

**A Follow-up Study of Ed.D. Graduates in Educational  
Administration at Virginia Polytechnic Institute  
and State University**

**by**

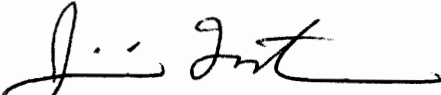
**Ethel Robinson Porter**

A Dissertation Submitted to the Faculty of the  
Virginia Polytechnic Institute  
and State University

In Partial Fulfillment  
of the Requirements for the Degree of  
DOCTOR OF EDUCATION  
in  
Educational Administration

Approved:

  
Dr. Glen Earthman, Chairman

  
Dr. Jimmie Fortune

  
Dr. David Alexander

  
Dr. Robert Richards

  
Dr. Barbara Johnson

July 22, 1996

Blacksburg, Virginia

Keywords: College of Education VPI & SU, Educational  
Administration, EDD Program VPI & SU

**A FOLLOW-UP STUDY OF ED.D. GRADUATES IN EDUCATIONAL  
ADMINISTRATION AT VIRGINIA POLYTECHNIC INSTITUTE  
AND STATE UNIVERSITY**

by

**Ethel Robinson Porter**

**Dr. Glen Earthman, Chairman**

**Educational Administration**

**ABSTRACT**

The purpose of this descriptive investigation was to determine the effectiveness of the Ed.D. Program in Educational Administration at Virginia Polytechnic Institute and State University as perceived by its graduates. Surveys returned by graduates were analyzed for the purposes of determining whether the program was effective in preparing them to perform administrative tasks, whether the program assisted in career advancement and if the program was not effective, how could it have been improved. The results overwhelmingly indicated graduates perceived the program as effective. They indicated the program broadened their perspectives and provided knowledge that helped them become agents of change in educational administration. Graduates indicated achieving the degree provided them with a high level of personal satisfaction and accomplishment. The Ed.D. Administration Degree enhanced their chances for career advancement. Graduates who did not experience career advancement indicated the degree served them well by increasing their knowledge in the field. The Ed.D. Administration faculty were praised highly and were referred to as Educational "trend setters." The Ed.D. Administration degree has become the "degree" to have in Virginia as indicated by graduates of the program.

Results of the study led to recommendations that the caliber of graduates remain high; use professors from Blacksburg to maintain high caliber of instruction; program flexibility should remain so that candidates who are not a part of a cohort group may enter the program at different stages; continue to seek diversity in students and staff; maintain status of College of Education; and finally, College of Education should continue to prepare Educational Leaders and should not merge with any other college at Virginia Polytechnic Institute and State University.

## ACKNOWLEDGEMENTS

The author wishes to express sincere appreciation to Dr. Glen Earthman who served as Chairman of the Doctoral Committee. The Chairman provided guidance, support and advice during the entire time the author spent in the doctoral program at Virginia Polytechnic Institute and State University. Gratitude is expressed to the other members of the Committee -- Dr. Robert Richards, Dr. Jimmie Fortune, Dr. David Alexander and Dr. Barbara Johnson. Special consideration is expressed to Dr. Wayne E. Worner, Dean of the School of Education at Virginia Polytechnic Institute and State University for providing the cover letter to accompany the survey document. Appreciation is also extended to the doctoral graduates who gave their time to respond to the questionnaire employed in the study.

Special thanks to Mrs. Aretha Gayle for the time spent typing and editing the dissertation. The author acknowledges the support and encouragement provided by the late Dr. Theodore W. Owens and Mrs. Ruth W. Owens. Appreciation is extended to Mrs. Earnestine Robinson, Mother of the author, for a love for learning.

The most special consideration and appreciation are reserved for the author's husband, Kenneth, Sr. and children, Ken, Jr. and Stacy. Without their understanding, encouragement and love it would have been impossible to have completed the requirements for the doctoral degree.

## TABLE OF CONTENTS

	<b>Page</b>
<b>ACKNOWLEDGEMENTS .....</b>	iii
<b>LIST OF GRAPHS.....</b>	vi
<b>LIST OF TABLES .....</b>	viii
<b>CHAPTER</b>	
<b>1 INTRODUCTION .....</b>	<b>1</b>
Statement of the Problem .....	6
Purpose of the Study .....	6
Significance .....	7
Limitations .....	7
Organization of the Study .....	8
<b>2 REVIEW OF LITERATURE .....</b>	<b>9</b>
<b>3 METHODS AND PROCEDURES OF THE STUDY .....</b>	<b>30</b>
Description of the Population.....	30
Research Methodology .....	30
Instrumentation .....	31
Data Collection .....	31
Analysis of Data .....	32
<b>4 RESULTS .....</b>	<b>33</b>
Introduction .....	33
Admissions .....	34
Coursework .....	45
Procedural Requirements .....	52
General Information .....	70
<b>5 SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.....</b>	<b>83</b>

	<b>Page</b>
<b>BIBLIOGRAPHY .....</b>	<b>95</b>
<b>VITA .....</b>	
<b>APPENDIX A .....</b>	
<b>APPENDIX B .....</b>	

## LIST OF GRAPHS

<b>GRAPH</b>		<b>Page</b>
1	Reasons Graduates Listed For Attendance To Virginia Polytechnic Institute and State University .....	35
2	Individuals Who Influenced Graduates To Enter the Ed.D. Administration Program at VPI and State University .....	37
3	Issues Regarding Course Requirements Such As Time to Complete Degree, Costs, Residency and Dissertation .....	38
4	Factors Used to Consider Applicants for the Doctoral Program ..	40
5	Consideration of One Factor Over Another .....	41
6	Consideration of Factors Other Than Those Presently Used .....	43
7	Prior Administrative Experience By Candidates Who Apply for the Doctoral Program .....	44
8	Course Work Relevancy .....	46
9	Duplication of Course Content in the Major Area Courses .....	50
10	Relevancy of Research Courses to Work Position .....	51
11	Usefulness of Research Course To Completing Dissertation .....	53
12	Value of Procedural Requirements .....	54
13	Freedom and Self-Direction in Developing Dissertation Topic ....	61
14	Helpfulness of Committee in Providing Feedback Regarding Dissertation .....	65

**GRAPH****Page**

15	Working With the Chair to Develop the Dissertation .....	69
16	Balance in Coursework Between Theory and Practice .....	71
17	Degree of Student Bonding Outside of Class .....	72
18	Networking for Friendship and Camaraderie .....	73
19	Usefulness of Ed.D. Administration Degree From VPI and State University .....	75
20	Years of Residency From 1972 - 1995 .....	81
21	Campus Where Major Work Was Completed .....	82

## LIST OF TABLES

TABLE		Page
1	Quality of Guidance Provided By Chair .....	56
2	Quality of Guidance Provided By Cognate and Other Professors .	58
3	Quality of Guidance Provided By Researcher .....	59
4	Quality of Pre-Prospectus Meeting .....	60
5	General Helpfulness of Doctoral Committee Other Than Chair ...	63
6	Quality of Experience of Completing the Dissertation .....	64
7	Pre '88 and Post '88 Group Comparison of Responses Regarding the Beneficial Nature of the Preliminary Examination, Pre- Prospectus Examination, Prospectus Examination and Dissertation .....	87
8.	Pre '90 and Post '90 Group Comparison of Responses Regarding Cohorts and Student Bonding/Networking.....	90



**A Follow-Up Study of Ed.D. Graduates in Educational  
Administration at Virginia Polytechnic Institute  
and State University**

**Introduction**

The number of students in the United States pursuing advanced degrees has increased tremendously during the past few years and there is every indication of a continued growth in the future. As the number of students in advanced degree programs continues to spiral upward it is necessary that every effort be made to assure a quality preparation program (Williams, 1971). This is especially true in the field of educational administration since every educational reform report of the past decade has concluded that the nation cannot have excellent schools without effective leaders (National Policy Board for Educational Administration, 1989).

Strong evidence exists from many sources to suggest that the preparation of leaders for America's schools need some repair (Achilles, 1989). According to Sykes and Elmore (1989) administrator training appears to be an unusually "weak treatment" relative to professional preparation in other fields. Criticism of the ways in which men and women are prepared for school leadership positions has a long history. In 1960, the American Association of School Administrators (AASA) characterized the preparation of school superintendents as a "dismal montage". Twelve years later Farquhar and Piele (1972) coined the term dysfunctional structural incrementalism to describe university-

based preparation programs. More recently, Pitner (1990) has portrayed the "zombie programs" in educational administration. These and other reviewers have chronicled a system of preparing school leaders that is seriously flawed and that has been found wanting in nearly every aspect. Specifically, critics have uncovered serious problems in the ways students are recruited and selected into training programs; the education they receive once there - including the content emphasized and the pedagogical strategies employed; the methods used to assess academic fitness; and the procedures developed to certify and select principals and superintendents. The increased demand for fundamental improvements in administrator preparation programs is directly linked to pressures associated with educational reform (Murphy, 1992). A major catalyst for examining educational leadership training has been the larger reform movement that is scrutinizing education in general. According to the research of Griffith, Stout and Forsyth, (1988) modern criticism of public school administrators stem from the mood of dissatisfaction with public education. The public believes that if schools are not of sufficiently high quality (however defined) then the blame must rest with the school's administrators. Consequently, administrator preparation programs must share the blame for failing to prepare superintendents and principals who are visionary leaders capable of making decisions to effectively improve America's schools.

Professors of educational administration cannot call for accountability in public schools without subjecting their own programs to the same rigor and scrutiny (Jenkins and McDowells, 1992). Demands for improvements in administrator preparation

programs flow not only from an analysis of deficiencies and problems but also from the knowledge that promising alternatives exist. A growing body of literature reveals that certain administrators make a real difference in the effectiveness of their schools and in the lives of the students and teachers who work there. More importantly, this literature directs reformers to the values, beliefs, cognitive processes, and behaviors of such leaders and provides a basis for those who wish to reshape training programs (Murphy and Hollinger, 1987).

A document published by the NAESP in 1990 identified the following four educational and experience prerequisites for success as a school leader: Advanced skills in the teaching and learning process; a thorough understanding of the practical applications of child growth and development; a solid background in the liberal arts, and a sincere commitment to children's welfare and progress. In addition to the identified prerequisites, proficiencies in leadership, supervision and administration/management are needed. Administrator preparation programs must make certain that those whom they certify are competent and that the new conditions facing school leaders are connected to re-designed programs for their preparation and certification. Today, these connections are incidental, even misaligned (National Commission for Principals, 1990).

For the past twenty years the program area of Educational Administration at Virginia Polytechnic Institute and State University (VPI & SU) has been an important contributor to the quality of education in the Commonwealth of Virginia. Graduates are employed in almost every school division in the state, in many other states throughout

the country, and in several foreign countries. According to the University's brochure, the Educational Administration Program at Virginia Polytechnic Institute and State University is unique in several ways:

- Principal preparation programs are offered at several locations as Abingdon, Blacksburg, Northern Virginia Graduate Center, and Roanoke. This program conforms to the new state guidelines on restructured principal preparation and leads to either full or provisional certification by the Virginia Department of Education.
- Doctor of Education programs are offered at the three major centers of the University--Blacksburg, Northern Virginia Graduate Center, and Hampton Roads Center (Virginia Beach).
- University campus-based professors provide much of the instruction and advising for all off-campus programs, thereby ensuring that every student throughout the Commonwealth receive instruction and advisement similar to that of students on campus.
- The majority of professors enjoy a national reputation in the particular field they teach and are current in their field through research and consultation. Students benefit from this through interaction with the

professor.

- The entire program is student oriented so that every student becomes very familiar with each of the professors on the staff.
  
- The program is designed to provide as much advisement for each student as possible to allow the student to complete the program in a timely fashion.

Effective leadership for the public schools of America require carefully constructed, comprehensive programs for selection and preparation. The administrative skills needed by school leaders to operate an educational enterprise are simply too complex to be left to chance or to haphazard training. Jenkins (1992) contend that preparation of school administrators is a moral act. Moral meaning that administrator preparation schools must assume responsibility for the quality of training received by program participants. It is unethical to ignore program deficiencies.

The institutions that prepare superintendents and principals are authorized by the various Departments of Education throughout the nation to certify that their graduates possess the knowledge, skills and attitudes for appropriate and effective leadership in our schools. The public must be confident that these specially prepared people can serve the educational and socialization demands of its constituents. The public has a right to

expect quality assurance from its school leaders; and institutions that prepare administrators must be accountable to the taxpayers (Jenkins, 1992).

### **Statement of the Problem**

Do graduates of the Virginia Polytechnic Institute and State University doctoral program in Educational Administration perceive the program to be effective? If so, why? If not, why not?

### **Purpose of the Study**

The purpose of this investigation will be to determine the level of effectiveness of the Doctor of Education Program in Educational Administration as perceived by graduates of the program. In order to achieve this purpose it is important that the Ed.D. graduates in Educational Administration respond to the following research questions:

- Do you feel that the program prepared you properly to perform your administrative tasks?
- Did the program help you advance in your career?
- If the program was not effective what suggestion(s) would you have to improve it?

## **Significance**

The Graduate School of Education at Virginia Polytechnic Institute and State University must evaluate its doctoral program in school administration if it is to prepare educational leaders who will be able to meet the challenges of a changing society. One procedure that should be followed when periodic assessments are conducted is to secure the reactions of its graduates. This study is significant for the following reasons:

- Provides an indication of the effectiveness of the doctoral program in school administration.
- Provides information regarding career placement of graduates.
- Provides information that should prove valuable to officials in the College of Education at Virginia Polytechnic Institute and State University as they assess the effectiveness of the current doctoral program in school administration and consider possible changes in the program.

## **Limitations**

1. This study focuses on the Ed.D. program in Educational Administration at Virginia Polytechnic Institute and State University and cannot generalize to other preparation programs.
2. Only Ed.D. graduates are included in this study.

## **Organization of the Study**

This study is divided into five chapters. Chapter I introduces and states the nature of the study. Also Chapter I states the significance of the study and identifies the limitations. Chapter II provides a review of related research and literature about doctoral programs in school administration. Chapter III describes the research procedures. Chapter IV examines and analyzes the data obtained from the survey. Chapter V contains the conclusions drawn from the study, summary, and recommendations for consideration by appropriate officials in the School of Education at Virginia Polytechnic Institute and State University as they assess the effectiveness of the doctoral program in school administration.



## CHAPTER II

### REVIEW OF LITERATURE

It is widely believed that school administrators are managing a failing enterprise and that better leadership is needed (Murphy, 1992). At the base of this belief is the perception that the United States is losing its economic competitiveness - that "America's ability to compete in world markets is eroding" (Carnegie Forum, 1986) - and that our "once unchallenged preeminence in commerce, industry, science, and technological innovation" (National Commission on Excellence in Education, 1983) is quickly being over shadowed by gains made in other industrialized nations. Once the link was drawn between the poor economic health of the nation and the poor product of schooling, researchers began to examine the educational process in some detail. Investigations revealed that teachers and administrators are drawn from the bottom of the intellectual barrel and then are poorly trained for their roles (Murphy, 1992).

Educational leaders have not enjoyed the same support as leaders in the private sector. In the marketplace the nation accepts the importance of effective leadership as axiomatic. Companies with ineffective leaders end up in take over battles or bankruptcy court (National Policy Board for Educational Administration, 1989). The nation, however, devotes relatively meager resources to producing effective leaders for schools. In the past few years society has taken steps to upgrade the teaching profession and improve student achievement standards but the equally important task of improving the

preparation of school administrators has been neglected. For those individuals who manage top corporations, tend to the health of the citizens in the nation, and provide legal counsel for the people no expense is spared to create an appropriate learning environment, provide financial aid, and attract top level faculty to properly prepare these individuals for the jobs they perform. Any suggestions that the nation could produce skilled professionals in these fields without excellent preparation programs would be thought foolish. Yet institutions that prepare educational administrators are often ineffective.

Over the past quarter century pre-service preparation programs for educational administration have proliferated, but their quality has deteriorated. In a variety of ways, these programs are failing their candidates; ultimately, they are failing our nation's school children. They have strayed far from the classical model of intensive, disciplined study under the tutelage of scholars and practitioners. Instead they enroll large numbers of almost entirely part-time students who accrue credits on a piecemeal basis toward inadequate standards of licensure. The typical graduate administrator preparation program does not have a recruitment strategy. Financial support for graduate educational administration students ranks low among university funding priorities. Even in graduate schools with national reputations, the pool of potential applicants for admission to educational administration programs is geographically limited. Almost all of the educational administration applicants for admission live and work within commuting distance of the campus. And in spite of the desperate need for minority group

administrators, recruitment programs for minority students are ordinarily informal and unsuccessful (National Policy Board for Educational Administration, 1989).

Prior to the mid-1980's, the reform movement that swept across the educational landscape left educational administration largely untouched. As late as 1985, Peterson and Finn were able to report:

At a time when the nation is deeply concerned about the performance of its schools, and near-to-obsessed with the credentials and careers of those who teach in them, scant attention has been paid to the preparation and qualifications of those who lead them (Murphy, 1992).

Since that time considerably more attention has been devoted to the analysis of educational leadership in general and to training programs in particular. Two specific events seemed to galvanize interest in examining preparation for school leaders: the work of the National Commission on Excellence in Educational Administration, with its subsequent reports (Griffiths, Stout, and Forsyth, 1988) and the report of the National Policy Board for Educational Administration (1989). These two groups voiced much of the disenchantment with existing preparation programs and provided ideas about how the situation could be improved. The National Commission on Excellence in Educational Administration provided some specific recommendations for improving educational leadership. These recommendations focused on the following ideas: Educational leadership should be redefined; a National Policy board on Educational Administration should be established: administration preparation programs should be modeled after those

in other professional schools; a least 300 universities and colleges should cease preparing educational administrators; programs for recruitment and placement of ethnic minorities and women should be initiated by universities, school boards, state and federal governments, and the private sector; the public schools should become full partners in the preparation of school administrators; professional development activities should be an integral component of the careers of professors of educational administration and practicing administrators; and finally Licensure programs should be substantially reformed.

Regarding the people to be involved, the National Policy Board advocates the improvement of preparation programs by modifying the quality, diversity, and numbers of people involved in the programs and specifically recommends that vigorous recruitment strategies be mounted to attract the brightest and most capable candidates, of diverse race, ethnicity, and sex, and the program should seek to have a minority enrollment which is at least comparable to the region's minority public school enrollment.

Entrance standards to administrator preparation programs must be dramatically raised to ensure that all candidates possess strong analytic ability, high administrative potential, and demonstrated success in teaching. Candidates would be assessed to determine analytic ability and administrative aptitude by a standardized national test, with admission to preparation programs limited to individuals scoring in the top quartile, and assessment of teaching excellence by state licensure, a master's degree in teaching, and

evidence of successful teaching in a classroom setting.

The quality of faculty in administrator preparation programs must be ensured by strengthening faculty recruitment, selection, and staff development programs, maintaining a critical mass of at least five full-time faculty members, providing the bulk of teaching, advising, and mentoring through full-time faculty who have demonstrated success in teaching, clinical activities, and knowledge production in the field, and by ensuring a student-faculty ratio comparable to other graduate professional degree programs on campus.

Regarding program issues, the National Policy Board advocates strengthening the structure, duration, and content of the pre-service preparation of educational administrators and specifically recommends that the doctorate in educational administration (Ed.D.) be a prerequisite to national certification and state licensure for full-time administrators who are in charge of a school or school system, and the sixth year or specialist degree program in educational administration will be abolished for this level of position. Programs in educational administration terminating in a master's degree should be abolished altogether.

There should be one full-time year of academic residency and one full-time year of field residency included in the Ed.D. preparation program. Modifications in the type or duration of the clinical residency are permitted for candidates with full-time administrative experience in education. Additional appropriate program requirements are to be determined by the faculty of the graduate school or graduate division in education

at each institution.

The elements of the curriculum must be developed to transmit a common core of knowledge and skills, grounded in the problems of practice, including societal and cultural influences on schooling, teaching and learning processes and school improvement, organizational theory, methodologies of organizational studies and policy analysis, leadership and management processes and functions, policy studies and politics of education, and moral and ethical dimensions of schooling. Long term, formal relationships must be established between universities and school districts to create partnership sites for clinical study, field residency, and applied research.

Finally regarding issues of assessment, the National Policy Board advocates the development and implementation of quality assurance mechanisms and specifically recommends that a national professional standards board consisting primarily of practicing school administrators be established to develop and administer a national certification examination and that states be encouraged to require candidates for licensure to pass this examination. National accreditation of administrator preparation programs will be withheld unless the programs meet the recommended standards and that criteria for state accreditation and program approval include these standards.

The National Policy Board's proposal for recruiting and preparing administrators is a new way of viewing the profession of educational administration. The educational administrator deserves a pre-service preparation that is equal to that of any other valuable professional in society. Flexibility within the spirit of these recommendations is

encouraged; however, an approach that picks and chooses elements that are easily implemented within a given set of political and economic constraints is strongly discouraged. The program that is envisioned is cohesive and logically structured and cannot be picked apart without losing its integrity. This proposal will necessitate changes in current administrator preparation programs that will not always be easy and that may result in the elimination of some programs that do not meet the standards. The nation's first duty is to its students, who deserve well-trained administrators.

Jointly, the (American Association of School Administrators, 1982) advisory committee on Higher Education Relationships and its Committee for the Advancement of School Administration searched professional literature bearing on administrator training and performance. The search included careful study of the University Council for Educational Administration (UCEA) A Task Force Report, "Preparing Leaders to Anticipate and Manage the Future." Each of the four volumes of the UCEA report, published in 1982 explored four topics: Society and Education: Educational Management for the 1980's and Beyond; Critical Challenges for Leaders Who Anticipate and Manage the Future; Skills, Understandings, and Attitudes needed by Leaders in the Future; and Implications for Preparation Programs and Inservice Programs.

Six critical themes surfaced in the first three UCEA monographs: changing demographics: our unstable economic structure; the need to adopt new technologies; changing labor market structures: cultural diversity and human rights; and changing family structures. These themes will continue to present significant challenges for school

leaders and are compatible with issues and challenges identified in other studies that were reviewed by the AASA committees.

Successful administrator preparation programs must prepare school leaders to understand the theoretical foundations and demonstrate the application of specific goals (American Association of School Administrators, 1982). School leaders of tomorrow must establish and maintain a positive and open learning environment to bring about the motivation and social integration of students and staff; build strong local state, and national support for education; develop and deliver an effective curriculum which expands the definitions of literacy, competency, and cultural integration to include advanced technologies, problem solving, critical thinking and communications skills, and cultural enrichment for all students; develop and implement effective Models/Modes of instructional delivery that make the best use of time, staff, advanced technologies, community resources, and financial means to maximize student outcomes; create programs of continuous improvement, including evaluation of both staff and program effectiveness as keys to student learning and development; skillfully manage school system operations and facilities to enhance student learning; and conduct and make use of significant research as a basis for problem solving and program planning of all kinds.

All who complete administrator preparation programs should be able to demonstrate competencies related to the performance goals identified by the (American Association of School Administrators, 1982). These competencies and the underlying skills and understandings include:



### School Climate Improvement Program

1. Designing, implementing, and evaluating a school climate improvement program which includes mutual efforts by staff and students to formulate and attain school goals. This competency includes:
  - a. human relations, organizational development, and leadership skills;
  - b. collaborative goal setting and action planning;
  - c. organizational and personal planning and time management;
  - d. participative management, variations in staffing;
  - e. climate assessment methods and skills;
  - f. improving the quality of relationships among staff and students to enhance learning;
  - g. multi-cultural and ethnic understanding;
  - h. group process, interpersonal communication, and motivation skills.

### Political Theory and Skills

2. Understanding political theory and applying political skills in building local, state, and national support for education. This competency includes:
  - a. school/community public relations, coalition building, and related public service activities;

- b. politics of school governance and operations;
- c. political strategies to pass bond, tax, and other referenda;
- d. lobbying, negotiating, collective bargaining, power, policy development, and policy maintenance skills to assure successful educational programs;
- e. communicating and projecting an articulate position for education;
- f. role and function of mass media in shaping and forming opinions;
- g. conflict mediation and the skills to accept and cope with inherent controversies.

### Systematic School Curriculum

- 3. Developing a systematic school curriculum that assures both extensive cultural enrichment activities and mastery of fundamental as well as progressively more complex skills required in advanced problem solving, creative, and technological activities. This competency includes:
  - a. planning/futures methods to anticipate occupational trends and their educational implications;
  - b. taxonomies of instructional objectives and validation procedures for curricular units/sequences;
  - c. theories of cognitive development and the sequencing/structuring of curricula;

- d. development/application of valid and reliable performance indicators for instructional outcomes;
- e. use of computers and other technologies as instructional aids;
- f. development/use of available cultural resources.

#### Instructional Management System

- 4. Planning and implementing an instructional management system which includes learning objectives, curriculum design, and instructional strategies and techniques that encourage high levels of achievement. This competency includes:
  - a. curriculum design and instructional delivery strategies;
  - b. instructional and motivational psychology;
  - c. alternative methods of monitoring and evaluating student achievement;
  - d. management of change to enhance the mastery of educational goals;
  - e. applications of computer management to the instructional program;
  - f. use of instructional time and resources;
  - g. cost-effectiveness and program budgeting.

### Staff Development and Evaluation Systems

5. Designing staff development and evaluation systems to enhance effectiveness of educational personnel. This competency includes:
  - a. system and staff needs assessment to identify areas of concentrated staff development and resource allocation for new personnel;
  - b. use of system and staff evaluation data in personnel policy and decision-making;
  - c. appraisal of the effectiveness of staff development programming as it affects professional performance;
  - d. using clinical supervision as a staff improvement and evaluation strategy;
  - e. assessment of individual and institutional sources of stress and development of methods for reducing that stress.

### Allocating Resources

6. Allocating human, material, and financial resources to efficiently, and in an accountable manner, assure successful student learning. This competency includes:
  - a. facilities planning, maintenance, and operation;
  - b. financial planning and cash flow management;
  - c. personnel administration;

- d. pupil personnel services and categorical programs;
- e. legal concepts, regulations, and codes for school operation;
- f. analytical techniques of management.

### Using Research

- 7. Conducting research and using research findings in decision making to improve long range planning, school operations, and student learning.

This competency includes:

- a. research designs and methods including gathering, analyzing and interpreting data;
- b. descriptive and inferential statistics;
- c. evaluation and planning models and methods;
- d. selection, administration, and interpretation of evaluation instruments.

Preparation programs for educational administrators should reflect contemporary management concepts and technologies (AASA, 1982). Therefore each preparation program should include:

- 1. Diagnosis Capability: Assessment procedures should be planned to diagnose the entry level competencies of graduate students in each competency and in basic communication skills. The faculty and advisory

committee of practicing administrators should clarify the competencies, construct the performance indicators, and determine the minimum mastery levels for program admission, counseling, placement, and completion.

2. Design Capability: Programs should be designed to assure that students master all competencies. Reality oriented instructional situations emphasizing group activity, simulation, management games, assessment centers, and related activities and materials are encouraged.
3. Instructional Capability: Quality teaching by a full-time qualified faculty is vital. In addition, the use of quality adjunct professors, especially practicing administrators, for regular and short courses and for team teaching certain classes will promote the theory/practice union.
4. Resource Capability: The total resources of the university should be applied to assuring program quality. Carefully selected lectures, seminars, courses, and professors in other disciplines are vital ingredients in administrator preparation. The number of outside courses included from other divisions and departments should be a faculty decision based on the best possible learning experiences for each student.

5. Program Evaluating Capability: Continuous scrutiny of program design, delivery, and effectiveness is essential to establishing and monitoring program quality. Programs should employ assessment mechanisms that use systematically derived performance information on both current students and graduates as a basis for modifying program content and methods.

### Content Components

Contemporary programs should contain several content concentrations from which individual programs can be constructed, drawing heavily upon data produced through the individual student's diagnosis. Knowledge and understandings will be developed from work within the content area chosen for an individual's program. It is expected that a *common core of requirements will* be included in the programs of every student:

1. Administrative, organizational, political and learning theory;
2. Technical areas of administrative practice;
3. Behavioral and social sciences;
4. Foundations of education;
5. Research;
6. Advanced technologies;
7. Ethical principles of the profession.

### Clinical Components

Campus based and field based clinical experiences are essential elements for preparing educational leaders. Clinical arrangements should provide opportunities for students to compare their experiences with the knowledge base, to diagnose sources of difficulties and identify problems, to develop plans and strategies suggested by their knowledge, and to assess outcomes. Opportunities should be provided for systematic observation and participation in several field settings under the joint supervision of faculty and experienced practitioners.

### Professionalism and Renewal Component

Members of the department or program should hold and encourage students to hold membership and participate actively in professional administrators and professors and for encouraging lifelong learning and continuous personal and professional improvement.

School administrators occupy critical positions in our nation's schools. More than ever **Leadership for Learning** requires vision, dedication, technical expertise, and conceptual skills (AASA, 1982). Administrator preparation programs of the depth and direction recommended by the American Association of School Administrators will adequately prepare school leaders for the enormous task of leading and managing the nations' educational system. The guidelines from the (AASA, 1982) should not be used



to limit program development or the expertise of given faculty. Professionalism depends on creativity, soundly formulated innovations, and the capacity of individuals and institutions to capitalize on their unique strengths and respond effectively to unanticipated challenges. Uniform standards, rigidly applied, may impair the flexibility of programs in meeting local or regional needs.

The University Council for Educational Administration (McCarthy, Kuh, Newell, and Iacona, 1988) and the National Society for the Study of Education 1990 Yearbook on School Leadership (Mitchell and Cunningham, 1990) also helped fuel discussions about the actual and desired conditions of preparation programs in educational administration. Concurrently, reform efforts began to unfold throughout the country (Murphy, 1992). The Danforth Foundation assisted individual programs and a few states by providing funds to train prospective school leaders.

Many of the general reform documents maintained that educational leaders are an important component of the larger reform movement, asserting that educational leaders are the gate keepers of change and that, without their support, commitment, and assistance, lasting reform most likely would not occur (American Association of Colleges for Teacher Education, 1988; National Governor's Association, 1986). However, other influential groups raised serious concerns about the reform of educational leadership itself. Callahan, 1962; Campbell, Fleming, Newell, and Bennion, 1987; Stout, 1973; Waller, 1932). addressed the political vulnerability of administrators. Chubb (1988) identified administrators entrenched interest in the status quo, and their perceived

unwillingness to share the reins of power with teachers (Halliger, Murphy, and Hausman, Holmes, 1986). These reformers tended to view administrators more as part of the problem rather than as part of the solution. Therefore, rather than continue to enhance the gate keeping role of principals and superintendents, these groups sought to neutralize or eliminate administrators influence. What is clear from all this activity is that school administration and the preparation of educational leaders have been pushed to the center of the educational reform stage (Murphy, 1992). As a result of poorly prepared school administrators, there is a demand to totally overhaul university preparation programs (Spaedy, 1990).

In so far as education is failing, the educational administrator is subject to indictment. School leadership is perceived to be a contributing factor to other problems in education. Equally important is the view that if educational administration as a profession is subject to indictment, then schools of education are proper co-defendants (March, 1974). In short, preparation programs for school administrators must be held accountable for the anemic state of leadership found in school systems throughout the nation (Murphy, 1992). Dramatic changes are needed in programs to prepare school administrators if they are to lead their schools and facilities rather than just manage them (American Association of Colleges for Teacher Education, 1988). The societal context for which educational administrators are being prepared is changing constantly and accordingly preparatory programs must continue their efforts to improve indefinitely (Farquhar, 1977).

Achilles (1986) cites the lack of research of the outcomes of administrator preparation programs; however, Lindsay (1985) notes the renewed interest in follow-up studies prompted by the increasing pressure for programs and institutional accountability in higher education. He states: "For accountability purposes, data from follow-up studies may be used as much for program confirmation and justification as for the revision and improvement of programs." Conrad and Pratt (1985) describe another consideration: Although academics seem reluctant to assess quality, there are compelling reasons why people in all institutions -- even those reputed to be of high quality -- should perpetually engage in self-evaluation. Perhaps more importantly, public confidence largely rests upon perceptions of institutional quality. If the public believes that quality is eroding and nothing is being done to improve it, public support of higher education will decline. If the public is convinced that quality control is being maintained, then support of all kinds is more likely to be forthcoming. For some institutions, assessing and promoting institutional quality may mean the difference between survival and extinction (Osmon, 1990).

The usefulness of alumni ratings over student ratings of departmental quality was investigated and it was determined that alumni ratings can provide a unique source of data in assessing departments (Wise, Hengstler and Broskamp, 1981).

In 1973, Bettis conducted a follow-up study of graduates who had received a doctorate in education from Ohio State University through 1971. The study was conducted to:

1. Determine the graduates' professional experience since graduation;
2. Obtain their evaluation of and suggestions for improving the program;
3. Determine the services the university should provide after graduation; and
4. Derive implications for program revision.

A questionnaire was mailed to 90 graduates and the response rate was 88.9%. Among the major findings were:

1. The aspect of the doctoral program that contributed most to the graduates' professional development was coursework;
2. Graduate research associateships contributed more to the professional development than did graduate teaching assistantships; and
3. The greatest reason for selecting The Ohio State University for graduate study was available financial assistance.

In 1979 Truxal completed a study on the effectiveness of the University of Houston/Baylor College of Medicine graduate program in Allied Health Education based on the perceptions of its graduates. According to Truxal, this appraisal of the program functioned to identify program and faculty quality as well as determining the extent to which the purpose of the program were being met. A questionnaire, mailed to the graduates, made use of a Likert-type scale for responses with open-ended questions also were included. Of the 72 graduates questioned, 67 responded for a 93% response rate. More than half of the graduates rated their coursework in the University of

Houston/Baylor College of Medicine Program to be of more than average significance to them with regard to their current professional position, and more than 85% of the graduates perceived the overall scope of the program to be average or better.

These studies and references cited highlight the need for and importance of follow-up studies. Follow-up information is useful in evaluating institutions, departments, faculty and programs (Kayla, 1981). Essential for Self-Assessment follow-up "seeks a frank evaluation of the institution by the graduate" and the findings may be used in revising curricula, allocating resources, institutional planning and making policy decisions (Broskamp, 1979).

## CHAPTER III

### METHODS AND PROCEDURES OF THE STUDY

The purpose of this chapter is to describe the methods and procedures used in this study. The chapter includes a description of the population, the research method used, the instrumentation, a description of the procedures used in collecting data and the analysis procedure.

#### **Description of the Population**

The population for the study consisted of Ed.D. graduates from the Department of Educational Administration at Virginia Polytechnic Institute and State University for the twenty-three year period 1972-1995. Graduates were identified through the data file monitor system from the graduate office.

#### **Research Methodology**

In this study the descriptive survey method was used to collect data. The descriptive survey allowed examination of relationships between variables. Ary, 1985 states that descriptive research studies are designed to obtain information concerning the current status of phenomena. They are directed towards determining the nature of the situation as it exists at the time of the study.

## **Instrumentation**

The survey instrument ascertained the current options of Ed.D. graduates regarding their perceived usefulness of the program and how it has helped them to advance their career. Surveys identified respondents according to their year of residency from 1972 - 1995, and identified the campus which respondents completed the major part of their work. The instrument used in this study was a revision of several survey documents that were used to study other Doctoral Degree Programs in School Administration. A preliminary draft of the instrument was submitted to the faculty of Educational Administration for their input. Additionally other faculty at the university who are involved in student surveys were asked to review the instrument. Revisions were made from these responses.

## **Data Collection**

After the survey was approved, pre-tested, and revised the instrument was sent to the Virginia Polytechnic Institute and State University Ed.D. Administration graduates. After the date of return, a follow-up post card was mailed to each non-respondent. Non-respondents were contacted by telephone when possible and the survey was completed over the telephone. Addresses of the graduates were obtained from the office which maintains a current mailing list of all doctoral graduates.

## **Analysis of Data**

In analyzing the data, the spreadsheet software LOTUS 1-2-3 was used to compute descriptive statistics. Procedures such as Frequency Distribution, Means, and Percentages were used.



## CHAPTER IV

### FINDINGS

#### **Introduction**

The purpose of this study was to determine the level of effectiveness of the Doctor of Education Program in Educational Administration as perceived by graduates of the program. Data gathered for the study were analyzed to provide answers to the following research questions:

1. Do you feel that the program prepared you properly to perform your administrative tasks?
2. Did the program help you advance in your career?
3. If the program was not effective what suggestion(s) would you have to improve it?

To achieve this purpose, a review of the literature was conducted, and articles that focused on follow-up studies of administrator preparation programs were read. A survey instrument was designed to include items specific to Ed.D. graduates from the program area Educational Administration at Virginia Polytechnic Institute and State University. Dimensions for which items were written included Admissions, Coursework, Procedural Requirements, Prospectus Development, Dissertation, Final Examination (Defense), and General Information. Educational Administration graduates were also asked to respond to open-ended questions. Items written for these dimensions as well as the dimensions

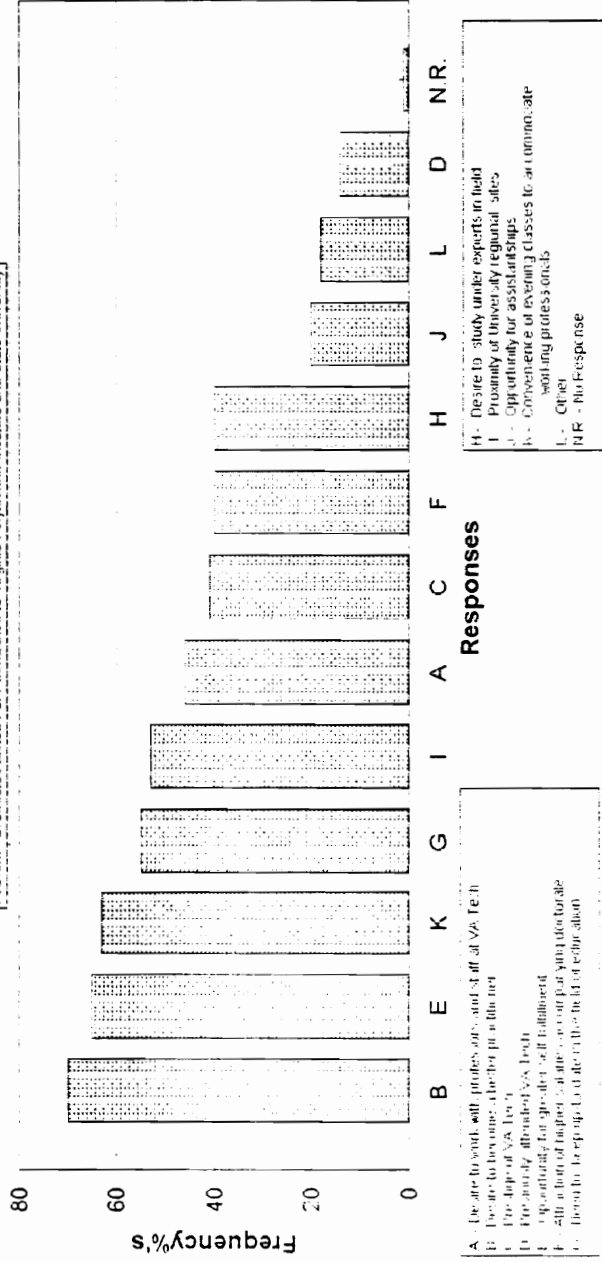
themselves were reviewed thoroughly by selected Educational Administration faculty to determine the usefulness of the data that would be obtained by using these items.

A total of 368 usable returns were received representing sixty-seven (67) percent of the 548 surveys that were mailed. Forty-two (42) surveys were returned as undeliverable. Initially, 622 names were obtained from the graduate school at Virginia Polytechnic Institute and State University designating graduates of the doctoral program. This number was reduced by the following: Eighteen (18) Ed.D. Administration graduates were deceased, forty-four (44) graduates were eliminated from the list because they were in a combined Physical Education Administration Program or were advised by professors who were not in the Education Administration Program area, and twelve (12) Ed.D. Administration graduates did not have current mailing addresses. The survey results were analyzed through the use of basic descriptive statistics such as frequency distribution, means and percentages.

### **Admissions**

As may be observed in the graphs for this section, the respondents rated the Admissions Process (Items 1-7) quite favorably. Seventy (70) percent of the respondents decided to attend Virginia Polytechnic Institute and State University because of a desire to become better practitioners in the profession. (See Graph #1) The second and third most frequently identified reasons were an opportunity for greater self-fulfillment (65) and the convenience of evening classes to accommodate working professionals sixty three

**Graph #1 (Question #1)**  
 Percent of Graduates Listed For Attendance to Virginia Polytechnic Institute and State University



- Responses**
- A - Use after to work with graduates and staff at VA Tech
  - B - Use after to become a teacher in the area
  - C - Proximity of VA Tech
  - D - Proximity of VA Tech
  - E - Proximity of VA Tech
  - F - Proximity of VA Tech
  - G - Proximity of VA Tech
  - H - Proximity of VA Tech
  - I - Proximity of VA Tech
  - J - Proximity of VA Tech
  - K - Proximity of VA Tech
  - L - Proximity of VA Tech
  - NR - No Response

- M - Desire to study under experts in field
- N - Proximity of University regional sites
- O - Opportunity for assistantships
- P - Convenience of evening classes to an associate working professional
- Q - Other
- NR - No Response

Why did you decide to attend Virginia Polytechnic Institute and State University? Please check all that apply.

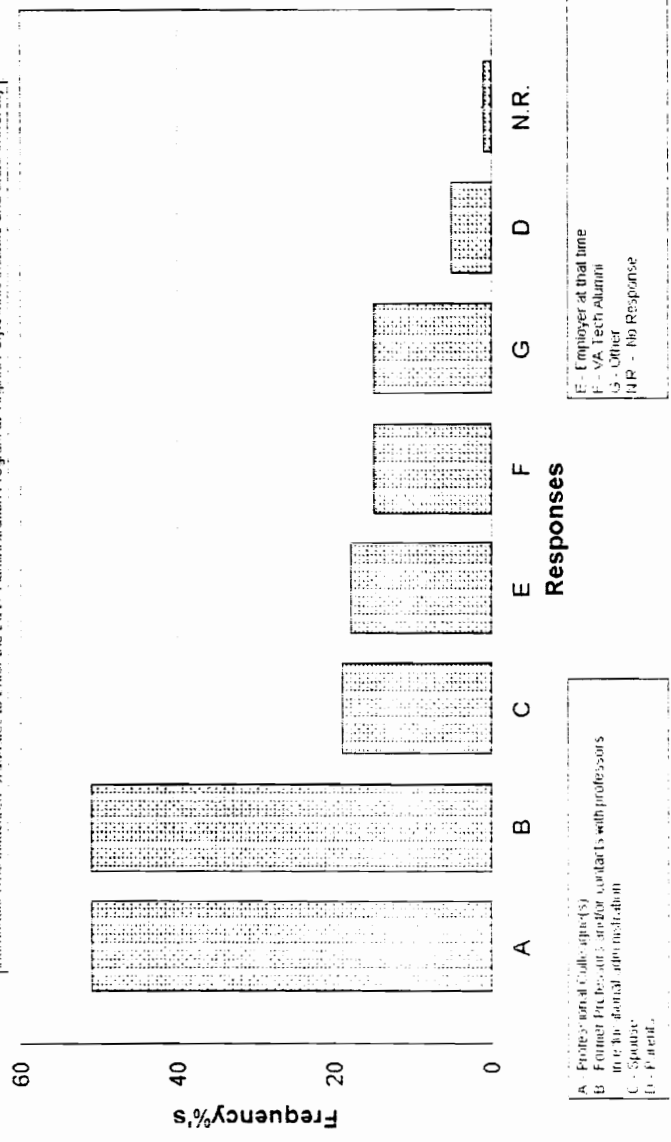
(63) percent.

Respondents identified those individuals who were influential in their decision to enter the Doctoral Program in Educational Administration at Virginia Polytechnic Institute and State University (See Graph #2). Respondents split evenly as they indicated which individuals influenced their decision to enter the doctoral program in Educational Administration at Virginia Polytechnic Institute and State University. Participants reported primarily that former professors and/or contacts with professors in Educational Administration at Virginia Polytechnic Institute and State University fifty-one percent (51) and professional colleagues fifty-one percent (51) influenced their decision to enter the program.

Respondents were to indicate whether adequate information had been provided at the appropriate time regarding the issues of course requirements, time needed to complete requirements, costs, residency and dissertation requirements (See Graph #3). Regarding the issue of course requirements, ninety-two percent (92) of respondents indicated receiving adequate information at the appropriate time. Eighty-nine percent (89) of respondents received adequate information at the appropriate time regarding the time needed to complete program requirements. Ninety percent (90) of respondents received adequate information at the appropriate time regarding the cost of the program. Eighty-eight percent (88) of respondents received adequate information regarding residency requirements. Finally, eighty-nine percent (89) of respondents received adequate information at the appropriate time regarding Dissertation requirements.

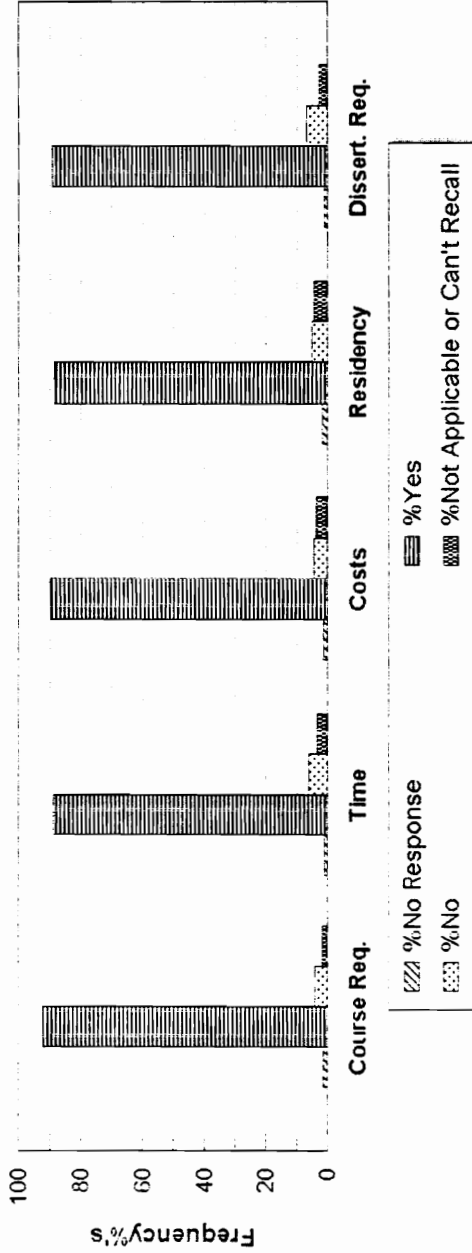
**Graph #2 (Question #2)**

Individuals Who Influenced Candidates to Enter the E.U.D. Administration Program at Virginia Polytechnic Institute and State University



Which individuals were influential in your actual decision to enter the doctoral program in educational administration? Please check all that apply.

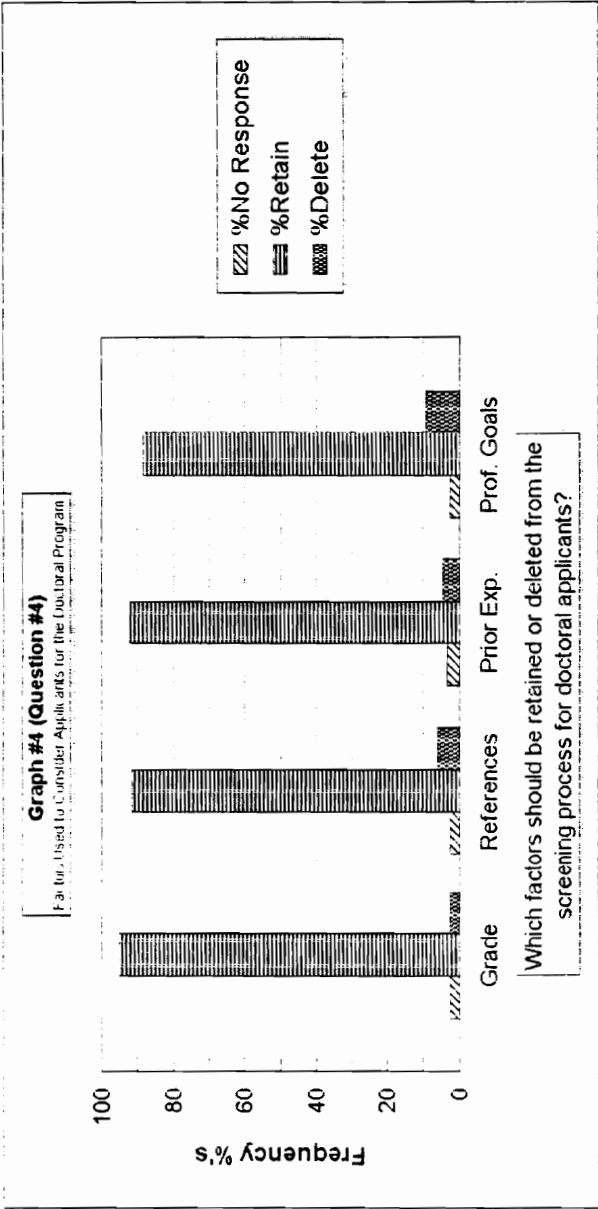
**Graph #3 (Question #3)**  
 Issue: Regarding Course Requirements Sur'n As Time to Complete Degree, Costs, Residency and Dissertalun



Did you receive adequate information at the appropriate time regarding these issues?

Grade point standing of course work beyond the undergraduate degree and/or work at Virginia Polytechnic Institute and State University, references (personal and professional), prior experiences and job success and professional goals are factors which the admissions committee considers when screening applicants for the doctoral program in Educational Administration. Respondents were asked to indicate the factors that should be retained (See Graph #4). Ninety-five percent (95) of respondents indicated that grade point standing should be retained. Ninety-one percent (91) of the respondents indicated that personal and professional references should be retained. Ninety-two percent (92) of the respondents indicated that prior experiences and job success should be retained. Finally, eighty-eight percent (88) of respondents indicated that professional goals should be retained as a factor for consideration when screening program applicants.

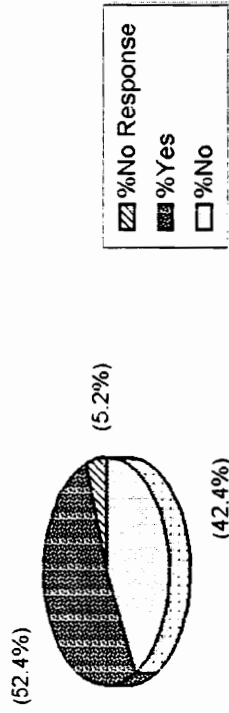
Respondents were to consider the factors such as grade point standing, references, prior experiences and professional goals and decide if one of the factors should receive more consideration than the other factors (See Graph #5). Fifty-two percent (52) of the respondents indicated that one factor should receive more consideration than another. Generally those respondents who indicated that one factor should receive more consideration than another, that being grade point average. The reasons given were that grade point standing corresponds well with classroom performance and therefore, high grades will maintain the value of the degree. Other respondents identified job experience and work success as the other most important factors. Two respondents recommended the deletion of personal and professional references as factors; and finally one respondent





**Graph #5 (Question #5)**

Consideration of One Factor Over Another



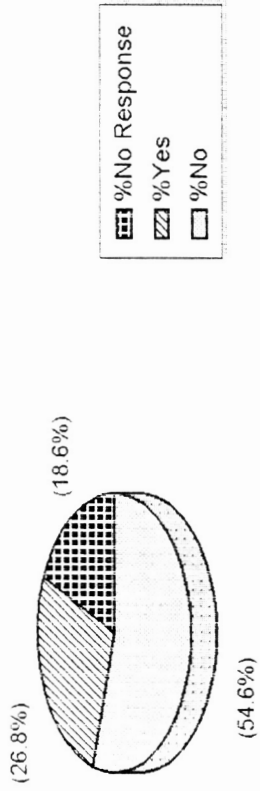
Should one of the factors listed in question #4 receive more consideration than any one of the others?

perceived that personal and professional references provide a chance for the admissions committee to find upcoming "stars" in education. Forty-two percent (42) of the respondents indicated that the factors that are currently used should receive equal consideration.

Respondents were asked to indicate whether factors other than grade point standing, references, prior experience and professional goals were needed by the admissions committee to screen applicants for the doctoral program (See Graph #6). Fifty-five (55) percent of the respondents indicated that no other factors were needed. Twenty-seven (27) percent of respondents identified the following additional factors that should be used to screen applicants for the doctoral program: Candidates should be evaluated on their writing skills; in-state students interested in entering the doctoral program should be given first consideration over out-of-state students; personal interviews should occur; tougher academic type standards such as I.Q. tests or the Graduate Record Examinations should be required; an assessment should be made of the types of courses in which grade point averages were achieved; and, the reputation of previous schools attended by candidates applying for admission into the doctoral program should be considered.

Fifty-seven (57) percent of respondents indicated that candidates who apply for admission to the doctoral program in Educational Administration should have had prior administrative experience (See Graph #7). Those respondents who indicated that experience was necessary for a candidate applying for admission to the doctoral program

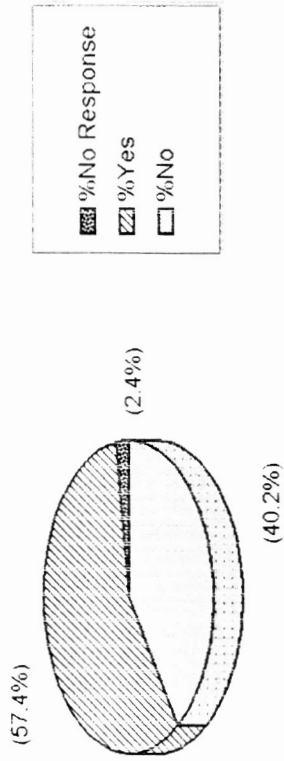
**Graph #6 (Question #6)**  
Consideration of Factors Other Than Those Presently Used



In your opinion should other factors be considered?

**Graph #7 (Question #7)**

Prior Administrative Experience By Candidates Who Apply for the Doctoral Program



Should candidates who apply for admission to the doctoral program in educational administration be required to have had some prior administration experience?

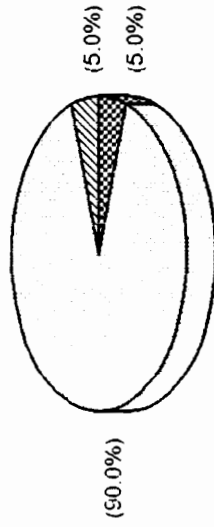
were asked to decide how much experience was needed. The responses ranged from a minimum of 6-months to a maximum of 5 years. Among the responses received, one year of experience was indicated more frequently. One year was thought to be sufficient, if the candidate was an administrator or program supervisor. One respondent indicated that "At least mid-level leadership experience was important." Forty (40) percent of the respondents reported that candidates applying for admission to the doctoral program in Educational Administration should not be required to have had prior experience in administration. Respondents cited reasons such as "Many very fine candidates would be eliminated"; often the Ed.D. is the entry level degree for many administration positions such as Assistant Superintendent and Superintendent; "Professional goals change and candidates should be allowed to pursue the career path of their choosing"; the administration program is the only option for training educational leaders who may be anticipating entering administration; prior experience is not absolutely necessary. "No evidence to indicate that those without previous experience failed"; and finally, one respondent humorously stated "M.D.'s do not practice medicine prior to being certified."

### Coursework

Respondents rated statements in Items 8-12 quite favorably regarding Coursework they had taken. Ninety (90) percent of respondents found that the coursework was relevant and quite helpful (See Graph #8). One respondent stated "Definitely! Daily I use content from such courses as school law, curriculum, personnel management, school

**Graph #8 (Question #8)**

Course work relevancy



Did you find the course work relevant to your later work position?

facilities and finance." Many respondents indicated that the courses reinforced job skills, and the courses prepared respondents with skills needed to confront and successfully deal with a variety of issues, conflicts and constituents, and to be successful leaders. The courses that were identified as most helpful were school law, finance, school plant management, leadership theories, personnel management, research and statistics and Special Education. Two respondents indicated that the psychology and computer courses were the least helpful. Finally, one respondent said, "The major professors at Virginia Polytechnic Institute and State University are trend setters in the field; therefore they brought this perspective to the classroom." Specific instructors of courses referred to by respondents included, in alphabetical order: D. Alexander, J. Curcio, G. Earthman, J. Fortune, P. Jones, L. McCluskey, D. Parks, R. Richards, R. Salmon, K. Singh, and W. Worner.

Respondents were asked to identify areas in their program of studies that should have been included in their preparation but were not. Overwhelmingly, respondents indicated that their preparation in the Educational Administration Program at Virginia Polytechnic Institute and State University helped "To broaden their perspective and provide them with new tools with which to "attack opportunities." The courses were considered to be ample and the interaction with faculty was an important part of the program's appeal. Respondents also indicated that the courses were challenging and tailored to meet their career goals. One respondent stated "It would be impossible for any school to develop course work to cover all of the unexpected challenges that come

up on a daily basis." However, administrator preparation programs that strive to remain competitive will seek information from their graduates regarding areas to strengthen.

Respondents commented as indicated:

- Need more "hands on" work with budget development, expenditure procedures and developing a master schedule;
- Courses needed to prepare administrators to interview, evaluate and discharge employees;
- Need courses in urban and alternative education;
- Include courses that deal with issues of violence in schools and safe school legislation;
- Need more computer training;
- Required course work experiences should include working with law enforcement agencies and conflict mediation;
- Need training to learn the skills involved in managing organizational change - downsizing or right sizing;
- Courses in shared decision making and collaboration are needed;
- Courses are needed to prepare school leaders to deal with students who have emotional, social/environmental (alcohol, drugs, and sex) problems;
- Ethics training is needed;
- School Board relations seminars would have been helpful;
- All Cognate area requirements should be from Business (MBA);



- Internship in a school setting should be a part of the program;
- Program should include courses that are geared to working in private or international schools;
- More emphasis on politics in education; and
- Provide experiences in proposal writing and locating funding sources.

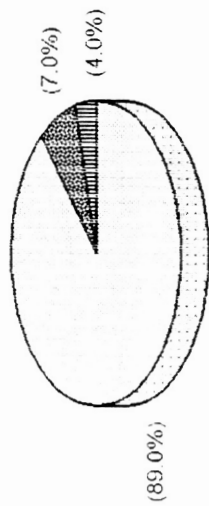
Finally, one respondent suggested that graduates should enroll in post doctoral courses every 3-5 years to remain current regarding trends and changes in education.

Respondents were given an opportunity to indicate whether there was a duplication of course content in the major area courses in the Doctoral of Education program at Virginia Polytechnic Institute and State University (See Graph #9). The vast majority of respondents eighty-nine (89) percent answered, NO to the question. Seven (7) percent answered YES. One respondent stated that there existed some duplication. However, "Duplication is not always negative. It can be healthy if the course content is approached from varying viewpoints by professors." Respondents cited duplication of course work in School Finance, School Law, Administration/Supervision and Research Methods.

Seventy-two (72) percent of respondents indicated that the research courses were relevant to their work positions (See Graph #10). Twenty-four (24) percent indicated that the research courses were not relevant to their work positions. Eighty-three (83) percent of respondents indicated that the research courses were helpful to completing their dissertation and twelve percent (12) reported that the research courses were not helpful

**Graph #9 (Question #10)**

Multiplier of Course Content in the Major Area Courses



▨ %No Response  
▩ %Yes  
□ %No

Did you find a duplication of course content in the major area courses?

**Graph #10 (Question #11)**

Relevance of Research Courses to Work Position



Did you find the research courses relevant to your work position?

in the completion of their dissertation. (See Graph #11).

### **Procedural Requirements**

The procedural requirements that are a part of the Doctoral Program in Educational Administration include the Qualifying Examination, Preliminary Examination, Pre-Prospectus Examination, Prospectus Examination, Research Proficiency Examination, Residency and Dissertation. Respondents were asked to rate each procedural requirement on a scale of 1-5 with 5 indicating the highest rating and 1 indicating the lowest rating. The category not applicable (N/A or Can't Recall) was an available category for respondents to use, if appropriate. An average rating was assigned to each of the areas (See Graph #12). Seventy nine percent (79) of respondents gave the dissertation an average rating of 4.7. Seventy-six percent (76) of respondents gave the Prospectus Examination a rating of 4.3. Forty-four percent (44) of respondents either could not recall the Pre-Prospectus Examination or it was not a part of their program and as a result only forty-eight percent (48) of respondents rated the Pre-Prospectus Examination. The Pre-Prospectus Examination was given a rating of 4.1. Eighty percent (80) of respondents gave the Preliminary Examination a rating of 3.9. Seventy-nine percent (79) of respondents gave the Qualifying Examination a rating of 3.7. Forty-five percent (45) of respondents did not provide a rating for the Research experience. Fifty percent (50) of respondents provided an average rating of 3.6 for the Research requirement. Finally, eighty-nine percent (89) of respondents gave the Residency

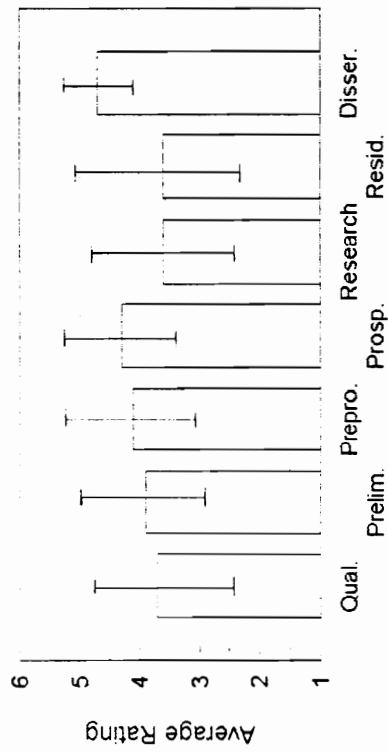
**Graph #11 (Question #12)**  
Usefulness of Research Course to Completing Dissertation



% No Response  
 % Yes  
 % No

Did you find the research courses helpful in completing your dissertation?

**Graph #12 (Question #13)**  
Value of Procedural Requirements



Topic	Avg. Rating	± SD
Qual.	3.7	±1.22
Prelim.	3.9	±1.07
Prepro.	4.1	±1.09
Prosp.	4.3	±0.96
Research	3.6	±1.27
Resid.	3.6	±1.43
Disser.	4.7	±0.56

Please rate the value of the following procedural requirements.

requirement a rating of 3.6.

Survey questions 14-25 addressed the issues regarding Prospectus Development, Dissertation, and Final Examination (Defense). Respondents were to rate questions 14, 16-18, 20, 21 using the rating scale from 1-5, with 5 representing the highest rating and 1 representing the lowest rating. Questions 19 and 22 were to be answered Yes or No and respondents were to respond to several open-ended questions.

The Chair is responsible for guiding the work of the doctoral student until completion of the dissertation (See Table 1). Respondents were to rate the quality of the guidance they received from their Chairman. The responses were totaled from ninety-six (96) percent of respondents and the average rating was 4.6. The following comments were made by two respondents who wanted to express their satisfaction with the support they received from the Chair of their committees: The first respondent reported, "My Chair gave me emotional support, leadership and steered me in the direction I needed to get help." The second respondent stated, "My Chair continued to check in with me periodically after I graduated." An open-ended question followed. Respondents were to indicate the kind of assistance they may have needed if they were not given sufficient assistance from their Chair. Respondents expressed a need to have the meeting times with committee members coordinated; more honest advice regarding the dissertation process (i.e., completion time) was needed; consistency in retaining the same Chair until completion of dissertation was mentioned; and more available contact time would have been helpful.

## Question #14

Table 1

Frequency of Each Response

	1	2	3	4	5	Rating
	5	9	24	45	232	Total Participants - 315
						Average Rating - 4.6
						Standard Deviation - 0.87

*Rate the quality of guidance provided by your chair.*

5 = Highest Rating; 1 = Lowest Rating



Respondents were to rate the quality of the guidance received from their Cognate as well as from other Professors of Education on their committee (See Table 2). The rating scale extended from a low rating of 1 to a high rating of 5. Ninety-two (92) percent of respondents gave cognate and professors of education an average rating of 4.1. Respondents were to rate the quality of guidance they received from the Researcher on their committee (See Table 3). The rating scale extended from a low rating of 1 to a high rating of 5. Eighty-six (86) percent of respondents gave the Researcher a 4.2 rating.

The Pre-Prospectus Committee meeting was not a part of the program for many Educational Administration graduates at Virginia Polytechnic Institute and State University. The results indicated that forty-seven (47) percent of respondents were unable to rate the quality of the Pre-Prospectus meeting because they did not participate in a meeting or could not recall events surrounding the experience. Eight (8) percent of the respondents did not provide a rating at all. Of the forty-five (45) who gave a rating, the average rating given was 4.2 (See Table 4).

Sufficient freedom and self-direction are important in developing a dissertation topic. Respondents were asked to indicate whether they had been allowed sufficient freedom and self-direction in developing their topic (See Graph #13). Ninety (90) percent of respondents reported their satisfaction with the freedom and self-direction allowed as they developed their dissertation topic.

## Question #16

Table 2

Frequency of Each Response

	1	2	3	4	5	Rating
S		15	57	83	143	Total Participants - 303
						Average Rating - 4.1
						Standard Deviation - 0.99

*Rate the quality of guidance provided by your cognate and other professors.*

5 = Highest Rating; 1 = Lowest Rating

## Question #17

Table 3

Frequency of Each Response

	1	2	3	4	5	Rating
	9	18	27	78	153	Total Participants - 285
						Average Rating - 4.2
						Standard Deviation - 1.06

*Rate the quality of guidance provided by your researcher.*

5 = Highest Rating; 1 = Lowest Rating

## Question #18

Table 4

Frequency of Each Response

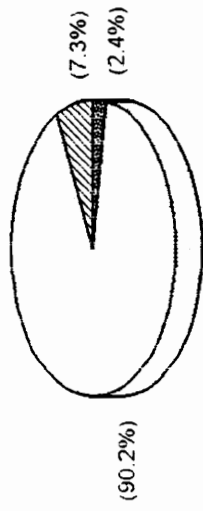
	1	2	3	4	5	Rating
	4	2	22	57	62	Total Participants - 147
						Average Rating - 4.2
						Standard Deviation - 0.92

*Rate the quality of the Pre-Prospectus Meeting.*

5 = Highest Rating; 1 = Lowest Rating

**Graph #13 (Question #19)**

Freedom and Self-Direction in Developing Dissertation Topic



% No Response  
 % Yes  
 % No

Was sufficient freedom and self-direction allowed in the development of your dissertation topic?

Respondents were to rate the general helpfulness of their doctoral committee other than the Chairman in guiding the dissertation project. A score of 5 represented the highest rating and a score of 1 represented the lowest rating. Ninety-two (92) percent of respondents provided an average rating of 4.0 (See Table 5).

Ninety (90) percent of respondents provided a rating regarding the quality of the experience of completing the doctoral dissertation. A score of 5 represented the highest rating and a score of 1 represented the lowest rating. Respondents gave the quality of the experience of completing the doctoral dissertation requirements a rating of 4.5 (See Table 6).

Respondents were to indicate whether helpful feedback had been provided by professors other than those on their committee, and fifty-two (52) percent of respondents reported that professors other than those on their committee had been helpful (See Graph #14). Comments provided were: "Several offered suggestions, research articles, where-to-go for information and general encouragement." "I don't remember asking other professors. I had a great Chair. No one else was needed." Also from another respondent, "Professors were responsive to questions whenever contacted. I never encountered anyone who was unwilling to help." "I felt free to discuss my ideas and to receive assistance from other professors." "One professor not on my committee read the entire dissertation and provided a constructive critique," and finally a respondent reported, "I had an excellent committee and excellent faculty."

## Question #20

Table 5

Frequency of Each Response

	1	2	3	4	5	Rating
	7	19	69	96	113	Total Participants - 304
						Average Rating - 4.0
						Standard Deviation - 1.03

*Rate the general helpfulness of the doctoral committee other than the Chair.*

5 = Highest Rating; 1 = Lowest Rating

## Question #21

Table 6

Frequency of Each Response

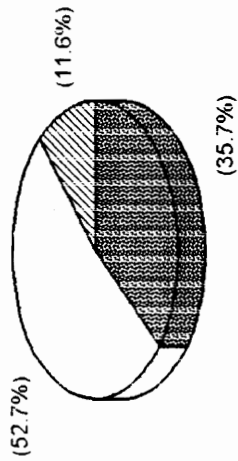
	1	2	3	4	5	Rating
3		9	20	82	183	Total Participants - 297
						Average Rating - 4.5
						Standard Deviation - 0.83

*Rate the quality of the experience of completing the doctoral dissertation.*

5 = Highest Rating; 1 = Lowest Rating



**Graph #14 (Question #22)**  
Effectiveness of Committee in Providing Feedback Regarding Dissertation



% No Response  
 % Yes  
 % No

Were professors other than those on your Committee helpful in providing feedback regarding your dissertation?

Respondents provided these suggestions to make sure that the dissertation experience is more valuable:

- Use cohort groups for advice and support;
- Emphasize the value of high personal interest in the topic; engage in regular, frequent conversations with committee members about work in progress;
- It would be beneficial to have had more opportunity for post dissertation application analysis and dissemination;
- Begin early, focus on possible potential topics that will contribute to the body of knowledge in the field of education;
- Provide a more realistic explanation of all that is expected in order to complete the dissertation;
- Do not drag out the dissertation process. Maintain close contact with your class; Establish realistic deadlines and stick to them;
- Continue residency;
- Go to campus full time;
- Don't commute too far. Live near campus;
- Require that the dissertation be completed within two years without approval of extension. There are too many "All But Dissertations" (ABD's) from the program.

- Give the dissertation the context that it will be the beginning of many research efforts rather than the end of the doctoral requirement.

One respondent commented, "My experience was excellent--frustrating at times--but no more frustrating than my job. It prepared me to deal with ambiguity." Another respondent expressed, "My experience was extremely valuable because the topic was sufficiently narrow in focus and it was of special interest to me. It also believe that the research that I did contributed to the general body of knowledge on that topic." A final comment offered by a respondent, "We should be urged to publish parts of the dissertation. We should also be encouraged to copyright."

The final Oral Examination (Defense of Dissertation) culminates the dissertation process. Respondents were asked to provide suggestions regarding this procedure. The suggestions appear first followed by comments:

- The doctoral committee should meet and review with the candidate any concerns of factual nature or any ambiguities before the final oral examination. It is a useful exercise for all parties;
- Encourage candidates to have other doctoral students present;
- Find some way to lessen the stress level for candidates and the final oral examination would improve;
- Video tape oral defense;
- Invite an experienced administrator to sit on the defense;

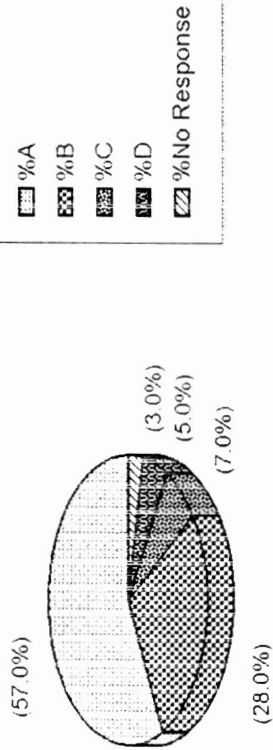
- Setting and guidance should promote the best in a person's confidence to create the best possible presentation/discussions;
- Listen to your chair;
- The candidate should review the dissertation thoroughly and be prepared;
- "I wouldn't change it. It is a fitting culminating experience in regard to the degree."
- The final oral defense was terrifying and probably should be;
- "I was so glad to finish, I now have a block of that evening";
- "The final oral defense was the best experience of my life. The format worked for me";
- "I found my defense of dissertation to be enjoyable - members were supportive";

Finally one respondent said, "Just do it!"

It is the Chair's role to direct and supervise the development of the dissertation. Respondents were to rate the performance of their Chair as he/she provided assistance in this area (See Graph #15). Fifty-seven (57) percent of respondents indicated that their Chair provided close and continuous supervision. Twenty-eight (28) percent of respondents indicated that the Chair provided less supervision but sufficient help; seven (7) percent of respondents indicated that the Chair provided very little help; five (5) percent of respondents could not recall; and finally, three (3) percent of respondents did not provide a response.

**Graph #15 (Question #25)**

Working with the Chair to Develop the Dissertation



If you proposed a dissertation topic and obtained approval to proceed, how closely did the Committee Chairman work with you?

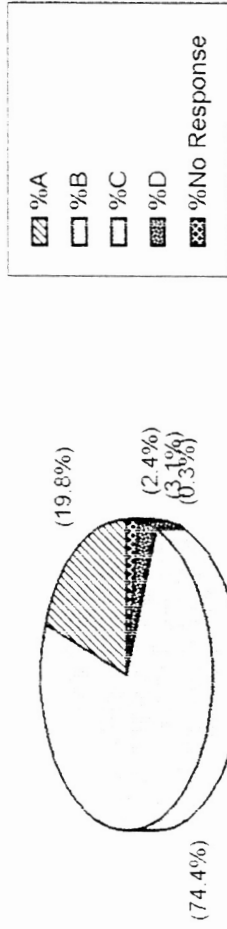
## GENERAL

Seventy-four (74) percent of respondents indicated coursework leading to the doctoral degree in educational administration provided a satisfactory balance between theory and practice (See Graph #16). Twenty (20) percent of respondents indicated an over emphasis on theory; one (1) percent of respondents indicated an over emphasis on practice; three (3) percent of respondents had no opinion and finally, two (2) percent of respondents did not provide an answer.

Regarding the issue of student bonding, forty (40) percent of respondents indicated student bonding occurred to a very great extent (See Graph #17). Forty-one (41) percent of respondents indicated student bonding occurred to some extent; fourteen (14) percent of respondents indicated student bonding occurred to a small extent; four (4) percent of respondents indicated student bonding did not occur; and finally, one (1) percent of respondents did not provide an answer.

Respondents were to indicate whether they relied upon networking for friendship and camaraderie purposes (See Graph #18). Fifty-two (52) percent of respondents answered yes. One (1) respondent answered "Yes, networking is possible thanks to E-mail." Forty-four (44) percent of respondents indicated a **NO** response. One (1) respondent commented, "Cancellation of the summer reunion conferences have hurt this." Finally, four (4) percent of respondents did not provide an answer. One respondent commented, "I don't rely upon networking for friendship, but I am always thrilled to see

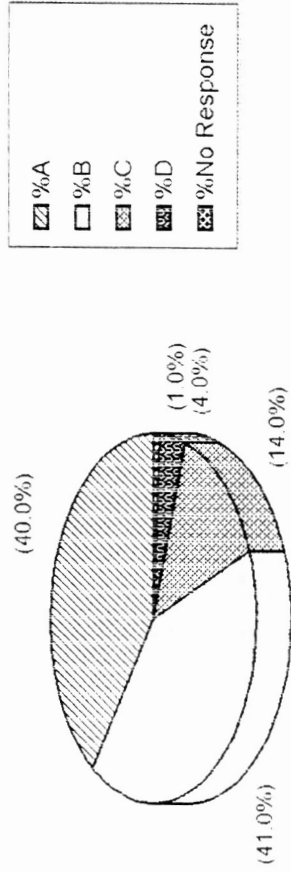
**Graph #16 (Question #26)**  
Balance in Curriculum Between Theory and Practice



Did the course work leading to the doctoral degree represent a proper balance between theory and practice?

**Graph #17 (Question #27)**

Percentage of Student Bonding Outside of Class

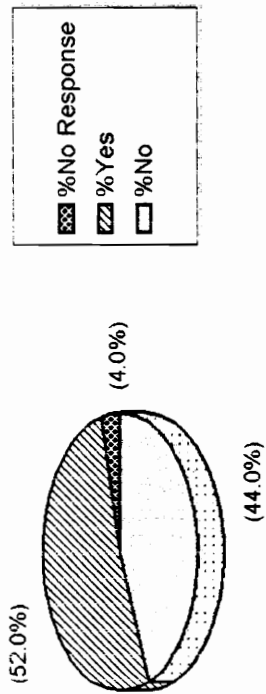


Outside of classes and seminars, to what extent did student bonding occur on an informal basis?



**Graph #18 (Question #28)**

Networking for Friendship and Camaraderie

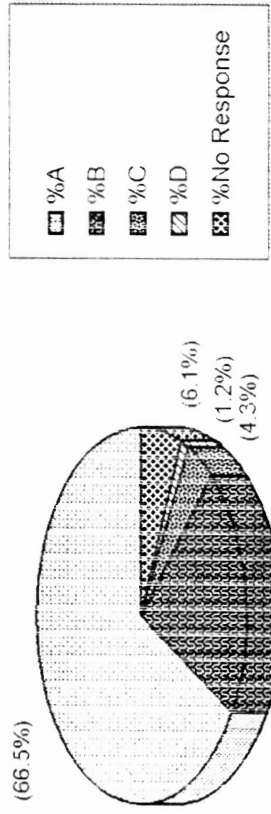


Do you still rely upon this networking for friendship and camaraderie purposes?

or hear from graduates of Virginia Tech." Sixty-six (66) percent of respondents indicated the Doctoral Degree in Educational Administration to a very great extent, served them well (See Graph #19). Respondents made additional comments:

- The Ed.D. has opened doors!
- "I do not believe I would have become a Superintendent if I had not earned a doctoral degree;"
- The degree has served me well in being an agent of change and surviving;
- The challenges of the program prepared me to meet more challenges in my career. It made me tougher-skinned!;
- No one could have been served better. Virginia Tech treated me well... I continue to relay that to my colleagues;
- Without the degree as a female I would not have been promoted to secondary school principal and Assistant Superintendent;
- "I've been served not necessarily in money and promotions but knowledge in the field;"
- The degree provided me with more confidence. I became more inquiring and more interested in intellectual pursuits;
- Provided a higher salary;
- Virginia Polytechnic Institute and State University is considered one of the best for Educational Administration in the Mid-Atlantic Region;

**Graph #19 (Question #29)**  
 Usefulness of Ed.D. Administration Degree From Virginia Polytechnic Institute Polytechnic and State University



Has your Doctoral Degree in Educational Administration served you well in your professional career?

- Virginia Polytechnic Institute and State University is well respected as an institution. The Professors in the Education Administration area are very widely respected;
- Virginia Polytechnic Institute and State University has become "the" degree to have in Virginia. I only hope this is not lost. This success is a result of the direct involvement of educational school staff throughout the state.

Twenty-two (22) percent of respondents indicated the Doctoral Degree in Educational Administration was helpful to some extent; five (5) percent of respondents indicated the degree was helpful to a small extent; one (1) percent of respondents reported the degree was not helpful; and finally, six (6) percent of respondents did not provide an answer.

According to comments made by respondents their lives changed in the following ways:

- It has improved my chances for advancement and prepared me for new challenges;
- More professional respect and influence;
- Income/position and community status;
- Yes, achieving a life long goal is a truly soothing and satisfying feeling. Also everyone has been so happy for me. Smiling seems to be so much easier;
- A ticket to positions and very good network of friends and associates.

- Strong contacts remain in place and expanded;
- Better understanding of administrative problems and potential solutions;
  - The degree validates my expertise; however, it will be more useful to me later when I become a college professor;
  - The quality of my work is higher (better). I question everything and everyone. People expect more from me;
  - Career door to superintendency opened;
  - Increased opportunities for publishing and consulting;
  - Have received a great deal more respect. When I speak, people now listen - not that I necessarily know more; but have a great deal more influence;
  - It has changed the way I think and solve problems;
  - Improved quality of life and confidence. Better income, recognition by peers, greater knowledge base and better professional delivery;
  - More credibility;
  - "I cannot read anything without noticing mistakes in grammar. My eyes are trained to read, evaluate and correct;"
  - "I am in greater demand on the workshops and speaking circuit. I can demand more competitive fees for my services. I feel continuously elated that I met the personal challenge;"
  - "I have been able to continue my career in a top-level leadership

position;"

- "I am more self-actualized, self-confident and secure. I am more proactive;"
- "I was able to get my first principal's job because of it."

A final comment, "I gained professional confidence and credibility along with wise insights from professors that still serve me well."

Respondents were to share ideas regarding ways to improve the program. The following comments were made regarding the program.

- This is a strong program for working professionals;
- Do not change the program. It is a top-quality program with excellent professors;
- Even after 20+ years and retirement, I still have fond memories of staff and university;
- The program I experienced served me well as a practitioner in educational administration;
- Keep up the good work! It was my perception that the program is exemplary;
- Be sure caliber of graduates stays high;
- Implement a mentor program to reduce the number of "All But Dissertations (ABD's);
- The program at Virginia Tech is well organized and run by good people.

Tech is at the top of the list of fine universities;

- The Virginia Tech Program, in my opinion, is outstanding. More effort should be spent in letting the public know that Tech's program is the strongest in the state;
- Continually seek opinion of Superintendents, Assistant Superintendents and School Boards regarding course preparation and internships;
- Current staff should get alumni back on campus and into local satellite buildings to interact with current students and old friends;
- Have a retreat at Mountain Lake and invite folk in for a day of discussion and an evening of fellowship;
- Continue to use professors from Blacksburg to maintain high caliber of instruction;
- Be flexible in allowing candidates who are not a part of a cohort group to enter program at different stages;
- Continue to seek staff and student diversity within the program;
- Better physical facility needed and parking for off-campus students;
- Maintain status of College of Education;
- The College of Education is able to prepare tomorrow's Educational Leaders. Don't eliminate the College of Education;
- Do not let the College of Education merge with any other college at Virginia Polytechnic Institute and State University.

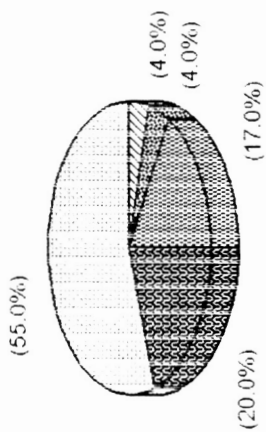
Three hundred sixty-eight (368) respondents representing the years 1972-1995 indicated their year of residency (See Graph #20). The chart that follows indicates thirty-nine (39) or eleven percent (11) of respondents could not recall their year of residency. Twenty-five (25) or seven percent (7) of respondents completed their residency in 1986 and twenty-five (25) respondents or seven percent (7) completed residency in 1987. Nineteen (19) respondents or five percent (5) completed residency in 1979. Eighteen (18) respondents or five percent (5) completed residency in 1981. Nineteen seventy-five (1975), 1980 and 1990 each had sixteen (16) or four (4) percent of respondents completing residency. Nineteen ninety-five (1995) had the fewest respondents of any category.

The Blacksburg campus was identified by fifty-five (55) percent of respondents as the campus in which the major part of their work was completed (See Graph #21). Twenty percent (20) of respondents indicated Northern Virginia; seventeen (17) percent of respondents indicated Tidewater; four (4) percent of respondents indicated other; and finally, four (4) percent did not respond.





**Graph #21 (Question #33)**  
 Campus Where Major Was Completed



Which campus did you do the major part of your work?

## CHAPTER V

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this investigation was to determine the level of effectiveness of the Ed.D. Administration Program at Virginia Polytechnic Institute and State University as perceived by its graduates. In order to achieve this purpose Ed.D. graduates in Educational Administration were to respond to the following research questions:

- Do you feel that the program prepared you properly to perform your administrative tasks?
- Did the program help you advance in your career?
- If the program was not effective, what suggestion(s) would you have to improve it?

The population for the study consisted of Ed.D. graduates from the Department of Educational Administration at Virginia Polytechnic Institute and State University for the twenty-three year period 1972 -1995. Graduates were identified through the data file monitor system from the graduate office.

The survey instrument used in this study represented a revision of several survey documents that were used to study other Doctoral Degree Programs in School Administration. The survey was pre-tested, revised and approved and sent to Virginia Polytechnic Institute and State University Ed.D. Administration graduates. After the date of return, a follow-up post card was mailed to non-respondents. Graduate students from

the Education Department at Virginia Polytechnic Institute and State University telephoned Ed.D. graduates to encourage them to return the survey promptly. If the respondent indicated that another survey form was needed, a new form was mailed or faxed to the person. From the population of 548 doctoral graduates for whom viable addresses could be obtained, 368 usable survey forms were returned in time to be used in this study. The data were analyzed using the spreadsheet software LOTUS 1-2-3 to complete descriptive statistics. Procedures such as frequency distribution, means and percentages were used.

It should be emphasized that these findings relate only to doctoral graduates of the Department of Educational Administration at Virginia Polytechnic Institute and State University. Therefore generalizations cannot be made to include other doctoral graduates from institutions other than Virginia Polytechnic Institute and State University.

### SUMMARY OF FINDINGS

The following major findings emerged from the investigation.

- Respondents rated the Admissions process (survey questions 1-7) quite favorably.
- Seventy (70) percent of respondents decided to attend Virginia Polytechnic Institute and State University because of a desire to become better

practitioners in the profession. The second and third most frequently identified reasons were an opportunity for greater self-fulfillment, sixty-five (65) percent and the convenience of evening classes to accommodate working professionals, sixty-three (63) percent.

- Fifty-one (51) percent of graduates reported that former professors and/or contacts with professors in Education Administration at Virginia Polytechnic Institute and State University and professional colleagues influenced their decision to enter the program.
- The eighth through twenty-sixth (8-26) survey questions are related directly to the first research question regarding adequate preparation that was posed in the statement of the problem. Overwhelmingly, respondents indicated that their preparation in the Educational Administration Program at Virginia Polytechnic Institute and State University prepared them quite well to perform the tasks required on their job. Respondents also indicated that the courses were challenging and tailored to meet their career goals.
- Graduates were asked to rate the beneficial nature of the following: Qualifying Examination, Preliminary Examination, Pre-Prospectus Committee Meeting, Prospectus Examination, Research Proficiency Examination, Residency and Dissertation. The numbers 1-5 were used to rate each experience. One represented the response that was least helpful

and 5 represented the response that was most helpful. (Graph #12 on page 54 indicates the results of the responses received.) Overall the Dissertation Prospectus and Pre-prospectus meeting rated 4.7, 4.3 and 4.1 respectively. The Preliminary Examination, Qualifying Examination, Research Proficiency Examination and Residency rated 3.9, 3.7, 3.6 and 3.6 respectively.

- The Ed.D. Administration Program at Virginia Polytechnic Institute and State University changed to some extent in 1988. Prior to 1988 graduates were not required to take the Research Proficiency Examination. In order to determine whether Pre '88 and Post '88 graduate responses differed significantly, each graduate rated the Qualifying Examination, Preliminary Examination, Pre-Prospectus Committee Meeting, Prospectus Examination, Residency and Dissertation. The Research Proficiency Examination was omitted from this statistical comparison because Pre '88 graduates were not required to take this examination. For six of the seven areas addressed Pre '88 and Post '88 data (mean, variance, standard deviation) were compared using the pooled t-test (See Table #7). At the .05 confidence level there was found to be no significant statistical difference between the mean responses of the Pre '88 and the mean responses of the Post '88 groups regarding the Preliminary Examination, Pre-Prospectus Committee Meeting, Prospectus Examination and

Table 7

Question #13 Pre'88 and Post'88 Group Comparison of Responses Regarding the Beneficial Nature of the Preliminary Examination, Pre Prospectus Examination, Prospectus Examination and Dissertation

	Qualifying Examination		Preliminary Examination		Preprospectus Examination		Prospectus Examination		Residency		Dissertation	
	Pre'88	Post'88	Pre'88	Post'88	Pre'88	Post'88	Pre'88	Post'88	Pre'88	Post'88	Pre'88	Post'88
Total (n)	151	63	167	65	106	38	158	65	217	66	209	67
Mean ( $\bar{x}$ )	3.8	3.3	3.9	3.9	4.0	4.3	4.3	4.4	3.43	4.14	4.7	4.7
Variance ( $s^2$ )	1.30	1.88	1.15	1.29	1.29	1.01	1.01	0.92	2.14	1.53	0.32	0.30
Standard Deviation (s)	1.14	1.37	1.07	1.13	1.14	1.00	1.00	0.96	1.46	1.24	0.57	0.55
	Pre'88 : Post'88		Pre'88 : Post'88		Pre'88 : Post'88		Pre'88 : Post'88		Pre'88 : Post'88		Pre'88 : Post'88	
Degrees of Freedom (df = n1 + n2 - 2)	212		230		142		221		281		274	
t calculated	2.88		0.22		1.43		1.28		3.91		0.45	
t value												
Go P = 0.05	1.96		1.96		1.96		1.96		1.96		1.96	

Dissertation. At the .05 confidence level there was found to be a significant statistical difference between the mean responses of the Pre '88 and the mean responses of the Post '88 groups regarding the Qualifying Examination and the Residency requirement. A reason has not been determined to explain the statistical difference in responses of Pre '88 and Post '88 groups regarding the Qualifying Examination. However the statistical difference in responses to the Residency requirement may be attributed to the fact that Post '88 graduates participated in a structured 5-weeks campus program of residency known as Summer Camp. Prior to 1988, graduates were required to live on campus in Blacksburg for three quarters. They spent either a Fall or Spring on campus plus two summers. There was no set program for graduates doing residency prior to 1988.

- Survey questions twenty-seven and twenty-eight (27-28) related to the extent of informal student bonding and networking. Forty-one percent (41) of respondents indicated that student bonding occurred to some extent in the course of their doctoral experience. Forty (40) percent of respondents indicated that bonding occurred to a very great extent. Fifty-three (53) percent of respondents answered YES to the question regarding networking for friendship and camaraderie purposes. As a means to further examine student bonding and networking, the surveys were



separated into Pre '90 and Post '90 groups. The Pre '90 graduates entered the doctoral program independently, at various intervals and were without group identity. There was no set program of instruction for the graduates. In 1990 informal cohorts began in Tidewater at the Hampton Roads Center in Virginia Beach. The Post '90 graduates had the opportunity to enter the doctoral program with an identifiable group and stay together for the entire program. Surveys of Pre '90 and Post '90 graduates were examined. (See Table 8). Each graduate in both the Pre '90 and Post '90 groups answered with the qualitative responses of A (great extent), B (some extent), C (small extent) and D (not at all). In order to perform a comparison of the data, these responses were assigned quantitative values. The values are as follows: A = 4, B = 3, C = 2, and D = 1. A mean, variance and standard deviation was calculated for each of the two groups. A pooled t-test was then performed in order to statistically compare the results. At a .05 confidence level there was found to be no significant statistical difference between the mean response of the Pre '90 group and the Post '90 group. The Pre '90 and Post '90 groups' mean responses were 3.1 and 3.2 respectively. According to the corresponding qualitative response the majority in both groups bonded to "some extent".

Table 8

Question #27 - Pre-90 and Post-90 Group Comparison of Responses Regarding Cohorts and Student Bonding/Networking

Qualitative Rating	Description	Assigned Qualitative Value	Frequency of Pre-90 Responses	Frequency of Post-90 Responses
A	To a very great extent	4	84	27
B	To some extent	3	103	25
C	To a small extent	2	35	11
D	Not at all	1	9	2
Pre-90				
Total (n)	231	65	Degrees of Freedom ( $df = n_1 + n_2 - 2$ )	294
Mean ( $\bar{X}$ )	3.1	3.2	t-calculated	0.44
Variance ( $s^2$ )	0.66	0.68	t-value @ $P = 0.05$	1.96
Standard Deviation (s)	0.81	0.83		
Post-90				

- The twenty-ninth and thirtieth (29-30) survey questions are directly related to the second research question regarding career advancement. Sixty-six (66) percent of respondents indicated that the Doctoral Degree in Educational Administration has served them well to a very great extent. Generally respondents made comments such as: The degree has improved my chances for advancement; It has improved my quality of life and I have added confidence; My income is better and I am recognized by my peers; My opportunities to publish and consult have increased; The Ed.D. Administration Degree has opened doors!; and Virginia Polytechnic Institute and State University is well respected as an institution; and I gained wise insights from professors in educational administration that still serve me well.
- The thirty-first (31) survey question relates directly to the third research question regarding suggestions for program improvement. A majority of respondents do not want to change the program because it is a top quality program with excellent professors.
- Survey questions thirty-two and thirty-three (32-33) regarding the year that the residency requirement was completed and site of residency provided data needed to group respondents. Thirty-nine (39) or eleven (11) percent of respondents could not recall their year of residency. Twenty-five (25) or seven (7) percent of respondents completed their residency in each of

the years 1986 and 1987 respectively, representing the highest number of respondents who identified their year of residency between the years 1972-1995. The Blacksburg campus was identified by fifty-five (55) percent of respondents as the campus in which the major part of their work was completed. Northern Virginia was represented by twenty percent (20) of respondents and seventeen (17) percent of respondents indicated Tidewater as the campus in which the major part of their work was completed.

### **Conclusion**

In conclusion, a large majority of the graduates thought that their program of study was valuable to them. The consensus was the College of Education at Virginia Polytechnic Institute and State University prepares educational leaders in an exemplary manner. Finally, the skills and knowledge gained from the program helped many graduates in their professional careers.

### **Recommendations for Practice**

- Implement a mentor program to reduce the number of All But Dissertation students.
- Maintain selectivity in Educational Administration candidates, i.e., screen

candidates carefully.

- Continue to use professors from Blacksburg for off campus programs to maintain high caliber of instruction throughout the Commonwealth.
- Maintain a current directory of Educational Administration graduates for networking purposes.

As a general recommendation, follow-up studies of program graduates should be conducted periodically. The survey data provided by graduates may provide useful information to assist the university in allocating resources, strengthening departments and determining whether program changes are needed.

### **Recommendations to Future Researchers**

The survey instrument used in this research was designed to consider the specific research questions posed in this dissertation; however, future researchers may want to modify the survey to gather additional information. Time and financial resources permitting, future researchers may want to interview a sample of respondents. An interview could add rich data to a study. This idea is being suggested because several respondents indicated on the margin of the survey a desire to further discuss their experiences as an Ed.D. Administration graduate of Virginia Polytechnic Institute and State University.

A total of 368 usable returns were received representing sixty-seven (67) percent of the 548 surveys that were mailed. Forty-two (42) surveys were returned as undeliverable. Perhaps a future researcher will be able to increase the return rate to a level that is higher.

## BIBLIOGRAPHY

### Publications of the Government, Educational Societies and Other Organizations

- Achilles, C. M. (1987). Unlocking Some Mysteries of Administrator Preparation: A Reflective Prospect. Paper for the National Commission on Excellence in Educational Administration.
- Achilles, C. M. (1989). Searching for the Golden Fleece: The Epic Struggle Continues. Paper for the Annual Symposium of the University Council for Educational Administration (Phoenix, AZ).
- American Association of School Administrators. (1960). Professional Administrators for America's Schools (Thirty-eighth AASA Yearbook). Washington, D.C.: National Educational Administration.
- American Association of School Administrators. (1985). Skills for Successful School Leaders.
- American Association of Colleges for Teacher Education (1988). School Leadership Preparation: A Preface for Action.
- American Association of School Administrators. (1982). Preparing Leaders to Anticipate and Manage the Future Part II. University Council for Educational Administration.
- American Association of School Administrators. (1982). Preparing Leaders to Anticipate and Manage the Future Part III. University Council for Educational Administration.
- Braskamp, L. and Brown, R. (1979). Utilization of Evaluation Information. New Directions for Program Evaluation, No. 5. San Francisco: Jossey-Bass.
- Carnegie Forum on Education and the Economy. (1986). A Nation Prepared: Teachers for the 21st Century. New York: Author.

- Coleman, D. and Achilles, C. (1987). An Agenda for Program Improvement in Education Administration Preparation. *Planning and Changing*, 18, 120-127.
- Culbertson, J., Farquar, R., Gaynor, A. and Shibles, M. (1969). *Preparing Educational Leaders for the Seventies*. Washington, D.C.: U. S. Department of Health, Education and Welfare.
- Farquhar, R. H. (1970). *Trends and Needs in the Preparation of School Superintendents Summary and conclusions*. Mimeograph. Columbus Ohio: University Council for Educational Administration.
- Farquhar, R. H. and Piele, P. K. (1972). *Preparing Educational Leaders: A Review of Recent Literature*. Columbus, Ohio: University Council for Educational Administration.
- Kayla, C., Wheelless, V. and Howard, R. (October 1981). *Student Evaluation of Graduate Programs in Selected Southern Universities*. Paper presented at the Joint Conference of the Southern Association for Institutional Research and the North Carolina Association for Institutional Research, (Charlotte, NC).
- Leu, D. J. and Rudman, H. C. Editors. (1963). *Preparation Programs for School Administrators, Seventh UCEA Career Development Seminar*, College of Education, Michigan State University, East Lansing, Michigan.
- McCarthy, M. M., Kuh, G. D., Newwell, L. L. and Iacona, C. M. (1988). *Under Scrutiny: The Educational Administration Professorate*. Tempe, AZ: University Council for Educational Administration.
- McLaughlin, John M. and Moore, C. (October 1990). *The Reform Movement and Ed.D. Expansion*. Center for Educational Administration and Leadership, St. Cloud State University. Prepared for Midwest Council of Educational Administration, Fall Conference.
- Miskel, C. (1988). *Research and the Preparation of Educational Administrators*. Paper presented at the Annual Meeting of the University Council for Educational Administration, (University of Michigan, USA).
- Mulkeen, T. and Cooper, B. (1992). *Implications of Preparing School Administrators for Knowledge Work Organizations: A Case Study*. Fordham University Graduate School of Education, (New York, USA).



- National Association of Elementary School Principals. (1984). Standards for Quality Elementary Schools.
- National Association of Elementary School Principals. (1986). Proficiencies for Principals: Kindergarten through Eighth Grade.
- National Association of Elementary School Principals. (1990). Principals for 21st Century Schools.
- National Commission on Excellence in Education. (April 1983). A Nation At Risk: The Imperative of Educational Reform. Washington, D.C.: Government Printing Office.
- National Commission on Excellence in Educational Administration. (1987). Leaders for America's Schools: The report of the National Commission on Excellence in Educational Administration, Tempe, AZ: The University Council for Educational Administration.
- National Commission for the Principalship. (1990). Principals for our Changing Schools: Preparation and Certification. Fairfax, VA: Author.
- National Governor's Center for Policy Research and Analysis. (1986). Time for Results: The Governor's Report on Education. Washington, D.C.
- National Policy Board for Educational Administration. (1989). Improving the Preparation of School Administrators - An Agenda for Reform.
- National Society for the Study of Education. (1990). Yearbook on School Leadership.
- Pitner, N. J. (September 1990). Reinventing School Leadership. Prepared for the Reinventing School Leadership Conference, Cambridge, MA: National Center for Educational Leadership.
- Spaedy, M. (September 1990). Reinventing School Leadership. Memo prepared for the School Leadership Conference. Cambridge, MA: National Center for Educational Leadership.
- Stout, R. T. (1973). New approaches to Recruitment and Selection of Educational Administrators. UCEA Monograph Series, Number 5. Danville, IL: Interstate.

## Books

- Ary, D., Jacobs, L. and Asghar, R. (1990). Introduction to Research in Education (Fourth Edition). Fort Worth, TX: Holt, Rinehart and Winston, Inc.
- Bennis, W. and Nanus, B. (1985). Leaders: The Strategies for Taking Charge. New York: Harper and Row.
- Callahan, R. E. (1962). Education and the Cult of Efficiency. Chicago: University of Chicago Press.
- Campbell, R. F., Fleming, T., Newell, L. J. and Bennion, J. W. (1987). A History of Thought and Practice in Educational Administration. New York: Teachers College Press.
- Covey, S. R. (1990). The Seven Habits of Highly Effective People. New York: Simon and Schuster.
- Culbertson, J. A., Farquar, R. H., Fogarty, B. and Shibles, M. R. (1971). Social Science Content for Preparing Educational Leaders.
- Culbertson, J. and Hencley, S. (1962). Preparing Administrators: New Perspectives. Columbus, OH: University Council for Educational Administration.
- Cunningham, William G. (1982). Systematic Planning for Educational Change. California: Mayfield Publishing Company.
- Dressel, P. (1976). Handbook of Academic Evaluation: Assessing Effectiveness. Student Progress and Professional Performance for Decision Making in Higher Education. San Francisco: Jossey-Bass.
- Farquhar, R. H. (1977). Preparatory Programs in Educational Administration. In L. L. Cunningham, W. G. Hack and R. O. Nystrand (Eds.), Educational Administration: The Developing Decades. Berkeley, CA: McCutchan.
- Fowler, F. (1991). Survey Research Methods. Newbury Park, CA: Sage Publications.
- Griffiths, D., Stout, R., and Forsyth, P. (Eds.). (1988). Leaders for America's Schools. Berkeley, CA: McCutchan.

- Howell, D. (1987). Statistical Methods for Psychology (Second Edition). Boston: PWS-Kent Publishing Co.
- Hoy, W. and Miskel, C. (1982). Educational Administration Theory, Research and Practice (Second Edition). New York: Random House.
- Hoyle, J. R. and English, F. W. (1985). Skills for Successful School Leaders. Arlington, Virginia: American Association of School Administrators.
- Knezevich, S. J. (1984). Administration of Public Education (Fourth Edition). New York: Harper and Row, Publishers.
- Lutz, F. W. (1974). Emergent Practices in the Continuing Education of School Administrators. Columbus, OH: University Council for Educational Administration.
- Murphy, J. (1992). The Landscape of Leadership Preparation: Reframing the Education of School Administrators. Newbury, CA: Sage Publications.
- Schlechty, P. (1990). Schools for the 21st Century - Leadership Imperatives for Educational Reform. San Francisco, CA: Jossey-Bass Publishers.
- Sykes, G. and Elmore, R. F. (1989). Making Schools More Manageable. In J. Hannaway and R. L. Crowson (Eds.). The Politics of Reforming School Administrations. New York: Falmer Press.
- Waller, W. (1932). The Sociology of Teaching. New York: John Wiley.

### Periodicals

- Braskamp, L. A., Wise, S. and Hengstler, D. (1979). Student Satisfaction as a Measure of Departmental Quality. Journal of Educational Psychology, 71, 491-498.
- Chubb, J. E. (Winter 1988). Why the Current Wave of School Reform Will Fail. The Public Interest, (90) 28-49.

- Conrad, C. F. and Pratt, A. M. (1985). Designing for Quality. Journal of Higher Education, 56:6, 601-622.
- Duke, D. L. (March 1990). School Leadership for the Nineties: A Matter of Time and Vision. Principal, p. 22.
- Elam, S. M. (September 1992). The 24th Annual Gallop/Phi Delta Kappa Poll of the Public's Attitude Toward the Public Schools. Kappan, p. 41.
- Goodlad, J. I. (December 1991). A Study of the Education of Educators: One Year Later. Kappan, p. 331.
- Hallinger, P. and Murphy, J. (March 1991). Developing Leaders for Tomorrow's Schools. Kappan, p. 514.
- Hallinger, P. and Murphy, J. (May 1986). The Social Context of Effective Schools. American Journal of Education, 94(3), 328-355.
- Immegart, G. L. (1990). What is Truly Missing in Advanced Preparation in Educational Administration. Journal of Educational Administration, p. 5.
- Jenkins, K. D. and McDowelle, J. O. (June 1992). Assuring Quality in Administrator Preparation. The School Administrator Journal, pp. 26-27.
- Joekel, R. and Wendell, F. (March 1994). Principals Can Make A Difference. Principal, p. 34.
- Lindsay, M. (1985). Procedures for Follow-Up Studies of Teacher Education Graduates. Journal of Teacher Education, 2, pp. 29-33.
- March, J. G. (1974). Analytical Skills and the University Training of Administrators. The Journal of Educational Administration, 1:8, pp. 30-54.
- Murphy, J. and Hallinger, P. (1987). A New Era in the Professional Development of School Administrators: Lessons from Emerging Programmes. Journal of Educational Administration, p. 22.
- Parks. D. and Barrett, J. (November 1994). Principals as Leaders of Leaders. Principal, p. 11.

- Peterson, K. D. and Finn, C. E. (Spring 1985). Principals, Superintendents and the Administrator's Art. The Public Interest, 79, 42-62.
- Riley, R. W. (April 1995). The State of American Education. Virginia Journal of Education, p. 7.
- Syder, T. D. (September 1993). Trends in Education. Principal, p. 9.
- Thurston, P., Cleft, R. and Schacht, M. (November 1993). Preparing Leaders for Change-Oriented Schools. Kappan, p. 259.
- Wise, S. L., Hengstler, D. D. and Braskamp, L. A. (1979). Student Satisfaction As A Measure of Departmental Quality. Journal of Educational Psychology.
- Wise, S. L., Hengstler, D. D. and Braskamp, L. A. (1981). Alumni Ratings As An Indicator of Departmental Quality. Journal of Educational Psychology, 73:1, pp. 71-77.
- Zoffer, H. J. (Winter 1987). Accreditation Bends Before the Winds of Change. Educational Record, 68, pp. 13-46.

#### Unpublished Dissertations

- Bettis, G. E. (1973). A Follow-Up Study of Ph.D. Graduates from Ohio State University With a Major in Industrial Technology Education. The Ohio State University.
- Hon, J. E. (1972). A Follow-Up Study of Doctoral Graduates of Education, Brigham Young University, From 1961 Through 1971.
- Lotven, C. A. (1991). The Development of a Model for Program Improvement Through Follow-Up of Education Administration Graduates of the Graduate College at the University of Nebraska.

- Marcy, T. L. (1974). A Follow-up Study of Doctoral Graduates, September 1948 - August 1973. Department of Educational Administration and Supervision, University of Florida.
- Osmon, C. S. (1990). Perceptions of Program Quality: A Survey of Educational Leadership Doctoral Graduates, 1970 - 1989, University of Houston.
- Skinner, Jr. E. (1971). A Follow-Up Study of Doctoral Graduates in Education: The University of Southern Mississippi 1962-1970.
- Truxal, D. C. (1979). Effectiveness of the University of Houston/Baylor College of Medicine Graduate Program in Allied Health Education Based on the Perceptions of its Graduates.
- Williams, F. D. (1971). An Appraisal of the Indiana University Doctoral Degree Program in School Administration.



**APPENDIX A**

**Survey of Ed.D. Graduates From Educational Administration Program  
Virginia Polytechnic Institute and State University**





**Survey of  
Ed.D. Graduates From  
Educational Administration Program  
VPI and State University**

**1995**

As graduates of Virginia Polytechnic Institute and State University, you are in a position to provide valuable feedback to the College of Education regarding the quality of your experiences in the doctoral degree program in educational administration.

Ethel R. Porter, a doctoral candidate in the College of Education, is attempting to obtain information from all recipients of the doctoral degree in the field of educational administration. These data will become the basis for her doctoral dissertation. Your honest responses will assist us in continuing our efforts to improve the program for future students.

The survey should require about fifteen minutes of your time. All data will be treated confidentially. Please do not place your name on the questionnaire.

Thank you in advance for your support.

Sincerely,



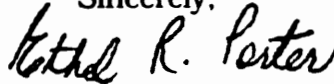
Wayne M. Womer  
Interim Dean  
College of Education

Dear Doctoral Graduates:

The purpose of this questionnaire is to determine your reaction to the doctoral program in school administration at VPI and State University. **At first glance you may think it will take a long time to fill out this survey, but you will find that you can complete it in ten to fifteen minutes. The ultimate benefits of this or any survey depend on the thoughtful responses and willing participation from those who are asked to help. Your willingness to participate and your time taken are important and very much appreciated.**

Thank you in advance for your cooperation.

Sincerely,

A handwritten signature in cursive script that reads "Ethel R. Porter". The signature is written in black ink and is positioned above the printed name.

Ethel Porter

# **Survey of Ed.D. Graduates From Educational Administration Program VPI and State University**

## **Areas Included in the Questionnaire**

**Admission**

**Coursework**

**Procedural Requirements**

**(Qualifying Examination, Preliminary Examination, Pre-Prospectus Examination, Prospectus Examination, Research Proficiency and Residency)**

**Prospectus Development, Dissertation, and Final Examination  
(Defense)**

**General**

Control Number \_\_\_\_\_

## Admission

1. Why did you decide to attend Virginia Polytechnic Institute and State University? Please check all that apply.

A. Desire to work with professors on staff at Virginia Polytechnic Institute and State University	
B. Desire to become a better practitioner in the profession	
C. Prestige of Virginia Polytechnic Institute and State University	
D. Previously attended Virginia Polytechnic Institute and State University	
E. Opportunity for greater self-fulfillment	
F. Attraction of higher salaries accompanying the doctorate	
G. The need to keep up-to-date in the field of education	
H. Desire to study under experts in the field	
I. Proximity of University regional sites	
J. Opportunity for assistantships or fellowships	
K. Convenience of evening classes to accommodate working professionals	
L. Other (Specify) _____	

2. Which individuals were influential in your actual decision to enter the doctoral program in educational administration at Virginia Polytechnic Institute and State University?  
Please check all that apply.

A. Professional colleague(s)	
B. Former professors and /or contacts with professors in educational administration at Virginia Polytechnic Institute and State University	
C. Spouse	
D. Parents	
E. Employer at that time	
F. Virginia Polytechnic Institute and State University Alumni	
G. Other (Specify) _____	

3. Did you receive adequate information at the appropriate time regarding the following issues?

	A Yes	B No	C N/A or Can't Recall
Course Requirements	___	___	___
Time Needed to Complete Requirements	___	___	___
Costs	___	___	___
Residency	___	___	___
Dissertation Requirements	___	___	___

4. The factors which the admissions committee considers when screening applicants for the doctoral program in educational administration are listed below. Place a check under letter **A** if you believe a factor should be retained. Place a check under the letter **B** if you believe a factor should be deleted.

	<b>A</b> Factor Should Be Retained	<b>B</b> Factors Should Be Deleted
Grade point standing of course work beyond the undergraduate degree and/or work at VPI and State University.	_____	_____
References (Personal and Professional)	_____	_____
Prior Experiences and Job Success	_____	_____
Professional Goals	_____	_____

5. Should one of the factors listed in Item 4 receive more consideration than any one of the others?

**A**                      **B**  
Yes \_\_\_\_\_              No \_\_\_\_\_

If Yes, Which One and Why? \_\_\_\_\_

6. In your opinion should other factors be considered?

**A**                      **B**  
Yes \_\_\_\_\_              No \_\_\_\_\_

If Yes, Please List: \_\_\_\_\_

7. Should candidates who apply for admission to the doctoral program in educational administration be required to have had some prior administration experience?

**A**                      **B**  
Yes \_\_\_\_\_              No \_\_\_\_\_

If Yes, how much experience? \_\_\_\_\_

If No, please tell why? \_\_\_\_\_

### Coursework

8. Did you find the course work relevant to your later work position?

**A**                      **B**  
Yes \_\_\_\_\_              No \_\_\_\_\_

Please explain.

---

---

9. Considering the skills that educational administrators need in 1995 were there areas in your program of studies that should have been included in your preparation but were not?

---

---

---



10. Did you find duplication of course content in the major area courses in the doctoral of educational administration program at Virginia Polytechnic Institute and State University?

**A** Yes \_\_\_\_\_ **B** No \_\_\_\_\_

If Yes, please indicate the course(s) where the greatest amount of duplication was noted and the courses (s) duplicated.

Courses	Duplication
_____	_____
_____	_____

11. Did you find the research courses relevant to your work positions?

**A** Yes \_\_\_\_\_ **B** No \_\_\_\_\_

12. Did you find the research courses helpful to completing your dissertation?

**A** Yes \_\_\_\_\_ **B** No \_\_\_\_\_

**Procedural Requirements**  
**(Qualifying Examination, Preliminary Examination,**  
**Pre-Prospectus Examination, Prospectus Examination,**  
**Research Proficiency and Residency)**

13. Please rate the value of the following procedural requirements that are a part of the doctoral program in educational administration. If some of the procedures were not required when you were in the program, please mark n/a.

**(5 = Highest Rating; 1 = Lowest Rating)**

	5	4	3	2	1	N/A or Can't Recall
Qualifying Examination						
Preliminary Examination						
Pre-Prospectus Examination						
Prospectus Examination						
Research Proficiency Examination						
Residency						
Dissertation						

**Prospectus Development, Dissertation, and final Examination (Defense)**

14. Please rate the quality of the guidance that you received from your Chairman.

**(5 = Highest Rating; 1 = Lowest Rating)**

5	4	3	2	1	N/A or Can't Recall

15. If you were not given sufficient assistance from your Chair, please indicate the kind of assistance that you needed .

---

---

---

16. Please rate the quality of the guidance that you received from your cognate and other professors of education on your Committee.

**(5 = Highest Rating; 1 = Lowest Rating)**

<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A or Can't Recall</b>

17. Please rate the quality of guidance that you received from the researcher on your Committee.

**(5 = Highest Rating; 1 = Lowest Rating)**

<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A or Can't Recall</b>

18. If you participated in a Pre-Prospectus Committee meeting, please rate the quality of the meeting.

**(5 = Highest Rating; 1 = Lowest Rating)**

5	4	3	2	1	N/A or Can't Recall

19. Was sufficient freedom and self-direction allowed in the development of your dissertation topic?

A Yes \_\_\_\_\_ B NO \_\_\_\_\_

If NO, what was your major concern?

---



---

20. How would you rate the general helpfulness of your doctoral committee other than your Chairman in guiding your dissertation project?

**(5 = Highest Rating; 1 = Lowest Rating)**

5	4	3	2	1	N/A or Can't Recall

21. Please rate the quality of the experience of completing the doctoral dissertation requirements.

(5 = Highest Rating; 1 = Lowest Rating)

5	4	3	2	1	N/A or Can't Recall

22. Were professors other than those on your Committee helpful in providing feedback regarding your dissertation?

**A** Yes \_\_\_\_\_ **B** No \_\_\_\_\_

Please Comment:

---

---

23. What suggestion(s) do you have to make sure that the dissertation experience is more valuable?

---

---

---

24. What suggestion(s) do you have regarding the final oral examination (defense of dissertation)?

---



---



---

25. If you proposed a dissertation topic and obtained approval to proceed, how closely did the committee Chairman work with you, i.e. how much attention, direction, supervision, and personal interest did he/she give to the development of your dissertation?

A	B	C	D
Close and continuous supervision	Less supervision, but sufficient help	Very little help; I was left to work mostly on my own	N/A or Can't Recall

**General**

26. Did the course work leading to the doctoral degree in educational administration represent a proper balance between theory and practice?

A	B	C	D
Over emphasis on theory	Satisfactory balance.	Over emphasis on practice	No Opinion

27. Outside of classes and seminars, to what extent did student bonding occur on an informal basis?

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
To a very great extent	To some extent	To a small extent	Not at all

28. Do you still rely upon this networking for friendship and camaraderie purposes?

A Yes \_\_\_\_\_ B No \_\_\_\_\_

29. Has the Virginia Polytechnic Institute and State University Doctoral Degree in Educational Administration served you well in your professional career?

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
To a very great extent	To some extent	To a small extent	Not at all

Please Comment: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

30. How has your life changed because of your doctorate?

---

---

---

31. Are there any ideas that you would like to share to improve the program?

---

---

---

32. In what year did you complete your residency? \_\_\_\_\_

33. Which campus did you do the major part of your work?

Blacksburg	_____
Northern VA	_____
Tidewater	_____
Other	_____



**APPENDIX B**

**Follow-Up Post Card**

**Follow-Up Post Card**

**R E M I N D E R !!**

As Virginia Tech Ed.D. Administration Graduates, your responses are important. A review of the returned surveys indicated that your questionnaire has not been received. Please return the completed survey by 2-15-96 to:

Ethel R. Porter  
2424 Lakewood Lane  
Chesapeake, VA 23321

## VITA

Ethel Robinson Porter was born in Palatka, Florida, on January 18, 1942. She attended public schools in Palatka, Florida and graduated from Central Academy High School in 1959. In the fall of 1959, she enrolled at Hampton Institute, now Hampton University in Hampton, Virginia and received a B.S. degree in Speech Correction in 1963. After graduation, she began working as a Speech Therapist in the Portsmouth Public School System in Portsmouth, Virginia. She continued in this capacity until she was appointed to a position as an Elementary Assistant Principal. Prior to entering the area of administration, she completed graduate work in 1971 receiving a M.S. degree in Special Education with emphasis in Speech Pathology. Endorsements in Educational Administration and Elementary Principalship were obtained in 1980. Later, she earned a Certificate of Advanced Studies degree (CAS) in 1985. She remained with the Portsmouth Public School System serving as an Elementary Assistant Principal in several schools prior to being appointed to the position of Elementary School Principal in August, 1991. In 1990, she enrolled in the doctoral program in Educational Administration at Virginia Polytechnic Institute and State University. She completed the requirements for the Ed.D. Administration Degree on July 22, 1996.

*Ethel R. Porter*