

A SURVEY OF THE CHARACTERISTICS OF GRADUATES
RECEIVING THE MASTER'S DEGREES FROM
KANSAS STATE TEACHERS COLLEGE, EMPORIA,
IN 1961

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TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
The Problem.	2
Statement of the problem	2
Importance of the study.	4
Definitions of Terms Used.	4
Graduates.	4
Grade point average.	4
Salary	5
Fellowship	5
Assistantship.	5
Major.	5
Transferred credits.	5
The Procedure and Sources.	6
Sources of data.	6
Delimitations.	7
Organization of Remainder of the Thesis.	7
II. REVIEW OF THE LITERATURE	9
Graduate enrollment, general	9
Financial aid for graduate students.	10
Research requirements for the master's degree.	12
Method of earning hours.	14
Origin of baccalaureate degrees.	16

CHAPTER	PAGE
	111
Major areas of master's degrees	18
Undergraduate and graduate cumulative grade point averages	20
Time involved in obtaining the master's degree	21
Position and salary after receiving the master's degree.	23
Summary.	24
III. CHARACTERISTICS OF THE GRADUATES	26
Description of Graduates from College Sources. .	26
General description of the graduates	26
Number of graduates according to graduate major.	27
Time taken to complete the master's degree . .	28
Change from undergraduate to graduate major. .	30
Method of earning graduate hours on campus . .	35
Extension and transfer credit.	36
Undergraduate cumulative grade point averages.	39
Undergraduate origins of the graduates	41
Percentile rankings on the graduate record examination aptitude test.	41
Theses and research problems	47
Data gathered from the graduates	48
Residence status of graduates and location after graduation	48

CHAPTER

LIST OF TABLES

PAGE

Jobs accepted by graduates compared to graduate major.	53
Change of position and increase in pay after receiving the master's degree	54
Previous experience in education.	57
IV. SUMMARY AND TOPICS FOR FURTHER STUDY.	62
General Summary	62
Summary of other studies.	62
Summary of this study	63
Topics for Further Study.	67
BIBLIOGRAPHY.	69
APPENDIX.	72

LIST OF TABLES

TABLE	PAGE
I. Average Undergraduate Grade Point Averages According to Graduate Majors.	40
II. Undergraduate Origins by College and State.	43
III. Results of the Graduates' Scores on the Verbal Section of the Graduate Record Examination Aptitude Test	44
IV. Results of the Graduates' Scores on the Quantitative Section of the Graduate Record Examination Aptitude Test	45
V. Theses and Problems Completed by Master of Science Graduates According to Major Fields	49
VI. Distribution of Kansas Residents Who Left the State	52
VII. Graduates Receiving an Increase in Pay as a Direct Result of Receiving the Master's Degree.	58
VIII. Previous Total Experience in Education Compared to Present Field of Employment.	60

LIST OF FIGURES

FIGURE	PAGE
1. Number and Percentage of Graduates According to Major Area of Concentration.	29
2. Average Time in Months Taken to Complete the Master's Degree According to Graduate Major. . . .	31
3. Graduate Major Gains Compared to Undergraduate Major Losses	34
4. Means of Obtaining Resident Graduate Credit.	37
5. Credit Earned by Graduates Through Extension Courses and Transfer of Credit	38
6. Average Undergraduate Grade Point Average According to Graduate Major.	42
7. Graduates Employed in Kansas in Education the Year Following Receipt of the Master's Degree	51
8. Comparison of Graduate Areas of Specialization and Positions Accepted by the Graduates in the Field of Education	55
9. Mean Raises in Salary of 1961 Graduates According to Occupation After Receiving the Master's Degree.	59

CHAPTER I

INTRODUCTION

There has been a rapid increase in graduate enrollment during recent years throughout the entire country. This increase has been particularly large on the master's level. While nearly all graduate areas of concentration have evidenced growing enrollments, education has shown the greatest increase.

Accompanying this growth in graduate enrollment has been a growing amount of literature concerned with graduate education. As Berelson said in commenting upon the literature pertaining to graduate education in the United States, "the assumptions have been various; the values ambiguous or in conflict; and the facts alleged, contradictory, scanty, or altogether absent."¹

It would seem logical, therefore, that the first step in evaluating a program of graduate study be the reporting of facts concerning the characteristics of graduates of that program.

¹ Bernard Berelson, Graduate Education in the United States (New York: McGraw-Hill Book Company, Inc., 1960), p. 3.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to determine the characteristics of graduates who received the master's degree from Kansas State Teachers College, Emporia, in 1961.

The following questions were answered in this project:

- (1) What were the general characteristics of the graduates according to marital status, sex, age, and number receiving fellowships and assistantships?
- (2) What percentage of the graduates received the master's degree in each of the graduate majors or departments?
- (3) What was the average length of time taken by the graduates to complete the master's degree?
- (4) How many graduates completed the master's degree in a major area of concentration different from their undergraduate major? In which majors was this change greatest?
- (5) What percentage of graduates transferred graduate hours from some other institution? How many of the graduates received credit through extension courses offered by Kansas State Teachers College?
- (6) In what manner did graduates earn credit while attending the campus facilities of Kansas State Teachers College? How many earned credit through summer school, part-time work, and full-time work?
- (7) What was the undergraduate cumulative grade point average of the graduates? Which graduate major ranked highest in undergraduate work? Which ranked lowest?

- (8) What were the undergraduate origins of the graduates of 1961? How many received their baccalaureate degrees in Kansas? How many were graduated from Kansas State Teachers College? How many states and countries were represented in the graduating group?
- (9) What were the percentile rankings of the graduates on the Graduate Record Examination?
- (10) How many of the graduates completed theses? How many wrote research problems? Which graduate major produced the highest percentage of theses? How did the graduate majors rank in percentage of theses and graduate problems completed?
- (11) What percentage of the graduates were residents of Kansas? What percentage of the graduates remained in Kansas after receiving the master's degree? What percentage of those remaining in Kansas were employed in education after receiving the master's degree?
- (12) In what positions were the graduates hired after completing the degree? Were these positions in the same area as the graduates' major area of concentration?
- (13) How many of the graduates changed jobs after receiving the master's degree? Was this change brought about as a direct result of obtaining the master's degree?
- (14) How many graduates received an increase in pay as a direct result of receiving the master's degree? What was the comparison between those changing jobs and receiving an increase in pay and those not changing jobs and receiving an increase in pay?
- (15) What was the average number of years experience in education of the graduates? Which major had the highest average number of years and which the lowest?

Importance of the study. Although much information is available on students enrolled in the graduate program at Kansas State Teachers College, Emporia, this information has never been compiled and made meaningful through a research study of a specific group of graduates.

It is hoped that this study will prove helpful in evaluating graduate policies both now and in the future. It may also prove helpful to those students and their advisers who are planning graduate programs.

II. DEFINITIONS OF TERMS USED

Graduates. The use of this term refers to persons who received the degree, Master of Science, or the degree, Master of Arts, from Kansas State Teachers College in 1961 unless specific reference defines it in some other manner.

Grade point average. The numerical average of grades received by graduates was computed by assigning four points for each semester hour of A, three points for each semester hour of B, two points for each semester hour of C, one point for each semester hour of D, and zero points for each semester hour of F. After all points had been added, the total was divided by the number of hours represented in the total points to arrive at the grade point average.

Salary. Money received by graduates for their full-time regular employment not including money received from part-time or summer employment will denote salary throughout this study.

Fellowship. This term will refer to money received by graduates while students in the graduate program for which no work has been done.

Assistantship. This term will refer to money received by graduates while students in the graduate program for which work or service has been exchanged.

Major. This term will refer to the field of study in which the master's degree was received. Other interchangeable terms used throughout this report will include: area of concentration, field of specialization, graduate area, and graduate field.

Transferred credits. The number of semester hours of graduate credit transferred from other colleges and universities and accepted by the degree-conferring institutions as applicable toward degree requirements shall be referred to as transfer credits.

III. THE PROCEDURE AND SOURCES

Sources of data. The data for the study were obtained from the files of the Graduate Office, Placement Office, and Office of Admissions and Records at Kansas State Teachers College, and through a questionnaire sent to the graduates included in the study.

The graduates receiving master's degrees in 1961 were chosen for this study because it was felt more complete data would be available, including recent addresses of the graduates, than for earlier graduating classes.

The names of those receiving the master's degree in 1961 were obtained from the Graduate Office. Most addresses were obtained from the Placement Office with some addresses from Graduate Office records. Addresses not obtained in either of these offices were sought from the graduate's adviser and finally from his home address.

The Graduate Office maintains a record in the form of a folder on each graduate receiving a master's degree. Much of the information used in this study was obtained from this folder. The folder contains an application to graduate study, undergraduate transcript, eligibility card from the department of his graduate major, candidacy card, Graduate Record Examination scores, program of study, degree application, and any correspondence the Graduate Office had with that person. Degree

cards on file in the Graduate Office contained information on theses and problems completed. Graduate transcripts were used in the Office of Admissions and Records to obtain course work information, method by which hours were earned, and the beginning date of graduate study.

Information not obtained from either the Graduate Office or Office of Admissions and Records was sought in a questionnaire sent to the graduates in March, 1962. A second questionnaire was sent in April, 1962, to those graduates not returning the first form. Final tabulation of returns accounted for 223 or 88 per cent of the graduates.

Delimitations. This study is concerned only with the reporting of data on the characteristics of graduates receiving the master's degree from Kansas State Teachers College in 1961. While some conclusions may be drawn from data presented in this report, the basic value is in the description of the characteristics of the graduates comprising this study.

IV. ORGANIZATION OF REMAINDER OF THE THESIS

The remainder of this report is concerned with information relating to characteristics of graduates receiving advanced degrees throughout the country and Kansas State Teachers College graduates receiving the master's degree in

1961. Chapter II reviews studies and literature related to various characteristics of graduates. Chapter III presents the answers to the questions raised in Chapter I and presents other information related to the characteristics of graduates of the master's program at Kansas State Teachers College, Emporia. Chapter IV presents a summary and topics for further study. A copy of the questionnaire and letters used in this study are included in the Appendix.

CHAPTER II

REVIEW OF THE LITERATURE

While much has been written about graduate education recently, most of the literature has been concerned with curriculum evaluation and graduate study on the doctoral level. Because this report is concerned primarily with characteristics of graduates, only literature dealing with this aspect of graduate education will be reported in this review.

Graduate enrollment, general. The granting of advanced degrees, particularly on the master's level, increased in the United States for the five consecutive years prior to 1959 to a record high.² There were 69,497 master's degrees, up nearly 5,000 over 1958, awarded in this country during the twelve-month period ending June, 1959.³

According to a report covering 578 institutions in the summer and fall of 1955, 251,000 graduate students were enrolled in graduate programs. Of this number, 164,000 were

²Wayne E. Tolliver and Justin C. Lewis, Earned Degrees Conferred 1958-59, United States Office of Education, Circular 636 (Washington: Government Printing Office, 1961), p. 2.

³Ibid., p. 1.

enrolled in schools or departments not offering the Ph.D. degree.⁴

In the school year 1958-59, males received 68.1 per cent of master's degrees awarded nationally.⁵ Of the 582 institutions conferring these degrees, 58.1 per cent were publicly controlled. Publicly controlled institutions recorded a 6.3 per cent average annual increase of total master's degrees granted for five consecutive years prior to 1959.⁶

Total enrollment on the master's level of the graduate program at Kansas State Teachers College, Emporia, was 2,973 for the year ending August 1961. This was an increase of approximately 17 per cent over 1960 figures for the same period of time.⁷

Financial aid for graduate students. Mattingly, in a questionnaire survey of 1,471 colleges and universities in 1956-57, found 318 higher institutions awarded graduate

⁴Walter C. Eells, "Graduate Students in American Universities," Association of American Colleges Bulletin, 44: 462, October, 1958.

⁵Tolliver, loc. cit.

⁶Tolliver, op. cit., p. 15.

⁷Laurence C. Boylan, "Graduate Division Report, September 1960-August 1961," A report to the President of Kansas State Teachers College, p. 7 (mimeographed).

fellowships. This study was limited to fellowships for which no work, service, or repayment was expected.⁸

In the same study, Mattingly reported 133 institutions awarded fellowships in education. The mean grant was \$405. These fellowships included students working toward the doctor's degree as well as the master's degree.⁹

When considering all types of fellowships, scholarships, and teaching or research assistantships, about 60 per cent of natural science graduate students received financial support in 1954. Less than 4 per cent of graduate students in education during 1954 were receiving financial assistance. The average amount for all students was estimated at \$1,300 yearly.¹⁰

Graduate assistantships are available in all departments offering a graduate degree program at Kansas State Teachers College. Ten graduate fellowships are awarded annually for which services by the recipients are not to exceed forty hours each month.¹¹

⁸Richard C. Mattingly, "Institutional Graduate Fellowship Programs," Higher Education, 15:48, November, 1958.

⁹Ibid., p. 53.

¹⁰National Science Foundation, Graduate Student Enrollment and Support in American Universities and Colleges, 1954 (Washington: U. S. Government Printing Office, 1957), p. 19.

¹¹Graduate Division Catalog, (Kansas State Teachers College of Emporia Bulletin of Information, Vol. 41, No. 7, Emporia, Kansas: Teachers College Press, 1961), p. 7.

Research requirements for the master's degree. Lampke, in a 1951-52 survey of all institutions granting a master's degree in education, found that 29 per cent always required a thesis, 5 per cent did not require the thesis, and 66 per cent made the thesis optional. In "optional" institutions, about 11 per cent of the master's graduates produced a thesis.¹²

In a study of graduate catalogs from seventy-eight institutions with programs leading to a master's degree, Callas learned that sixty-six institutions made the thesis optional according to individual departments. All eleven of the teacher's colleges surveyed offered this option.¹³

Doeringsfeld surveyed 180 Master of Arts in Educational Administration graduates who received their degrees from the State University of Iowa between January 1947 and August 1956. He reported 15 per cent had completed theses in the graduate program at that university.¹⁴

¹²Tom Arthur Lampke, "The Extent and Kinds of Master's Research in Education," The High School Journal, 38:37-43, February, 1954.

¹³John Callas, "Programs of Graduate Study at Pacific University and Other Institutions of Higher Learning," (unpublished Master's thesis, Pacific University, Forest Grove, Oregon, 1957), p. 12.

¹⁴Ernest August Doeringsfeld, "A Study of the Recipients of Master of Arts Degrees in Educational Administration at the State University of Iowa from January 1947 Through August 1956," (unpublished Master's thesis, State University of Iowa, Iowa City, 1958), p. 51.

Stroud surveyed master's recipients in all fields for the ten-year period 1948-1957 at the State University of Iowa. She found 63.7 per cent of master's recipients completed theses for their degrees. The master's degree was awarded most often without thesis from the College of Education and least often without thesis in the Colleges of Commerce, Dentistry, and Medicine.¹⁵

Of 316 Master of Science in Education graduates, Smith reported 88 per cent wrote projects and 12 per cent completed theses. Either a project or thesis is required for completion of the degree at the University of Southern California where Smith's study was carried out.¹⁶

Merrifield surveyed graduates from Kansas State Teachers College who had written a thesis on their master's program. He reported that 61 per cent would choose to do a thesis again rather than complete seven additional semester hours of course work.¹⁷

¹⁵Elizabeth Stroud, A Study of Graduate Degrees Awarded During the Decade 1948-1957 (Iowa City: State University of Iowa, 1959), p. 10.

¹⁶Josephine Lawton Smith, "A Survey of the Master of Science in Education Program at the University of Southern California," (unpublished Master's thesis, The University of Southern California, Los Angeles, 1958), p. 22.

¹⁷Leonard M. Merrifield, "An Evaluation of the Master's Thesis as Part of the Graduate Program at Kansas State Teachers College of Emporia Based Upon the Opinions of Students Who Completed the Master's Degree," (unpublished Master's thesis, Kansas State Teachers College, Emporia, Kansas, 1955), p. 11.

A graduate student at Kansas State Teachers College may elect, within requirements set by his major department, one of three degree programs in regard to the research area. He may complete thirty hours with thesis, the thesis counting not more than five semester hours credit; he may complete thirty-two to thirty-five hours of graduate work without a thesis, with a graduate problem counting not more than four semester hours credit; or he may complete thirty-two to thirty-five hours credit with neither a graduate problem nor a thesis.¹⁸

Method of earning hours. In a survey of thirty-nine college and university catalogs, Pollyea reported that thirteen institutions allowed the transfer of six semester hours of graduate credit, four schools allowed four semester hours credit, and four allowed eight hours of graduate credit to be transferred.¹⁹

Callas found twelve of the seventy-eight institutions he surveyed allowed no transfer of graduate credit. The greatest number allowed a student to earn at least six

¹⁸Graduate Division Catalog, op. cit., p. 9.

¹⁹Robert W. Pollyea, "A Comparison of the Master's Program at Thirty-Nine American Colleges and Universities," (unpublished Master's thesis, The University of Southern California, Los Angeles, 1956), pp. 210-11.

semester hours elsewhere. Forty-seven allowed between six and sixteen hours to be transferred.²⁰

Curtin surveyed forty-four Catholic institutions of higher learning offering the master's degree in education. She discovered that six was the most common number of hours accepted from other institutions. In the same study, Curtin reported 19 per cent did not allow any transfer of graduate credit, 7 per cent accepted four credits, 2 per cent accepted eight credits without qualifications, and another 2 per cent accepted eight credits with qualifications. Ten credits of advanced standing were accepted by another 2 per cent of the institutions.²¹

Thirteen per cent of the Master of Arts recipients in Doeringsfeld's study transferred some college credit in meeting degree requirements at the State University of Iowa.²²

Doeringsfeld also reported in his study the method by which graduates earned their hours. Credit through summer sessions accounted for all or part of the hours earned by 168 or 93 per cent of the graduates in the study. Thirty-five

²⁰Callas, op. cit., p. 15.

²¹Wilma R. Curtin, "Requirements for the Master's Degree with a Major in Education, Part II," The Catholic Educational Review, 57:149, March, 1959.

²²Doeringsfeld, op. cit., p. 26.

per cent of the group attended Saturday classes and 28 per cent attended classes during the regular school year.²³

Seventeen per cent of the graduates reported in Smith's study transferred graduate credit from other institutions in meeting degree requirements at the University of Southern California.²⁴

Candidates for the master's degree at Kansas State Teachers College may apply through transfer of credit, extension classes, or a combination of these two methods, a maximum of eight hours credit toward meeting requirements for the master's degree.²⁵

Origin of baccalaureate degrees. Sater surveyed graduates of the University of Arkansas who received the Master in Education degree between 1953 and 1958. He reported baccalaureate degree origins from thirty institutions, fourteen in Arkansas. The University of Arkansas and Arkansas State Teachers College granted 47 per cent of the baccalaureate degrees.²⁶

²³Ibid.

²⁴Smith, op. cit., p. 42.

²⁵Graduate Division Catalog, op. cit., p. 8.

²⁶Donald E. Sater, "A Follow-Up Study of Graduates in Education Who Have Received the Master's Degree at The University of Arkansas," (unpublished Doctoral dissertation, The University of Arkansas, Fayetteville, 1959), p. 33.

Stroud, in her study of master's degrees awarded between 1948 and 1957 at the State University of Iowa, found 52.7 per cent of undergraduate degrees originating in universities, 35 per cent at the State University of Iowa. Four-year liberal arts colleges supplied 25.9 per cent, teacher's colleges 15.3 per cent, foreign universities 5.4 per cent, and technical schools .7 per cent of the total. Baccalaureate degrees originated in forty-seven states, the District of Columbia, and thirty-six foreign countries. Iowa colleges and universities produced 51.4 per cent of the graduates.²⁷

In a study conducted at the University of Southern California, Smith surveyed 428 graduates who received the Master of Science in Education degree in 1957. Thirty-one per cent received their bachelor's degrees from the University of Southern California and 71 per cent received their bachelor's degree from a California college or university.²⁸

Of the 180 State University of Iowa graduates surveyed by Doeringsfeld, 149 or 82.7 per cent received baccalaureate degrees from a college or university in Iowa. Iowa State Teachers College graduated thirty-nine or 21.6 per cent.²⁹

²⁷Stroud, op. cit., p. 7.

²⁸Smith, op. cit., p. 14.

²⁹Doeringsfeld, op. cit., p. 17.

While not concerned directly with master's programs, Berelson pointed out that "only about a quarter of recent doctorates took their degree in the same state in which they received their high school diploma, and about 40 per cent in the same region."³⁰

Major areas of master's degrees. Of the master's degrees awarded in this country in 1938, 33 per cent were awarded in the professional education area, according to Hammond.³¹

Of the 64,497 master's degrees awarded in the United States in 1959, 31,569 or 45.4 per cent were majors in education. This figure represents an increase of 1.5 per cent over 1957-58 totals and 5.1 per cent over 1955-56 totals. This total did not include subject matter majors, many of whom would also be studying for occupations in the educational area.³²

The largest number receiving master's degrees from the State University of Iowa, according to Stroud's ten-year study, were in the College of Education. Education majors had 1,100 or 18.3 per cent of the total. Second in size was the College

³⁰Berelson, op. cit., p. 130.

³¹L. M. Hammond, "Master's Degree Program," Association of American Colleges Bulletin, 34:67, March, 1958.

³²Tolliver, op. cit., p. 12.

of Commerce with 7.5 per cent followed by the Art Department with 6.8 per cent.³³

In Sater's study of 1,498 Master in Education graduates from the University of Arkansas, 29 per cent were in administration, 19 per cent in secondary education, 31 per cent in elementary education, 15 per cent in vocational education, and 6 per cent in physical education.³⁴

Over one-half of the 180 educational administration majors surveyed by Doeringsfeld had undergraduate majors in either social science or physical education. Thirty-one per cent were in social science, 21 per cent in physical education, 17 per cent in natural science, 12 per cent in business, 8 per cent in mathematics, 6 per cent in English, and 9 per cent in other fields.³⁵

Stroud reported little relationship between undergraduate and graduate majors, particularly in education where many majored in a subject matter area on the undergraduate level.³⁶

³³Stroud, op. cit., p. 5.

³⁴Sater, op. cit., p. 27.

³⁵Doeringsfeld, op. cit., p. 20.

³⁶Stroud, op. cit., p. 10.

Undergraduate and graduate cumulative grade point averages. Callas reported a majority of the seventy-eight graduate catalogs he surveyed indicated a requirement of a "B" (3.00) average for admission to master degree candidacy and for achievement of the master's degree.³⁷

In a study comparing cumulative grade point averages of undergraduate records of Ph.D. recipients who took undergraduate work at Hunter College, mathematics majors carried the highest undergraduate average with a 3.61 grade point average.³⁸ Education majors in this study averaged 2.71 on their undergraduate work while non-education majors averaged 3.13.³⁹

Smith reported an average graduate cumulative grade point average of 3.17 for Master of Science in Education graduates from the University of Southern California, with 20 per cent falling below 2.85 and 40 per cent below 3.02.⁴⁰

Smith felt "that the grade point ratio is a function of the length of time a candidate takes to complete his work and that time of year and when the candidates received the

³⁷Callas, op. cit., p. 6.

³⁸Edith B. Chase, "A Study of Undergraduate Records of Graduates From Hunter College Who Later Earned Doctorates," Journal of Experimental Education, 29:57, September, 1960.

³⁹Ibid., p. 55.

⁴⁰Smith, op. cit., p. 27.

bachelor's degree have no marked effect on the grade point ratio."⁴¹

A candidate for the Master of Science degree at Kansas State Teachers College is required to have a "B" (3.00) average in all courses taken to meet requirements for the degree. Master of Arts candidates are required to attain at least a grade of "B" in every course used to meet degree requirements.⁴²

Time involved in obtaining the master's degree. The majority of graduates reported in Sater's study received the master's degree in fewer than five years after receiving the bachelor's degree.⁴³

In a detailed analysis of graduate students at Columbia University, Rosenhaupt found that three-fourths of those receiving master's degrees did so within two years, about 15 per cent after three years, approximately 6 per cent after four years, and 5 per cent after five years from the beginning of graduate study.⁴⁴

⁴¹ Ibid., pp. 32-34.

⁴² Graduate Division Catalog, op. cit., p. 7.

⁴³ Sater, op. cit., p. 35.

⁴⁴ Hans Rosenhaupt, Graduate Students Experiences at Columbia University, 1940-1956 (New York: Columbia University Press, 1958), pp. 85-86.

Pigott surveyed 109 Personnel and Guidance majors who received their master's degrees between 1954 and 1956 at Boston University. He found, in the greatest number of cases, two to five years were taken between the receiving of the undergraduate and graduate degree.⁴⁵

Berelson, using National Research Council data, found a median of eight years elapsed time between receiving the bachelor's degree and receiving the doctorate.⁴⁶ Median time elapsed between starting graduate work and completing the degree was five years.⁴⁷

The median year for the beginning of graduate work by those receiving the master's degree in 1957, was 1950, according to Smith's study. Smith found the median year for the completion of the bachelor's degree for this group was 1948.⁴⁸

A majority of the graduates in Sater's study completed the master's degree in five years or less after receiving the baccalaureate degree.⁴⁹

⁴⁵Richard A. Pigott, "A Follow-Up Study of the Graduates Who Received the Master of Education Degree in Personnel and Guidance Between 1954 and 1956," (unpublished Master's thesis, Boston University, Boston, 1958), p. 9.

⁴⁶Berelson, op. cit., p. 157.

⁴⁷Ibid., p. 158.

⁴⁸Smith, op. cit., p. 17.

⁴⁹Sater, op. cit., p. 35.

Graduates must complete degree work within a six-year period after first enrollment at Kansas State Teachers College. Reinstatement by the Graduate Council allows extended periods of time beyond this limit.⁵⁰

Positions and salary after receiving the master's degree. Doeringsfeld reported 32 per cent of positions accepted by master's recipients in educational administration from the State University of Iowa were as high school, junior high, or elementary principals. Twenty-nine per cent of the graduates were employed as superintendents, 23 per cent as classroom teachers, and 8 per cent were in administrative or supervisory positions.⁵¹

Sater, in his study of education majors receiving the master's degree from the University of Arkansas, reported a considerable increase in administrative positions held after receipt of the master's degree while the number of secondary and elementary teaching positions decreased.⁵²

Salary increases received by graduates after completing the master's degree from the University of Arkansas

⁵⁰ Graduate Division Catalog, op. cit., p. 8.

⁵¹ Doeringsfeld, op. cit., p. 33.

⁵² Sater, op. cit., p. 33.

averaged \$355.33. Highest average increase in salary was reported by administration majors with \$416.17. The largest number, 27 per cent, reported between \$201 and \$300 per year increases.⁵³

Pigott reported 59 per cent of the graduates making up his study received an increase in salary as a direct result of receiving the master's degree. Nearly 49 per cent received increases of between \$100 and \$300 yearly.⁵⁴

Summary. Despite the extensive amount of discussion and research centered around the graduate student and graduate program, studies aimed at identifying the characteristics of those people who achieve the master's degree are rare and often cannot be compared with each other.

In the areas where comparisons can be drawn, the following characteristics may be emphasized from the findings cited in this chapter: (1) graduate enrollment is increasing on the master's level, especially in the area of education; (2) there are wide variations in practices of financial assistance available to graduate students; (3) few institutions demand a thesis on the master's level; (4) most colleges and universities allow some transfer of credit hours

⁵³Ibid., p. 76.

⁵⁴Pigott, op. cit., p. 65.

from other institutions; (5) most master's recipients received the degree within five years after completing the bachelor's degree; and (6) most master's degree recipients received their master's degrees in the same geographical area as their bachelor's degrees.

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CHAPTER III

CHARACTERISTICS OF GRADUATES

Because of the rapid growth in graduate enrollment, it has become necessary for each college and university to evaluate its activities at this level of education. A study of the characteristics of recent recipients of advanced degrees can be of importance to an evaluation of this nature. The present study attempts to do this for Kansas State Teachers College, Emporia.

The data on characteristics were gathered from many sources including the college Placement Bureau, Graduate Office records, permanent graduate transcripts, college departments, and the individual graduates.

I. DESCRIPTION OF GRADUATES FROM COLLEGE SOURCES

General description of the graduates. The subjects of this study were the 252 graduates who received the master's degree from Kansas State Teachers College, Emporia, in 1961. There were 241 graduates who received the Master of Science degree and eleven who received the Master of Arts degree.

Men outnumbered women 173 or 68.7 per cent to 79 or 31.3 per cent. The mean age at graduation was thirty-two years for men and forty-three for women using age at last

birthday. Men's ages ranged from twenty-two to fifty-eight and women from twenty-two to sixty-two.

Of the 252 graduates, 191 were married, 47 were single, 10 widowed and 4 divorced. Of the 47 single graduates, 29 were men and 18 were women, representing 16.8 per cent of all men in the study and 22.8 per cent of all women. All 10 in the widowed category and 3 of the 4 divorced graduates were women.

There were twenty-nine people who attended graduate school on a fellowship or assistantship during the school year 1960-61. Of these twenty-nine, fifteen graduated and were a part of this study.

Number of graduates according to graduate major.

Because of the role of Kansas State Teachers College as the official state teacher college, it was natural that the Department of Education grant more degrees, 115 or 45.6 per cent in 1961, than any other department. Therefore, a more detailed breakdown is included of this department, with categories for the master teacher, guidance and counseling, and school administration majors. This classification is maintained throughout the remainder of the thesis.

School administration contained the largest number of graduates with fifty-one, followed by master teacher with

forty-two, guidance and counseling with twenty-two, and library science with twenty-one.

Figure 1 illustrates the relative size of each of the majors included in the graduating class of 1961.

Time taken to complete the master's degree. To determine the length of time taken to complete the master's degree for each person, the month of enrollment in the first graduate course was used as the beginning of graduate work, with the month of graduate commencement as the completion of graduate work.

The longest average time taken to complete the master's degree was compiled by the two women's physical education majors with a mean of 95.5 months. Next were music and elementary education majors with a mean of fifty-nine months each followed closely by school administration majors with a mean of fifty-five months.

Shortest average time was taken by men's physical education majors with twenty-one months. They were followed by special education majors with twenty-two months and school psychology majors with twenty-seven months.

Average length of time taken to complete the master's degree by the entire group was forty-four months. The greatest number of graduates completed the degree in less than 48 months.

FIGURE 1

NUMBER AND PERCENTAGE OF GRADUATES ACCORDING TO MAJOR AREA OF CONCENTRATION

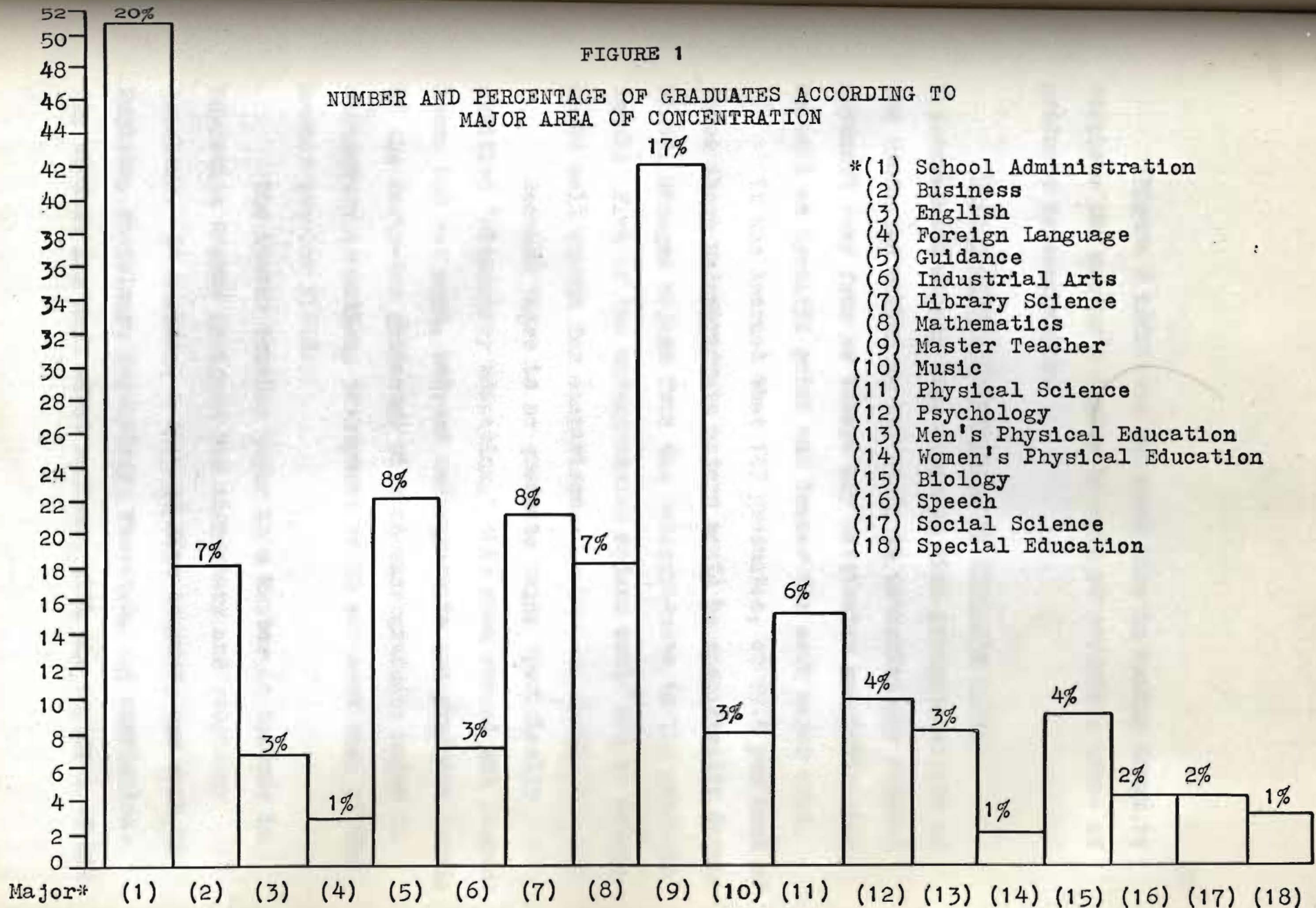


Figure 2 indicates the mean time in months taken to complete the master's degree by each of seventeen areas of graduate concentration.

Change from undergraduate to graduate major.

Undergraduate majors were compared with graduate majors of the graduates making up the study to determine any general movement away from or toward any particular specialization, as well as specific gains and losses for each major area.

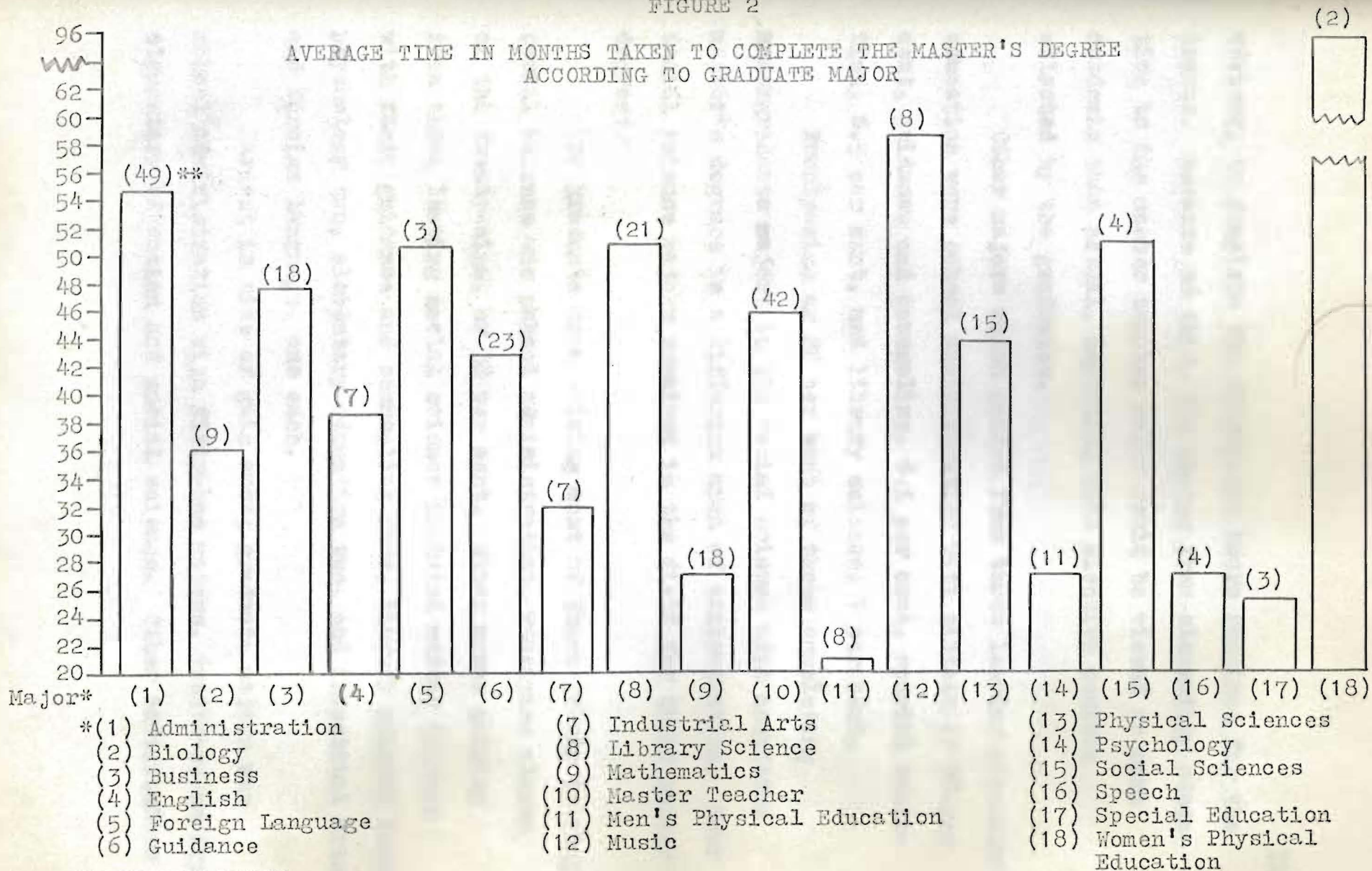
It was learned that 147 graduates, or 59.5 per cent of those whose undergraduate majors could be specifically determined, changed majors from the undergraduate to the graduate level. Five of the undergraduate majors could not be determined well enough for comparison.

Because there is no graduate major specifically entitled "elementary education," this area showed the largest loss, 100 per cent, between undergraduate and graduate level. Of the forty-two graduates with an undergraduate major in elementary education, twenty-one or 50 per cent were in the master teacher field.

The master teacher major is a Master of Science in Education degree designed for elementary and secondary teachers. It includes a core of five courses, one each in English, sociology, psychology, research, and curriculum. The student may then elect courses, with the approval of his

FIGURE 2

AVERAGE TIME IN MONTHS TAKEN TO COMPLETE THE MASTER'S DEGREE
ACCORDING TO GRADUATE MAJOR



**Number in each major

adviser, to complete the thirty-two hours required for the degree. Because of this, the change from elementary education to the master teacher major could be viewed as more academic than actual, depending upon elective courses selected by the graduates.

Other majors which gained from those leaving elementary education were school administration with sixteen or 37 per cent, guidance and counseling, 6.5 per cent, special education, 6.5 per cent, and library science, 1 per cent.

Twenty-nine or 88 per cent of those completing undergraduate majors in the social science area completed master's degrees in a different area of concentration. Four social science majors remained in the field for their master's degrees.

The graduate area gaining most of those people leaving social science was school administration, receiving eleven of the twenty-nine, or 38 per cent. Other areas gaining from those leaving social science included master teacher with four, guidance and counseling four, library science four, psychology two, elementary education two, and industrial arts and foreign language, one each.

Largest in size of gain among graduate majors was school administration with fifty-one majors, twenty-seven from elementary education and social science. Other contributors

were business eleven, men's physical education four, biology three, mathematics three, and industrial arts, speech, English, and physical science, one each.

Second in size of gain on the graduate level was the master teacher major. Of the forty-two master teacher majors, twenty-five or 59.5 per cent were originally elementary education or social science undergraduate majors, as indicated above. Also contributing to the master teacher major were English with five, mathematics two, speech two, music two, and agriculture, biology, physical science, and business, one each.

The other large area of graduate gain was guidance and counseling. Of the twenty-two majors, nine undergraduate areas contributed. Business contributed five followed by social science with four, elementary education three, English three, biology three, and art, psychology, women's physical education, and men's physical education, one each.

School administration, master teacher, guidance and counseling, and library science are graduate majors only, while elementary education is an undergraduate major only. No graduate degree is given at Kansas State Teachers College in home economics.

Figure 3 indicates gain and loss of each of the graduate and undergraduate degree majors.

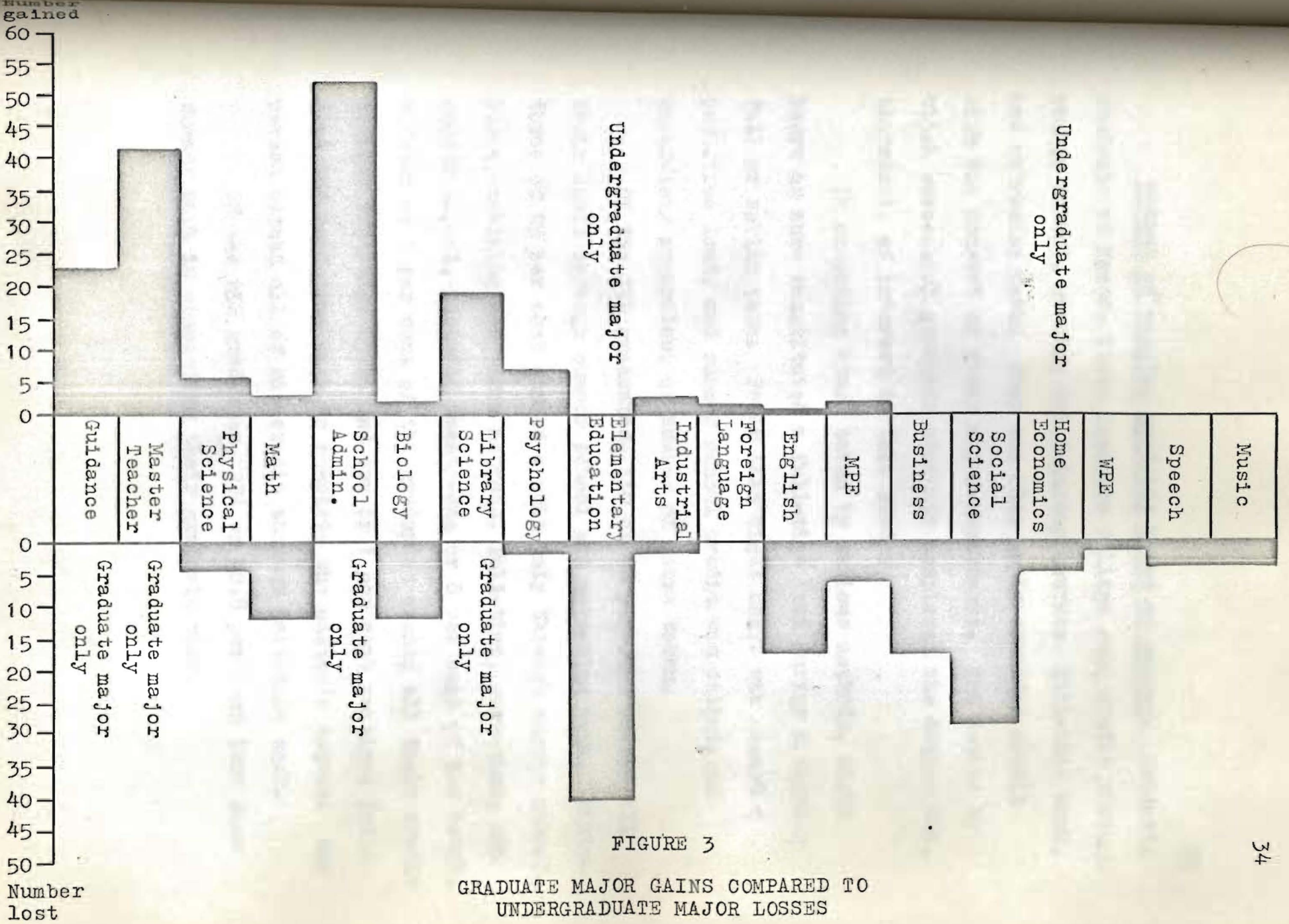


FIGURE 3

GRADUATE MAJOR GAINS COMPARED TO UNDERGRADUATE MAJOR LOSSES

Method of earning graduate hours on campus. Graduate students at Kansas State Teachers College earn credit through summer school, evening and Saturday courses, full-time work, and extension work. They can also apply transfer credit with the consent of their major department. The method by which successful graduate students completed the degree was, therefore, of interest to this study.

In computing hours taken by various methods, eight hours or more constituted a full-time load during a regular fall or spring term. Fewer than eight hours was deemed a part-time load, and summer school credit was calculated separately regardless of number of hours taken.

Of the 252 graduates, 110 or 44 per cent earned all their hours through summer school and part-time work. Sixty-three or 25 per cent earned credit only through summer school. Those combining all three methods, full-time, part-time, and summer school, included twenty-one or 8 per cent of the total. Fifteen or 6 per cent of the graduates earned all their credit through full-time work, and two or 1 per cent combined full-time and part-time work to complete the master's degree. One person earned all of his credit through part-time work.

Of the 252 graduates, 234 or 92.8 per cent took some summer work in completing their graduate work.

Figure 4 illustrates the method or combination of methods used by graduates to earn graduate hours while attending Kansas State Teachers College.

Extension and transfer credit. Graduate students may apply up to eight hours toward the master's degree through extension courses, transfer credit, or a combination of both methods (see page 16).

Receiving credit through extension courses or by transfer of graduate credit from another institution were 108 or 43 per cent of the graduates. Sixty-nine or 64 per cent received transfer credit, thirty or 28 per cent received graduate credit through extension classes, and nine or 8 per cent received credit through extension classes and transfer of credit.

The mean for those transferring graduate credit was 5.9 semester hours. The mean for those receiving extension credit was 4.9 semester hours.

Two people were exceptions to the eight-hour maximum rule. One had eleven hours by transfer; the other had ten hours by combination of the two.

Figure 5 details the number of hours applied toward degree requirements through extension courses and credit transferred from other schools.

Number

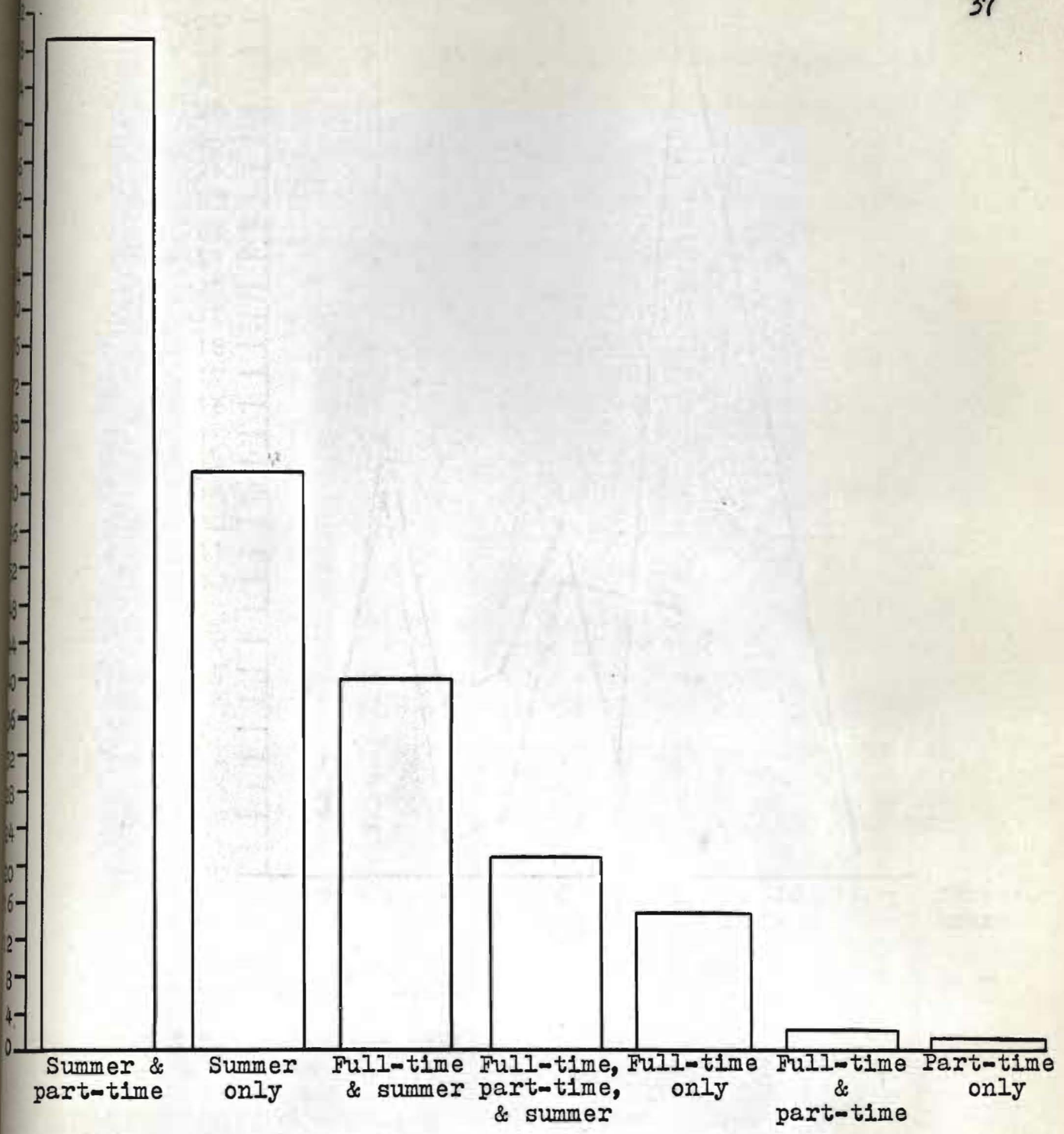
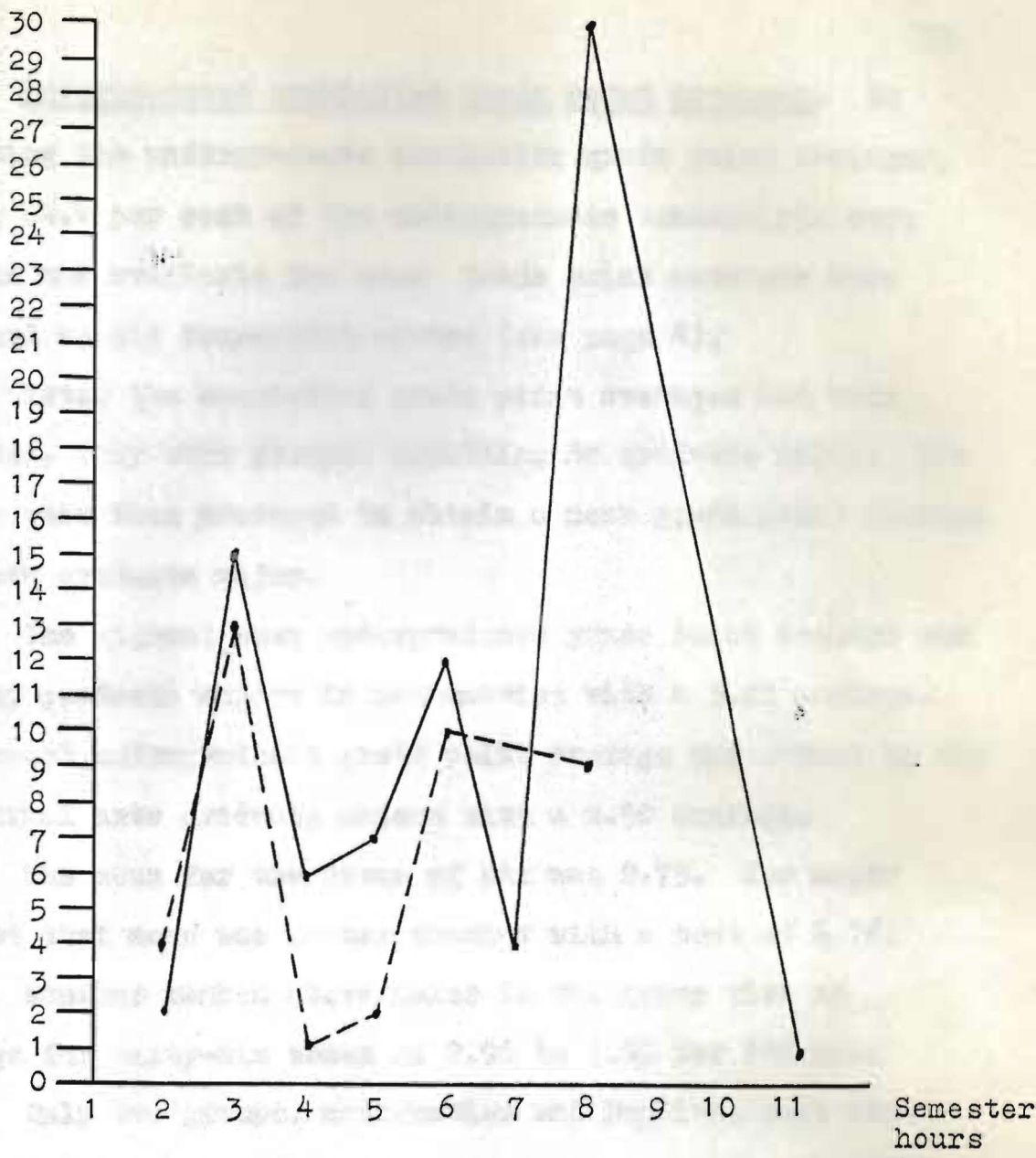


FIGURE 4

MEANS OF OBTAINING RESIDENT GRADUATE CREDIT



———— Transfer hours
----- Extension hours

FIGURE 5

CREDIT EARNED BY GRADUATES THROUGH EXTENSION COURSES AND TRANSFER OF CREDIT

Undergraduate cumulative grade point averages. In computing the undergraduate cumulative grade point averages, 212 or 84.1 per cent of the undergraduate transcripts were legible and available for use. Grade point averages were computed on the four-point system (see page 4).

After the cumulative grade point averages had been computed, they were grouped according to graduate major. The groups were then averaged to obtain a mean grade point average for each graduate major.

The highest mean undergraduate grade point average was held by graduate majors in mathematics with a 3.20 average. The lowest undergraduate grade point average was earned by the industrial arts graduate majors with a 2.50 average.

The mean for the group of 212 was 2.75. The major nearest that mean was master teacher with a mean of 2.76.

Females ranked above males in the group with an average for sixty-six women of 2.96 to 2.65 for 146 men.

Only two groups, mathematics and English, were above a "B" (3.00) average on undergraduate record although all maintained at least a "B" average in graduate work, a requirement to receive the master's degree.

Table I gives the number of undergraduate records available and the average undergraduate cumulative grade point average for each of the graduate majors. Figure 6 on

TABLE I
AVERAGE UNDERGRADUATE GRADE POINT AVERAGES
ACCORDING TO GRADUATE MAJORS

Major	Number	Average cumulative grade point average
Guidance	21	2.90
Administration	41	2.62
Industrial Arts	7	2.50
Mathematics	17	3.20
Physical Science	10	2.67
Business and Business Education	13	2.63
Men's Physical Education	6	2.57
Women's Physical Education	2	2.57
Psychology	10	2.56
Library Science	14	2.84
Biology	9	2.82
Music	7	2.69
Speech	3	2.76
English	5	3.01
Social Science	4	2.65
Foreign Language	3	2.67
Special Education	1	2.65
Master Teacher	<u>39</u>	<u>2.76</u>
TOTAL	212	AVERAGE 2.75

page 42 illustrates this same information through the use of a line graph.

Undergraduate origins of the graduates. Most of the graduates received their baccalaureate degree in Kansas, with 212 or 84 per cent from this state. Kansas State Teachers College, Emporia, was the highest single originator with 104 or 43 per cent of the graduates.

Fifty-three colleges and universities from sixteen states and three foreign countries were represented in the graduating group.

Table II, page 43, lists the state, college or university, and number of graduates from each, in a tabulation of undergraduate origin.

Percentile rankings on the graduate record examination aptitude test. The Aptitude Test of the Graduate Record Examination is currently given to all students entering the graduate program at Kansas State Teachers College. A total of 206 or 81.7 per cent of the graduates of 1961, 139 men and 67 women took part in this testing program.

Percentile rankings, according to norms supplied by The Educational Testing Service, are reported in Table III and IV, pages 44 and 45. The percentage of graduates scoring below the twenty-fifth and above the seventy-fifth percentile

FIGURE 6

AVERAGE UNDERGRADUATE GRADE POINT AVERAGE
ACCORDING TO GRADUATE MAJOR

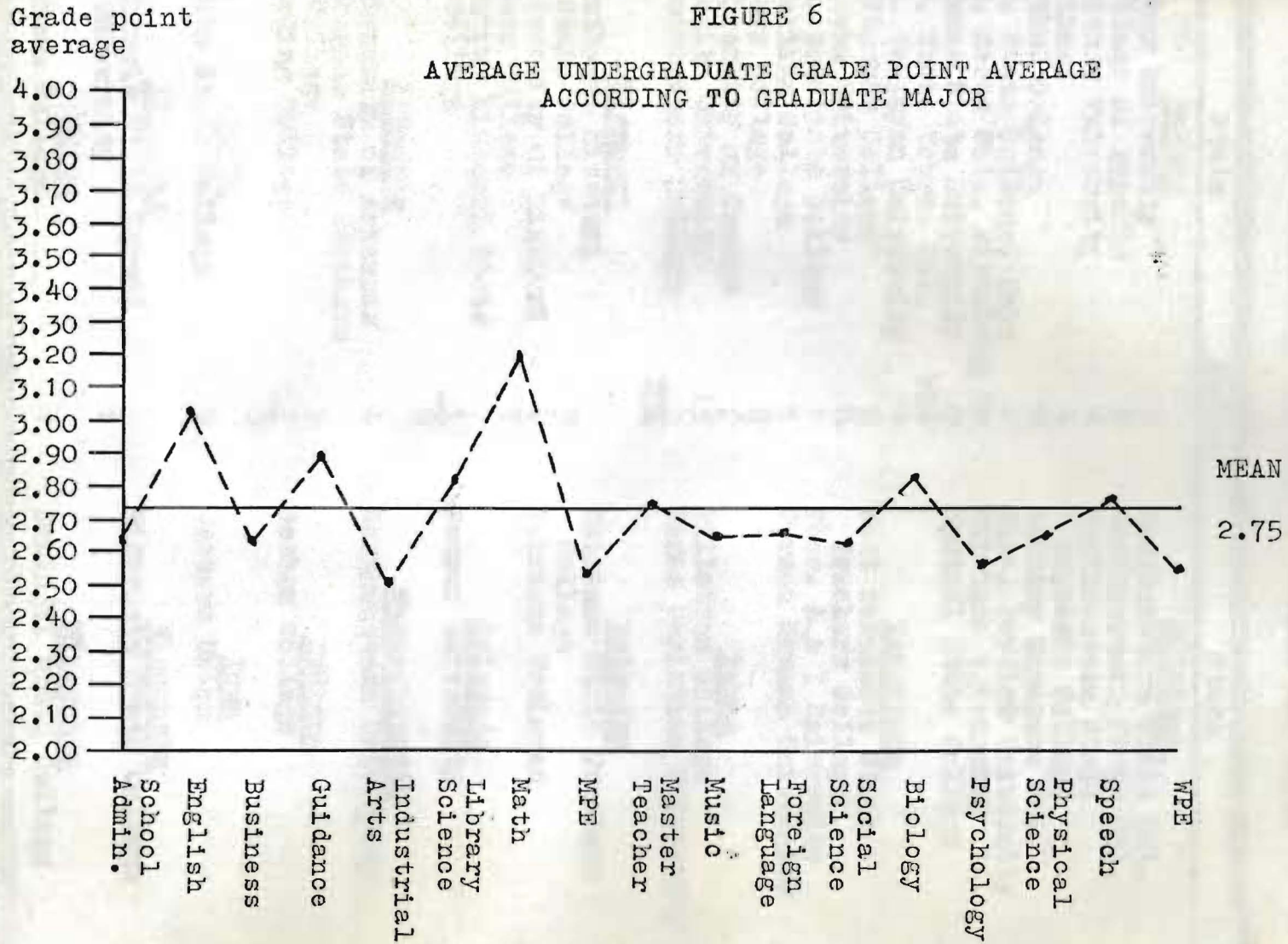


TABLE II

UNDERGRADUATE ORIGINS BY COLLEGE AND STATE

State	Number	State	Number
<u>Kansas</u>		<u>Oklahoma</u>	
Baker University	7	Northeastern State Col.	2
College of Emporia	8	Northwestern State Col.	3
Friends University	4	Southwestern State	
Bethany	4	Teachers College	1
Bethel College	4	Bethany Nazarene Col.	1
Ks. State College, Hays	4	Okla. Baptist University	1
Ks. State Col., Pittsburg	10	Oklahoma University	1
Kansas State University	9	Central State College	1
Ks. State Tchrs. Col.	104		10
Ks. Wesleyan University	4	<u>Tennessee</u>	
McPherson College	6	West Tennessee State	
Ottawa University	6	Teachers College	1
St. Benedicts College	1	Tenn. A & I University	1
Sterling College	1	Carson Newman University	1
Tabor College	8		3
University of Kansas	6	<u>Texas</u>	
Wichita University	15	Tillotson College	1
Southwestern College	3	Texas Christian University	1
	104		2
<u>Missouri</u>		<u>Nebraska</u>	
Southwest Missouri		Nebraska State Teachers	
State College	3	College	2
University of Missouri	1	Nebraska Wesleyan	1
Drury College	1		3
Central Missouri State		<u>Colorado</u>	
College	1	Denver University	1
	6	<u>Massachusetts</u>	
<u>Arkansas</u>		Northeastern University	1
University of Arkansas	1	<u>Indiana</u>	
Arkansas State Teachers		Goshen College	1
College	1	<u>Iowa</u>	
Harding College	1	Western Union	1
	3	<u>Wisconsin</u>	
<u>Idaho</u>		Wisconsin State College	1
Idaho State College	1	<u>Minnesota</u>	
<u>Illinois</u>		Bemidji State College	1
Illinois State Normal			
University	1		
<u>Maine</u>			
Husson College	1		

TABLE III

RESULTS OF THE GRADUATES' SCORES ON THE VERBAL SECTION
OF THE GRADUATE RECORD EXAMINATION APTITUDE TEST

MALE			FEMALE		
Percentile band	Number	Per cent	Percentile band	Number	Per cent
0 - 1	13	9.5	0 - 1	6	9.0
1 - 2	13	9.5	1 - 4	7	10.5
2 - 5	12	8.5	4 - 7	6	9.0
5 - 10	8	6.0	7 - 13	3	4.5
10 - 15	12	8.5	13 - 17	5	7.5
15 - 23	11	8.0	17 - 26	5	7.5
23 - 31	11	8.0	26 - 35	6	9.0
31 - 40	9	6.5	35 - 41	5	7.5
40 - 47	9	6.5	41 - 48	5	7.5
47 - 56	7	5.0	48 - 55	2	3.0
56 - 64	10	7.0	55 - 62	3	4.5
64 - 70	3	2.0	62 - 68	4	6.0
70 - 75	6	4.5	68 - 73	2	3.0
75 - 80	7	5.0	73 - 77	1	1.5
80 - 84	2	1.5	77 - 83	1	1.5
84 - 88	2	1.5	83 - 87	1	1.5
88 - 90	2	1.5	87 - 89	1	1.5
90 - 93	0	0	89 - 92	1	1.5
93 - 95	0	0	92 - 94	1	1.5
95 - 97	1	0.5	94 - 97	0	0
97 - 98	1	0.5	97 - 98	0	0
98 - 99	0	0	98 - 99	1	1.5
99	0	0	99	1	1.5

A test score indicating a percentile ranking of the upper limit of one percentile band or the lower limit of the next percentile band was placed in the higher band.

*These lines indicate the reference points for those scoring approximately below the twenty-fifth percentile and above the seventy-fifth percentile.

TABLE IV

RESULTS OF THE GRADUATES' SCORES ON THE QUANTITATIVE SECTION OF THE GRADUATE RECORD EXAMINATION APTITUDE TEST

MALE			FEMALE		
Percentile band	Number	Per cent	Percentile band	Number	Per cent
0 - 1	7	5.0	0 - 3	8	12.0
1 - 2	3	2.0	3 - 7	6	9.0
2 - 3	6	4.5	7 - 11	4	6.0
3 - 6	4	3.0	11 - 19	3	4.5
6 - 10	7	5.0	19 - 28	8	12.0
10 - 17	12	8.5	28 - 38	5	7.5
17 - 24	12	8.5	38 - 49	4	6.0
24 - 29	8	6.0	49 - 55	4	6.0
29 - 40	12	8.5	55 - 66	8	12.0
40 - 50	6	4.5	66 - 75	1	1.5
50 - 59	6	4.5	75 - 82	2	3.0
59 - 66	7	5.0	82 - 87	3	4.5
66 - 70	5	3.5	87 - 89	4	6.0
70 - 77	6	4.5	89 - 93	0	0
77 - 83	7	5.0	93 - 95	4	6.0
83 - 88	5	3.5	95 - 97	0	0
88 - 91	5	3.5	97 - 99	0	0
91 - 92	5	3.5	99	3	4.5
92 - 94	2	1.5			
94 - 96	6	4.5			
96 - 97	1	.5			
97 - 98	2	1.5			
98	2	1.5			
99	3	2.0			

A test score indicating a percentile ranking of the upper limit of one percentile band or the lower limit of the next percentile band was placed in the higher band.

*These lines indicate the reference points for those scoring approximately below the twenty-fifth percentile and above the seventy-fifth percentile.

were reported as points of reference, along with the median percentile ranking for each group.

Females scored somewhat higher than males on the verbal section of the Aptitude Test. Fifty per cent of the women scored below the twenty-sixth percentile, indicating an approximate median at this ranking. There were 12 per cent of the women ranked above the seventy-third percentile on the verbal section.

Fifty per cent of the male graduates ranked below the twenty-third percentile on the verbal portion indicating an approximate median at this ranking. Seventy per cent ranked below the forty-seventh percentile. Only 10.8 per cent scored above the seventy-fifth percentile on the verbal section.

On the quantitative section of the Aptitude Test, men ranked slightly higher than women, with the median at approximately the fortieth percentile. Twenty-seven per cent ranked above the seventy-seventh percentile and 37.5 per cent were below the twenty-fourth percentile.

The median for females on the quantitative section was at approximately the thirty-eighth percentile. Twenty-four per cent ranked above the seventy-fifth percentile and 43 per cent below the twenty-eighth percentile.

Tables III and IV show the percentile bands and number of male and female graduates of 1961 scoring within each band.

Theses and research problems. Graduate students at Kansas State Teachers College, Emporia may elect thesis or non-thesis programs according to departmental requirements (see page 14).

Of the 252 graduates receiving the master's degree, forty-two or 16.6 per cent wrote theses, 106 or 42.1 per cent wrote graduate problems, and 104 did neither.

Considering the thesis writers, eleven or 26.2 per cent were Master of Arts recipients, all of whom were required to write a thesis. Master of Arts recipients included seven in English, one in history, and three in mathematics.

The largest contributors of theses among the Master of Science graduates were mathematics majors with eight or 53.33 per cent of all Master of Science in Mathematics graduates. Business graduates submitted seven theses or 38.9 per cent. Those majors in which no one completed a thesis were physical science, master teacher, library science, social science, and men's physical education.

Of the fifteen people who received a fellowship or assistantship, six or 40 per cent wrote theses, compared to 14.3 per cent of the graduates not on a fellowship or assistantship completed theses.

To determine those who completed research problems, graduate cards were consulted in the Graduate Office and those results checked against graduate transcripts. In questionable cases, departments were consulted.

Library science majors completed the largest number of graduate research problems with twenty-one, followed closely by physical science with fifteen. Majors in which 100 per cent of the graduates completed either a problem or thesis included industrial arts, physical science, speech, business, women's and men's physical education, library science, mathematics, and social science.

Table V is a tabulation of the number and percentage of theses and problems completed in each graduate major.

II. DATA GATHERED FROM THE GRADUATES

Each of the graduates was sent a questionnaire during March and April, 1962, asking for information on their present position, experience, change of position, raise in salary as a direct result of receiving the master's degree, and advanced work beyond the master's degree. A copy of this questionnaire is in the Appendix. Data for this section were gathered from the 223 returns, or 88 per cent of the graduates.

Residence status of graduates and location after graduation. A majority of the graduates were residents of

TABLE V

THESES AND PROBLEMS COMPLETED BY MASTER OF SCIENCE GRADUATES
ACCORDING TO MAJOR FIELDS

Major	Number graduated	THESES		PROBLEMS		Total per cent
		Number	Per cent	Number	Per cent	
Guidance	22	2	9.09	9	40.91	50.00
Industrial Arts	7	2	28.57	5	71.43	100.00
Physical Science	15	0	0	15	100.00	100.00
Speech	4	2	50.00	2	50.00	100.00
Business	18	7	38.89	11	61.11	100.00
Men's Physical Education	8	0	0	8	100.00	100.00
Library Science	21	0	0	21	100.00	100.00
Psychology	13	1	7.69	1	7.69	15.38
Biology	9	1	11.11	6	66.66	77.77
Mathematics	15	8	53.33	7	46.67	100.00
School Administration	51	4	7.84	11	21.57	29.41
Social Science	3	0	0	3	100.00	100.00
Master Teacher	42	0	0	3	7.14	7.14
Women's Physical Education	2	2	100.00	0	0	100.00
Music	8	1	12.50	3	37.50	50.00
Foreign Language	3	1	33.33	0	0	33.33
English	0	0	0	0	0	0

Kansas, with 224 or 89 per cent residents and twenty-eight non-residents. Of the twenty-eight non-residents, four were foreign students.

The location of four of the 224 residents was unknown and one was in the Army. Of the remaining 219, 185 or 84 per cent remained in Kansas, while 34 or 16 per cent left the state after receiving the master's degree. Three of the non-residents remained in Kansas after graduation, nineteen left the state, and the location of two was unknown. Of the 245 graduates whose location the first year after graduation was known, 188 or 76.7 per cent remained in Kansas.

Of the 188 who remained in Kansas, 179 or 95.2 per cent were known to be employed in education. The largest portion of those employed in education in Kansas were high school teachers with sixty or 33.5 per cent in this occupation. Other education occupations in order of size were: elementary teachers, elementary administrators, junior high teachers, elementary or secondary school librarians, college employees, counselors, secondary administrators, coaches, school superintendents, counselor-coaches, and school psychologist.

Figure 7 illustrates the percentage of the 179 employed in various areas of education in Kansas.

Table VI indicates the distribution of the thirty-four residents who left Kansas after receiving the master's degree.

FIGURE 7
GRADUATES EMPLOYED IN KANSAS IN EDUCATION THE YEAR FOLLOWING
RECEIPT OF THE MASTER'S DEGREE

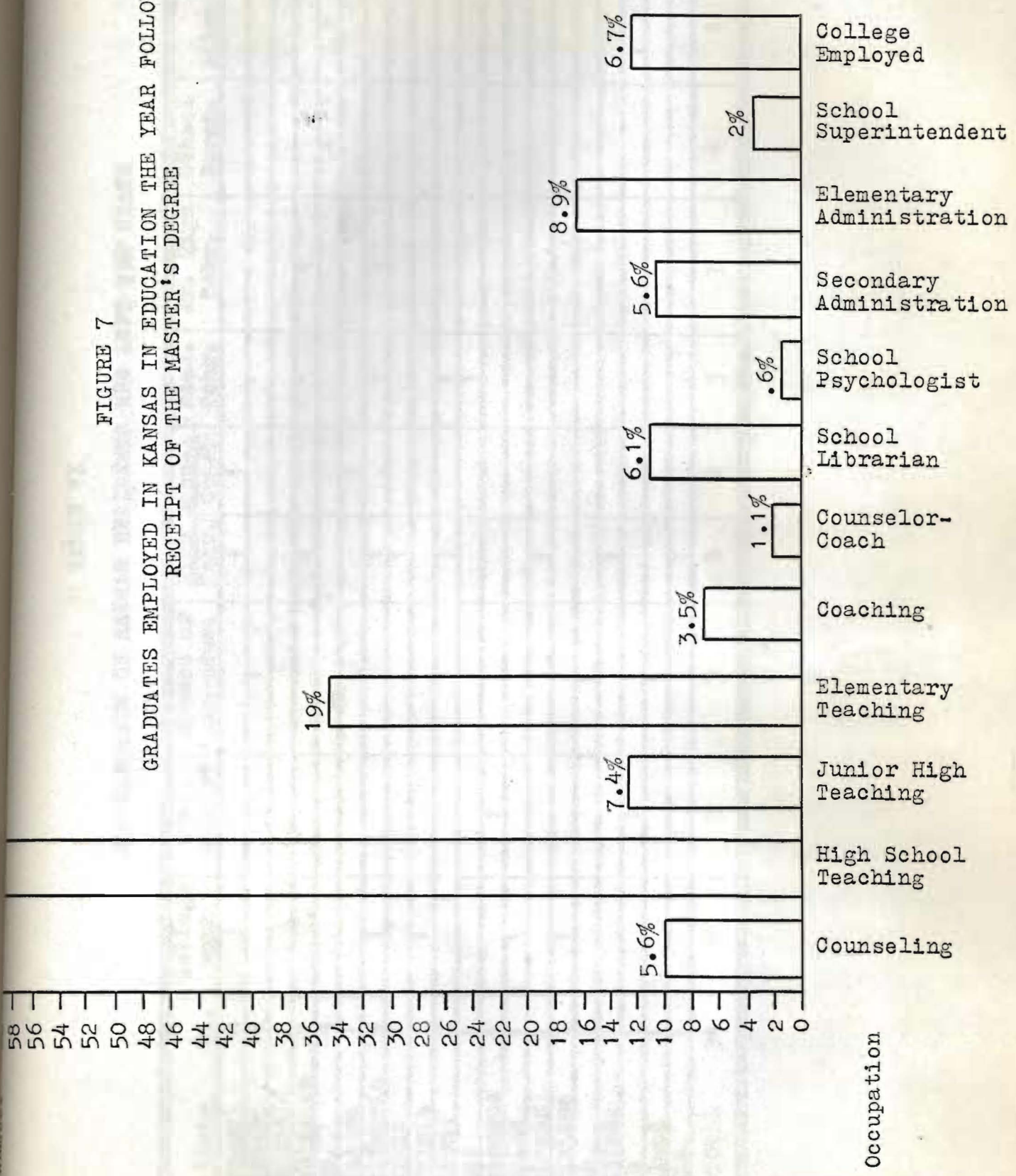


TABLE VI

DISTRIBUTION OF KANSAS RESIDENTS WHO LEFT THE STATE

State	No.	College work	Grad. student	Spouse or non-educ.	High school		Elem. Tchr.	Jr. High Tchr.	School Psych.	Library	Counselor
					Tchr.	Coach					
Missouri	4	2			1	1					
Nebraska	2		1	1							
Wisconsin	1										1
Washington	2				1			1			
Iowa	5								4	1	
Oklahoma	1					1					
California	5	1			1		1	2			
Georgia	1				1						
Virginia	1	1									
Arizona	2				1		1				
Texas	1						1				
Tennessee	1		1								
Wyoming	1	1									
Illinois	1				1						
Louisiana	1	1									
Utah	1			1							
Colorado	1				1						
Ohio	1		1								
Holland	1			1							
India	1				1						
TOTAL	34	6	3	3	8	2	3	3	4	1	1

The table also indicates the occupation at which they were engaged during the first school year after graduation, 1961-62.

Jobs accepted by graduates compared to graduate major.

It can be assumed, in most cases, that the graduate major or area of specialization indicates the occupation or area of work in which a person wishes to be employed upon graduation. Based upon this assumption, many of the 1961 graduates accepted jobs other than ones they desired. This was particularly evident in school administration and guidance and counseling.

In school administration, there were twenty-one more who received degrees than obtained jobs, or 58.8 per cent of those preparing for school administrative positions got them. In guidance and counseling, there were nine more degrees than jobs in the area, with 59.1 per cent receiving jobs in the area of their graduate specialization.

The areas which received most of the overflow from these two fields were elementary and secondary classroom teaching. There were twelve more secondary teaching positions filled than people receiving master's degrees in areas usually associated with classroom teaching, resulting in 115 per cent employment in this area. Elementary classroom teaching also had twelve more employed than would be expected

from degrees awarded, for 148 per cent employment. Other graduate degrees and corresponding employment areas were within expected levels.

Figure 8 illustrates the comparison of positions accepted immediately after receiving the degree with the graduate major.

Change of position and increase in pay after receiving the master's degree. In tabulating for the questionnaire item concerned with change of jobs, 201 answers were applicable to this area.

Of these 201, seventy-six or 38 per cent changed jobs, while 125 or 62 per cent remained in the same position they held before completing the master's degree.

Of the seventy-six who changed jobs, only forty-five or 59 per cent felt the change was brought about as a direct result of receiving the master's degree.

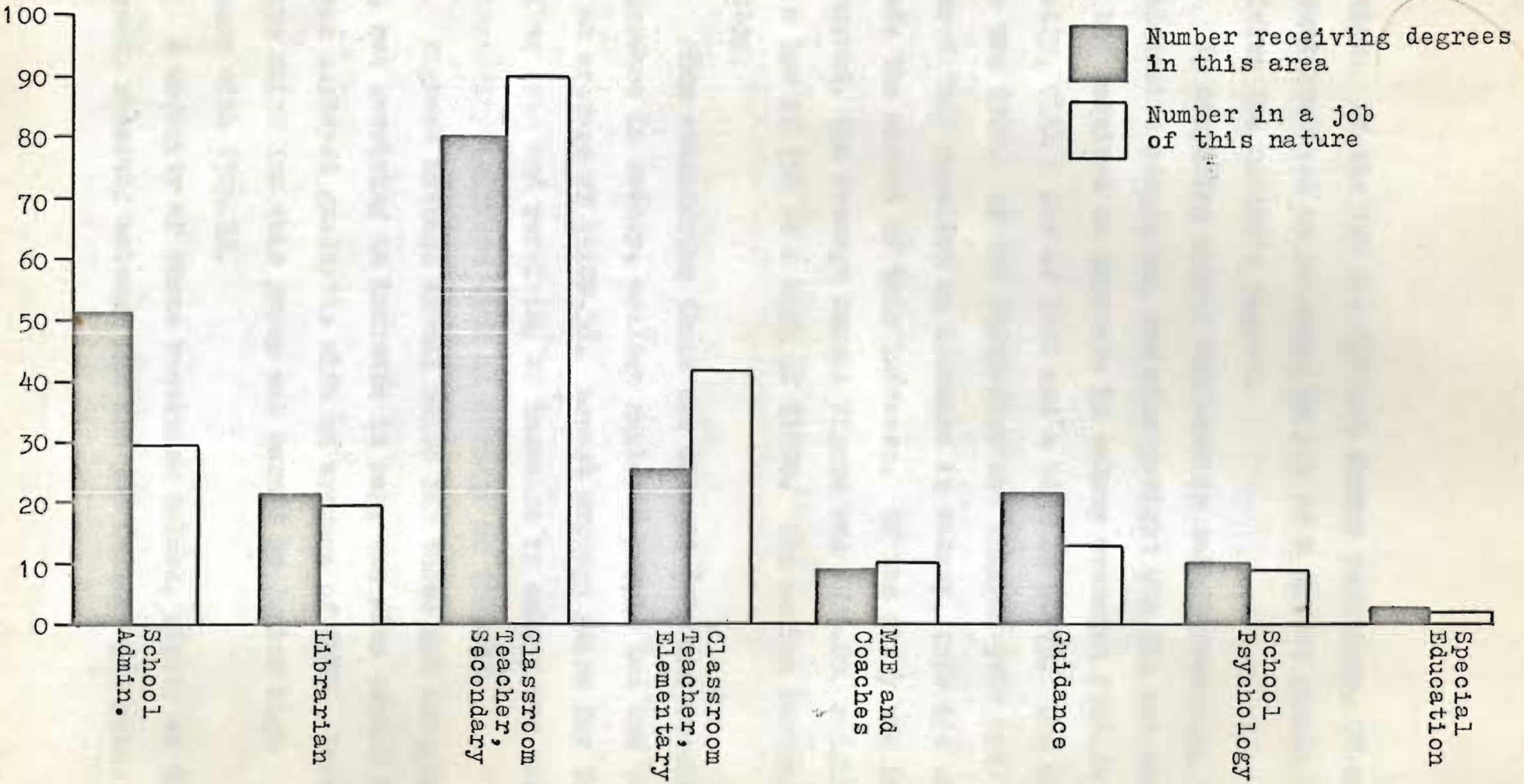
Most of the graduates received an increase in pay as a direct result of receiving the master's degree. Of the 199 applicable answers, 152 or 76.4 per cent received a raise, while 44 or 23.6 per cent did not. Two did not answer the question.

Of the seventy-six who changed positions, fifty-four or 71 per cent received an increase in pay as a direct result of receiving the master's degree. Two did not answer the

FIGURE 8

COMPARISON OF THE GRADUATE AREA OF SPECIALIZATION AND POSITIONS ACCEPTED BY THE GRADUATES IN THE FIELD OF EDUCATION

Number



question. Of the 125 who did not change positions, 98 or 78 per cent received an increase in pay as a direct result of receiving the master's degree.

In comparing annual increase in salary according to questionnaire responses, the ninety-eight who did not change jobs but received an increase in salary averaged \$384.64 annually, with a low of \$100 and a high of \$1175. The median raise was \$300. Of the fifty-four who changed jobs and answered they received an increase in salary, four did not include the amount of this increase. Of the fifty who included the amount, the average annual figure was \$574.80, ranging from a low of \$50 to a high of \$1800. The median increase was \$400.

When considering those who changed jobs and received an increase in salary, college employed people led the way with an average of \$1109.38. Lowest average raise for those changing jobs and receiving an increase in salary was earned by elementary teachers with an average of \$283.33.

Highest average annual raise for those not changing jobs, but receiving an increase in pay, was also earned by college employed graduates with an average of \$500. Lowest average raise for this group was earned by junior high teachers with \$314.28.

A majority of those receiving raises, eighty or 52.6 per cent, received between one and 300 dollars per year.

Because of their size, these raises may indicate regular salary increments based upon receiving the master's degree.

Table VII and Figure 9, on page 59, compare annual increases in salary between those changing jobs and those not changing jobs after receiving the master's degree.

Previous experience in education. Previous experience in the field of education was tabulated from the questionnaire item on this area. There were 203 usable responses for those employed in education the year following the receipt of the master's degree.

Only one area, school psychology, had a mean of zero for previous experience in education. The highest mean was for elementary teachers with 14.92 years. Next were elementary principals with 11.46 years followed in order by librarians, counselors, school superintendents, high school teachers, high school and junior high school principals, college employees, coaches, junior high teachers and school psychologists.

Table VIII, page 60, gives a detailed comparison of years in education compared to educational occupation after completing the master's degree.

In computing the average experience in education by all graduates who are now or have ever been employed in education, 210 responses were used. The average number of years' experience for this group was 8.1. The median was 6 years.

TABLE VII

GRADUATES RECEIVING AN INCREASE IN PAY AS A DIRECT RESULT
OF RECEIVING THE MASTER'S DEGREE

Job	DID NOT CHANGE JOBS			CHANGED JOBS		
	Number	Mean increase	Median increase	Number	Mean increase	Median increase
High school teacher	37	\$ 337.16	\$ 300.00	15	\$ 295.67	\$ 300.00
Elementary teacher	25	494.00	425.00	3	283.33	300.00
Junior high teacher	7	314.28	200.00	6	375.00	300.00
College employed	2	500.00	500.00	8	1109.38	1200.00
School administrator	9	366.66	350.00	14	853.57	750.00
Counselor	5	415.00	300.00	3	433.33	300.00
Coach	8	318.75	300.00	0		
Librarian (El. & sec.)	5	335.00	400.00	0		

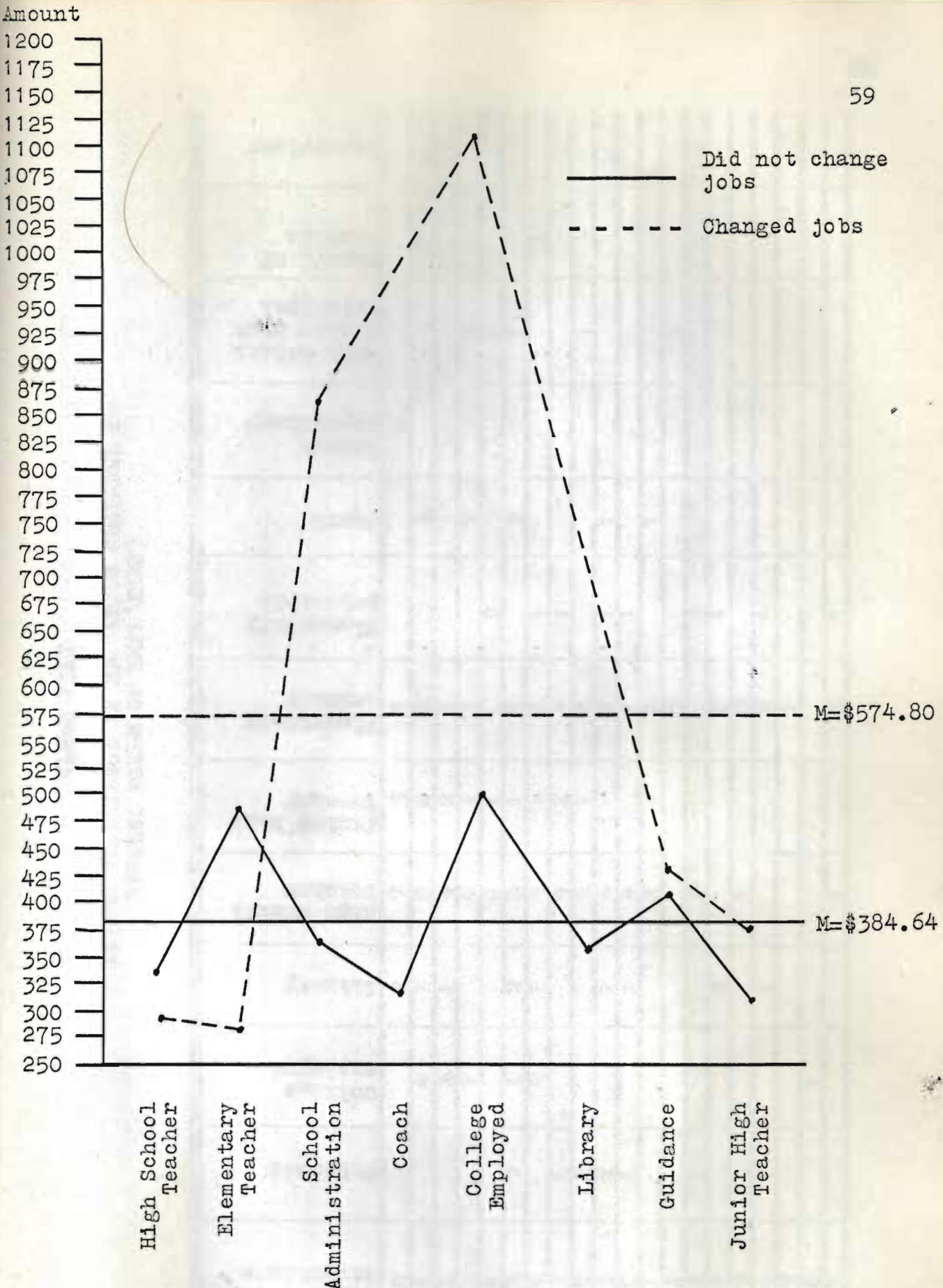


FIGURE 9

MEAN RAISES IN SALARY OF 1961 GRADUATES ACCORDING TO OCCUPATION AFTER RECEIVING THE MASTER'S DEGREE

TABLE VIII

PREVIOUS EXPERIENCE IN EDUCATION COMPARED TO
PRESENT FIELD OF EMPLOYMENT

Years of experience	Guidance	College employed	Library	High school teacher	Junior high teacher	Elementary teacher	Elementary principal	Coach	School psychology	High school Junior high principal	Super. of schools	Supervisor
0			2	7	3	1			5			
1		4	1	2	2	2		3				
2		3	1	4	2	1						
3		1		9	1	1		2		3		
4			1	9	1		2	3		2		
5	2	1	2	8	1	1		3		1		
6		2	1	3	1	2	1				1	
7	1			4	2	1	1					
8	2			5	1	1				1		
9	2		1	4		1	1	1				
10	1		1	4		1	1					
11				2	2	1		1				
12						3				2		
13	2			1			3				1	1
14			2			2	1					
15				1		3						
16			1			2	1					
17						1						
18		1										
19				1		3	1					

TABLE VIII (continued)

Years of experience	Guidance	College employed	Library	High school teacher	Junior high teacher	Elementary teacher	Elementary principal	Coach	School psychology	High school junior high principal	Super. of schools	Supervisor
20				1								
21	1			1		1	1					
22			1									
27			1									
28						1						
29		1		2								
30						2						
31						1						
32				1								
33			1									
34												
35						1						
Average years	9.82	5.92	10.5	6.46	4.25	14.92	11.46	4.31	0	6	9.50	13
TOTAL	11	13	16	69	16	35	13	13	5	9	2	1

CHAPTER IV

SUMMARY AND TOPICS FOR FURTHER STUDY

I. GENERAL SUMMARY

A great amount has been written in evaluation of graduate study throughout the United States recently. These evaluations are usually concerned with graduate education throughout the entire country rather than a specific population, and are by necessity based upon a sampling of graduate programs.

In order for an evaluation of graduate education to be meaningful to an individual college or university, evaluation of its own program of graduate study must be undertaken. One of the phases of this evaluation should be a knowledge of the characteristics of those people who have received degrees from that institution.

Who received master's degrees, and what they did after receiving the degree were the two basic questions answered by this study.

Summary of other studies. While the findings of other studies carried on in this general area did not always explore the same characteristics or arrive at the same conclusions, there were several characteristics upon which there was general agreement.

The graduate population in the United States is growing, particularly on the master's level and in the area of education. Most graduates completed the master's degree within five years after receiving the baccalaureate degree, and most received an increase in salary after receiving the degree. In the two studies reporting the amount of increase, a majority received between \$100 and \$300 per year. Relatively few graduates, particularly in education, wrote a thesis. A variety of methods for earning graduate credit were used by the graduates, with a majority earning some credit through summer sessions.

Summary of this study. The 252 graduates receiving the master's degree in 1961 from Kansas State Teachers College were selected for this study.

The data reported in the study were compiled from individual records of the graduates, graduate transcripts, the Placement Bureau, and a questionnaire sent to each graduate. These data were then summarized and compared in various combinations to determine characteristics of the graduates and relationships between certain data.

In answering the questions posed in Chapter I of this report, the following data were presented.

The largest number of degrees were earned in the Department of Education, with 45 per cent in this area of

concentration. The largest major within this department was school administration.

Average time taken from first enrollment to completion of the degree was forty-four months. Twenty-seven per cent of the graduates completed the degree in twenty-four months or less, while 47 per cent completed it in thirty-six months or less.

Nearly 60 per cent of the graduates changed majors from the undergraduate to the graduate level. The areas losing the greatest number were elementary education and social science. The graduate majors showing the largest increase were school administration, master teacher, and guidance and counseling.

Summer school was the most popular method of earning graduate credit, with nearly 93 per cent of the 1961 graduates having completed some summer credit. Credit was transferred from other institutions by 27 per cent of the graduates. Another 12 per cent received credit through extension courses offered by Kansas State Teachers College.

The average cumulative undergraduate grade point average for the graduates was 2.75 or a "B-". Highest undergraduate average of 3.20 was maintained by graduates completing their master's degrees in mathematics. The lowest was earned by industrial arts graduate majors with a 2.50 average.

Most of the graduates received baccalaureate degrees from Kansas colleges with 84 per cent from this state. Kansas State Teachers College granted baccalaureate degrees to 43 per cent of the graduates.

Scores on the Graduate Record Examination indicated higher median rankings on the quantitative section than on the verbal section of the Aptitude Test for both men and women.

The median for men was at approximately the fortieth percentile on the quantitative section and at approximately the twenty-third percentile on the verbal section. The women's scores produced a median at about the thirty-eighth percentile on the quantitative section and approximately the twenty-sixth percentile on the verbal section.

Most graduates completed either a research problem or thesis in completing requirements for the master's degree. Forty-two per cent completed problems, while 16.6 per cent completed theses. Mathematics had the highest percentage of theses among Master of Science graduates with 53.3 per cent.

Most of the graduates, 89 per cent, were residents of Kansas. Eighty-four per cent of the Kansas residents remained in Kansas after graduation. Of the graduates remaining in Kansas after receiving the master's degree, 95 per cent were employed in education the following year.

A comparison of jobs accepted and major fields of graduate study pointed to two areas in which more people

prepared for jobs than were available. Fifty-nine per cent of school administration majors accepted jobs in the area of school administration, and 59 per cent of guidance and counseling majors got jobs in the counseling field. Most of those not accepting jobs in the area of their graduate specialization accepted positions in elementary or secondary teaching.

Questionnaire responses indicated 38 per cent of the graduates changed jobs after receiving the master's degree. Of those who changed jobs, 71 per cent reported an increase in salary as a direct result of receiving the master's degree. Of those who did not change jobs, 78 per cent reported an increase in salary. College employed graduates led all other employment areas in average increase in salary. A majority of the graduates who received an increase in salary, received between \$100 and \$300 per year, comparing favorably with other studies reported in this area.

Experience in education prior to receiving the master's degree revealed elementary teachers high with a mean of 14.9 years. School psychologists were low with a mean of zero years experience in education prior to receiving the master's degree.

II. TOPICS FOR FURTHER STUDY

This study, as a survey of characteristics of graduates receiving the master's degree, could be used as the basis for studies making a more complete analysis of some of the data presented. One such study might be a comparison of the individual scores on the Graduate Record Examination with undergraduate grade point average, graduate grade point average, major field of study, and time taken to complete the master's degree. A study of this nature could aid in the possible future use of the Graduate Record Examination as an entrance examination to graduate study at Kansas State Teachers College.

A follow-up study of the graduates used in this study several years from now would provide added information on characteristics of graduates from this institution in the areas of advanced study, salary, or change of positions or areas of work.

A follow-up study of the graduates of this study could be conducted to establish comparisons between certain characteristics and success after graduation.

In relating any factor such as Graduate Record Examination scores to success, criteria representing success would have to be established. A scale would perhaps need to be formulated to weigh such factors as salary, position,

membership in social clubs, service clubs, and professional organizations, or other criteria set up by the researcher.

Another study of interest would be a five or ten-year survey of jobs accepted by graduates. A detailed study of graduate major, grade point average, and length of time taken to complete the degree, compared with positions accepted by graduates and geographical location of the position could be an interesting and helpful study.

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Graduate Office
Kansas State Teachers College
Emporia, Kansas
March 20, 1962

Dear Friend:

I am conducting a study of the characteristics of graduates who received the Master's degree from this institution in 1961. The study has been approved by the Graduate Office of Kansas State Teachers College.

Some of the characteristics included in the study are: hours earned in summer school, winter term, and by extension; number of out of state students; length of time between first enrollment and completion of degree; and undergraduate record.

Most of the information used in the study has been gathered from the files and transcripts available at the college, but some information can be obtained only from individual graduates. The enclosed information form will take only a few minutes to complete and will help to insure a complete and valid study.

I would appreciate your giving this schedule your immediate attention. A stamped self-addressed envelope is enclosed for your convenience. Your name, of course, will not be used or revealed in the study.

Yours sincerely,

Leland Gassert
Graduate Assistant

Emporia

Kansas State Teachers College
Emporia, Kansas
April 16, 1962

(If necessary)

Dear Friend:

I am conducting a study of the graduates who received the Master's degree from this college in 1961. I mailed a seven question information form to you and the other graduates of 1961 on March 27. So far, the return has been most gratifying with almost 70 per cent of the forms returned.

However, I have not received your form. I hope that I did not make an error in addressing the envelope or fail to send you the correct form. I am enclosing another schedule with a self-addressed stamped envelope. I would appreciate your completing this form at your convenience.

Your help with this project would be greatly appreciated.

Yours sincerely,

Leland Cassert
Graduate Assistant
Graduate Office

not, was the change...
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that degree
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you intend to work
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Please return to:
Leland Gassert
Graduate Office
K.S.T.C., Emporia

GRADUATE INFORMATION FORM

Name _____
(last name) (first) (middle initial or maiden)

Present Address _____
(street name and number)

(city) (state)

Present Position (explain if necessary) _____

1. At the time you enrolled at Kansas State Teachers College, were you a resident of Kansas? Yes _____
No _____

2. Please list the number of school years you have been employed in each of the following areas. The total should equal the number of years you have been employed in Education. EXCLUDE THE PRESENT SCHOOL YEAR.

Teacher	_____	Other (specify)	_____
Counselor	_____		_____
Administrator (specify)	_____	TOTAL	_____

3. Are you presently employed in the same position as last year? Yes _____
No _____

(a) If you are not, was the change brought about as a direct result of obtaining the Master's degree? Yes _____
No _____

4. Did you receive an increase in pay as a direct result of receiving the Master's degree? Yes _____ Yearly increase \$ _____
No _____

5. Have you completed any advanced work beyond the Master's degree? Yes _____
No _____

(a) How many semester hours _____, quarter hours _____, trimester hours _____, toward what degree _____.

6. If you have not yet taken any advanced work beyond the Master's degree, do you intend to do so? Yes _____
No _____

(a) Toward what degree do you intend to work? _____

7. Any additional information or comments you feel might be helpful in this study can be written on the back of this sheet.