quality of candidates with their enthusiasm for teaching and well developed value structures, and 3) its strong faculty. The weaknesses were identified as follows: 1) a need for more student teaching, 2) a need for the development of special methods courses in major fields, and 3) a need for more emphasis upon developing personal reading programs following graduation.

Sixty percent of 498 graduates at Illinois Teachers College responded to a questionnaire by Hinckley (9:1327A) which was used in evaluating the teacher education program. Graduates felt least prepared for using remedial and diagnostic procedures, for collecting and using significant counseling data, and for helping children learn to read. The study recommended that more effort is needed to integrate theory and practice and that the student teaching experience should be increased to a full day.

A study by Pittman (14:1501) found that the student teaching experience seemed to prepare the teacher better than other areas of the teacher education program. Seventy-

four percent of the 1957-1961 graduates of a state college responded to the questionnaire.

### Evaluation of Central Washington University

There have been a number of follow-up studies done at Central with first-year graduates of its teacher education program. One such study was done by Worthington (20:69/70) in 1957. He found that beginning teachers were in general satisfied with their college training. Some specific suggestions were offered for program improvement. Those suggestions included: 1) required speech course, 2) penmanship course, 3) a second quarter of practice teaching, 4) provide a background of real experiences for the presentation of theory, 5) expand the opportunity to actually observe and practice theory, 6) help the student become a member of the community, and 7) more extensive subject matter preparation.

Schliesman (16:11) in 1969 made several suggestions after a personal interview survey. Schliesman and forty-three other faculty members visited 425 graduates who were first-year teachers. Forty-eight suggestions were made. An excessive frequency of responses suggest that longer or earlier field suggestions made based on high frequency of response were: 1) more and better methods courses, and 2) less theory, more pragmatism in the education sequence.

Samuelson (15:16) in 1970 was concerned with more than teacher preparation as an objective. However, in that area he found "almost without exception the teachers... wished they could have been in a classroom situation earlier" (15:9) and "most of our graduates need more instructional skills in handling classroom problems" (15:10). Fourteen other suggestions were made but the qualifier had been reduced to Many, Several and Others.

Gustafson in 1970 with fifty-one faculty members visited 580 graduates (8:1). The results of the visitations produces fifty-one suggestions based on frequency of response from teachers. The suggestions were then arranged in several general areas. The area with the largest frequency number was "provide more direct participation in teaching situations" (8:13).

Gustafson conducted another survey in 1971. The format of this survey was essentially the same and so were the results by frequency of response, "more experience in the classroom" (9:10).

DeShaw conducted a follow-up survey in 1975. His survey contacted 253 first-year teachers. The principle areas of weakness in teachers as identified by teachers were to "understanding the scope and sequence of curriculum in subject field," and "classroom management" (4:3).

The final follow-up survey at Central to be dealt with was accomplished by Frye and Trujillo in 1976. In

general, they found

that over-all rating given by the teachers...indicate that as a group they (teachers) perceived Central Washington State College to be doing a slightly better than average job in preparing students (6:21)

The analysis was accomplished with a computer and as a result dealt with a host of competencies. The area with the lowest competence rating was given to the area of "prepare budgets and reports" (6:10). The data in open-ended questions revealed that "teachers indicated that they were concerned with what may be called the 'nuts and bolts' of the classroom" (6:11).

### Summary

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

with problem situations, 2) the need for integrating theory and practice, and 3) the need for the development of remedial and diagnostic skills generally, and in the teaching of reading, specifically.



## Chapter 3

### RESEARCH DESIGN

#### Introduction

The purpose of this study was to determine whether the Central Washington University objectives (as presented in 1977-78 Quarterly) were met as judged by the graduates from August 1968 through June, 1977.

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

#### Design of the Survey Instrument

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

from scattered populations, a questionnaire was determined to be the best means for collecting the necessary data.

The following rationale by Good and Scates (7:606) is offered for the use of the questionnaire method:

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

The questionnaire (Appendix A) consisted of five parts: Part I, General Information; Part II, Satisfaction; Part III, Objectives; Part IV, Competencies; and Part V, Open-Ended Questions.

Development of Part I. The items were developed for the purpose of obtaining information on the graduate's teaching history.

Development of Part II. The items were developed for the purpose of obtaining attitudes of graduates about CWU, its programs, and the teaching profession. Part II was constructed with a five-point rating scale for each question.

Development of Part III. The descriptors were developed after having divided the stated objectives into

the thirteen items which appear in the questionnaire. The thirteen items were developed by isolating the key phrase, or phrases, from the stated objectives. After the descriptors of each item were created, they were reviewed by five faculty members of CWU and the members of the Education 500 class in an effort to judge the congruence between the descriptor and the objective. Some descriptors were modified at that time. Finally, those descriptors receiving consensus approval of the faculty-member "jury" and the Education 500 class were selected for use in the final form of the questionnaire.

Part III of the questionnaire was deemed to have face validity on the basis of this procedure. Fox (5:434) indicates that the validity of an evaluative survey rests in large part on the validity of the criterion measure or measures used. These measures not only must be valid in the technical measurement sense, but also must be valid in the sense that the practitioners involved will accept them as relevant criteria against which to evaluate the research situation.

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

Development of Part IV. The items in Part IV were developed for the purpose of identifying characteristics of the CWU graduates in teacher education. The items include those characteristics which are common to most studies which attempt to establish a demographic profile.

Development of Part V. Part V was developed for the purpose of providing comment on satisfaction, objectives and competencies that did not fit a closed question situation. This section also allowed for a more direct statement of opinion.

#### Population of the Study

This study consisted of a survey of the graduating classes from CWU from August 1968 through June 1977 who received baccalaureate degrees in Education, as indicated in Table 1. The classes of 1973 to 1977 were selected to receive immediate feedback from students who had very recently been involved in coursework at CWU and who were involved in their first years of teaching. The classes of 1968 through 1972 were selected because they could offer feedback from graduates who potentially had had five or more years of experience in the field of education. The figure in the column Results indicates number of respondents from each group.

Table 1  
Sample of the Study

	Results
Group I -- August 1968 to June 1972 graduates in teacher education	151
Group II -- August 1972 to June 1977 graduates in teacher education	137
TOTAL	288

### Data Collection

Procedure. Names of all graduates from August 1968 through June 1977 were obtained from graduation records in the CWU Registrar's Office. A random selection employing a table of random numbers was used to limit this number to ten percent. Addresses of these people were secured by utilizing the records of the Superintendent of Public Instruction and the CWU Career Planning and Placement Center. Two systems of addresses were used. If a graduate was in the field of teaching in the state of Washington, his or her teaching address was used. This address was obtained from the Superintendent of Public Instruction computer printout of active Washington State teachers. The cover letter (Appendix B) was sent to the administrator of the school indicated. Administrator names and addresses were obtained from the Washington Education Directory. The

cover letter to the administrator was accompanied with a questionnaire (Appendix C). If the graduate was not in the Superintendent of Public Instruction computer printout, his or her address was obtained from the Career Planning and Placement Center. A cover letter (Appendix D) was sent to the graduate.

The questionnaire was sent to all people involved via second class mail. Cover letters (Appendix B and D) indicating the nature and scope of the survey was included and a self-addressed, stamped, return envelope was provided.

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

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

#### Time Schedule for Mailings

First mailing, February 1-2, 1978, 777 questionnaires with cover letter and stamped, return envelope.

Second mailing, March 1, 1978, 474 postcard reminders (approximately).

Third mailing, March 28, 1978, 303 questionnaires (approximately) with follow-up letter and stamped, return envelope.

## Results

An initial mailing plus two follow-up mailings were used for this study. Table 2 below displays the total results of the random sample. The item labeled Rejected from Sample indicates those graduates for whom an address could not be obtained or from whom the questionnaire was returned because of a wrong address.

Table 2  
Population and Sample

	Totals
Total Population	7,451
Random Sample Drawn	913
Rejected from Sample	316
Sample Contacted	597
Returned Questionnaires	288

As of April 24, 1978, the number of returned questionnaires had reached 48 percent of the contacted sample and 4 percent of the total population.

## Chapter 4

### ANALYSIS AND EXAMINATION

Chapter 4 provides a synopsis of the facts and statistics collected from the questionnaire. The chapter will examine the questions and answers given on the questionnaire and attempt to break down this information into usable form.

#### Tabulation

The data collected during the survey were organized into tables. For purposes of presentation and interpretation of these data, a total of six tables was made. These include: Respondent's Ratings of Objectives; Respondent's Rating of Competencies as Objectives; Rank Order of Objective Statements: Results of CWU Experience Based on Mean Ratings; Rank Order of Objective Statements: the Results of Other Experiences Based on Mean Ratings; Rank Order of Competence Statements as an Objective for the Results of Extent to which CWU helped Based on Mean Ratings; Rank Order of competence Statements as an Objective for the Results of Extent to which other Factors helped Based on Mean Ratings.

Table 3 (see page 25) arranges in condensed form the collective information from Part III of the questionnaire.



Table 3  
Respondent's Rating of Objectives

Objective Statement	No. of Raters	Result of CWU Experience Mean	No. of Raters	Result of Other Experience Mean
1. Developed a basis for continuing self education	271	3.225	256	3.805
2. Furthered an understanding of yourself	269	3.015	263	4.175
3. Furthered an understanding of other people	271	3.196	264	4.189
4. Furthered an understanding of the physical universe	268	2.795	253	3.237
5. Furthered an understanding of the biological universe	262	2.828	253	3.170
6. Developed an understanding of the interrelationship between self, others and the physical and biological universe	264	2.920	256	3.602

Table 3 (Continued)

Objective Statement	No. of Raters	Result of CWU Experience Mean	No. of Raters	Result of Other Experience Mean
7. Developed security and confidence through knowledge	272	3.342	255	3.890
8. Developed security and confidence through inquiry	269	3.152	256	3.734
9. Developed an acquaintance with the animate world	250	2.828	241	3.473
10. Developed an acquaintance with the inanimate world	251	2.912	237	3.300
11. Developed the ability to adjust	267	3.236	260	4.292
12. Developed the ability to know how to adjust	263	3.080	257	4.125
13. Developed the ability to know when to adjust	261	2.989	259	4.104

Scale: 1 - Not at all; 2 - A little; 3 - Moderately; 4 - Substantially; 5 - Very much

The table lists the objective statements as they appeared on Part III of the questionnaire. The table displays a summary of responses. The instructions for completing the questionnaire explained that these objectives were taken from the CWU catalog and described desirable outcomes common for all CWU graduates. Two columns were provided for rating degree of growth in accomplishing these objectives. The purpose for providing a column labeled results of CWU experience and a column labeled results of other experiences was, as stated in Chapter 1, that there is no assurance that the success or failure of graduates of an institution can be credited exclusively to attendance at the institution. The descriptors for identifying success in meeting objectives were numbered from "Very Much (5)" to "Not at All (1)". The numerical value for descriptors was used to simplify computer preparation of mean ratings of objectives. The number of raters is displayed for each statement to indicate that not all respondents answered all of the statements. The mean is determined by dividing the number of respondents into the total number of values respondents gave to an objective.

Table 4 arranges in condensed form the collective information from Part IV of the questionnaire. The table lists the competence statements as they appeared on the questionnaire. As explained in Chapter 1, teacher competencies were considered an objective based on the following

Table 4

## Respondent's Rating of Competencies as an Objective

Competency Statement	No. of Raters	Extent to Which CWU Factors Helped Mean	No. of Raters	Extent to Which Other Factors Helped Mean
1. Develop educational goals and objectives	272	3.735	255	3.549
2. Develop a course of study	275	3.484	250	3.424
3. Evaluate personal teaching ability	270	3.107	254	3.843
4. Determine needs and interest of students	268	2.996	253	4.075
5. Select and/or obtain instructional materials	268	3.160	252	3.738
6. Prepare teacher-made instructional materials	270	3.259	249	3.687
7. Conduct class discussions, panels and symposiums	266	2.823	244	3.463

Table 4 (Continued)

Competency Statement	No. of Raters	Extent to Which CWU Factors Helped Mean	No. of Raters	Extent to Which Other Factors Helped Mean
8. Stimulate learning through questioning, brainstorming	268	2.981	245	3.453
9. Direct students in instructing other students	264	2.466	246	3.427
10. Direct learning employing the role-playing technique	259	2.571	238	2.861
11. Direct student individual study	262	2.840	244	3.393
12. Direct laboratory experience	251	2.649	227	3.009
13. Direct students applying problem-solving technique	263	2.821	239	3.238
14. Summarize a lesson	264	3.110	243	3.412
15. Provide instruction for slower students	263	2.848	247	3.680

Table 4 (Continued)

Competency Statement	No. of Raters	Extent to Which CWU Factors Helped Mean	No. of Raters	Extent to Which Other Factors Helped Mean
16. Provide instruction for more capable students	262	2.737	248	3.435
17. Demonstrate a manipulative skill	256	3.156	238	3.471
18. Demonstrate a concept or principle	264	3.182	242	3.529
19. Conduct team teaching	255	2.263	236	3.089
20. Illustrate with bulletin boards, exhibits, models, real objects	268	2.907	245	3.531
21. Present information using audio-visual equipment	270	3.385	242	3.360
22. Present programmed instruction	258	2.922	239	3.121
23. Present information using the chalk-board	265	2.943	244	3.533

Table 4 (Continued)

Competency Statement	No. of Raters	Extent to Which CWU Factors Helped Mean	No. of Raters	Extent to Which Other Factors Helped Mean
24. Establish criteria for student performance	269	3.190	243	3.745
25. Assess student cognitive performance	264	3.167	241	3.477
26. Assess student psychomotor performance	263	3.000	239	3.356
27. Assess student affective performance	260	2.965	238	3.387
28. Determine student grades	265	2.649	245	3.796
29. Evaluate personal instructional effectiveness	261	2.854	244	3.680
30. Prepare budgets and reports	251	1.737	237	3.312
31. Project instructional resource needs	256	2.164	240	3.396

Table 4 (Continued)

Competency Statement	No. of Raters	Extent to Which CWU Factors Helped Mean	No. of Raters	Extent to Which Other Factors Helped Mean
32. Arrange for purchasing supplies and materials	263	1.715	248	3.633
33. Maintain a filing system	263	2.160	251	3.693
34. Assess students in developing self-discipline	260	2.496	250	3.892
35. Organize and maintain the classroom or lab	264	2.906	249	3.940
36. Use conferences with parents and students to meet educational objectives	263	2.373	247	3.757
37. Establish and maintain a personal professional philosophy	266	3.207	248	3.778



Table 4 (Continued)

Competency Statement	No. of Raters	Extent to Which CWU Factors Helped Mean	No. of Raters	Extent to Which Other Factors Helped Mean
38. Organize class-time	262	2.920	250	4.016
39. Develop classroom discipline techniques	262	2.637	252	4.198
40. Relate the philosophical and the theoretical to practice	261	2.594	248	3.690

Scale: 1 - Not at all; 2 - A little; 3 - Moderately; 4 - Substantially; 5 - Very Much

statement from the Quarterly Undergraduate Catalog, "the undergraduate program in the Department of Education...prepares students for teaching in elementary, middle schools or high schools" (3:102). Competence as an objective was separated from stated objectives because of definition. A competence as defined in Chapter 1 indicates an ability or fitness to teach and an objective, as defined in Chapter 1, is a purpose or goal specifically stated by CWU. Table 4 displays information in the same format as Table 3. Table 4 is a summary of responses. The instructions for Part IV of the questionnaire (Appendix A) explained that the selected competencies were divided into two responses: extent to which CWU helped to attain these competencies, and extent to which other factors helped attain these competencies. The purpose for providing two columns was as stated, there is no assurance that the success or failure of graduates of an institution can be credited exclusively to attendance at the institution. The scale for rating statements with a numerical value from one to five was used to simplify computer preparation and made computation of a mean response possible. The number of raters is displayed for each statement to indicate that not all respondents answered all of the statements. The mean is determined by dividing the number of respondents into the total number of values respondents gave to a competence as an objective.

Tables 5 and 6 are used to examine the character of the means for the purpose of discovering their resemblances

or differences.

Table 5 lists the order of objective statements for the result of CWU experience. The table lists the objectives in rank order based on mean rating. The statement with the highest rating is listed first and the statement with the lowest rating is listed last.

Table 5 was also necessary so that achievement of objectives by CWU could be compared with achievement of objectives as a result of other experiences.

Table 6 displays the same information as Table 5 except that the factor for rating objectives changed to Other Experience. Table 5 and Table 6 together allow for a comparison of what factors are responsible for meeting the stated objectives of the CWU catalog.

In order to examine the character of means, as indicated by response, responsible for the achievement of competencies as objectives Tables 7 and 8 are displayed. Table 7 lists the competencies as objectives in rank order based on mean rating. The statement with the highest rating is listed first and the statement with the lowest rating is listed last. Table 7 is also necessary so that achievement of competency as an objective by CWU, Table 7, can be compared with achievement of competency by other factors, Table 8.

Table 5

Rank Order of Objective Statements: Result of  
CWU Experience Based Mean Ratings

Objective Statement	Mean Rating
7. Developed security and confidence through knowledge	3.342
11. Developed the ability to adjust	3.236
1. Developed a basis for continuing self-education	3.225
3. Furthered an understanding of other people	3.196
8. Developed security and confidence through inquiry	3.152
12. Developed the ability to know how to adjust	3.080
2. Furthered an understanding of yourself	3.015
13. Developed the ability to know when to adjust	2.989
6. Developed an understanding of the inter-relationship between self, others and the physical and biological universe	2.920
10. Developed an acquaintance with the inanimate world	2.912
9. Developed an acquaintance with the animate world	2.828
5. Furthered an understanding of the biological universe	2.828
4. Furthered an understanding of the physical universe	2.795

Scale: 1 - Not at all                      4 - Substantially  
           2 - A little                        5 - Very Much  
           3 - Moderately

Table 6

Rank Order of Objective Statements: Results of Other Experiences Based on Mean Ratings

Objective Statement	Mean Rating
11. Developed the ability to adjust	4.292
3. Furthered an understanding of other people	4.189
2. Furthered an understanding of yourself	4.175
12. Developed the ability to know how to adjust	4.125
13. Developed the ability to know when to adjust	4.104
7. Developed security and confidence through knowledge	3.890
1. Developed a basis for continuing self-education	3.805
8. Developed security and confidence through inquiry	3.734
6. Developed an understanding of the inter-relationship between self, others and the physical and biological universe	3.602
9. Developed an acquaintance with the animate world	3.473
10. Developed an acquaintance with the inanimate world	3.300
4. Furthered an understanding of the physical universe	3.237
5. Furthered an understanding of the biological universe	3.170

Scale: 1 - Not at all                      4. Substantially  
           2 - A little                         5. Very Much  
           3 - Moderately

Table 7

Rank Order of Competency Statement as an Objective for the  
Results of Extent to Which CWU Helped,  
Based Mean Ratings

Competency Statement	Mean Rating
1. Develop educational goals and objectives	3.735
2. Develop a course of study	3.484
21. Present information using audio-visual equipment	3.385
6. Prepare teacher-made instructional materials	3.259
37. Establish and maintain a personal professional philosophy	3.207
24. Establish criteria for student performance	3.190
18. Demonstrate a concept or principle	3.182
25. Assess student cognitive performance	3.167
5. Select and/or obtain instructional materials	3.160
17. Demonstrate a manipulative skill	3.156
14. Summarize a lesson	3.110
3. Evaluate personal teaching ability	3.107
26. Assess student psychomotor performance	3.000
4. Determine needs and interests of students	2.996
8. Stimulate learning through questioning, brainstorming	2.981
27. Assess student affective performance	2.965
23. Present information using the chalkboard	2.943

Table 7 (Continued)

Competency Statement	Mean Rating
22. Present programmed instruction	2.922
38. Organize classtime	2.920
20. Illustrate with bulletin boards, exhibits, models, real objects	2.907
35. Organize and maintain the classroom or lab	2.905
29. Evaluate personal instructional effectiveness	2.854
15. Provide instruction for slower students	2.848
11. Direct student individual study	2.840
7. Conduct class discussions, panels and symposiums	2.823
13. Direct students applying problem solving technique	2.821
16. Provide instruction for more capable students	2.737
12. Direct laboratory experience	2.649
28. Determine student grades	2.649
39. Develop classroom discipline techniques	2.637
10. Direct learning employing the role-playing technique	2.571
40. Relate the philosophical and the theoretical to practice	2.594
34. Assist students in developing self-discipline	2.496
9. Direct students in instructing other students	2.466

Table 7 (Continued)

Competency Statement	Mean Rating
36. Use conferences with parents and students to meet educational objectives	2.373
19. Conduct team teaching	2.263
31. Project instructional resource needs	2.164
33. Maintain a filing system	2.160
30. Prepare budgets and reports	1.737
32. Arrange for purchasing supplies and materials	1.715

Scale: 1 - Not at all                      4 - Substantially  
           2 - A little                        5 - Very Much  
           3 - Moderately



Table 8

Rank Order of Competency Statements: Objective for the  
Results of Extent to Which Other Factors Helped  
Based on Mean Ratings

Competency Statement	Mean Rating
39. Develop classroom discipline techniques	4.198
4. Determine needs and interests of students	4.075
38. Organize classtime	4.016
35. Organize and maintain the classroom or lab	3.940
34. Assist students in developing self-discipline	3.892
3. Evaluate personal teaching ability	3.843
28. Determine student grades	3.796
37. Establish and maintain a personal professional philosophy	3.778
36. Use conferences with parents and students to meet educational objectives	3.757
24. Establish criteria for student performance	3.745
5. Select and/or obtain instructional materials	3.738
33. Maintain a filing system	3.693
40. Relate the philosophical and the theoretical to practice	3.690
6. Prepare teacher-made instructional materials	3.687
15. Provide instruction for slower students	3.680
29. Evaluate personal instructional effectiveness	3.680

Table 8 (Continued)

Competency Statement	Mean Rating
32. Arrange for purchasing supplies and materials	3.633
1. Develop educational goals and objectives	3.549
23. Present information using the chalkboard	3.533
20. Illustrate with bulletin boards, exhibits, models, real objects	3.531
18. Demonstrate a concept or principle	3.529
25. Assess student cognitive performance	3.477
17. Demonstrate a manipulative skill	3.471
7. Conduct class discussions, panels and symposiums	3.463
8. Stimulate learning through questioning, brainstorming	3.453
16. Provide instruction for more capable students	3.435
9. Direct students in instructing other students	3.427
2. Develop a course of study	3.424
14. Summarize a lesson	3.412
31. Project instructional resource needs	3.396
11. Direct student individual study	3.393
27. Assess student affective performance	3.387
21. Present information using audio-visual equipment	3.360
26. Assess student psychomotor performance	3.356
30. Prepare budgets and reports	3.312

Table 8 (Continued)

Competency Statement	Mean Rating
13. Direct students applying problem-solving technique	3.238
22. Present programmed instruction	3.121
19. Conduct team teaching	3.089
12. Direct laboratory experience	3.009
10. Direct learning employing the role-playing technique	2.861

Scale: 1 - Not at all                      4 - Substantially  
           2 - A little                        5 - Very Much  
           3 - Moderately

Table 8 lists the competencies as objectives in rank order based on mean rating. The factor used to determine rating was "extent to which other factors help." The table is used to compare the achievement of competency as an objective by CWU. As in Table 7, the statement with the highest rating is listed first and the statement with the lowest rating is listed last.

### Analysis

For the purpose of this study two hypotheses were tested: 1) CWU is meeting its objectives, 2) Other factors are responsible for meeting CWU objectives. In order to reject or disprove these hypotheses, only those statements with a mean below 3.000 were considered. There were two reasons for such a determination. One, if a statement has generated a mean below 3.000 on both scales, extent to which CWU helped, extent to which other factors helped, then that statement as an objective or a competency as an objective has not been met. In selecting the 3.000 mean as a cut-off for consideration, only those objectives and competencies as objectives that are not reached were considered as proof for rejection or acceptance of the hypothesis. The cut off line was also necessary when consideration is given to the purpose, as stated in Chapter 1, to identify and suggest courses of action to the college faculty. Any statement with a mean below 3.000 as perceived by teachers falls into the descriptor category of "Not at all" or "A little".

### Satisfaction of Hypotheses

When considering the satisfaction of the hypotheses, CWU is meeting its objectives, and other factors are responsible for meeting CWU objectives, it is important to focus on the level of value the graduates expressed regarding the objectives. The five items in Parts III and IV of the questionnaire were rated using a five-point scale, with a rating of five (5) being high, three (3) being moderate, and one (1) being low.

Table 5 indicates that seven of the thirteen statements identified in Part III of the questionnaire seem to reflect a moderately high degree of satisfaction of objectives by the respondents. The mean value of scores for statements 7, 11, 1, 3, 8, 12 and 2 (see Table 5) range from 3.015 to 3.342 which suggests that the objectives were more than "Moderately" but less than "Substantially" rated by the respondents. Statements 13, 6, 10, 9, 5 and 4 (see Table 5) have a mean that ranges from 2.989 to 2.757 which suggests that the CWU experience affected the acquisition of these objectives only "A little". The mean values fall between "Little" and "Moderately".

This information would suggest that over one-half of the objectives stated in the Quarterly Undergraduate Catalog are being reached. Therefore, the hypothesis "CWU is meeting its objectives" appears to be true as judged by respondents.

The second hypothesis "Other factors are responsible for meeting CWU objectives" appears to be true. The thirteen statements on Table 6 have a mean that ranges from 4.292 to 3.170. This range would indicate that other factors are "Moderately" to "Substantially" responsible for accomplishing the stated objectives.

In considering the forty competency statements listed on Table 7 as CWU objectives, the hypothesis "CWU is meeting its objectives" must be rejected as judged by respondents. Only thirteen of the forty competencies listed in Part IV of the questionnaire and displayed on Table 7 had a mean that ranged from 3.000 to 3.735. Twenty-seven of the forty competencies listed in Part IV of the questionnaire and displayed on Table 7 had a mean that ranged from 2.996 to 1.715. This would indicate that only thirty-three percent of the competencies are being "Moderately" to "Substantially" achieved. Sixty-seven percent of the competencies are being met "Not at All" or only "A Little".

The competency statements as objectives are being reached by other factors. Thirty-nine of the forty competency statements on Table 8 received a mean rating between 4.198 and 3.009 which suggests that these competencies were more than "Moderately" and in three cases "Substantially" rated by respondents. Only competence statement #10 was rated less than 3.000. Therefore, the hypothesis, "Other factors are responsible for meeting CWU objectives" must be

accepted when considering competencies as objectives as judged by respondents.

### Satisfaction of Objectives

Several suppositions can be made in regard to the curriculum in the Teacher Education Department: 1) The curriculum was established with discretion, 2) the curriculum was established with the best professional expertise available, 3) the curriculum considers the student, the profession and the needs of society. If these suppositions are true, why then did the respondents rate the accomplishments of objectives greater for other factors and less as a result of CWU experiences? A host of explanations are available. The following require some consideration: 1) The CWU experience is not capable of producing a flawless teacher. A combination of education and experience move a teacher nearer to perfection. 2) The average number of years of experience for respondents was four and one-half years. This would indicate that most respondents were more closely associated with field experience than CWU experience. This proximity in time to field experience could result in a higher rating for the more recent and familiar experience. 3) The CWU curriculum is designed to create a storehouse of experience from which the graduate may draw. Every teaching experience cannot be anticipated or dealt with in the CWU program. Some competencies have to be left to on-the-job training. 4) The time lag between what the graduate

is prepared for and what the job requires is an ever present dilemma that all educators face.

The above considerations and many more must be made when considering the results of this or any study. However, the implications that some objectives are not being fully satisfied must also be considered and the appropriate implementation and revision to curriculum must be made.

### Summary

This part of Chapter 4 is organized around the implications of the data and will be presented in question form.

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

In response to question one, respondents indicated moderate or greater influence on 20 out of 53 (38 percent) objectives of the program, when Part III and IV of the questionnaire are considered together. If one is willing to 1) ascribe moderate influence to any objective having a mean rating of 2.800 or higher, and 2) willing to differentiate between the nature of the objectives, the argument can be made that graduates ascribe moderate or better influence to 38 (72 percent) of the objectives of the program.

2. Were some objectives more fully achieved by CWU than others?



The variation in mean values ascribed to the 53 statements (Part III and IV considered together) support the conclusion that some objectives were more fully achieved than others. The mean values ranged from 3.735 to 1.715.

However, the mean value of the objectives in table form offer less than an appropriate response to this question. For purposes of answering the question, the statements having some relationship, resemblance, or common characteristics were arranged in groups. Statements from Table 5 are arranged into the following groups.

Statements dealing with personal development: 7. Develop security and confidence through knowledge, 11. Develop the ability to adjust, 1. Develop a basis for continuing self-education, 3. Further an understanding of other people, 8. Develop security and confidence through inquiry, 12. Develop the ability to know how to adjust, 2. Further an understanding of yourself, and 13. Develop the ability to know when to adjust.

Statements dealing with developing student awareness of the outside world: 6. Develop an understanding of the inter-relationship between self, others and the physical and biological universe, 10. Develop an acquaintance with the inanimate world, 9. Develop an acquaintance with the animate world, 5. Further an understanding of the biological world, and 4. Further an understanding of the physical universe.

Statements from Table 7 are divided into the following groups.

Statements dealing with one's own personal skills, values and attitudes toward others: 37. Establish and maintain a personal professional philosophy, 24. Establish criteria for student performance, 25. Assess student cognitive performance, 17. Demonstrate a manipulative skill, 3. Evaluate personal teaching ability, 26. Assess student psychomotor performance, 4. Determine needs and interest of students, 27. Assess student affective performance, 29. Evaluate personal instructional effectiveness, and 15. Provide instruction for slower students.

Statements dealing with competence in one's critical thinking and professional skills: 21. Present information using audio-visual equipment, 1. Develop educational goals and objectives, 2. Develop a course of study, 31. Project instructional resource needs, 6. Prepare teacher-made instructional materials, 18. Demonstrate a concept or principle, 5. Select and/or obtain instructional materials, 14. Summarize a lesson, 8. Stimulate learning through questioning, brainstorming, 23. Present information using the chalkboard, 22. Present programmed instruction, 38. Organize classtime, 20. Illustrate with bulletin boards, exhibits, models, real objects, and 35. Organize and maintain classroom or lab.

Statements dealing with the bookkeeping and clerical functions of teaching: 28. Determine students grades, 33. Maintain a filing system, 30. Prepare budgets and reports, and 32. Arrange for purchasing supplies and materials.

Statements dealing with developing activities outside the traditional classroom situation form: 19. Conduct team teaching, 36. Use conference with parents and students to meet educational objectives, 9. Direct students in instructing other students, 10. Direct learning employing the role-playing technique, 12. Direct laboratory experience, 16. Provide instruction for more capable students, 13. Direct student applying problem solving technique, 7. Conduct class discussions, panels and symposiums, and 11. Direct student individual study.

Statements dealing with developing discipline: 34. Assist students in developing self-discipline, and 39. Develop classroom discipline techniques.

In answer to question two, the program was rated most highly in the areas of 1) Satisfaction with one's own personal skills, values and attitudes toward others, 2) Competence in one's critical thinking and professional skills, 3) Personal development.

The program appeared less successful in 1) Developing student awareness of the outside world, 2) Developing the bookkeeping and clerical functions of teaching, 3)

Developing activities outside of the traditional classroom situation, and 4) Developing discipline.

Two statements from Table 7, #40 and #37, were difficult to interpret. Statement #37 (Establish and maintain a personal professional philosophy) received a mean of 3.207. Statement #40 (Relate the philosophical and theoretical to practice) received a mean of 2.594. The extremes in rating the two statements seem to represent a contradiction.

## Chapter 5

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter gives consideration to the information displayed on the tables, the hypotheses and the objectives for the sake of clearing up some difficulties and creating a clearer perspective of that information. After consideration of the information, several suggestions are offered.

#### Summary

The study attempted to explore interpretations derived from a questionnaire to determine information about program effectiveness as viewed by graduates of the program. Like any study, it possessed limitations. At the same time, it demonstrated that with minimal prompting and reminder an adequate sample of graduates are willing to provide their reflections on the adequacy of their college experience, and that such information can be translated into recommendations and consideration.

It was found that the hypotheses CWU is meeting its objectives was substantiated when the objectives stated in The Quarterly Undergraduate Catalog were tested. However, when considering competencies as objectives, the hypotheses CWU is meetings its objectives was, as indicated by respondents, being partially fulfilled. The hypotheses other

factors are responsible for meeting CWU objectives was judged as being fulfilled for both the objectives stated in The Quarterly Undergraduate Catalog and competencies as objectives.

### Conclusions

The random sample drawn for this study produced a response that can be considered representative of all CWU graduates in education from 1968 to 1977. The data collected and the opinions expressed should therefore be considered from this representative point of view. As found from this sample the following conclusions may be drawn from this study.

It would appear that CWU is meeting the objectives as stated in The Quarterly Undergraduate Catalog is substantiated by the hypotheses, other factors are responsible for meeting CWU objectives is substantiated by the hypotheses, and other factors are responsible for meeting CWU competencies as objectives is substantiated by the hypotheses. It would appear that the Fifth Year Program is working. A combination of CWU undergraduate work, on the job experience and further study (The Fifth Year) are producing what graduates feel is a competent teacher.

Regarding the hypotheses that CWU is meeting the objective, when competencies as objectives are considered, it would appear from this study that CWU was less than moderately being fulfilled. The following conclusions are drawn.

The teacher education program is not developing student awareness of the outside world.

The teacher education program is not providing the necessary expertise for graduate teachers to deal with the bookkeeping and clerical functions of teaching.

The teacher education program is not inculcating the expertise to develop activities outside of the traditional classroom situation.

The teacher education program is not producing graduates with the ability to develop discipline. As a result of the above conclusions, the following recommendations are given.

### Recommendations

Central Washington University should:

1) Increase the opportunity for students to gain experience with the biological and physical universe and the animate and inanimate world. This could be accomplished with a reassessment of Breadth Requirements.

2) Add courses or units to existing courses to the education curriculum which will provide a better background for handling the clerical skills of teaching. This need is paramount, since so many of the clerical skills were rated less than 2.649 which would indicate a lack of preparation in this area.

3) Re-evaluate the effectiveness and appropriateness of education course content. Continual review of course

content is desirable in order to keep abreast of current philosophies, innovations, and techniques outside of the traditional classroom situation.

4) Provide more comprehensive information regarding discipline problems. The "realism" of some school situations are very difficult to cope with, especially without adequate forewarning.

#### Recommendations for Further Study

The questionnaire used in this study was lengthy and as a data gathering device collected a wealth of information. This writer would suggest that the following research would be appropriate for further study from that information:

1) To determine if the number of years in education significantly influences:

a) Satisfaction with teaching

b) Degree to which other factors other than CWU develop competencies for teaching.

2) To determine how supervisors rate Central graduates compared to how graduates rate graduates.

3) To determine if those CWU education graduates still in teaching rate CWU accomplishments differently than those education graduates who have left teaching.

4) To determine if grade level of teaching significantly influences attitudes toward CWU.

In addition to the data generated by the questionnaire, other questions developed during the course of this



study that would warrant further research. These questions include:

1) Has the student to teacher ratio in the Education Department at CWU changed significantly in the last ten years? If so, has that change affected attitudes of education students toward CWU?

2) Will a study of future graduates under the same conditions with a similar question yield the same results?

Whether the information and recommendations contained herein are, in fact, found useful, is beyond the scope of the study. The literature did not indicate any evidence that faculty and administrators do find utility in data derived from follow-up studies of graduate opinion. The notion that such data would be useful is valid.

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## BIBLIOGRAPHY

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## APPENDICES

APPENDIX A  
TEACHER EVALUATION OF CWU PROGRAM

Central Washington University  
Ellensburg, Washington 98926

Date \_\_\_\_\_

TEACHER EVALUATION OF CWU PROGRAM

Name: \_\_\_\_\_  
Last First Middle Maiden

Present Address: \_\_\_\_\_  
Street City State Zip County

Teaching Assignment: Grade \_\_\_\_\_ Subjects \_\_\_\_\_

School District: \_\_\_\_\_ Building: \_\_\_\_\_

College Major(s): \_\_\_\_\_ Minor(s): \_\_\_\_\_

PART I - GENERAL INFORMATION

- 1.1 Do you object to this office giving your name and address to the CWU Alumni Office? \_\_\_yes \_\_\_no
- 1.2 If you are not presently in education, what is your occupation? \_\_\_\_\_  
When did you leave education? \_\_\_\_\_
- 1.3 How many years have you taught? \_\_\_\_\_
- 1.4 In how many school districts have you taught? \_\_\_\_\_  
\_\_\_\_\_

PART II - SATISFACTION. Below is a series of statements designed to determine the degree of satisfaction with teaching and CWU. Use the following code numbers in the lines provided to respond to the questions.

- 1 = Very Positive                      4 = Generally Negative  
2 = Generally Positive                5 = Thoroughly Negative  
3 = Neutral

\_\_\_\_ 2.1 What is your present feeling about CWU?

\_\_\_\_ 2.2 How well did you like CWU when you were attending?



- \_\_\_\_\_ 2.3 If you could do it over again, would you attend CWU in order to obtain a bachelor's degree?
- \_\_\_\_\_ 2.4 Now that you are out working with people who graduated from other programs, how do you rate your CWU program?
- \_\_\_\_\_ 2.5 How do you evaluate the teaching profession in terms of prestige as compared to other professional occupations requiring a college degree?

PART III - OBJECTIVES. Below is a series of statements from the CWU Catalog which describe desirable outcomes common for all CWU graduates. We hope that as a teacher you have developed these characteristics to some extent. To what extent did you achieve the characteristic in each statement as a result of your CWU experience, and to what extent do you attribute your growth in these areas to experiences outside the CWU teacher education program? Use the following code numbers in the lines provided to respond to the questions.

1 = Not at all  
2 = A little  
3 = Moderately

4 = Substantially  
5 = Very Much

Result of CWU Exper- ience	Result of Other Ex- perience		Competency Statement
_____	_____	3.1	Developed a basis for continuing self-education.
_____	_____	3.2	Furthered an understanding of yourself
_____	_____	3.3	Furthered an understanding of other people.
_____	_____	3.4	Furthered an understanding of the physical universe.
_____	_____	3.5	Furthered an understanding of the biological universe.
_____	_____	3.6	Developed an understanding of the inter-relationship between self, others and the physical and biological universe.
_____	_____	3.7	Developed security and confidence through knowledge.

- \_\_\_\_\_ 3.8 Developed security and confidence through inquiry.
- \_\_\_\_\_ 3.9 Developed an acquaintance with the animate world.
- \_\_\_\_\_ 3.10 Developed an acquaintance with the inanimate world.
- \_\_\_\_\_ 3.11 Developed the ability to adjust.
- \_\_\_\_\_ 3.12 Developed the ability to know how to adjust.
- \_\_\_\_\_ 3.13 Developed the ability to know when to adjust.

PART IV - COMPETENCIES. Below is a list of selected teaching competencies. To what extent did the CWU Teacher Education program help you to attain these competencies? To what extent did other resources (experience, other programs, course of study, etc.) help you attain these skills? Use a code number in the blanks from the scale below to respond to these questions.

- 1 = Not at all
- 2 = A little
- 3 = Moderately
- 4 = Substantially
- 5 = Very Much

Extent to which CWU helped	Extent to which other factors helped	Competency Statement
_____	_____	4.1 Develop educational goals and objectives.
_____	_____	4.2 Develop a course of study.
_____	_____	4.3 Evaluate personal teaching ability.
_____	_____	4.4 Determine needs and interest of students.
_____	_____	4.5 Select and/or obtain instructional materials.
_____	_____	4.6 Prepare teacher-made instructional materials.
_____	_____	4.7 Conduct class discussions, panels and symposiums.

- \_\_\_\_\_ 4.8 Stimulate learning through questioning, brainstorming.
- \_\_\_\_\_ 4.9 Direct students in instructing other students.
- \_\_\_\_\_ 4.10 Direct learning employing the role-playing technique.
- \_\_\_\_\_ 4.11 Direct student individual study.
- \_\_\_\_\_ 4.12 Direct laboratory experience.
- \_\_\_\_\_ 4.13 Direct students applying problem solving technique.
- \_\_\_\_\_ 4.14 Summarize a lesson.
- \_\_\_\_\_ 4.15 Provide instruction for slower students.
- \_\_\_\_\_ 4.16 Provide instruction for more capable students.
- \_\_\_\_\_ 4.17 Demonstrate a manipulative skill.
- \_\_\_\_\_ 4.18 Demonstrate a concept or principle.
- \_\_\_\_\_ 4.19 Conduct team teaching.
- \_\_\_\_\_ 4.20 Illustrate with bulletin boards, exhibits, models, real objects.
- \_\_\_\_\_ 4.21 Present information using audio-visual equipment.
- \_\_\_\_\_ 4.22 Present programmed instruction.
- \_\_\_\_\_ 4.23 Present information using the chalkboard.
- \_\_\_\_\_ 4.24 Establish criteria for student performance.
- \_\_\_\_\_ 4.25 Assess student cognitive performance.
- \_\_\_\_\_ 4.26 Assess student psychomotor performance.
- \_\_\_\_\_ 4.27 Assess student affective performance.

- \_\_\_\_\_ 4.28 Determine student grades.
- \_\_\_\_\_ 4.29 Evaluate personal instructional effectiveness.
- \_\_\_\_\_ 4.30 Prepare budgets and reports.
- \_\_\_\_\_ 4.31 Project instructional resource needs.
- \_\_\_\_\_ 4.32 Arrange for purchasing supplies and materials.
- \_\_\_\_\_ 4.33 Maintain a filing system.
- \_\_\_\_\_ 4.34 Assist students in developing self-discipline.
- \_\_\_\_\_ 4.35 Organize and maintain the classroom or lab.
- \_\_\_\_\_ 4.36 Use conferences with parents and students to meet educational objectives.
- \_\_\_\_\_ 4.37 Establish and maintain a personal professional philosophy.
- \_\_\_\_\_ 4.38 Organize classtime.
- \_\_\_\_\_ 4.39 Develop classroom discipline techniques.
- \_\_\_\_\_ 4.40 Relate the philosophical and the theoretical to practice.

PART V - Following are open questions relating to satisfaction, objectives and competencies.

5.1 What would you designate as the greatest strength in teachers from CWU?

\_\_\_\_\_

5.2 What would you designate as the greatest weakness in teachers from CWU?

\_\_\_\_\_

5.3 If you have rated any of the above competencies as "unsatisfactory", would you care to comment? (Attach paper if necessary.)

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5.4 What types of courses do you believe would benefit teachers during the fifth year?

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5.5 If you are no longer teaching, briefly state why?

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5.6 Other comments. (Attach paper if necessary.) \_\_\_\_\_

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APPENDIX B  
COVER LETTER TO ADMINISTRATOR

Please find enclosed two forms for the purpose of evaluating the teacher preparation program at Central Washington University. The data you provide will be used to evaluate and improve the program of teacher education at Central Washington University. Will you:

- 1) Give the green form to the teacher named, have the teacher complete and return it to you;
- 2) As the supervisor of the teacher, evaluate his/her preparation based on the competencies listed on the yellow form;
- 3) Return both forms to this office in the enclosed envelope by February 15, 1978.

Please be as frank as possible in your responses. These data will not identify you, your school or the teacher, but will be summarized in table form.

Your assistance and response will be greatly appreciated.

Sincerely,

Ronald M. Frye  
Director

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APPENDIX C  
ADMINISTRATOR'S EVALUATION OF CWU TEACHERS



Central Washington University  
Ellensburg, Washington 98926

Date \_\_\_\_\_

ADMINISTRATOR'S EVALUATION OF CWU TEACHERS

Name of teacher: \_\_\_\_\_  
                             First                    Middle            Maiden            Last

Name of Administrator: \_\_\_\_\_ Position: \_\_\_\_\_

How well does the above named teacher perform the following teaching competencies?

PART I - COMPETENCIES. Below is a list of selected teaching competencies. To what extent did the CWU teacher education program help to attain these competencies? To what extent did other resources (experience, other programs, course of study, etc.) help attain these skills? Use a code number in the blanks from the scale below to respond to these questions.

- 1 - Not at all  
2 - A Little  
3 - Moderately

- 4 - Substantially  
5 - Very Much

Extent to which CWU helped	Extent to which other factors helped		Competency Statement
_____	_____	1.1	Develop educational goals and objectives.
_____	_____	1.2	Develop a course of study.
_____	_____	1.3	Evaluate personal teaching ability.
_____	_____	1.4	Determine needs and interest of students.
_____	_____	1.5	Select and/or obtain instructional materials.
_____	_____	1.6	Prepare teacher-made instructional materials.

- |       |       |      |  |
|-------|-------|------|--|
| _____ | _____ | 1.7  | Conduct class discussions, panels and symposiums.                |
| _____ | _____ | 1.8  | Stimulate learning through questioning, brainstorming.           |
| _____ | _____ | 1.9  | Direct students in instructing other students.                   |
| _____ | _____ | 1.10 | Direct learning employing the role-playing technique.            |
| _____ | _____ | 1.11 | Direct student individual study.                                 |
| _____ | _____ | 1.12 | Direct laboratory experience.                                    |
| _____ | _____ | 1.13 | Direct students applying problem solving technique.              |
| _____ | _____ | 1.14 | Summarize a lesson.  |
| _____ | _____ | 1.15 | Provide instruction for slower students.                         |
| _____ | _____ | 1.16 | Provide instruction for more capable students.                   |
| _____ | _____ | 1.17 | Demonstrate a manipulative skill.                                |
| _____ | _____ | 1.18 | Demonstrate a concept or principle.                              |
| _____ | _____ | 1.19 | Conduct team teaching.   |
| _____ | _____ | 1.20 | Illustrate with bulletin boards, exhibits, models, real objects. |
| _____ | _____ | 1.21 | Present information using audio-visual equipment.                |
| _____ | _____ | 1.22 | Present programmed instruction.                                  |
| _____ | _____ | 1.23 | Present information using the chalkboard.                        |
| _____ | _____ | 1.24 | Establish criteria for student performance.                      |
| _____ | _____ | 1.25 | Assess student cognitive performance.                            |
| _____ | _____ | 1.26 | Assess student psychomotor performance.                          |

- |       |       |      |   |
|-------|-------|------|---|
| _____ | _____ | 1.27 | Assess student affective performance.                                     |
| _____ | _____ | 1.28 | Determine student grades.   |
| _____ | _____ | 1.29 | Evaluate personal instructional effectiveness.                            |
| _____ | _____ | 1.30 | Prepare budgets and reports.  |
| _____ | _____ | 1.31 | Project instructional resource needs.                                     |
| _____ | _____ | 1.32 | Arrange for purchasing supplies and materials.                            |
| _____ | _____ | 1.33 | Maintain a filing system.   |
| _____ | _____ | 1.34 | Assist students in developing self-discipline.                            |
| _____ | _____ | 1.35 | Organize and maintain the classroom or lab.                               |
| _____ | _____ | 1.36 | Use conferences with parents and students to meet educational objectives. |
| _____ | _____ | 1.37 | Establish and maintain a personal professional philosophy.                |
| _____ | _____ | 1.38 | Organize classtime.   |
| _____ | _____ | 1.39 | Develop classroom discipline techniques.                                  |
| _____ | _____ | 1.40 | Relate the philosophical and the theoretical to practice.                 |

PART II - Following are open questions relating to objectives and competencies.

2.1 What would you designate as the greatest strength in teachers from CWU?

\_\_\_\_\_

2.2 What would you designate as the greatest weakness in teachers from CWU?

\_\_\_\_\_

- 2.3 If you have rated any of the above competencies as "unsatisfactory", would you care to comment? (Attach paper if necessary.)

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- 2.4 What types of courses do you believe would benefit teachers during the fifth year?

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APPENDIX D  
COVER LETTER TO GRADUATES

Central Washington University needs your help. The Office of Teacher Education and Certification is conducting a follow-up study of those granted a bachelor's degree in Education at Central from 1967 to 1977. The purpose of the study is to determine whether the objectives of the teacher education program have been met.

As a graduate, you are in the best position to evaluate the effect that the teacher education program has had on your personal and professional development. A high rate of response is necessary before valid conclusions and recommendations can be made. It is hoped that such recommendations will result in positive changes being made to the benefit of future CWU students and prospective teachers.

I realize that this request is an imposition upon your time and have attempted to keep the questionnaire as concise and as easy to complete as possible. This information must be in Ellensburg within this week. Please take a few minutes to sit down now, fill out and return the enclosed form while it is in hand and has your attention.

Your responses will be held in strictest confidence, and the analysis of information obtained will be on a collective basis only. The questionnaire has been numbered only for the purpose of follow-up on any that are not returned.

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

Thank you for your assistance and cooperation.

Sincerely,

Ronald M. Frye  
Director

Enclosure

APPENDIX E  
FOLLOW-UP CARD

Dear Central Grad:

About two weeks ago, we mailed information forms to former students. We are receiving some very helpful information.

We know you are busy, but your form has not yet come in. Won't you take 10 to 15 minutes to complete the form and return it today? This is a chance to express some of your thoughts concerning your college education and to help improve our offerings.

Ronald M. Frye  
Director of Teacher Education  
CWU; Ellensburg, WA 98926



APPENDIX F  
FOLLOW-UP LETTER TO GRADUATES

Dear CWU Alum:

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

Since you may not have received the original questionnaire, or it may have been misplaced, I am enclosing another questionnaire and request that you take a few minutes to complete it. Be assured that your responses will be held in strictest confidence, and the analysis of information will be on a collective basis only.

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

This information must be in Ellensburg within this week. Please take a few minutes to fill out and return the enclosed form while it has your attention. If you have already returned the questionnaire, please accept my thanks and disregard this letter.

Sincerely,

Ronald M. Frye  
Director

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