5-1975

An Analysis of the Program for Education Professions Development Act, Part E, Fellowship Students at Utah State University

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AN ANALYSIS OF THE PROGRAM FOR EDUCATION PROFESSIONS DEVELOPMENT ACT,

PART E, FELLOWSHIP STUDENTS AT UTAH STATE UNIVERSITY

by

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A report submitted in partial fulfillment of the
requirements for the degree

of

MASTER OF SCIENCE

in

Business Education

Plan B

Approved:

UTAH STATE UNIVERSITY
Logan, Utah

1975

ACKNOWLEGMENTS

I would like to express my sincere thanks to Dr. William A. Stull, my committee chairman, for his suggestions and assistance concerning this study. I would also like to thank Dr. Lloyd Bartholome, EPDA, Part E, chairman, and Dr. Allen Kartchner, for serving as committee members. Also, thanks to my dear wife, Karla, for her perserverance and patience during this undertaking.

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Ronald Max Rees

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CHAPTER I

INTRODUCTION

From the time of the first school through the current schools of today, one of the greatest concerns of educators has been the development of curriculums. "Among the most important educational policies of schools are those pertaining to curriculum." (Kirst and Decker, 1972, p. 28) This concern has been echoed by many educators across the country including those at Utah State University. At Utah State the responsibility of the curriculum for the Education Professions Development Act, Part E, program (EPDA) belongs to the Business Education Department. The five-year old EPDA, Part E, program at Utah State University has been designed to meet the needs of master degree level students in preparation for business oriented positions at post-secondary institutions.

The determination of the strengths and weaknesses of the EPDA program required an evaluation of what prior programs were like. "To assess proposals for change, to evaluate innovations, to lead others wisely and efficiently in decision making, the curriculum worker needs to view the field through the perspective of what has gone before." (William M. Alexander, 1973, p. 29) However, "traditionally curriculum developments have focused their attention solely on intents, contents, and methodologies of an instructional package, to the exclusion of the audience." (Gooler and Grotelueschen, 1972, p. 21) The audience being fellow teachers and students involved with the educational programs.

Though much hard effort has entered the updating and improvement of the EPDA, Part E, program at Utah State, there has not been a comprehensive follow-up study of the EPDA program as the students viewed it.

The intention of this study was to determine the strengths and weaknesses of the EPDA, Part E, program at Utah State University. This was accomplished through the usage of a questionnaire survey evaluating the EPDA, Part E, program. Each of the twenty-four EPDA, Part E, students that had exited the program were asked to answer the questions in the questionnaire.

Purpose of the study

The purpose of this study was to determine the strengths and weaknesses of the Education Professions Development Act, Part E, program at Utah State University. More specifically, the following questions were answered by former participants in the EPDA program:

1. How successful have EPDA students at Utah State University been in obtaining teaching positions?

2. How successful have EPDA students at Utah State University been in obtaining teaching positions at post-secondary institutions?

3. How well did the EPDA program prepare students in the development of teaching competencies?

4. What specific courses were or were not beneficial?

5. What internship experiences were or were not beneficial?

6. What additional recommendations would improve the EPDA program?

Importance of study

According to (Pace, 1969) there has been a growing concern about
the lack of objective information concerning collegiate and university
programs. The emphasis of concern being on the career preparations
given students while attending higher education institutions. There
has been very little brought forth dealing with the quality of the
collegiate experience in preparing potential teachers for junior college
teaching positions. This is true in the following areas:

1. Placement in teaching positions.

2. The experience of teaching itself. (Astin, 1965)

Direct feedback on collegiate programs would greatly aid any uni-
versity in planning its programs and curriculum. Such information will
be an asset to the program development of the Business Education Depart-
ment at Utah State University. Feedback on the EPDA, Part E, program
will allow the Business Education Department to evaluate specific
curriculum needs. Secondly, this study may be an asset in Utah State
University's effort to obtain future funds for the EPDA program and
similar programs.

Definitions of terms

Because of the use of terms in this survey which have special or
specific meaning, the following terms are defined:

Education Professions Development Act. The act signed by the
President on June 29, 1967 that ammends the Higher Education Act of 1965
which formed a national teachers corps, instituted a program of graduate
fellowships to prepare elementary and secondary school teachers, and to
provide teacher training programs for higher education institutions

EPDA. EPDA is the abbreviation for the Education Professions
Development Act.

EPDA, Part E. The portion of the Education Professions Development
Act that deals specifically with the development of teachers for higher
education positions at junior colleges.

Exit. Exit will be used in this paper to mean the leaving of the
EPDA program after graduation or by early termination.

NDEA. NDEA is the abbreviation for the National Defense Education
Act of 1958.

NSF. NSF is the abbreviation for the National Science Foundation.

PL. PL is the abbreviation for Public Law.

Limitations and assumptions

This study, on the quality of the EPDA, Part E, program at Utah
State University was bound by the following limitations and assumptions:

1. The survey's population of twenty-four students that have been
    in the EPDA, Part E, program at Utah State University and have
    exited the program.

2. The number of questionnaires that were returned.

3. How objectively the subjects completed the questionnaire.

4. The clarity of the questions in the questionnaire.

5. The method of analysis used for the data.

CHAPTER II

REVIEW OF RELATED LITERATURE

The purpose of this chapter is to present (1) A review of related
studies dealing with the EPDA, Part E, program; (2) A review of federal
legislation for higher education; (3) A review of the rationale for the
EPDA program; (4) A review of the EPDA program in general; and (5) A
review of the EPDA, Part E, program at Utah State University.

A review of related studies
dealing with the EPDA, Part E, program

A careful search of literature revealed one study on EPDA programs.
This study dealt with the funding of the Part F program which is unrelated
to Part E of the Education Professions Development Act.

A review of federal legislation for
higher education

In reviewing the past 188 years of federal education legislation
in the United States, it is evident that federal aid for higher education
was slow to develop. Aid specifically for the development of post-
secondary educators is unique to the last three decades. Table 1 below
is a thumbnail sketch of federal education legislation that directly or
indirectly supported the development of post-secondary teachers.

Table 1. Federal education legislation supporting programs to develop post-secondary teachers. (Academic Media, 1973, pp. 177-179.)

Year	Description of program
1890	Second Morill Act--Provided for support of instruction in the agricultural and mechanical areas.
1937	National Cancer Institute Act--Provided public health service fellowships which indirectly supported the education for many post-secondary educators.
1944	Servicemen's Readjustment Act--Provided education for veterans. This law allowed the educational attainment needed for many post-secondary educators.
1958	National Defense Education Act--Provided for higher education student fellowships for the strengthening of instruction in: science, mathematics, modern foreign languages, guidance, counseling, testing, and other critical subjects.
1958	Public Law 85-926--Provided federal assistance for training teachers of the handicapped. (Some funds at the post-secondary level.)
1962	Manpower Development and Training Act--Provided for a minimum of federal assistance for training post-secondary educators in teaching skills.
1963	The Vocational Education Act of 1963--Provided for some federal funds in training post-secondary teachers.
1964	Economic Opportunity Act of 1964--Authorized work-study grants for low-income families. A portion was utilized by individuals preparing for post-secondary teaching jobs.
1965	Higher Education Act of 1965--Provided for teacher training programs, establishment of a National Teacher Corps and creation of several graduate training fellowships.
1966	Adult Education Act--Authorized training of teacher for adult education programs. (Some at the post-secondary level.)

Table 1. Continued

Year	Description of program
1967	Education Professions Development Act--Amended the Higher Education Act of 1965 for the purpose of improving the quality of teaching and to help meet critical shortages of adequately trained educational personnel by authorizing support for the development of information on needs for educational personnel, training and retraining opportunities responsive to changing manpower needs, attracting a greater number of qualified persons into the teaching profession, attracting persons who can stimulate creativity in the arts and other skills to undertake short-term or long-term assignments in education, and helping to make educational personnel training programs more responsive to the needs of schools and colleges.

The Federal Government has given the development of teachers for higher education a huge boost during the past 25 years. Programs have been designed to strengthen graduate studies, relieve shortages of post-secondary educators, and to improve the quality of faculty at institutes of higher education. (United States Government, The Education Professions 1968, June 1969, pp. 236-240)

With the threat of Sputnik the educational zeal of the late 1950's continued in full strength throughout the 1960's. Two of the largest programs that aided the development of post-secondary teachers were the National Defense Education Act Title IV and the National Science Foundation (NSF) graduate fellowship program. From its enactment in 1958 the National Defense Education Act provided over 27,000 prospective post-secondary teachers until 1969. Between 1958 and 1968, the NDEA awarded $355,000,000 for stipends and support to prospective college teachers. (United States Government, A Compilation of Federal Education Laws:

Committee on Education and Labor, House of Representatives, February
1969, p. 269)

With the passage of the Higher Education Act of 1965, (P.L. 89-329),
more federal funds were designated for the preparation of post-secondary
teachers. One of the new programs that was designated was the Prospec-
tive Teacher Graduate Fellowship program. A major purpose for this pro-
gram was "to encourage the development of high quality graduate teacher
preparation programs leading to the master's degree or its equivalent."
(United States Government, Prospective Teacher Graduate Programs 1966-67,
1968, p. 1) The number of fellowships rose to 2,910 for 1973-1974 with
appropriations of $20,000,000. In 1974-1975 a total of 880 fellowships
at a cost of $5,806,000 were awarded. The appropriations for 1975-1976
were further reduced to $4,000,000 for the usage of 610 recipients. The
decision was made in 1973 to phase-out the program due to a changing
scene in higher education. (United States Government, Department of
Labor and Health, Education, and Welfare Appropriations for 1975:
Hearings Before a Subcommittee of the Committee on Appropriations, House
of Representatives Ninety-Third Congress Second-Session Part 5, 1974,
p. 606)

A similar program enacted as part of the Higher Education Act of
1965 was the Experienced Teacher Program. Though the major emphasis was
placed on granting experienced elementary and secondary teachers the
opportunity for graduate fellowships, some funds were given to higher
education personnel. Initially, 70 colleges and universities offered
programs. Like the Prospective Teacher Graduate Fellowship Program, it
also is being phased-out.

Rationale for the EPDA program

One point of concern that legislatures considered before granting appropriations for the development of post-secondary teachers was the growth of college enrollments. Table 2 shows the enrollment in post-secondary institutions from 1918-1980.

Table 2. Enrollment of students in two-year colleges, total college enrollment, number of two-year colleges. (See Appendix I for citations used in Table 2.)

Year	Total college enrollment	Two-year college enrollment	Two-year college degree enrollment	Two-year college non-degree enrollment	Total two-year colleges
1955	2,653,034		308,411		467
1956	2,918,212		347,345		482
1957	3,036,938		368,998		490
1958	3,226,038		385,436		495
1959	3,364,861	555,000	409,195	146,000	508
1960	3,582,726	617,000	451,333	166,000	521
1961	3,860,643	664,406	517,925	148,481	524
1962	4,174,936	779,000	589,529	184,000	561
1963	4,494,626	844,512	624,789	219,723	573
1964	4,950,193	988,929	710,868	278,058	617
1965	5,526,325	1,172,952	841,437	331,515	653
1966	5,928,000	1,226,000	945,000	381,000	700
1967	6,392,000	1,507,000	1,075,000	432,000	735
1968	6,928,115	1,792,000	1,289,000	503,000	802
1969	7,484,075	2,065,707	1,528,429	537,278	813
1970	7,920,149	2,223,208	1,629,982	593,226	
1971	8,387,000	2,544,000			
1972	9,297,787	2,729,000			1,141*
1973	9,662,763	3,000,082			1,165*
1974	10,200,000	3,400,000			
1975	10,400,000*	3,650,000*			1,200*
1976	10,600,000*	3,825,000*			
1977	10,780,000*	3,900,000*			
1978	11,000,000*	4,000,000*			
1979	11,175,000*	4,025,000*			
1980	11,225,000*	4,050,000*			1,350*

*Estimate

The second major concern of the Congress was the demand and supply of post-secondary educators. With the rapid growth in college enrollment that was foreseen, many new instructors would be needed. Table 3 shows the number of instructors needed through 1975.

Table 3. Full-time higher education instructors from 1959 to 1967 and the forecasted need for instructors through 1975. (United States Government, The Education Professions 1968, June 1969, p. 220)

Year	Instructors
1959	162,292
1960*	169,000
1961	177,052
1962*	190,000
1963	202,396
1964*	220,000
1965*	243,000
1966*	255,000
1967*	271,000
1968**	286,000
1969**	289,000
1970**	297,000
1971**	309,000
1972**	323,000
1973**	337,000
1974**	349,000
1975**	360,000
*Approximately	**Estimate

The United States Office of Education projected that nearly 90,000 new teachers would be needed at institutions of higher education between 1967 and 1975. Based on an annual attrition rate of two percent, approximately 50,000 job replacements would be needed in higher education during the same time period. The total manpower need for the eight-year period would be 140,000 teachers.

Between 1967 and 1975 earned doctorates were expected to total 225,000 with 120,000 (54%) remaining as post-secondary teachers as shown in Table 4. An additional 20,000 non-doctorate personnel from industry or masters degree individuals would be needed to fill the vacancies. (United States Government, The Education Professions 1968, June 1969, p. 223)

Table 4. Earned doctorate degrees 1959-60 to 1966-67, and projected doctorate completions 1967 to 1974-75. (United States Government, The Education Professions 1968, June 1969, p. 223)

Year	Doctor's degree
1959-60	9,829
1960-61	10,575
1961-62	11,622
1962-63	12,822
1963-64	14,490
1964-65	16,467
1965-66	18,239
1966-67	19,800
1967-68*	22,200
1968-69*	25,100
1969-70*	26,500

Table 4. Continued

Year	Doctor's degree
1970-71*	27,000
1971-72*	29,200
1972-73*	34,900
1973-74*	38,900
1974-75	39,300
*Estimate	

To help fill the expected vacancies for professional teachers in institutions of higher education, Public Law 90-35 was passed June 29, 1967. This law is better known as the Education Professions Development Act. Part E of this Act is specifically designated to help prepare higher education teachers. Under the EPDA program the following seven parts were formed:

Part A,

      Section 1--A National Advisory Council that reports to the Congress and the President.

      Section 2--The commissioner's annual assessment of education manpower needs.

      Section 3--A national education recruitment program.

Part B-1, Teacher Corps.

Part B-2, States grant program to meet immediate critical shortages of classroom personnel.

Part C, Provide fellowships for prospective and experienced personnel of all kinds at the elementary and secondary school level.

Part D, Training provisions for prospective and experienced per-
       sonnel of all kinds at the elementary and secondary school
       level

Part E, Provides for the **development of junior college teachers.**

More specifically, Part E of the Education Professions Development

Act was designed with the following intent:

       The provisions of Part E of the Education Professions
Development Act were intended to "improve the quality of
teaching and to help meet critical shortages of adequately
trained personnel" in institutes of higher education. Al-
though this part of the act was directed to the improvement
of higher education at all levels, a primary concern was
with the 2-year colleges....A number of broad national pri-
orities were established for the Part E program in the
spring of 1968. These priorities, which have been reflected
in guidelines, have remained unchanged throughout fiscal
years 1969 and 1970. They are:

       (1) Programs to train teachers, administrators, or
            educational specialists to serve in 2-year colleges.

       (2) Programs to prepare educational personnel who
            are concerned with the needs of minority and
            low-income college students from educationally
            deprived backgrounds.

       (3) Programs to train educational personnel to serve
            in developing institutions.

       (4) Programs to train administrators in higher edu-
            cation with important decision-making functions
            for long-range and short-range planning.

       (5) Programs to improve undergraduate teaching.

       (6) Programs to train educational specialists. (United
            States Government, The Education Professions
            1969-70, September 1970, p. 74.)

In 1971 Utah State University received federal appropriations under the EPDA, Part E, program. Dr. Lloyd Bartholome received these directives in a 1971 letter from the United States Office of Education which were in reply to a previously submitted proposal: (United States Office of Education, 1971, unpaged)

Nature and Objectives of the Program

The purpose of the proposed fellowship program is to provide a high-quality, updated teacher education program for experienced and prospective teachers in the area of business administration, accounting, economics, office education, and distributive education at the two-year and small four-year college levels. More specifically, the objectives of the program are:

a. To attract highly qualified candidates for teaching business-oriented subjects at the two-year and small four-year college level from the following categories:
   1. Business and industry.
   2. Discharged military personnel.
   3. Recent college graduates.

b. To provide for the means for retraining of the following teaching personnel:
   1. Teachers from two-year and small four-year colleges.
   2. Those who wish to re-enter the teaching profession.

c. To experience an individualized, graduated progression of increasingly more complex and comprehensive teaching activities over an extended period of time by which the principles of learning can be applied via:
   1. Micro-teaching.
   2. Teaching assistant with interaction analysis.
   3. Internship.

d. To insure subject-matter competence in order to teach specialized courses in at least one of the following:
   1. Business administration.
   2. Economics.
   3. Accounting.
   4. Office education.
   5. Distributive education.

e. To understand and apply the psychological prin-
ciples of learning as they relate to the teaching
of business-oriented subjects with application of
new media (programmed instruction, gaming theory,
simulation, television, instant response learning
systems).

f. To insure an understanding of business practices
based upon prior employment in business, super-
vised work experience, and community business
advisory committees.

g. To understand and appreciate the various functional
areas of business and their relationships in the
business curriculum well enough to teach introductory
or survey courses.

Though the EPDA program was approved by Congress in 1967, appro-
priations for the program did not go into effect until 1969. Table 5
contains the listings of federal funds and appropriations for Part E
programs.

Table 5. Federal funds, fellowship programs, and fellowships for the
EPDA, Part E, program from 1969-70 through 1975-76. (See
Appendix I for citations used in Table 5.)

Year	Total Part E Federal Funds	Part E Fellowship Funds	Total Programs	Total Fellowships
1969	$ 6,900,000	$2,200,000	51	408
1970	10,000,000	5,000,000	78	902
1971	10,000,000	5,000,000	91	903
1972	10,000,000	5,000,000	80	900
1973	2,100,000	---------	--	---
1974	2,100,000	---------	--	---
1975	2,100,000	530,000	30--35	70

Recipients of the EPDA, Part E, fellowship are awarded for one or two years, depending upon the program requirement. Each Fellow receives an allowance of $2,400 for the first twelve-month period and $2,600 for the second year of the program. If the program is only one year in duration, $2,500 is granted. An additional $500 for every dependent per year is also allowed. For each Fellow the institution is paid $2,500 per year to cover the costs of tuitions and fees. No travel allowances are given. In 1973 the stipend was increased to $3,000 per fellow.

To become a recipient an individual must:

1. Be accepted for full-time graduate study in an approved program at the host institution.

2. Intend to pursue a career in higher education in the United States.

3. Is a citizen or national of the United States or has immigration status that indicates desire for United States citizenship. (United States Government, EPDA Higher Education Personnel Training Programs 1970-71: Fellowship Programs, 1970, p. i.)

The future of the EPDA, Part E, program is on very tenuous grounds due to an abrupt shift in the supply of potential post-secondary educators.

Most projections of full-time instructional faculty positions estimate the total demand (including replacements) at 180,000 for the decade ending in 1980....By contrast the number of persons with doctorates entering the labor force will double during the coming decade compared to the 1960's.

(United States Government, The Education Professions 1971-72: Part-1 The Need for Teachers in Our Schools and Colleges, December 1972, p. 10.)

Table 6 shows the number of projected openings at post-secondary institutions during the 1970's.

Table 6. Projected teacher needs at junior-colleges, four-year colleges, and universities between 1970-1980. (United States Government, The Education Professions 1971-72: Part-1 The Need for Teachers in Our Schools and Colleges, December 1972, pp. 10-11.)

Description of Openings	1960-1970	1970-1980
Junior Colleges		
New teaching jobs.	40,000	25,000
Openings due to attrition.	45,000	20,000
Total openings.	85,000	45,000
Four-year colleges		
New teaching jobs.	------	30,000
Openings due to attrition.	------	46,000
Total openings.	85,000	76,000
Universities		
New teaching jobs.	------	20,000
Openings due to attrition.	------	34,000
R&D Openings.	------	5,000
Total openings.	49,000	59,000
Total Post-Secondary Openings.	219,000	180,000

In 1970, 153,000 of the 275,000 doctorates were teaching in higher education which is 55.6 percent. Between 1970 and 1980 there will be 320,000 to 450,000 new doctorates seeking employment. If an allowance of withdrawals, retirement, emigration, and death are considered, between 300,000 and 400,000 doctorates will be left to fill job openings. It is expected that 50,000 doctorates will enter research and development; 20,000 government and private industry; 20,000 in administrative posts; and 20,000 in miscellaneous openings, which leaves between 190,000 and

290,000 doctorates available for the 180,000 higher education teaching positions. (United States Government, The Education Professions 1971-72: Part-1 The Need for Teachers in Our Schools and Colleges, December 1972, pp. 11-12)

Because of the changing emphasis in higher education, Congress proposed the phasing-out of all EPDA programs below the doctoral level. (United States Government, American Council on Education: Higher Education and National Affairs, Vol. XXII No. 5, February 2, 1973, p. 5) The number of fellowships for Part E has been limited to approximately 70 for 1975-76 which is a 93 percent reduction from the 1971-72 level.

An evaluation of the EPDA, Part E, program at Utah State University

Under the direction of Dr. Lloyd Bartholome, Utah State University received its first federal funds for the EPDA, Part E, program in 1971. With these appropriations seven two-year fellowships were awarded. In 1972 Utah State was granted additional appropriations for ten Part E fellowships. Because five of the two-year fellowship recipients in 1972 finished early, five individuals were chosen to fill the vacancies left during the summer quarter of 1974. For the school year 1974-75 six one-year fellowships were awarded to graduates at Utah State University.

At the time of this study, two of the six 1974-75 fellowship students had completed their program, bringing the total number of EPDA students that have exited the program to twenty-four.

Due to the phasing-out of the EPDA programs at less than the doctoral level, Utah State University did not receive additional funds for Part E fellowship students. It is uncertain whether Utah State will receive any additional funds for EPDA, Part E, fellowships.

In reviewing related literature pertaining to the EPDA, Part E, program, it is apparent that institutions of higher education are going to find it more difficult in obtaining federal appropriations for master level programs designed to develop post-secondary teachers. The institutions that can justify their needs and demonstrate proven results will be more likely to receive federal funding than programs that cannot make these claims. The intent of this study is to show how former EPDA, Part E, students have done in finding educational professions and how they evaluated the EPDA program. The information gained from this study will be valuable to the Business Education Department for updating their EPDA, Part E, program and similar programs. This study will also be beneficial in the justification for federal appropriations for future master programs in the Business Education Department at Utah State University.

CHAPTER III

METHODS AND PROCEDURES

Introduction and selection of subjects

All subjects for this study were former EPDA, Part E, students who attended Utah State University during the school years between 1971-1975. A master list of these twenty-four students in the EPDA program at Utah State University was obtained from Dr. Lloyd Bartholome's records of EPDA students. Only students who had participated in the EPDA program were selected for this study. Seven students attended between 1971-73, ten students attended between 1972-74, five students attended during the summer quarter of 1974, and two students attended for one year during the 1974-75 school year. (Six students attended the program for one year between 1974-75, but only two had terminated the program at the time of this study.) An examination of each student's records was made to determine the courses that each student took while in the EPDA program. The results of this examination were used to develop a questionnaire on the EPDA students evaluation of the curriculum and experiences while at Utah State University.

Questionnaire

The questionnaire was designed to allow each subject to critique their EPDA program. The questionnaire consists of five sections that require approximately thirty minutes to complete. (See Appendix II)

The questionnaire was designed with the intent of utilizing both structured and unstructured questions. According to (Cox and Enis, 1972, pp. 214-215):

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...Questions often provide useful and sometimes unexpected
information, but are costly because skilled interviewing and
analysis are required. Structured questions on the other hand,
are easily analyzed, but they provide limited information.
Question scaling is an attempt to achieve the advantages
of both structured and unstructured techniques.

According to (Luck, Wales, and Taylor, 1970; Wassom, 1964; Wassom,
1965; Uhl and Schones, 1969; and Daves, 1972.), the usage of Likert
scales combines the strong qualities of both structured and unstructured
questions. Section A and B of the questionnaire used a form of Likert
scale to obtain these qualities. Section A was an evaluation of job
opportunities, and Section B an evaluation of the preparation that the
EPDA program provided for prospective teachers. The factors rated were
determined from the goals of the EPDA, Part E, program as designed by
the United States Office of Education and from suggestions from faculty
members at Utah State University.

Section C asked the subjects to rate the quality of individual
courses. A master list of required courses was developed from the course
requirements for each group of EPDA students. Section C consists of
several questions which are all open-ended.

Section D and E are like Section C in that all questions in these
sections are open-ended. Section D asked the subjects to evaluate their
internship experience at Utah State, and Section E asked the subjects
to make suggestions that would improve the program.

A pilot study was made to improve both the quality and clarity of
the questionnaire. This pilot study was administered to four current
EPDA students at Utah State University. These students were selected
because of their knowledge of the EPDA program. By utilizing the feed-
back from the pilot study, the final questionnaire was developed and
prepared for mailing.

Administration and collection of data

The decision to mail the questionnaire was made because of the diverse location of the respondents. The expense and time involved to administer the desired questionnaire prohibited any other method.

Addresses were obtained for the former EPDA students for the years 1971-75 by the following methods:

1. Checking telephone books.

2. Utah State University's Alumni Association.

3. Utah State University's Office of Admissions and Records.

4. The Business Education Department at Utah State University.

5. Asking information from personal friends of the former EPDA students.

The questionnaire was mailed with a letter of introduction explaining the purpose and intent of the questionnaire. (See Appendix III) To ensure the return, each questionnaire was supplied with a stamped return envelope. The questionnaire was mailed July 5, 1975 to all twenty-four subjects. By the twentieth of July a total of twelve questionnaires had been returned (50 percent). On the twentieth of July a telephone call was made to all subjects that had not responded. By July 24, 1975, an additional five returns had been collected, bringing the final total to seventeen out of twenty-four (70.8 percent). On the twenty-fifth and twenty-sixth of July additional telephone calls were placed to subjects that had not responded. These attempts failed to produce additional results.

<u>Analysis of data</u>

Because of the nature of the information and data that was collected, the analyzed data is reported in the following manner:

1. Percentages.

2. Frequencies.

3. Means.

The data is categorized by:

1. Year of exit from program.

2. Specific courses.

3. Suggestions for the EPDA, Part E, program.

CHAPTER IV

FINDINGS

The purpose of this study was to determine (1) How successful have EPDA students been in obtaining teaching positions? (2) How successful have EPDA students been in obtaining teaching positions at post-secondary institutions? (3) How well the EPDA program prepared students in the development of teaching competencies? (4) What specific courses were or were not beneficial? (5) What internship experiences were or were not beneficial? (6) What additional recommendations would improve the EPDA program?

The results of this questionnaire are based on the rate or return from the mailing and telephoning effort which was 70.8 percent. Five of the seven EPDA students (71.4 percent) who attended Utah State between 1971-73 returned their questionnaire. Six of the ten EPDA students (60.0 percent) who attended between 1972-74 returned their questionnaires. Of the five summer students who attended during the summer of 1974 and the two students who attended during the 1974-75 school year, six or 85.7 percent returned their questionnaires.

The remainder of the results of this study will follow the order and the intent of the six purposes mentioned at the beginning of this chapter.

Purpose 1--How successful have EPDA students been in obtaining teaching positions?

Table 7 shows the number of students who found employment in the educational realm after exiting the EPDA program.

Table 7. Number of respondents and percentage of respondents who
attained teaching positions after exiting the EPDA program.

Time of exit	Have taught	Percentage	Have not taught	Percentage
1973	5	100.00	0	00.00
1974	6	100.00	0	00.00
Summer 1974 or 1975	5	83.33	1	16.67
Total	16	94.12	1	5.88

Table 7 indicates that EPDA students have been extremely successful
in obtaining teaching positions. The only respondent who had not
taught, completed the EPDA program in June of 1975 and anticipates
teaching in the near future at a post-secondary institution.

Table 8 indicates the type of institution that former EPDA students
have been teachers at since exiting the EPDA program. Table 8 also
shows a great diversity in the type of institution that former EPDA,
Part E, students have located jobs at since exiting the EPDA program.
The only type of educational institution that was not represented by
at least one former EPDA student was the junior high age. One former
EPDA student had not taught but was anticipating teaching at the post-
secondary level in the near future. Of all the respondents there was
only one individual that had taught at the elementary level and three
individuals at the secondary level after exiting the EPDA, Part E,
program at Utah State University.

Table 8. Type of institution that former EPDA students have taught at
          since exiting the EPDA program.

Time of exit	University	Four-year college	Two-year college	Post-secondary business college
1973	2*	3*	1	0
1974	0	0	3	1
Summer 1974 or 1975	0	0	2	0
Total	2	3	6	1

*One respondent taught at both the university and four-year college.

Time of exit	Grades 10-12	Grades 7-9	Grades 1-6
1973	0	0	0
1974	1	0	1
Summer 1974 or 1975	2	0	0
Total	3	0	1

(From the summer 1974 or 1975 category, one subject has not taught and
a second subject is teaching at a police academy.)

Purpose 2--How successful have EPDA students been in obtaining jobs at
           post-secondary institutions?

Table 9 shows the number of former EPDA students who are currently
teaching at post-secondary institutions as of July 15, 1975. All five
respondents who exited the program in 1973 were teaching at the post-
secondary level, four of the six respondents who exited in 1974 were
teaching at the post-secondary level, and two of the six respondents
who exited in the summer of 1974 or during 1975 were teaching at the
post-secondary level.

Table 9. Number of former EPDA students that are currently teaching at post-secondary institutions.

Time of exit	Are teaching	Percentage	Are not teaching	Percentage

For all the remaining tables in Section A and Section B, the following key will be used:

$$+3 = \text{Excellent}$$
$$+2 = \text{Very Good}$$
$$+1 = \text{Good}$$
$$0 = \text{Average}$$
$$-1 = \text{Fair}$$
$$-2 = \text{Poor}$$
$$-3 = \text{Very Poor}$$

Figures from Table 10 indicate that those EPDA students who are not currently teaching at institutions of higher education still believe that they will enter teaching positions at institutions of higher education. Though the EPDA students who graduated in 1974 have been out longer, they rated themselves as being more likely to enter institutions of higher education than those students who exited in the summer of 1974 or during 1975.

Table 10. For those former EPDA students that are not currently teaching at post-secondary institutions, the rating of the probability that they would teach at a post-secondary institution in the future

Time of exit	+3	+2	+1	0	-1	-2	-3	Average
1973								
1974		1	1					+1.50
Summer 1974 or 1975		2	1			1		+0.75
Total		3	2			1		+1.00

The availability of post-secondary jobs as viewed by former EPDA students shows a general decline in their availability as shown in Table 11. The average for the group that exited in 1973 was at the very good level compared to an average rating by students that graduated after this time.

Table 11. The rating of the availability of jobs at the post-secondary level at the time of exit from the EPDA program.

Time of Exit	+3	+2	+1	0	-1	-2	-3	Average
1973	1	3	1					+2.00
1974		1	1	2	2			+0.17
Summer 1974 or 1975	1	1		2	1		1	+0.17
Total	2	5	2	4	3	0	1	+0.71

Purpose 3--How well the EPDA program prepared students in the development of teaching competencies?

The following key will be used for all questions for purpose 3.

+3 = Excellent   -1 = Fair
+2 = Very good   -2 = Poor
+1 = Good   -3 = Very poor
 0 = Average

EPDA students have been very satisfied with the overall preparation that Utah State University's program has provided in developing teaching competencies. Table 12 indicates that those former EPDA students who exited in 1973 rated the overall quality of preparation at very good; the 1974 group who exited rated the quality of preparation at very good; and the graduates of the summer of 1974 and the 1974-75 graduates rated the program above the very good level at +2.33. None of the seventeen respondents rated the program's preparation in developing teaching competencies below the good level.

Table 12. The rating of the overall preparation to become a teacher that the EPDA program provided.

Time of exit	+3	+2	+1	0	-1	-2	-3	Average
1973		3	2					+1.60
1974	2	3	1					+2.17
Summer 1974 or 1975	3	2	1					+2.33
Total	5	8	4					+2.06

+3 = Excellent   -1 = Fair
+2 = Very good   -2 = Poor
+1 = Good   -3 = Very poor
0 = Average

The data in Table 13 shows that former EPDA students have been
fairly well satisfied with the quality and quantity of help that has been
provided in helping find jobs for the EPDA students. Only one respondent
felt that the help in this area was below average.

Table 13. The rating of preparation given to obtain jobs provided by
the EPDA program.

Time of exit	+3	+2	+1	0	-1	-2	-3	Average
1973		3	2					+1.60
1974	1	4	1					+2.00
Summer 1974 or 1975	2	1	2		1			+1.50
Total	3	8	5		1			+1.71

Table 14 shows that the former students believed that the prepara-
tion that they received in teaching courses was rated slightly below the
very good level (+1.76) with only one respondent rating this area below
average. The average for those that exited in 1974 was the lowest at
+1.33 while the other two groups were rated right on the very good
level at +2.00.

+3 = Excellent   −1 = Fair
+2 = Very good   −2 = Poor
+1 = Good   −3 = Very poor
 0 = Average

Table 14. The rating of the preparation given by the EPDA program in
the background knowledge needed to teach courses.

Time of exit	+3	+2	+1	0	−1	−2	−3	Average
1973	1	3	1					+2.00
1974	2	1	1	1	1			+1.33
Summer 1974 or 1975	1	4	1					+2.00
Total	4	8	3	1	1			+1.76

Only two respondents rated the development of administrative skills
at the excellent level, but all respondents rated the program at least
average as shown in Table 15. All categories averaged between the good
and the very good level.

Table 15. The rating of administrative skills (planning, decision making,
and evaluation) provided by the EPDA program.

Time of exit	+3	+2	+1	0	−1	−2	−3	Average
1973		2	3					+1.40
1974	1	1	3	1				+1.33
Summer 1974 or 1975		2	4					+1.33
Total	1	5	10	1				+1.35

+3 = Excellent		-1 = Fair
+2 = Very good		-2 = Poor
+1 = Good		-3 = Very poor
0 = Average		

The major note of interest is that each later group of EPDA students rated this area considerably lower. Table 16 shows that the 1973 group of EPDA students rated the preparation to prepare tests slightly above the very good level, while the summer 1974 and 1975 graduates rated the same area slightly above the good level. Each group of EPDA students who completed their stay in the program rated this competency lower than the prior group.

Table 16. The rating of the development of the ability to prepare tests provided by the EPDA program

Time of exit	+3	+2	+1	0	-1	-2	-3	Average
1973	2	2	1					+2.20
1974	1	4		1				+1.83
Summer 1974 or 1975		4	1		1			+1.33
Total	3	10	2	1	1			+1.76

The ability to counsel students was rated much lower than most areas in the EPDA program. The total average was below the good level, and the average for the EPDA students that exited in 1974 was below the average level. Table 17 lists the rating of the ability to counsel students that the EPDA program provided.

+3 = Excellent   −1 = Fair
+2 = Very good   −2 = Poor
+1 = Good   −3 = Very poor
 0 = Average

Table 17. The rating of the ability to counsel students as provided by the EPDA program.

Time of exit	+3	+2	+1	0	−1	−2	−3	Average
1973		3	2					+1.60
1974				5	1			−0.17
Summer 1974 or 1975		1	3	1	1			+0.67
Total		4	5	6	2			+0.71

Table 18 shows that all the EPDA respondents felt that their program did at least an average job in preparing them to develop curriculums. The results were all above the good level with the highest being from the EPDA students that exited in 1973 at +2.00.

Table 18. The rating of the ability to develop curriculums as provided by the EPDA program.

Time of exit	+3	+2	+1	0	−1	−2	−3	Average
1973		5						+2.00
1974	1		4	1				+1.17
Summer 1974 or 1975		4	2					+1.67
Total	1	9	6	1				+1.59

+3 = Excellent   −1 = Fair
+2 = Very good   −2 = Poor
+1 = Good   −3 = Very poor
 0 = Average

The EPDA students who responded to the questionnaire rated the
development of an awareness of educational changes very high as shown
in Table 19. All responses were at the very good or excellent level.
This category was rated higher than any other category on the ques-
tionnaire and the only area that received all ratings in the very good
or excellent level.

Table 19. The rating of how well the EPDA program developed an aware-
ness of educational changes.

Time of exit	+3	+2	+1	0	−1	−2	−3	Average
1973		5						+2.00
1974	4	2						+2.67
Summer 1974 or 1975	3	3						+2.50
Total	7	10						+2.41

The ability to prepare daily lesson plans was one area that all
the responding EPDA students felt that the EPDA program had developed
very well. Table 20 indicates that the total average was slightly
above the very good level.

+3 = Excellent	−1 = Fair
+2 = Very good	−2 = Poor
+1 = Good	−3 = Very poor
0 = **Average**	

Table 20. The rating of how well the EPDA program developed the ability to prepare daily lesson plans.

Time of exit	+3	+2	+1	0	−1	−2	−3	Average
1973	1	3	1					+2.00
1974	4	1	1					+2.50
Summer 1974 or 1975	1	4		1				+1.83
Total	6	8	2	1				+2.12

The total average was +0.76 for the ability to handle disciplinary problems. Table 21 shows that EPDA students did not believe that this area was as well treated as other teaching comeptencies. All groups rated this competency above the average level. Table 21 also shows the rating given by the exiting group of respondents in 1974 and the summer of 1974 and during 1975 for this competency was slightly above the average level.

+3 = Excellent   -1 = Fair
+2 = Very good   -2 = Poor
+1 = Good   -3 = Very poor
 0 = Average

Table 21. The rating of how well the EPDA program prepared EPDA
students to handle disciplinary problems.

Time of exit	+3	+2	+1	0	-1	-2	-3	Average
1973		2	2	1				+1.20
1974		1	1	4				+0.50
Summer 1974 or 1975		2	2	1		1		+0.67
Total		5	5	6		1		+0.76

The returns from the EPDA respondents were very consistent in all
three-time periods of exit from the EPDA program. Table 22 shows that
EPDA students were very well pleased with the preparation to use differ-
ent teaching methods. All respondents were rated at good or better.

Table 22. The rating of the ability to use various different teaching
methods as developed by the EPDA program.

Time of exit	+3	+2	+1	0	-1	-2	-3	Average
1973		5						+2.00
1974	2	3	1					+2.17
Summer 1974 or 1975	1	4	1					+2.00
Total	3	12	2					+2.06

+3 = Excellent   −1 = Fair
+2 = Very good   −2 = Poor
+1 = Good   −3 = Very poor
 0 = Average

Former EPDA students felt that they were strongly urged to partici-
pate in professional educational associations. Each successive group
rated this category higher. The exiting group for the summer of 1974
and for 1975 rated this competency at +2.50 which was the highest rating
for any group and competency. See Table 23.

Table 23. The rating of the encouragement to participate in professional
education organizations developed by the EPDA program.

Time of exit	+3	+2	+1	0	−1	−2	−3	Average
1973	1	1	3					+1.60
1974	2	3	2					+2.17
Summer 1974 or 1975	3	5						+2.50
Total	6	7	4					+2.12

The total averages for each competency were extremely close with
a few exceptions. Table 24 lists each teaching competency and the total
average that each received. Table 24 also gives the composite average
for all twelve teaching competencies.

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+3 = Excellent          -1 = Fair
+2 = Very good          -2 = Poor
+1 = Good               -3 = Very poor
 0 = Average
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Table 24. An overview of the twelve teaching competencies that were tested in the questionnaire.

Teaching Competency	Rating
1. Overall preparation to become a teacher.	+2.06
2. Preparation needed to obtain a job.	+1.71
3. Background knowledge in subject matter needed to teach courses.	+1.76
4. Development of administrative skills. (Planning, Decision making, & Evaluation)	+1.35
5. The ability to prepare tests.	+1.76
6. The ability to counsel students.	+0.71
7. The ability to develop curriculums.	+1.59
8. An awareness of educational changes and developments.	+2.41
9. The ability to prepare daily lesson plans.	+2.12
10. The ability to handle disciplinary problems.	+0.76
11. The ability to use various different teaching methods.	+2.06
12. The participation in professional educational associations.	+2.12
Composite Average of the Twelve Competencies	+1.70

The total averages for each group of exiting EPDA students was also extremely close. Table 25 lists the averages for all twelve teaching competencies for each exiting group of EPDA students. Table 25 also lists the grand total average for all three groups of EPDA students that have exited the program.

+3 = Excellent   -1 = Fair
+2 = Very good   -2 = Poor
+1 = Good   -3 = Very poor
 0 = Average

Table 25. The averages of the twelve teacher competencies that were tested in the questionnaire.

Time of exit	+3	+2	+1	0	-1	-2	-3	Average
1973	5	37	17	1				+1.77
1974	20	23	14	13	2			+1.64
Summer 1974 or 1975	14	54	17	3	5	1		+1.69
Total	39	94	48	17	5	1		+1.70

Each respondent was allowed to rate teaching competencies that were not listed but that they believed were important. Two respondents indicated that the EPDA program had done an excellent job in preparation for teaching individualized instructed courses. Another respondent stated that the purpose of informing students on current trends had been covered excellently by the EPDA program. A third person rated teaching coop office simulation as excellent and the help provided for special needs of children as excellent.

Purpose 4--What specific courses were or were not beneficial?

Table 26 shows how each class was rated. Some courses are not listed in Table 26 because they did not receive any comment on the questionnaire.

Part 1 lists all the courses that were rated beneficial by every respondent. Part 2 lists all courses that were rated as nonbeneficial

by all individuals responding to the question. Part 3 lists courses
that received ratings that were beneficial and nonbeneficial. Part 4
lists courses that received no rating by any of the respondents. Courses
that received beneficial ratings were given a plus mark. A +5 means
that five respondents rated the course as being beneficial. Courses
that received nonbeneficial ratings were given a minus mark. A -5 means
that five respondents rated the course as nonbeneficial. A rating of
+5, -5 means that a course received five beneficial marks and five non-
beneficial marks.

Table 26. A summary of the evaluations of courses in the EPDA program.

Course			Rated beneficial	Rated nonbeneficial
SECED	602	STUDENT TEACHING IN HIGHER EDUCATION	10	0
BE	660	VOCATIONAL INTERNSHIP	10	0
BE	661	ISSUES AND TRENDS	6	0
IM	551	PRODUCTION OF AV MATERIALS	6	0
BE	673	IMPROVEMENT OF INSTRUCTION IN TYPEWRITING	5	0
SP ED	301	EDUCATION OF EXCEPTIONAL CHILDREN	4	0
SP ED	302	DIAGNOSIS AND TREATMENT OF LEARNING DIFFICULTIES	3	0
SP ED	303	BEHAVIORAL MANAGEMENT IN EDUCATION	3	0
BE	574	METHODS OF TEACHING SHORTHAND	3	0
BE	671	IMPROVEMENT OF INSTRUCTION IN DISTRIBUTIVE EDUCATION	3	0
BE	561	PRINCIPLES AND METHODS OF DISTRIBUTIVE EDUCATION	2	0
BE	625	SUPERVISED WORK EXPERIENCE	2	0

Table 26. Continued

Course			Rated beneficial	Rated nonbeneficial
PSY	355	PSYCHOLOGY OF BUSINESS AND INDUSTRY	2	0
IM	541	UTILIZATION OF AV MATERIALS	1	0
PSY	380	STATISTICAL METHODS	1	0
PSY	614	HUMAN DEVELOPMENT--ADOLESCENT	1	0
PSY	627	THEORIES OF VOCATIONAL DEVELOPMENT	1	0
BE	461	PRINCIPLES OF BUSINESS EDUCATION	1	0
BE	573	METHODS OF TEACHING TYPEWRITING	1	0
BE	676	COOPERATIVE PROGRAMS IN BUSINESS EDUCATION	1	0
BE	695	INDEPENDENT READING IN BUSINESS EDUCATION	1	0
BE	677	CRITERION REFERENCE INSTRUCTION	8	1
BE	662	THE BUSINESS CURRICULUM	6	1
BE	572	METHODS OF TEACHING BUSINESS-NONSKILL	4	1
SECED	604	MEASUREMENT AND EVEALUATION	4	1
BE	571	METHODS OF TEACHING COOPERATIVE EDUCATION	3	1
CS	550	COMPUTER PROGRAMMING (COBOL)	2	1
BE	672	IMPROVEMENT OF INSTRUCTION IN BASIC BUSINESS	2	1
BE	665	CAREER INFORMATION SERVICES	1	2
PSY	366	EDUCATIONAL PSYCHOLOGY	1	2
ED AD	749	THE JUNIOR COLLEGE	1	3
BE	681	SEMINAR IN BUSINESS EDUCATION	1	7
SECED	615	FOUNDATIONS OF CURRICULUM DEVELOPMENT	0	1
IM	542	INSTRUCTIONAL COMMUNICATION DESIGN	0	1
ED AD	748	HIGHER EDUCATION	0	2
CS	150	INTRODUCTION TO COMPUTER SCIENCE	0	3

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Parts 1-4 list all the courses in capital letters and the rating
will follow directly to the right. Beneath each course specific
reasons for the rating are given. For some courses fewer reasons than
responses are listed because of identical answers. Comparison of classes
is not possible because the number of students taking each class was
varied. Some classes nearly all students had taken and other classes
very few if any.

Part 1.

SECED 602 STUDENT TEACHING IN HIGHER EDUCATION rated +10.

Reasons for rating:

1. The class provided the student the opportunity to apply
   principles that were learned through mini-lessons.

2. The class helped build self-confidence.

3. The class provided a few experiences before actually
   teaching courses that proved to be very useful.

4. The course provided the opportunity to discuss teaching
   difficulties.

5. The course was very relevant to teaching.

BE 660 VOCATIONAL INTERNSHIP rated +10.

Reasons for rating:

1. The opportunity to teach was extremely valuable in
   obtaining a job.

2. The course provided a wealth of experience that could
   be attained in no other way.

3. The course forced me to learn more about the subject
   matter.

4. The course improved my confidence.

5. The course provided a greater understanding of faculty
   functions and interactions.

6. I was able to apply all concepts learned in peer situations rather than having the pressure of supervisors over my shoulder.

7. It provided me the opportunity to put theories into practice.

BE 661 ISSUES AND TRENDS rated +6.

Reasons for rating:

1. I learned a great deal of needed information about current happenings in higher education.

2. The courses provided information in areas not covered by other courses.

3. The course provided the opportunity to dwell upon subjects that were relevant to all educators.

IM 551 PRODUCTION OF AV MATERIALS rated +6.

Reasons for rating:

1. Confidence in preparing AV materials.

2. I learned how to operate various audio-visual equipment.

3. The course was very helpful in developing skills in producing materials for the classroom.

4. I discovered how to operate duplicating equipment.

5. The class was very good in showing me how to use audio-visual materials in the classroom.

BE 673 IMPROVEMENT OF INSTRUCTION IN TYPEWRITING rated +5.

Reasons for rating:

1. A very thorough class in improving typewriting skills.

2. The class was very helpful in teaching typewriting.

3. The instructor was very skilled and helped us feel confident in teaching typewriting.

4. The class was very enjoyable to take. I looked forward to going to the class.

SP ED 301 EDUCATION OF EXCEPTIONAL CHILDREN rated +4.

Reasons for rating:

1. I learned a great deal about learning problems.

2. Special education students in my state are filtered into the mainstream of general classes; without this class I would have had many more difficulties.

3. It gave me an exposure into the ways that students are handicapped.

SP ED 302 DIAGNOSIS AND TREATMENT OF LEARNING DIFFICULTIES rated +3.

Reasons for rating:

1. Being able to treat and diagnose learning problems has been a great advantage in getting jobs. The state board of education of my state is strongly urging all teachers to go back and take secondary education courses.

2. I felt a lot more sure of myself in helping problem students than I would have been without the course.

SP ED 303 BEHAVIORAL MANAGEMENT IN SPECIAL EDUCATION rated +3.

Reasons for rating:

1. I learned many useful techniques for modifying behavior.

2. Provided practical suggestions for enhancing classroom management.

3. The course has been an aid in all subjects that I have taught.

BE 574 METHODS OF TEACHING SHORTHAND rated +3.

Reasons for rating:

1. Very beneficial in providing suggestions for daily lesson plans.

2. It gave me valuable suggestions to provide a variety of experiences for my shorthand classes.

BE 621 OFFICE TECHNOLOGY rated +5.

Reasons for rating:

1. A useful course in updating knowledge on current office procedures.

2. An excellent course to provide overall knowledge in teaching office technology.

BE 671 IMPROVEMENT OF INSTRUCTION IN DISTRIBUTIVE EDUCATION rated +3.

Reasons for rating:

1. It has helped me in preparing curriculums.

2. The course gave me essential background information in an area that I new little about.

3. The course really helped me in understanding the roles of the teacher, administrators, businessmen, and the students.

BE 561 PRINCIPLES AND METHODS OF DISTRIBUTIVE EDUCATION rated +2.

Reasons for rating:

1. A well taught course that did an excellent job in introducing distributive education.

2. A course that provided a wealth of useful background knowledge.

BE 625 SUPERVISED WORK EXPERIENCE rated +2.

Reasons for rating:

1. This course allowed me to work for experience and profit without jeopardizing my fellowship.

2. I enjoyed the opportunity to work in my field while receiving credit.

PSY 355 PSYCHOLOGY OF BUSINESS AND INDUSTRY rated +2.

Reasons for rating:

1. It allowed me to see business in another point of view than a teacher's.

2. The psychological principles of motivation business have applicability in teaching.

IM 541 UTILIZATION OF AV MATERIALS rated +1.

Reasons for rating:

1. The class was useful in knowing when and when not to use AV materials.

PSY 380 STATISTICAL METHODS rated +1.

Reasons for rating:

1. This class gave me a little help in knowing the methods and purposes of statistical procedures.

PSY 614 HUMAN DEVELOPMENT--ADOLESCENT rated +1.

Reason for rating:

1. The course has helped me in teaching at the high school level in understanding the actions of the students that I have taught.

PSY 627 THEORIES OF VOCATIONAL DEVELOPMENT rated +1.

Reason for rating:

1. This course provided a psychological background of all areas relating to vocational education.

BE 461 PRINCIPLES OF BUSINESS EDUCATION rated +1.

Reason for rating:

1. This course gave me a broad overview of business education.

BE 573 METHODS OF TEACHING TYPEWRITING rated +1.

Reason for rating:

1. I gained much confidence in myself for teaching type-writing after having taken this course.

BE 676 COOPERATIVE PROGRAMS IN BUSINESS EDUCATION rated +1.

Reason for rating:

1. This course provided a strong background for understanding the technical workings of cooperative programs.

BE 695 INDEPENDENT READING IN BUSINESS EDUCATION rated +1.

Reason for rating:

1. This course allowed me to explore areas that I know that I would use. The materials that I obtained in this course I am currently using in a course that I teach.

Part 2.

CS 150 INTRODUCTION TO COMPUTER SCIENCE rated -3.

Reasons for rating:

1. This class was a total waste of time and money. I received an "A", but I learned absolutely nothing.

2. The instructor might have been good at computer science, but he was incapable of teaching anything.

3. I failed to find any pertinent knowledge from the course. History and the binary number system were about all that was covered.

ED AD 748 HIGHER EDUCATION rated -2.

Reasons for rating:

1. The material that was covered could have been covered in much less time.

2. Little was provided by the instructor that reading did not cover.

IM 542 INSTRUCTIONAL COMMUNICATION DESIGN rated -1.

Reason for rating:

1. I was disappointed that this course had little implication to teaching.

SECED 615 FOUNDATIONS OF CURRICULUM DEVELOPMENT rated -1.

Reason for rating:

1. I had hoped that I would learn to develop curriculums from this course but failed to grasp anything of merit.

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Part 3.

BE 677 CRITERION REFERENCE INSTRUCTION rated +8, -1.

Reasons for rating:

1. Positive ratings:

A. The course provided an excellent new approach that I have used many times to date.

B. It improved my effectiveness as a teacher.

C. It proved practical background in utilizing individualized instructional techniques.

D. I learned a great deal about using instructional objectives.

E. This course gave me confidence that I could prepare entire units or courses to be used in the classroom.

2. Negative rating:

A. All the planning had not been done before the student entered the course and many times the instructor just played the class by ear without adequate planning.

BE 697 SEMINAR IN BUSINESS EDUCATION rated +1, -7.

Reasons for rating:

1. Positive rating:

A. The course was a good beginning, though the instructor made me feel like he was trying to impress us with his vast knowledge.

2. Negative ratings:

A. This course is totally repetitious if the individual has a background in research.

B. Not needed in any program.

C. This course was nothing but a big power struggle which did nothing but give the chairman a sense of authority. It was totally worthless to the student.

D. I could see no purpose in having this course in the program.

E. This course provided absolutely nothing of benefit.

BE 662 THE BUSINESS CURRICULUM rated +6, -1.

Reasons for rating:

1. Positive ratings:

    A. Provided the needed background knowledge in planning a business curriculum.

    B. This course has been very useful; it has become the basis for my course objectives.

    C. This course has given me an edge on obtaining administrative jobs.

    D. This course did an excellent job using current periodicals and up-to-dat references.

    E. The course overall was an excellent course for all educational personnel.

2. Negative rating:

    A. I felt that the instructor failed to take enough time in proper preparation of his lesson.

BE 665 ADULT PROGRAMS IN BUSINESS EDUCATION rated +3, -3.

Reasons for ratings:

1. Positive ratings:

    A. It opened my eyes to the needs of adults in education.

    B. I am currently teaching many adults, and this course has proven to be very valuable in understanding their needs.

    C. This course provided an excellent overview of programs for the adult sector.

2. Negative ratings:

    A. The quality of instruction was substandard.

    B. The instructor was not well prepared to teach the course, and it often floundered.

C. A very uninspiring course.

BE 572 METHODS OF TEACHING BUSINESS-NONSKILL rated +4, -1.

Reasons for rating:

1. Positive ratings:

   A. I enjoyed the class involvement in teaching situations.

   B. I gained valuable knowledge on how to make business non-skill courses more interesting.

   C. The course was excellent because of the extent of class involvement with mini-lessons.

2. Negative rating:

   A. The class seemed to be aimed at a high school level, and I felt foreign because of this difference. It was repetitious with undergraduate courses.

SECED 604 MEASUREMENT AND EVALUATIONS rated +4, -1.

Reasons for rating:

1. Positive ratings:

   A. The knowledge gained on developing tests was very useful.

   B. This course did an excellent job in improving the quality of tests that I give.

   C. The instructor was very good in personally helping me with specific problems in developing tests.

   D. I enjoyed the easy pace of the class though pace did not prevent the learning of many useful concepts.

2. Negative rating:

   A. The course did not provide me with any new information that undergraduate courses had not already covered.

ED AD 749 THE JUNIOR COLLEGE rated +1, -3.

Reasons for rating:

1. Positive rating:

    A. The course provided some useful information into the workings of the junior college.

2. Negative ratings:

    A. This course had little if any application to teaching.

    B. The approach was to theoretical.

    C. Could have been a very valuable course if the instructor had presented the material in a different way.

BE 571 METHODS OF TEACHING COOPERATIVE EDUCATION rated +3, -1.

Reasons for ratings:

1. Postive ratings:

    A. The work relating to materials presented in class was very good and helped develop my understanding of cooperative education.

    B. A very practical and beneficial course.

    C. This course provided a strong background knowledge of information about a subject that I know nothing about.

2. Negative rating:

    A. The instructor was very poor in all phases of teaching.

PSY 366 EDUCATIONAL PSYCHOLOGY rated +1, -2.

Reasons for rating:

1. Positive rating:

    A. The course was a very good class on behavior and behavior modification

2. Negative ratings:

    A. This course was unrelated to teaching and was uninteresting.

    B. This course had absolutely no relevance to teaching.

PSY 626 CAREER INFORMATION SERVICES rated +1, -2.

Reasons for ratings:

1. Positive rating:

   A. The course was a good treatment on counseling.

2. Negative ratings:

   A. A class that was a complete loss. The class was worthless and ineffective.

   B. A useless course for any teacher.

CS 350 COMPUTER PROGRAMMING (COBOL) rated +2, -1.

Reasons for ratings:

1. Positive ratings:

   A. It was a useful course because I am currently teaching the course.

   B. The course was not the greatest, but it provided the needed edge in the job market.

2. Negative rating:

   A. I did not feel comfortable with students that had already taken ALGOL and FORTRAN.

BE 672 IMPROVEMENT OF INSTRUCTION IN BASIC BUSINESS rated +2, -1.

Reasons for rating:

1. Positive ratings:

   A. The instructor introduced good techniques.

   B. Overall the course was very good.

2. Negative rating:

   A. The course failed to cover new ground; I became rather bored.

Part 4.

The following courses did not receive a response at all either in the beneficial or nonbeneficial category:

1. PSY 110 HUMAN DEVELOPMENT--GENERAL

2. PSY 340 PSYCHOLOGY OF LEARNING

3. PSY 349 MOTIVATION

4. PSY 351 SOCIAL PSYCHOLOGY

5. PSY 672 BEHAVIOR MODIFICATION

6. ED AD 665 SYSTEMS ANALYSIS AND APPLICATION TO EDUCATION

7. CS 230 INTRODUCTION TO COMPUTER PROGRAMMING

8. CS 340 COMPUTER PROGRAMMING (FORTRAN)

9. BE 674 IMPROVEMENT OF INSTRUCTION IN SHORTHAND & TRANSCRIPTION

10. BE 675 IMPROVEMENT OF INSTRUCTION IN BOOKKEEPING & ACCOUNTING

In general, the responses on the required courses were very positive. Many of the respondents indicated that all courses were of some benefit and most proved to be invaluable to the potential teacher. Out of the 136 responses, 106 were in the beneficial category. A total of 77.9 percent of all responses were in the beneficial category.

Purpose 5--What internship experiences were or were not beneficial?

Of the seventeen former EPDA, Part E, students that responded, a total of twelve had some internship experience. In Table 27 the number of hours, subjects, and location of internship are listed.

Table 27. An evaluation of the internship experiences of former EPDA, Part E, students at Utah State University.

Hours taught	Location	Subjects taught
12	Weber State College	Typewriting I, II, and III, Production Typing, Business Math.
12	Weber State College	Introduction to Business, Applied Office Lab.
12	Weber State College	------------------------------
9	Utah State University	Typewriting, Office Practice, Business Communications.
7	Utah State University	Salesmanship.
6	Weber State College	Accounting.
6	Utah State University	------------------------------
6	Utah State University	Office Simulation.
6	Utah State University	Office Practice, Beginning Typewriting.
4	Utah State University	Business Machines.
2	Utah State University	Office Practice.
--	Utah State University	Typewriting.

A total of five respondents did not have an internship experience.

All twelve students who had participated in an internship experience indicated that it was a very valuable experience. The most common statement was that there was no substitute for teaching to become a teacher. In being given an apportunity to teach, the respondents felt that it was a great opportunity to place theories into practice. The respondents stated that without the internship experience that it would

have been virtually impossible to obtain a job. Three of the respondents
stated that the internship experience was the difference between obtain-
ing a job and not obtaining a job. Several other subjects stated that
the opportunity to work with faculties was an invaluable experience that
allowed them to excel in ways that they would never have had the oppor-
tunity to excel without the interaction with the faculty members.

Purpose 6--What additional recommendations would improve the program?

Most of the respondents indicated very few changes in the program
should be made. Below are the total listing of suggestions as supplied
by the questionnaires:

1. Help students obtain a job when they are done instead of
   leaving them helpless.

2. Force students that have not certified before the program
   to do so.

3. Do away with psychology classes in the curriculum because
   they are not suited for teachers.

4. Allow students to design their own program within university
   limitations.

5. Allow waiver options if the student can demonstrate his
   competencies in a given area.

6. Allow more option classes so the individual can take more
   courses in his subject area.

7. Allow interdisciplinary majors.

8. The method classes are very weak and should be improved.

9. Apply a greater amount of counseling for each student to
   make sure that they are progressing in the proper directions.

10. Maintain the offices for EPDA and related students.

11. Decrease the number of pass/fail option courses.

12. Improve the money to encourage older teachers to update
    their secondary education abilities so that they may enter
    collegiate teaching.

13. More justifiable screening processes for the candidates. More emphasis should be placed on the need of the individual.

14. Increase the practical application courses and eliminate the theoretical courses.

15. Continue the high standard that the program has set.

In reviewing the responses to the questionnaire in its entirety, the respondents appeared to be very pleased with the program that they had the opportunity to participate in at Utah State University. Several of the respondents mentioned in one section or other that they appreciated the hard and earnest efforts that were made to make the program as successful as it possibly could be.

The following chapter will analyze recommendations and further conclusions that can be gained from the evaluation of the questionnaire's data.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The initial purpose of this paper was to determine (1) How suc-
cessful have EPDA students been in obtaining teaching positions?
(2) How successful have EPDA students been in obtaining jobs at post-
secondary institutions? (3) How well did the EPDA program prepare stu-
dents in the development of teaching competencies? (4) What specific
courses were or were not beneficial? (5) What internship experiences
were or were not beneficial? (6) What additional recommendations would
improve the EPDA program? The primary task of this paper was to survey
and analyze the results of the questionnaire given to former EPDA stu-
dents for evaluation of the EPDA program.

Conclusions

The first objective of this study was to determine the percentage
of former EPDA, Part E, students that have found teaching positions.
Table 7 shows that former EPDA, Part E, students have been very success-
ful in obtaining teaching positions. Of the seventeen respondents, six-
teen (94.1 percent) had found jobs in educational occupations.

The second objective and purpose of this study was to determine
how successful EPDA, Part E, students have been in obtaining jobs at
the post-secondary level. Table 9 shows that eleven of the seventeen
respondents had obtained teaching positions at post-secondary institu-
tions which is 64.7 percent. Table 9 also shows that the longer the
time the EPDA student has been out of the program, the higher the
probability that the EPDA student has found employment at a post-

secondary institution. All six of the respondents who attended in 1973 had found some employment at post-secondary institutions. Four of the six respondents that exited in 1974 had found employment at post-secondary institutions. Of the former EPDA students that exited in the summer of 1974 or during 1975, only two had found employment at a post-secondary institution. Table 10 indicates that those EPDA students that have not found jobs at post-secondary institutions feel that there is a good chance that they will find jobs a post-secondary institutions in the future. Table 11 shows that the rating of the availability of jobs at the post-secondary level has dropped since the first group of EPDA students exited in 1973. The lowest rating for the 1973 group was (+1) good, for 1974 (-1) fair, and for the summer of 1974 and 1975 group (-3) very poor.

The third objective was to determine how well the EPDA program had prepared its participants in the development of teaching competencies. Tables 12 through 25 show the rating for twelve teaching competencies that were tested.

The following competencies were rated between the very good level +2 and the excellent level +3:

1. An awareness of educational changes and developments. +2.41

2. The ability to prepare daily lesson plans. +2.12

3. The participation in professional educational asso- +2.12
   ciations.

4. Overall preparation to become a teacher. +2.06

5. The ability to use various different teaching models. +2.06

The participation in professional educational associations has apparently been emphasized more in the last few years because the rating given by each successive group was higher than the previous.

The following competencies were rated between the good level +1 and the very good level +2:

1. Background knowledge in subject matter needed to teach courses.   +1.76

2. The ability to prepare tests.   +1.76

3. Preparation needed to obtain a job.   +1.71

4. Composite average of all twelve competencies.   +1.70

5. The ability to develop curriculums.   +1.59

6. Development of administrative skills.   +1.35

The following competencies were rated between average 0 and good +1:

1. The ability to handle disciplinary problems.   +0.76

2. The ability to counsel students.   +0.71

Table 25 shows that the ratings given by each group of exiting EPDA students were very nearly the same when viewed over all twelve competencies. The twelve competency average for the exiting group in 1973 was +1.77, for the 1974 group +1.64, and for the group exiting in the summer of 1974 and during 1975 +1.69.

Overall the respondents appeared to be very happy with the EPDA program's help in developing teaching competencies. The total composite average was +1.70, which is slightly below the very good level.

The fourth objective of this study was to determine what courses were or were not beneficial. Of the courses that were listed, twenty-eight were given more beneficial responses than nonbeneficial responses. (See Table 26.) Only eight courses received fewer beneficial ratings than nonbeneficial ratings and 77.9 percent of all comments were of the beneficial nature. The following courses received at least five ratings in the beneficial or nonbeneficial category:

			RATED	
			BENEFICIAL	NONBENEFICIAL
1.	SECED 602	STUDENT TEACHING IN HIGHER EDUCATION	+10	−0
2.	BE 660	VOCATIONAL INTERNSHIP	+10	−0
3.	BE 677	CRITERION REFERENCE INSTRUCTION	+ 6	−1
4.	BE 661	ISSUES AND TRENDS	+ 6	−0
5.	IM 551	PRODUCTION OF AV MATERIALS	+ 6	−0
6.	BE 662	THE BUSINESS CURRICULUM	+ 6	−1
7.	BE 673	IMPROVEMENT OF INSTRUCTION IN TYPEWRITING	+ 5	−0
8.	BE 697	SEMINAR IN BUSINESS EDUCATION	+ 1	−7

The courses that were rated as nonbeneficial were considered so because they failed to achieve the purpose that they were intended to achieve. Several of the psychology courses that received low ratings received comments that they did not pertain to education in any way. The Seminar in Business Education course received the most negative comments, and all were centered around the idea that this course was nothing more than a power struggle between committee members and totally failed to accomplish any constructive purpose.

Courses that were rated as beneficial were most often related to a particular application in teaching that the individual had found to be helpful.

The fifth objective of this study was to determine what beneficial or nonbeneficial experiences were gained from the EPDA student's internship. Of the twelve students that had participated in an internship, all twelve thought that the internship was extremely valuable and that no substitute for actual teaching experience would be as valuable.

There was not a single negative comment about the internship experiences. The respondents felt that the internships gave them an opportunity to apply theories and to gain confidence before entering teaching as a full time profession. All five respondents that did not have the opportunity to participate in an internship experience stated that they felt that this experience would have been extremely valuable and regretted that they did not have the opportunity to participate in them.

The sixth objective of this paper was to determine what additional suggestions from the EPDA respondents would improve the EPDA program. Of the fifteen different suggestions that were received most centered around the increasing of the student's participation in the development of their own program and an increase in the amount of help and individual attention received by each EPDA student.

Recommendations

As the result of this study, these specific recommendations can be made to the Business Education Department at Utah State University:

1. In reviewing the difficulty of obtaining federal appropriations for master level programs, Utah State University's Business Education Department should keep a continuous record of its graduates and their acievements. The information from such a sys would prove valuable in justifying curriculum content.

2. The EPDA program and other programs with similar goals should be reviewed to improve the training of prospective post-secondary educators in handling disciplinary problems and in counseling students.

3. The EPDA program and other programs with similar goals should review courses that are designed to improve the student's ability to prepare tests.

4. The EPDA program and other programs with similar goals should determine whether or not the psychology requirements are accomplishing their desired intent and purpose.

5. The course offerings in computer science were rated very low. This area is very important for all business education teachers and needs to be reviewed. The returns suggest that these courses are suited more for majors in computer science than majors outside of computer science.

6. The Seminar in Business Education course received very negative returns. This course should be updated to accomplish the purpose for which it was designed, or it should be eliminated.

7. Both required educational administration courses were rated very low and need to be reviewed to determine whether or not they are needed and suitable for the EPDA and related programs.

8. Students should be given greater assistance in obtaining help in locating jobs because of the current difficulties in obtaining jobs at the post-secondary level.

9. A follow-up study to determine the certification requirements for teaching at the post-secondary level in different states should be done.

10. Allow waiver options for students that can demonstrate their abilities in given subject areas.

11. Give each student a greater amount of time for counseling and reviewing the objectives of the program provided by their advisors.

12. The Business Education Department at Utah State University should undertake research projects to continually evaluate the EPDA program and programs with similar goals.

13. The requirement that all EPDA students fulfill an internship experience should be maintained. Master level programs with similar goals to the EPDA program should require their students to participate in an internship experience.

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APPENDIX I

Citations for Material Previously Mentioned

Table 2. Enrollment of students in two-year colleges, total college
enrollment, number of two-year colleges.

1. Academic Media, 1974, p. 89.
2. Academic Media, 1973, p.110.
3. Marquis Academic Media, 1975, p. 25.
4. Academic Media, 1971.
5. Academic Media, 1973, p. 143.
6. United States Government, <u>American Education,</u> Vol. 19, No. 10,
   p. 22.
7. United States Government, <u>American Council on Education, Higher
   Education and National Affairs,</u> Vol. XXIV, No. 6, p. 7.
8. Cohen, Nevember 1972, pp. 32a-32d.
9. Academic Media, 1973, p. 104.

Table 5. Federal funds, fellowship programs, and fellowships for the
EPDA, Part E, program from 1969-70 through 1975-76.

1. United States Government, <u>EPDA Higher Education Personnel
   Training Programs 1969-70,</u> 1969, p. iii.
2. United States Office of Education, Letter from Richard R.
   Holden to Dr. Lloyd Bartholome, January 24, 1975.
3. United States Government, <u>The Education Professions 1971-72,</u>
   December 1972, p. 74.
4. United States Government, <u>EPDA Higher Education Personnel
   Training Programs 1970-71: Fellowship Programs, Institutes
   and Short-term Training Programs, and Special Projects,</u> 1970,
   p. ii.
5. United States Government, <u>EPDA Higher Education Personnel
   Training Programs 1971-72: Fellowship Programs,</u> 1972, p. i.
6. United States Government, <u>EPDA Higher Education Personnel
   Training Programs 1971-1972: Fellowship Programs, Institutes
   and Short-term Training Programs, and Special Projects,</u> 1972,
   p. i.

EPDA, PART E, PROGRAM EVALUATION QUESTIONNAIRE

_____ NAME

GENERAL INSTRUCTIONS FOR QUESTIONNAIRE:

THE QUESTIONNAIRE CONSISTS OF FIVE SECTIONS:

SECTION A--JOB OPPORTUNITIES.
SECTION B--QUALITY OF PREPARATION IN THE EPDA PROGRAM.
SECTION C--EVALUATION OF COURSES.
SECTION D--EVALUATION OF INTERNSHIP.
SECTION E--SUGGESTIONS FOR PROGRAM.

THE QUESTIONNAIRE IS DESIGNED TO BE COMPLETED IN APPROXIMATELY THIRTY MINUTES.

```
                         ABBREVIATION KEY
    THE FOLLOWING ABBREVIATIONS WILL BE USED IN THE QUESTIONNAIRE.
        +3  =  EXCELLENT            +2  =  VERY GOOD
        +1  =  GOOD                  0  =  AVERAGE
        -1  =  FAIR                 -2  =  POOR
        -3  =  VERY POOR
```

FURTHER INSTRUCTIONS WILL BE SUPPLIED FOR EACH SECTION.

SECTION A--JOB OPPORTUNITIES. PLEASE CHECK THE APPROPRIATE BOX FOR EACH QUESTION.

1. HAVE YOU BEEN A TEACHER AT ANY TYPE OF EDUCATIONAL   YES   NO
   INSTITUTION SINCE EXITING THE EPDA PROGRAM?   ☐   ☐

2. IF YOU HAVE BEEN A TEACHER SINCE EXITING THE EPDA PROGRAM, PLEASE
   IDENTIFY THE TYPE OF EDUCATIONAL INSTITUTION? CHECK ALL APPROPRIATE BOXES.

   ☐ UNIVERSITY.   ☐ FOUR-YEAR COLLEGE.

   ☐ TWO-YEAR COLLEGE.   ☐ POST-SECONDARY TRADE OR TECHNICAL
                                       COLLEGE.
   ☐ POST-SECONDARY BUSINESS   ☐ GRADES 10 THROUGH 12.
     COLLEGE.
   ☐ GRADES 7 THROUGH 9.   ☐ GRADES 1 THROUGH 6.

3. ARE YOU CURRENTLY TEACHING AT A POST-SECONDARY   YES   NO
   INSTITUTION?   ☐   ☐

4. IF YOU ARE NOT CURRENTLY TEACHING
   AT A POST-SECONDARY INSTITUTION,
   RATE THE PROBABILITY THAT YOU WILL
   TEACH AT A POST-SECONDARY INSTI-   +3   +2   +1   0   -1   -2   -3
   TUTION IN THE FUTURE?   ☐   ☐   ☐   ☐   ☐   ☐   ☐

5. RATE THE AVAILABILITY OF JOBS AT
   THE POST-SECONDARY LEVEL AT THE TIME +3   +2   +1   0   -1   -2   -3
   OF YOUR EXIT FROM THE EPDA PROGRAM?   ☐   ☐   ☐   ☐   ☐   ☐   ☐

SECTION B--QUALITY OF PREPARATION IN THE EPDA PROGRAM.

	ABBREVIATION KEY		
+3 = EXCELLENT		+2 =	VERY GOOD
+1 = GOOD		0 =	AVERAGE
-1 = FAIR		-2 =	POOR
-3 = VERY POOR			

HOW WELL DID THE EPDA PROGRAM PREPARE YOU FOR THE FOLLOWING TEACHING
COMPETENCIES:

1. OVERALL PREPARATION TO BECOME A
   TEACHER.
   +3 +2 +1 0 -1 -2 -3

2. PREPARATION NEEDED TO OBTAIN A
   JOB.
   +3 +2 +1 0 -1 -2 -3

3. BACKGROUND KNOWLEDGE IN SUBJECT
   MATTER NEEDED TO TEACH COURSES.
   +3 +2 +1 0 -1 -2 -3

4. DEVELOPMENT OF ADMINISTRATIVE
   SKILLS. (PLANNING, DECISION
   MAKING, AND EVALUATION)
   +3 +2 +1 0 -1 -2 -3

5. THE ABILITY TO PREPARE TESTS.
   +3 +2 +1 0 -1 -2 -3

6. THE ABILITY TO COUNSEL STUDENTS.
   +3 +2 +1 0 -1 -2 -3

7. THE ABILITY TO DEVELOP CURRICULUMS.
   +3 +2 +1 0 -1 -2 -3

8. AN AWARENESS OF EDUCATIONAL
   CHANGES AND DEVELOPMENTS.
   +3 +2 +1 0 -1 -2 -3

9. THE ABILITY TO PREPARE DAILY
   LESSON PLANS.
   +3 +2 +1 0 -1 -2 -3

10. THE ABILITY TO HANDLE DISCI-
    PLINARY PROBLEMS.
    +3 +2 +1 0 -1 -2 -3

11. THE ABILITY TO USE VARIOUS
    DIFFERENT TEACHING METHODS.
    +3 +2 +1 0 -1 -2 -3

12. THE PARTICIPATION IN PROFESSIONAL
    EDUCATIONAL ASSOCIATIONS.
    +3 +2 +1 0 -1 -2 -3

13. OTHER SKILLS OR COMPETENCIES.
    (SPECIFY) _____
    +3 +2 +1 0 -1 -2 -3

14. OTHER SKILLS OR COMPETENCIES.
    (SPECIFY) _____
    +3 +2 +1 0 -1 -2 -3

15. OTHER SKILLS OR COMPETENCIES.
    (SPECIFY) _____
    +3 +2 +1 0 -1 -2 -3

SECTION C--EVALUATION OF COURSES. THIS SECTION IS DESIGNED TO EVALUATE SPECIFIC CLASSES. ATTACHED IS A LIST OF COURSES THAT HAVE BEEN A PART OF THE REQUIRED EPDA PROGRAM. EACH COURSE IS GIVEN A QUESTIONNAIRE NUMBER FOR EASY DISTINCTION. (NUMBER ONE THROUGH FORTY-EIGHT)

1. WHAT WAS YOUR FIELD OF EMPHASIS _____.

2. FROM THE LISTED COURSES CHOOSE THOSE YOU FEEL WERE BENEFICIAL AND STATE THE REASONS FOR YOUR OPINION. (IF YOU NEED MORE ROOM PLEASE USE THE BACK OF THIS PAGE.) (PLEASE USE THE QUESTIONNAIRE NUMBER FOR IDENTIFICATION: NUMBER ONE THROUGH FORTY-EIGHT.)

3. FROM THE LISTED COURSES CHOOSE THOSE YOU FEEL WERE NONBENEFICIAL AND STATE THE REASON FOR YOUR OPINION. (IF MORE ROOM IS NEEDED PLEASE USE THE BACK OF THIS PAGE.) (PLEASE USE THE QUESTIONNAIRE NUMBER FOR IDENTIFICATION: NUMBER ONE THROUGH FORTY-EIGHT.)

QUESTIONNAIRE NUMBER	DEPT.	COURSE NUMBER	COURSE TITLE
01.	PSY	110	HUMAN DEVELOPMENT--GENERAL
02.	PSY	340	PSYCHOLOGY OF LEARNING
03.	PSY	349	MOTIVATION
04.	PSY	351	SOCIAL PSYCHOLOGY
05.	PSY	355	PSYCHOLOGY OF BUSINESS AND INDUSTRY
06.	PSY	366	EDUCATIONAL PSYCHOLOGY
07.	PSY	380	STATISTICAL METHODS
08.	PSY	614	HUMAN DEVELOPMENT--ADOLESCENT
09.	PSY	626	CAREER INFORMATION SERVICES
10.	PSY	627	THEORIES OF VOCATIONAL DEVELOPMENT
11.	PSY	672	BEHAVIOR MODIFICATION
12.	SECED	602	STUDENT TEACHING IN HIGHER EDUCATION
13.	SECED	604	MEASUREMENT AND EVALUATION
14.	SECED	615	FOUNDATIONS OF CURRICULUM DEVELOPMENT
15.	ED AD	748	HIGHER EDUCATION
16.	ED AD	749	THE JUNIOR COLLEGE
17.	ED AD	665	SYSTEMS ANALYSIS AND APPLICATION TO EDUCATION
18.	IM	541	UTILIZATION OF AV MATERIALS
19.	IM	542	INSTRUCTIONAL COMMUNICATION DESIGN
20.	IM	551	PRODUCTION OF AV MATERIALS
21.	IM	552	LOCAL PRODUCTION OF AV MATERIALS
22.	SP ED	301	EDUCATION OF EXCEPTIONAL CHILDREN
23.	SP ED	302	DIAGNOSIS AND TREATMENT OF LEARNING DIFFICULTIES
24.	SP ED	303	BEHAVIORAL MAAGEMENT IN SPECIAL EDUCATION
25.	CS	150	INTRODUCTION TO COMPUTER SCIENCE
26.	CS	230	INTRODUCTION TO COMPUTER PROGRAMMING
27.	CS	340	COMPUTER PROGRAMMING (FORTRAN)
28.	CS	350	COMPUTER PROGRAMMING (COBOL)
29.	BE	461	PRINCIPLES OF BUSINESS EDUCATION
30.	BE	561	PRINCIPLES AND METHODS OF DISTRIBUTIVE EDUCATION
31.	BE	571	METHODS OF TEACHING COOPERATIVE EDUCATION
32.	BE	572	METHODS OF TEACHING BUSINESS-NONSKILL
33.	BE	573	METHODS OF TEACHING TYPEWRITING
34.	BE	574	METHODS OF TEACHING SHORTHAND
35.	BE	621	OFFICE TECHNOLOGY
36.	BE	625	SUPERVISED WORK EXPERIENCE
37.	BE	660	VOCATIONAL INTERNSHIP
38.	BE	662	THE BUSINESS CURRICULUM
39.	BE	665	ADULT PROGRAMS IN BUSINESS EDUCATION
40.	BE	671	IMPROVEMENT OF INSTRUCTION IN DISTRIBUTIVE EDUCATION
41.	BE	672	IMPROVEMENT OF INSTRUCTION IN BASIC BUSINESS
42.	BE	673	IMPROVEMENT OF INSTRUCTION IN TYPEWRITING
43.	BE	674	IMPROVEMENT OF INSTRUCTION IN SHORTHAND & TRANSCRIPTION
44.	BE	675	IMPROVEMENT OF INSTRUCTION IN BOOKKEEPING & ACCOUNTING
45.	BE	676	COOPERATIVE PROGRAMS IN BUSINESS EDUCATION
46.	BE	677	CRITERION REFERENCE INSTRUCTION
47.	BE	695	INDEPENDENT READING IN BUSINESS EDUCATION
48.	BE	697	RESEARCH IN BUSINESS EDUCATION
37-A.	BE	661	ISSUES AND TRENDS

SECTION D— EVALUATION OF INTERNSHIP.

IN THE SPACE PROVIDED BELOW PLEASE STATE THE NUMBER OF HOURS OF INTERSHIP EXPERIENCE THAT YOU COMPLETED IN THE EPDA PROGRAM. BRIEFLY STATE THE TYPE OF CLASSES TAUGHT AND THE LOCATION OF THE INTERSHIP EXPERIENCE. THIRDLY, STATE WHETHER OR NOT YOU FEEL THIS EXPERIENCE WAS BENEFICIAL OR NONBENEFIC- IAL AND STATE THE REASONS FOR YOUR OPINION.

SECTION E— SUGGESTIONS FOR PROGRAM.

WHAT COULD BE DONE TO IMPROVE THE QUALITY OF THE EPDA, PART E, PROGRAM?

THANK YOU FOR YOUR COOPERATION!!!!

Ronald Max Rees

SECTION D--- EVALUATION OF INTERNSHIP.   July 5, 1975
Ronald Max Rees

IN THE SPACE PROVIDED BELOW PLEASE STATE THE NUMBER OF HOURS OF INTERNSHIP
EXPERIENCE THAT YOU COMPLETED IN THE EPDA PROGRAM. BRIEFLY STATE THE TYPE
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STATE WHETHER OR NOT YOU FEEL THIS EXPERIENCE WAS BENEFICIAL OR NONBENEFIC-
IAL AND STATE THE REASONS FOR YOUR OPINION.

One of the major concerns of the Business Education Department at

Utah State University has been the updating and improvement of their

programs. At the top of the list has been the EPDA, Part E, program.

Being a current EPDA, Part E, student, I have been given the opportunity

to prepare a Plan B, Report designed to analyze the strengths and weak-

nesses of this program. To accomplish this objective a questionnaire has

been prepared as a tool to analyze the EPDA program.

To be useful to the Business Education staff, the questionnaire needs

to be completed as soon as possible. To facilitate this need, a stamped

return envelop has been supplied. Please return this information no later

than the FIFTEENTH OF JULY. Your cooperation will be greatly appreciated.
SECTION E--- SUGGESTIONS FOR PROGRAM.

All information will be kept strictly confidential.
WHAT COULD BE DONE TO IMPROVE THE QUALITY OF THE EPDA, PART E, PROGRAM?

Thank you,
Ronald Max Rees.
Ronald Max Rees

THANK YOU FOR YOUR COOPERATION!!!!
Ronald Max Rees