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SIKES, ELLEN M. A Follow-Up Study of the Business Graduates of Campbell College, Buies Creek, North Carolina, From 1963 Through 1967 Directed Toward Business Curriculum Evaluation. (1969) Directed by: Dr. George P. Grill. pp. 113

Statement of the Problem

The problem of the study is to evaluate the business curriculum and to determine the potential role of new courses in the Business Department of Campbell College in Buies Creek, North Carolina.

Methods of Procedure

The data gathered for this study were secured by the use of a questionnaire. The printed questionnaire was mailed to 441 business graduates of Campbell College. A return of 398 completed questionnaires resulted, representing a total response of 91.7 per cent.

Data

As a result of the study of the data, the types of employment the majority of graduates have entered are management, teaching, and accounting. It was found that 52.3 per cent of the graduates are now using data processing in their employment, and 44.4 per cent stated that training in this area is needed in the future. The majority of the graduates considered accounting, economics, and management as the most valuable courses. Areas recommended by the respondents to be added to

the business curriculum were data processing, additional management courses, and advanced business machines.

Conclusions and Recommendations

Several selected major conclusions and recommendations were (1) basic business courses appear to be more valuable to graduates than specialized courses, (2) a good business program should be supplemented with courses in English, psychology, mathematics, history, sociology, and government, (3) courses in data processing should be offered, (4) improvement in instruction and in testing practices by individual members of the department was recommended, (5) closer working relationship with the business world was needed, and (6) additional courses in accounting and management should be considered.

A FOLLOW-UP STUDY OF THE BUSINESS GRADUATES OF CAMPBELL COLLEGE,
BUIES CREEK, NORTH CAROLINA, FROM 1963 THROUGH 1967 DIRECTED
TOWARD BUSINESS CURRICULUM EVALUATION

by

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the Faculty of the Graduate School at
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of the Requirements for the Degree of
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Approved by

George A. Grill
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APPROVAL SHEET

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CHAPTER I

INTRODUCTION

In just a few decades the world of business has become only remotely related to that of the past. Because of the modern technological improvements and innovations, the business world of today is becoming more keenly competitive, extremely complex, and very highly sophisticated. Much intense professionalization and specialization has resulted in more demanding job responsibilities. This in turn emphasizes the necessity of training the present and future businessmen as adequately as is humanly possible. This is an objective common to all concerned, but the divergence of thought concerns the manner in which this training is to be executed.

It is probably safe to say that in no other area of professional education (unless it be education for teachers) is there so much uncertainty as to what constitutes a proper educational background for professional practice, or are existing educational standards and practices viewed with greater skepticism.¹

The reasons for this vast amount of disagreement and uncertainty in the business realm are the results of continuous changes and ever-increasing demands made of the schools of business. Because of these new demands, complete

¹Robert Aaron Gordon and James Edwin Howell, Higher Education for Business (New York: Columbia University Press, 1959), p. 6.

specialization now encroaches upon the faculties of the collegiate schools of business.

Concerning the demands of collegiate business educators, Foy states:

Faculty members in departments and schools of business administration are part of an evolution that threatens momentarily to become a revolution. . . . To teach and do research in a modern school of business, the faculty member, it would seem, must have taken integral and differential calculus, have worked with modern algebra, know something of computer programming and applications in the field of operation research. . . . And then he must master at least one--and preferably most--of the functional fields of business: Marketing, finance, and production.²

But this is a challenge! And in order for this challenge to be met, it is essential for the business college, its administration, and teachers to recognize the need for continuing astute curriculum evaluation, reviewing, and revision on the basis of the current business requirements and trends, and the increasing needs of their students. Only then will the courses and programs reflect the present needs of business and students alike.

Statement of the Problem

There is a need to evaluate the business curriculum and to determine the potential role of new courses in the Business Department of Campbell College in Buies Creek, North Carolina.

²Fred C. Foy, et al., Views on Business Education--A Symposium (Chapel Hill) North Carolina: School of Business Administration, University of North Carolina, 1960, p. 5.

Purpose of the Study

The general purpose of this research study was to secure data from the graduates of the Department of Business of Campbell College during the period of 1963 through 1967 to determine how well the curriculum meets the needs of the graduates and to identify its present weaknesses. The writer will use the data from the study as a basis for suggested revision of the present curriculum.

More specifically, the purpose of this study was to make a comprehensive study of the Business Department based on a survey of the 1963 through 1967 business graduates in which the data secured, when interpreted, would be useful in the following ways:

1. To help future business graduates become better qualified to enter the business world through improved curriculum resulting from the suggestions of the present program.
2. To find weaknesses and strengths in the present program and make suggestions for adjusting the present program accordingly.
3. To help future business majors understand better the requirements and basic essentials of the various kinds of businesses, which would result in more efficient placement.
4. To provide the Business Department with information regarding the attitudes of the 1963-1967 graduates toward the department and its facilities.

"Trends and Factors Affecting Curriculum Revision in Business Education," New York Committee, Herbert A. Tanna, Chairman, Fourteenth Yearbook of the Eastern Commercial Teachers Association (Somerset, N. J.: Somerset Press, 1941), p. 41.

Justification of the Study

There is a definite need for curriculum appraisal in all areas of education. This need is even more pronounced in the collegiate schools of business. Outstanding business educators have stated that the business department has to assume responsibility to follow up its former students. Enterline has affirmed that follow-up programs should be conducted to help the trainee make a satisfactory job adjustment, to provide extension, reconditioning, or rehabilitation training, to determine the types of training needed, to discover strengths and weaknesses of the present program and make necessary changes, and to assemble information on the successes and failures of business graduates.³

The school may determine its success by examining its product--namely, its graduates. Tonne comments:

The responsibility of the school does not end at graduation. . . . Unless we know what these young people are doing, and how they are doing it, we cannot know whether our educational program is adequate or incomplete, whether it needs modification or overhauling, whether it is really turning out competent citizens.⁴

Follow-up gives extra meaning to the business program, aids the students in succeeding on jobs, and makes for closer

³H. G. Enterline, et al., Good Classroom Practice in Business Education. Monograph 85 (Cincinnati: South-Western Publishing Company, 1953), p. 26.

⁴"Trends and Factors Affecting Curriculum Revision in Business Education," New York Committee, Herbert A. Tonne, Chairman, Fourteenth Yearbook of the Eastern Commercial Teachers Association (Somerset, N. J.: Somerset Press, 1941), p. 41.

cooperation between schools and businesses. Dame and Brinkman maintain that far too little has been done in the follow up of graduates. They further state that very little money and energy are used for the purpose of checking on the effectiveness of the program of turning out efficient, well-adjusted workers.⁵

Another important problem being faced by past business students is that many of them have been presented with the stigma of obsolescence. Because of the graduates' educational deficiencies, they have not been able to adapt their abilities and background to the changing needs of business.

Evaluation must be a continuous process if it is to be effective and valuable. According to several authorities:

Evaluation should be an ever-changing, continuous and developmental process.⁶

Evaluation is basically the process of taking a look at a program, practice, habit, or product to see whether or not it is good and how it can be improved. Evaluation is the basis for improvement in every phase of life, for without evaluation there is no improvement.⁷

Any program of education should be evaluated periodically. . . . Information can be

⁵J. Frank Dame and Albert R. Brinkman, Guidance in Business Education (3rd ed.; Cincinnati: South-Western Publishing Company, 1961), p. 141.

⁶Rulon C. Van Wagemen, "Evaluation of Distributive Education," Business Education Forum, VI (April, 1952), p. 23.

⁷Dean R. Malsbary, "Techniques for Evaluating the Business Teacher Education Curriculum," National Business Education Quarterly, XXIV, No. 2 (Winter, 1955), p. 50.

obtained which will be helpful in improving the business education program, the teaching techniques, and public relations between schools and the business community. . . . We in business education have a functioning program if we can prove that a satisfactory percentage of our business graduates are working in the jobs for which they are prepared.⁸

Campbell College educates a large number of individuals in business administration and some future business education secondary school teachers for this area. It is most important to study the curriculums to determine how they may best meet students' needs. Erickson and Oliverio suggest that colleges engaged in the preparation of teachers would benefit greatly by surveying their graduates as one source of data for evaluating the teacher education program of the college.⁹ The value of such a study of graduates is further pointed out by Haynes and Humphrey who stated:

Follow-up studies endeavor to test the efficacy of the training in order to make improvements for the benefit of present and future students.¹⁰

Because there had been no formal attempt to elicit the reactions and suggestions of the graduates of the business

⁸John C. Roman, "What Business Teachers Should Learn from a Follow-Up Study," Business Education Forum, XIV (December, 1959), p. 17.

⁹Lawrence W. Erickson and Mary Ellen Oliverio, Evaluative Criteria for Survey Instruments in Business Education (Sacramento: The Bureau of Business Education, California State Department of Education, 1960), p. 11.

¹⁰Benjamin R. Haynes and Clyde W. Humphrey, Research Applied to Business Education (Cincinnati: South-Western Publishing Company, 1950), p. 69.

program at Campbell College since the school became a senior college in 1963, it seemed highly appropriate that such a study be made. This study should provide information to aid in the evaluation of the Business Department at Campbell College by revealing to the department its deficiencies and strengths. It will then be the responsibility of the department to work toward correcting its deficiencies and to succeed in maintaining and even improving its strengths.

Elements of the Problem

The following working hypotheses were determined to be the major elements of the problem: (1) conditions exist in business which demand a constant evaluation and re-evaluation of present business curriculum, (2) there are certain courses and areas of study that are essential for a business graduate to be successful which should be included in the business curriculum, and (3) there are certain teaching methods that should be used in order for the business curriculum to be as effective as possible and to produce the ultimate in business graduates.

The problem also includes the following minor elements:

1. What methods did the graduates use in securing their first position?
2. What specific areas of employment have the graduates entered?
3. Do the graduates feel that they were adequately qualified to enter the business world when they graduated?

4. What is the salary of the graduates' present position?
5. What per cent of the graduates have secured additional formal education?
6. What employment standards were the graduates required to meet?
7. What subjects are taught by graduates now in the teaching area?
8. What subjects did the graduates consider as most beneficial in their work?
9. What subjects do the graduates recommend to be added to the business curricula?
10. What recommendations do the graduates have concerning improvements which could be made in the Business Department?

This study will culminate in the presentation of suggestions to the Business Department based on the findings of the study and the suggestions made by the graduates.

Limitations of the Study

Probably no study could include all aspects concerning the Business Department graduates of a college. This study deals essentially with those aspects which in the opinion of the researcher are most beneficial in providing a basis for evaluating the present Business Department. The data collected were obtained from the 1963 through 1967 business graduates with no consideration given to their minor area of study or the opinions of their employers. This study does not take into consideration the course of study for any other educational institution.

Summary

There is a definite need for the collegiate school of business to face the reality of the necessity for continued curriculum evaluation and revision.

The main purpose of this study was to obtain data to make a sound evaluation of the Business Department at Campbell College. The primary source of data was the product of the college--its graduates.

The need for this study is obvious from the voluminous reports of other researchers. At the present, no one has devised a best hypothesis as to what kind, method, and area of education should be taught in the collegiate school of business. This situation is the result of so many varied and complex areas of business in which a business graduate can enter. Therefore, it is up to the individual schools to follow up their business graduates and attempt to determine what areas of business they have entered. From this point, they can begin to evaluate their present program, making revisions if necessary. One method of evaluation, which was used in this study, is an evaluation made by the graduates themselves.

Other sources consulted were The Business Education Index, The Reader's Guide to Periodical Literature, The Educational Index, and The Review of Educational Research.

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literature was a necessary and important function in the research and preparation of this study. The study of literature was helpful in establishing proper procedures and techniques for this study and gave specific help in designing the questionnaire which provided the data with which to answer the problems indicated in Chapter I.

A careful library search for reports of similar or comparable investigations revealed several Master's theses and dissertations and other publications written by recognized authorities in the field of business education. The Andrew Jackson Library at The University of North Carolina at Greensboro did not possess a sufficient number of recent studies in business education which could be used to establish proper procedures and techniques; therefore, other colleges and universities were consulted to obtain useful follow-up studies. Other sources consulted were The Business Education Index, The Reader's Guide to Periodical Literature, The Education Index, and The Review of Educational Research.

Literature Pertaining to Research Studies

Major Studies

Two major studies of importance to this study are the Pierson Study and the Gorden and Howell Study. Other studies of related interest are the Okawa Study, Homan Study, Fitzgerald Study, Sireno Study, and Cooke Study.

The Pierson Study¹¹

This study was sponsored by the Carnegie Foundation in the middle and late 1950's. It reported on a survey made of collegiate schools of business, and its findings were based on the results of a questionnaire sent to 187 larger institutions with separate schools of business and 400 institutions with departments or divisions in business administration. The study focused primarily on the importance of a liberal education for businessmen and on the qualitative aspects of work at all levels and of all types of the graduates. Some of the major findings were:

1. Only a small handful of the undergraduate institutions screened their applicants or imposed exacting standards for graduation. Many schools use the business department as a dumping ground for poorer students.
2. Business schools should concentrate both in the application of general knowledge and in scientific methods to significant issues of business.

¹¹Frank C. Pierson, et al., The Education of American Businessmen (New York: McGraw-Hill Book Company, Inc., 1959), pp. 1-423.

3. The general quality of the work done at the business schools and other institutions in the business area appears sorely deficient.
4. Knowledge of subject matter and the ability to be reflective with this knowledge should be the primary educational goal of the business school.

The Gordon and Howell Study¹²

This study corresponded to the Pierson study and was sponsored by The Ford Foundation. The major purpose of the three-year study of the collegiate school of business was to examine the objectives and educational methods of the schools of business in relation to the needs of business and society. The main findings of this study are very similar to the Pierson study although the studies were done independently of each other. Several findings of the Gordon and Howell study were:

1. The business schools should place emphasis on principles, analysis, problem-solving, and research.
2. What passes as the going standard of acceptability among the business schools is extremely low and many business schools do not meet even these low standards.
3. Most of the business schools are not providing the kind of education the businessmen of tomorrow will need.

These studies have caused great conflict and controversy among the businessmen and business educators of our

¹²Gordon, op. cit., p. 6.

country. Never before has any group been able to finance such a voluminous undertaking and succeed as well as these two groups have done. They have caused educators of business students to realize that they have been failing to fulfill the ultimate goal of business education.

The two studies combined have found the general caliber of students in the undergraduate schools of business to be very low and the basic general educational requirements very poor. The business courses were found too vocational and the teaching too superficial. These two studies have also found a general neglect of fundamental research at these institutions.

On the basis of their findings, the Ford and Carnegie studies have recommended that the collegiate schools of business upgrade the quality of business students, faculty, and departments. They also recommended that these institutions demand stiffer admission requirements, utilize tougher grading methods, and require that one-half of the subjects be taught outside of the business area. Finally, they recommended that the business schools give their students a better general education, discontinue spending time telling students what business did yesterday and the day before, and begin preparing them for the business world of the future.

Other Related Studies

The Okawa Study¹³

Okawa did a study to follow up on 120 selected business education graduates from San Jose State College to determine the graduates' educational background, teaching assignments, related teacher duties, work experience, professional activity, and earnings. The study was limited to those teachers who were teaching in California.

Okawa's five-page questionnaire was mailed to 150 business education graduates covering a ten-year period from 1948 to 1958. Replies were received from 135 and represented a response of 90 per cent. The study was limited to those who were teaching, so 100 per cent of the respondents were in the teaching profession. Two-thirds of the respondents taught in a four-year high school. Ninety-five per cent of the respondents were full-time business teachers. Almost one-half of the respondents had received a Master's degree. The most common business subjects taught were typewriting, bookkeeping, general business, and shorthand. The San Jose State College business education faculty assumed that those wishing to obtain a teaching credential should work initially for the special secondary credential. It was recommended that more emphasis be given to the junior college curriculum.

¹³Kikuko Okawa, "A Follow-Up Study of 120 Business Education Graduates of San Jose State College" (unpublished Master's thesis, San Jose State College, 1961).

Okawa concluded that a majority of the graduates felt that San Jose State College gave them a good preparation for becoming successful business education teachers.

The Homan Study¹⁴

The major purpose of this study was to collect facts about the characteristics of the graduates of the business education program at San Francisco State College and to analyze the graduates' opinions concerning selected phases of the business education program at San Francisco State College. An eight-page questionnaire was mailed to 167 of the 228 business education graduates. The current mailing addresses of 61 of the graduates could not be obtained. A total of 133 completed questionnaires was returned, representing a response of 79.3 per cent. The written comments of the graduates supported the general attitude of the respondents throughout the entire study. The student teaching experience, the subject matter background preparation, the effective counseling and guidance from the advisers, and the general overall training led as those areas which represented the strongest aspects of the teacher educational program. How to handle discipline cases, how to grade, how to prepare lesson plans, and how to motivate students were mentioned most

¹⁴John Elburt Homan, "Evaluation of the Business Education Program at San Francisco State College, Based on a Survey of the Business Education Graduates from 1948-1962," (unpublished Master's thesis, San Francisco State College, San Francisco, 1963), pp. 93-102.

frequently as the areas which represented the weakest aspects of the teacher education program.

Since there was a general feeling from the respondents that they received satisfactory training (which indicates that the curriculum was sound) from the staff of the business education department of the college, it was recommended that generally the past policies and procedures of the business education department be continued but that twelve recommendations be implemented within the business teacher education program.

The Fitzgerald Study¹⁵

It was the purpose of this study to investigate the effectiveness of the business curriculum at Mankato State College in order to determine possible improvements that may be needed. The questionnaire method was used to obtain the desired data from the graduates. A random sampling of 150 graduates during the period of 1959-1963 were sent questionnaires. Of this number, 123 returns were received and utilized in this study. Of the 123 respondents to the questionnaire, 95 were currently teaching business education subjects. The graduates were asked to indicate which business education courses had been of most value to them in their teaching. The courses that

¹⁵Lowell C. Fitzgerald, "A Follow-Up Study of the 1959-1963 Business Education Graduates of Mankato State College," (unpublished Master's thesis, Mankato State College, Mankato, Minnesota, 1965), pp. 29-35.

were listed by over 50 per cent of the respondents were (1) Advanced Gregg Shorthand; (2) Methods of Teaching Typewriting, Shorthand, and Bookkeeping; and (3) Accounting 210 and 211, Principles of Accounting. The course in communications was listed by 51 per cent of the graduates as being the most important general course, followed by 19 per cent indicating psychology. Seventy-five per cent of the graduates felt that a course in training to supervise the school annual or newspaper should be required. Based on the findings of this study, Fitzgerald made eight recommendations to the Business Education Department.

The Sireno Study¹⁶

This research study was made to secure data from the graduates of the Department of Business Administration of Northeast Missouri State Teachers College during the period of 1960 through 1966 to make an evaluation of the Business Administration Department. The data secured from the graduates included (1) the personal and occupational characteristics of the graduates, and (2) the evaluation of the Business Administration Department at Northeast Missouri State Teachers College by the graduates. There were 273 potential

¹⁶Peter J. Sireno, "An Evaluation of the Business Administration Department at Northeast State Teachers College Based on a Survey of the 1960-1966 Business Administration Graduates," (unpublished Master's thesis, Northeast Missouri State Teachers College, Kirksville, Missouri, 1967), pp. 78-88.

respondents to whom questionnaires were mailed. Of the 273 potential respondents, 48.4 per cent provided data for the study. The graduates who have continued their formal education have done so in the areas of business administration, retailing, banking, accounting, data processing, and economics. Those graduates who have entered the Master's program have noted undergraduate deficiencies in the subject matter areas of quantitative analysis (statistics and mathematics), data processing, and marketing. The evaluation of the curriculum by the graduates was one of the most important sections of this study. The courses reported by the respondents to be most beneficial were business correspondence, elementary accounting, salesmanship, business law, business management, personnel management, and advanced public address. The courses that the respondents reported should be taught in more depth were business information systems and computers and programming for business computers. These courses were just recently added to the curriculum and most of the respondents actually were expressing their belief that this area of business is very important to the business student. The other courses the respondents felt should be taught in more depth or breadth were business statistics, business report analysis and writing, advertising, and survey of business. The general consensus of the graduates was that the department should offer more depth and/or breadth in the curriculum.

Journal of Management Education, 11(1), 1987, pp. 24-32, 25.

The student could concentrate in a particular area and complete specialization would not be necessary.

The Cooke Study

This follow-up study of the business education graduates of Kansas State Teachers College indicated that the graduates were satisfied with the curriculum offerings. From the study, it was apparent that a methods-of-instruction course should be offered and that the prospective teachers should have some instruction in the preparation of school newspapers, annuals, and other similar publications.¹⁷

Literature Pertaining to Professional Articles

In commenting on desirable curriculum trends in business education, Tonne points out that radical changes have occurred in the business environment in recent years. Therefore, there is urgent need to find out what innovations in curriculum are needed and to make whatever adjustments are necessary.¹⁸ A good example of the new trends in business is that of data processing. In an editorial, Musselman emphasizes the need to make data processing in all its aspects an

¹⁷Harvey J. Cooke, "A Follow-Up Study of the Graduates of the Division of Business and Business Education from 1918-1958 Directed Toward Curriculum Evaluation in Business Education," (unpublished Master's thesis, Kansas State Teachers College, Pittsburg, 1959), pp. 71-76.

¹⁸Herbert A. Tonne, "Desirable Curriculum Trends in Business Education," American School Board Journal, CLII (February, 1966), pp. 24-25, 48.

integral part of the business program. He predicted that: "data processing is here to stay . . . there is little doubt that it will increase and soon spread throughout our school programs."¹⁹

Possibly one of the biggest problems facing a freshman entering a collegiate school of business is whether he should specialize or obtain a general business education. A study conducted by Thomas showed the college students planning careers with financial institutions after graduation should follow a curriculum in business administration. The results of this survey showed that 32 per cent of the institutions desired graduates with a business administration major with an emphasis either in finance or general business; 44 per cent with just a business administration major; and only 6 per cent with a liberal arts major.²⁰

Lockley suggests:

If the school of business exists, it exists as a professional school. Its purpose has to be to increase the likelihood that its graduates will be more prosperous than they would without specific training for business.²¹

¹⁹Vernon A. Musselman, "Where Are We Headed in the Teaching of Data Processing?" The Journal of Business Education, XLI (January, 1966), pp. 138-39.

²⁰Roy E. Thomas, "What Preparation is Best for a Career in Business?" Collegiate News and Views, XVIII, No. 2 (December, 1964), pp. 7-10.

²¹Lawrence C. Lockley, "Another Look at the School of Business Graduate," Collegiate News and Views, XVIII, No. 1 (October, 1963), p. 1.

Lockley further suggests that the fundamental problem of the schools of business is not whether to emphasize vocational education but how best to adapt its offerings to the changing and challenging needs of business.²²

Mumma and Williams approach this problem in a different manner:

. . . the college of Business Administration must continually review and assess its basic approach or approaches of preparing students for the increasing complexity of the business world for it to be effective.²³

Regarding the need for curriculum reform, Patterson states:

We will always have unfinished business for the perpetuation of quality and high standards in any area of higher education is a never ending process. We can never be perfect, but we can always be better than we are.²⁴

The collegiate schools of business must, if they are to achieve their goals, also insist on higher standards of admission for their undergraduate students. In the past, this was a problem as the supply of students entering the business field was not as great as the demand. This situation

²²Ibid.

²³Edwin W. Mumma and Martha S. Williams, "A New Approach to Business Education: The Human Relations Laboratory," Collegiate News and Views, XIX, No. 2 (December, 1965), p. 11.

²⁴R. F. Patterson, "Cooperation Required in Planning for the Education of Tomorrow's Business Leaders," Collegiate News and Views, XIX, No. 1 (October, 1965), p. 2.

could be accredited to the mistaken idea that if a student was talented he should enter into the area of science and engineering.

According to Shipp and Hilton studies, the opposite to this is true. These studies revealed that business administration graduates were earning more money than those of any other degree holder as a lifetime average. After the first five to ten years following graduation, this average income was even greater.²⁵

The proposals for curriculum reform and higher student admission requirements in the collegiate schools of business imply the need for higher standards within the collegiate school of business. While this is a question of academic goals and the quality of the faculty, something more is involved. Good teaching requires an adequate educational philosophy and an appropriate selection of teaching methods and teaching materials.²⁶

Summary

Chapter II has presented a review of related literature. Several studies were reviewed in regard to the purpose, content, findings, conclusions, and recommendations of the studies. Other publications written by outstanding business

²⁵Herbert G. Hicks, "Are Undergraduate Business Administration Schools Doing Their Job?", Collegiate News and Views, XVIII, No. 2 (December, 1964), p. 2.

²⁶Gordon, op. cit., p. 359.

educators were also reviewed for research procedures, techniques, and findings. The studying of related literature gave both general and specific procedures and directions for developing the questionnaire used in this study.

CHAPTER III

METHODS OF PROCEDURE

It was recognized that many sources must be utilized to evaluate a curriculum of a college. A few of these sources are: accreditation committees, comparisons with other colleges, experts in the field, the staff within the college, community opinions, and a survey of graduates. This final method was selected as the medium for this study because it was felt that the best response could be obtained by this method. A survey was felt to be an excellent medium of obtaining facts and figures and to solicit opinions.

Before this follow-up study was initiated, permission was given by the dean of the college and the head of the business department. As a preliminary step, the accessibility of the names and last-known addresses of the graduates was determined, and the financial cost and time required were considered. The college agreed to share the expense in connection with this study. It was decided that the study would cover a five-year period, from 1963 through 1967.

A proposal of the study for solving the problem was written. The proposal was presented to Dr. George P. Grill, Research Adviser, The University of North Carolina at Greensboro, on November 23, 1967, for suggestions and criticism.

Primary Data

The data for this study were drawn primarily from questionnaires to be mailed to the 442 business graduates of Campbell College from 1963 through 1967. The four phases of information sought through these questionnaires were:

(1) personal information, (2) educational information, (3) occupational information, and (4) suggestions for curriculum revision.

Lowry's "Principles of Follow-Up Research in Business Education" proved to be a valuable source of information on designing the questionnaire. Lowry lists 44 questions that he considers important in formulating such a questionnaire. He further gives 16 principles of procedure in conducting a follow-up study.²⁸ His suggestions were followed in outlining this study.

Questionnaire Construction

The tentative questionnaire was formulated and submitted to the head of the business department and five business teachers, representing the fields of secretarial science, economics, accounting, management, and law for suggestions and criticisms. Revisions were made in accordance with their suggestions. The questionnaire was presented in typewritten form to Dr. George P. Grill for approval. Several questions were

²⁸Robert A. Lowry, "Principles of Follow-Up Research in Business Education," (unpublished Ed. D. dissertation, Indiana University, 1958), pp. 220-42.

found to be inappropriate and were deleted from the form. Additional changes were suggested, and the questionnaire was revised a second time. (See Appendix A for copy.) The final form of the questionnaire was approved by Dr. George P. Grill. The questionnaire was printed by the Campbell College Printing Office.

Mailing List

A mailing list was prepared from the Dean's master list of all the business graduates of Campbell College from 1963 through 1967, arranged alphabetically according to the year graduated. The names and addresses of the graduates were typed on the left side of the page with the last name of each graduate extending into the left margin for easier location of names in later work. The right side of the page was left blank for any changes in address that would have to be made. It was indicated on this sheet whether the graduate received a degree in business administration or in business education.

The next major step was proving the correctness of the addresses. The best source of information was found in the Alumni Office files. There are two primary files: (1) a master file, listing all Campbell College graduates alphabetically, and (2) a geographical file listing alphabetically the counties of North Carolina, and under each county listing alphabetically the graduates in that particular county. This file also listed alphabetically the graduates from each of the states and from

other countries. The card in the master file gave the name, year graduated, degree obtained, and state or county of the last-known address. This file proved to be valuable in checking the accuracy of the dates of graduation. It was necessary to use the geographical file to check last-known addresses. As the Alumni Office constantly checks on addresses and records the last-known address, it was not difficult to determine which address was most recent. The majority of the addresses on the original mailing list were not up to date. A check was made to determine the last name of those girls who had married since graduation. There were some names on the mailing list that were found in a special file in the Alumni Office which lists those students to whom College mail had been sent and returned. The Alumni Office had written to the parents of these graduates but still could not ascertain a present address. A further check was made to obtain a present address for these individuals through the Registrar's Office and the Business Office. Several addresses were found in the Business Office, since some students had been using the National Defense Loan, and two of the addresses were found in the Registrar's Office. Of the remaining unknown addresses, telephone calls were made to the cities where the students were known to have lived last; seven addresses were obtained.

One name was removed due to death, reducing the number to 441 possible respondents.

Letter of Transmittal

A letter of transmittal was written and approved by Dr. George P. Grill for mailing. (See Appendix A for copy.) The letter explained the importance of the study and the need for the cooperation of the graduates in completing and returning the questionnaire immediately. The approved letter was mimeographed showing the correct placement of the letter on a sheet, and a copy was given to each student in the Advanced Typewriting Class. Students in this class personally typed the 441 letters on Business Department letterhead and addressed an envelope for each letter. The typewriting of these letters was begun on March 11; the letters were dated March 15, the date set for mailing. The letters were proofread and the address on the mailing sheet was checked with the address on the envelope. On March 15, 1968, 441 letters containing a questionnaire and a stamped, addressed envelope for returning the questionnaire were mailed.

Because of revisions in the first mailing list due to changes in addresses, a new mailing list was typed to include the married name of the student, if married, and to show the present address. Three columns were set up on each sheet of the list to check for the first return, second return, and third return. As the questionnaires were returned, both old and new mailing lists were checked for accuracy.

From the first mailing, seven mothers returned the questionnaire with a note, explaining that their sons were in

Vietnam or Korea. Four of these notes indicated that the questionnaire was being forwarded. Letters were typed to the three mothers who did not forward the questionnaires urging them to do so.

An effort was made to obtain the correct addresses of eight letters that were returned from the first mailing marked insufficient address, moved, or not forwardable. The Alumni Office wrote parents of these graduates again at our request, and one address was obtained. The Alumni Office files were checked again because some addresses in the files were changing each day, and one more address of the returned letters was found.

By April 1, 251 (56.9 per cent) questionnaires were returned. By April 5, the date set for the mailing of the follow-up letter, 259 (58.0 per cent) questionnaires were returned.

Follow-Up Letter

On April 5, a follow-up letter was sent to all those who had not responded. (See Appendix A for copy.) This letter contained another copy of the questionnaire and a stamped, addressed envelope. The same procedure was used for typewriting the letters. All responses received after April 7 were considered to be second responses and were entered on the list accordingly. With the second letter, 110 additional responses were received, bringing the total responses to 369, or 83.3 per cent.

Follow-Up Postal Card

On May 1, those who had not responded to the follow-up letter were sent a postal card reminder. (See Appendix A for copy.) All postal cards were personally typewritten. By May 15, 21 additional responses were received. Nine additional responses were received from personal contacts. In totality, 398 responses or 91.7 per cent were received. A summary of the responses was as follows:

| | |
|-------------------|----------|
| First Mailing | 259 |
| Second Mailing | 110 |
| Postal Reminder | 21 |
| Personal Contacts | <u>8</u> |
| Total | 398 |

Compiling the Data

A work sheet was prepared corresponding to the various items in the questionnaire for compiling the data. The information on the work sheets was then summarized in tables, where practicable, to facilitate the analysis and presentation of the information.

Summary

The methods of procedure used in this study included: (1) preparing an outline, (2) devising the questionnaire, (3) preparing a mailing list of the graduates, and (4) after collecting the data, placing the findings into tables to aid in the interpretation of them.

CHAPTER IV

DATA

From 1963 through 1967, 442 students have graduated from Campbell College with a Bachelor of Science degree in Business Administration and Business Education. Of these 442, 388 majored in the division of business administration, and 54 majored in the division of business education. Seven graduates could not be located and one had died. As a result, only 434 graduates were potential respondents to the questionnaire. Of the 434 potential respondents to whom questionnaires were mailed, 91.7 per cent provided the data for this study.

Table 1 on page 32 shows a more detailed breakdown of the graduates. The number of students graduating with business degrees during this five-year period ranged from 59 in 1963 to 111 in 1966.

The interpretations of the findings must be directly related to the personal and occupational characteristics of the graduates. It was important for the researcher to be informed concerning these characteristics to determine the validity of the findings.

Of the 398 respondents, 287 are married, 103 are single, 2 are divorced, and 6 did not respond to this question. Table 2 on page 33 gives the marital status of the graduates by year of graduation.

TABLE 1

NUMBER AND PERCENTAGE OF THE 1963-1967 CAMPBELL COLLEGE
BUSINESS GRADUATES RESPONDING TO THE QUESTIONNAIRE

| Year of Graduation | Total Graduates | | | | Responding Graduates | | | |
|--------------------|------------------------------|----------------|------------------|--------------------|--------------------------------|------------------|--------------------|---|
| | No. of Graduates Per Year | Male Graduates | Female Graduates | Deceased Graduates | Total Number of Respondents | Male Respondents | Female Respondents | Percentage of Graduates Responding Per Year |
| 1963 | 59 | 51 | 8 | 1 | 53 | 45 | 8 | 89.8 |
| 1964 | 75 | 66 | 9 | 0 | 73 | 64 | 9 | 96.1 |
| 1965 | 98 | 88 | 10 | 0 | 89 | 80 | 9 | 91.8 |
| 1966 | 111 | 97 | 14 | 0 | 93 | 81 | 12 | 83.8 |
| 1967 | <u>99</u> | <u>83</u> | <u>16</u> | <u>0</u> | <u>90</u> | <u>75</u> | <u>15</u> | 90.9 |
| Totals | 442 | 385 | 57 | 1 | 398 | 345 | 53 | |

TABLE 2

MARITAL STATUS OF RESPONDENTS

| Year of Graduation | Single Respondents | Married Respondents | Divorced Respondents | No Response | Total |
|--------------------|--------------------|---------------------|----------------------|-------------|-----------|
| 1963 | 5 | 45 | 1 | 2 | 53 |
| 1964 | 9 | 62 | 1 | 1 | 73 |
| 1965 | 24 | 65 | 0 | 0 | 89 |
| 1966 | 27 | 66 | 0 | 0 | 93 |
| 1967 | <u>38</u> | <u>49</u> | <u>0</u> | <u>3</u> | <u>90</u> |
| Totals | 103 | 287 | 2 | 6 | 398 |

Occupational Characteristics of Graduates

Important information affecting the results of this study was the respondents' occupational characteristics. This information was used by the researcher in three ways: (1) as general follow-up data on the graduates, (2) as data to aid in the interpretation of the graduates' evaluation of the Business Department, and (3) as a basis to determine the success of the graduates in the business world.

These findings can be utilized by present and future students of the Business Department. From these data they can see the type of positions and general field of employment and the corresponding salary scales. Present and future students should be aware that there are certain positions and institutions which past graduates have found undesirable. Likewise, there are certain positions and institutions in which past graduates have been extremely successful.

Geographical Distribution of Employment

Of the 375 employed graduates, it was found that 69.9 per cent of the graduates work in North Carolina, 28.0 per cent are employed in other states, and 2.1 per cent in other countries. Table 3 on page 35 gives a detailed breakdown of the counties where these graduates are employed in North Carolina. The largest number, 11.6 per cent, are employed

TABLE 3

EMPLOYMENT OF 1963-1967 GRADUATES
BY NORTH CAROLINA COUNTIES

| County | No. Employed | County | No. Employed |
|--------------|--------------|------------|--------------|
| Wake | 52 | Chowan | 2 |
| Cumberland | 25 | Duplin | 2 |
| Harnett | 19 | Edgecombe | 2 |
| Mecklenburg | 18 | Franklin | 2 |
| Durham | 17 | Halifax | 2 |
| Guilford | 11 | Pasquotank | 2 |
| Lee | 7 | Surry | 2 |
| New Hanover | 7 | Bladen | 1 |
| Onslow | 7 | Buncombe | 1 |
| Columbus | 6 | Burke | 1 |
| Johnston | 6 | Caldwell | 1 |
| Robeson | 6 | Chatham | 1 |
| Sampson | 6 | Cleveland | 1 |
| Forsyth | 5 | Davidson | 1 |
| Moore | 5 | Gaston | 1 |
| Wayne | 5 | Granville | 1 |
| Fort Bragg | 4 | Henderson | 1 |
| Pitt | 4 | Hertford | 1 |
| Randolph | 4 | Lincoln | 1 |
| Camp Lejeune | 3 | Montgomery | 1 |
| Orange | 3 | Nash | 1 |
| Washington | 3 | Pender | 1 |
| Wilson | 3 | Perquimans | 1 |
| Cabarrus | 2 | Southport | 1 |
| Catawba | 2 | Union | 1 |
| | | Total | 262 |

in Wake county, 6.0 per cent in Cumberland, 4.3 per cent in Durham, 4.3 per cent in Mecklenburg, and 2.1 per cent in Guilford.

In addition, 105 graduates are employed in 17 states other than North Carolina. They are:

| | |
|-------------------|----------|
| Virginia | 44 |
| South Carolina | 18 |
| Florida | 10 |
| Georgia | 7 |
| Maryland | 4 |
| California | 4 |
| New Jersey | 3 |
| Tennessee | 3 |
| Pennsylvania | 2 |
| Texas | 2 |
| Washington, D. C. | 2 |
| Alabama | 1 |
| Delaware | 1 |
| Kansas | 1 |
| Missouri | 1 |
| New York | 1 |
| Wyoming | <u>1</u> |

Total 105

Eight graduates are in other countries serving in the armed forces. These include:

| | |
|----------------|----------|
| Vietnam | 3 |
| Korea | 2 |
| Puerto Rico | 1 |
| Southeast Asia | 1 |
| Thailand | <u>1</u> |

Total 8

Of the total number of respondents, 375 are employed, 14 are unemployed, and 9 gave no response to the question. The question was asked: "If unemployed, are you seeking employment at this time? If no, please comment." In response

to this question, 13 stated that they are not seeking employment, and one indicated that he is seeking employment. The reasons given for unemployment were: (1) returning to get teacher's certificate, (2) young children, (3) graduate school, (4) military service, (5) law school, (6) pregnancy, and (7) housewife. The one who is reported seeking employment also stated he would be employed in the fall of 1968.

Type of Positions the Graduates Have Obtained After Graduation

The type of positions the graduates of any collegiate school of business obtained was directly related to the type of education they have received. A business education graduate has been trained for teaching. A business administration graduate has received a broad general business education and is prepared to enter any area of the business world in a trainee capacity. If the business administration graduate has also concentrated in a particular area of business, he will be more qualified to enter the business world in the area of concentration.

All things being equal, the majority of business administration graduates of a particular college tend to enter certain specific positions. This situation is the result of the type of training the graduate received while in college, and also the demand to fill certain positions by various businesses.

Although the types of positions the graduates from Campbell College obtained were diversified, there was a definite trend for them to concentrate in management, accounting, and teaching positions. The greatest percentage of respondents, 17.1 per cent, reported that they had obtained positions in the field of management. The second largest percentage of graduates, 15.3 per cent, are in teaching positions. The third major position in which the respondents had entered was accounting, 14.6 per cent; and fourth, sales and real estate, and governmental, both having 8.5 per cent. Table 4 on page 39 gives a more detailed breakdown of the general fields of employment these graduates have entered.

Sometimes the title of a business graduate's position did not fully describe the type of work he was doing. The researcher made an interpretation of these positions from the job description. After graduating from Campbell College, the majority of graduates have entered some type of management position. Of the 68 who have entered this field, the majority are managers, assistant managers, or trainees for managers in some business institution. In the teaching area, most of the graduates are in secondary school teaching. In the area of accounting, the largest number are in the position of senior accountants, junior accountants, and auditors. Table 5 on pages 40 through 43 presents a more detailed breakdown of the job title of the graduates.

TABLE 4
FIELD OF EMPLOYMENT OF 1963-1967 GRADUATES

| Field of Employment | No. of Graduates | Percentage |
|-----------------------|------------------|-------------------|
| Management | 68 | 17.1 |
| Teaching | 61 | 15.3 |
| Accounting | 58 | 14.6 |
| Others ^a | 55 | 13.8 |
| Governmental | 34 | 8.5 |
| Sales and Real Estate | 34 | 8.5 |
| Insurance | 24 | 6.0 |
| No Response | 20 | 5.0 |
| Finance | 14 | 3.5 |
| Unemployed | 14 | 3.5 |
| Clerical | 9 | 2.3 |
| Data Processing | <u>7</u> | <u>1.8</u> |
| Totals | 398 | 99.9 ^b |

^aSee Appendix B.

^bDeviation caused by rounding.

TABLE 5
JOB TITLES OF 1963-1967 GRADUATES

| Job Title | No. of Graduates |
|---|---------------------|
| ACCOUNTING | |
| Accountant, including Senior, Junior, Staff, and Trainee | 29 |
| Auditor | 10 |
| Supervisor | 5 |
| Budget Officer | 4 |
| Administrative Assistant | 3 |
| Controller, including Assistants | 3 |
| Estimator | 2 |
| Manager | 2 |
| Bookkeeper | 1 |
| Right-of-Way Aide | 1 |
| CLERICAL | |
| Clerk | 6 |
| Secretary | 6 |
| Clerk Typist | 1 |
| Pricer | 1 |
| DATA PROCESSING | |
| Computer Programmer | 4 |
| Sales Representative | 2 |
| Assistant Cashier-Manager Trainee | 1 |
| Computer Operator | 1 |
| FINANCE | |
| Collection and Credit Manager | 6 |
| Secretary-Treasurer-Manager | 2 |
| Teller | 2 |
| Branch Manager | 1 |
| Financial Aid Officer | 1 |
| Mortgage Loan Analyst | 1 |

TABLE 5--Continued

| Job Title | No. of Graduates |
|---------------------------------|---------------------|
| GOVERNMENTAL | |
| Revenue Collector | 6 |
| Auditor | 5 |
| Social Worker | 4 |
| Sanitarian | 2 |
| Special Investigator | 2 |
| Administrative Assistant | 1 |
| Interviewer | 1 |
| Job Inspector | 1 |
| Municipal Government Intern | 1 |
| INSURANCE | |
| Representative | 9 |
| Self-Employed | 7 |
| Staff Adjuster | 5 |
| Agent | 4 |
| Assistant Supervisor | 1 |
| Auditor | 1 |
| President and Manager | 1 |
| Secretary-Treasurer | 1 |
| Underwriter | 1 |
| MANAGEMENT | |
| General Manager | 36 |
| Company Officers | 10 |
| Supervisor | 5 |
| Department Manager | 4 |
| Industrial Engineer | 3 |
| Manager Analyst | 3 |
| Personnel Director | 3 |
| Residential Representative | 3 |
| Sales and Operations Manager | 3 |
| Credit Manager | 2 |
| Farm Produce Manager | 2 |
| Bleaching and Finishing Manager | 1 |
| District Scout Executive | 1 |
| Dyer | 1 |
| Officer in Charge | 1 |

TABLE 5--Continued

| Job Title | No. of Graduates |
|---|---------------------|
| SALES AND REAL ESTATE | |
| Sales Representative | 19 |
| Supervisor Trainee | 4 |
| Right-of-Way Aide | 3 |
| Accountant | 1 |
| Broker | 1 |
| Manager and Owner | 1 |
| Sales Engineer | 1 |
| Staff Appraiser | 1 |
| SERVICE | |
| Legal Officer-Personnel Officer | 2 |
| Officer in Charge | 2 |
| Pilot Officer | 2 |
| Platoon Leader | 2 |
| Second Lieutenant | 2 |
| Aircraft Electrical Technician | 1 |
| Assistant Director of Administrative Services | 1 |
| Assistant Disbursing Officer | 1 |
| Aviator | 1 |
| Budget Analyst | 1 |
| Communication Area Master Station Hatch Officer | 1 |
| Communications Service | 1 |
| Company Commander | 1 |
| Infantry, Light Weapons | 1 |
| Lieutenant Legal Officer | 1 |
| Management Analyst | 1 |
| Material Division Officer | 1 |
| Officer Candidate | 1 |
| OIC of Land Navigation | 1 |
| Personnel Specialist | 1 |
| Photographer's Mate | 1 |
| Project Officer, United States Army | 1 |
| Resident Engineer | 1 |
| Series Commander | 1 |
| Stock Control | 1 |
| Student Pilot | 1 |
| Training Officer | 1 |
| Weapons Controller | 1 |

TABLE 5--Continued

| Job Title | No. of Graduates |
|--------------------------------|------------------|
| TEACHING | |
| Teacher or Instructor | 52 |
| D. E. and I. C. T. Coordinator | 7 |
| Athletic Director (Coach) | 2 |
| Director of Adult Education | 1 |
| Guidance Counselor | 1 |
| MISCELLANEOUS | |
| Buyer | 5 |
| Designer | 3 |
| President | 2 |
| Others | 8 |

Graduates Who Are Teaching

In the five-year period covered by this study, 54 graduates received a degree in business education. Of the number who responded to the questionnaire, 34 of this number are presently teaching. However, 27 of the graduates who received a degree in business administration have entered teaching, making a total of 61 teaching. Occupations of the business education graduates that are not teaching include:

| | |
|--|----------|
| Housewife | 5 |
| Secretary | 3 |
| Teller and Bookkeeper | 1 |
| ESEA Title I Accounting | 1 |
| Pricer | 1 |
| Business Manager and Budget Director | 1 |
| Clerk Typist | 1 |
| Assistant Disbursing Officer--Navy Regional Finance Office | <u>1</u> |
| | 14 |

Of the 54 graduates in business education, 34 are currently teaching, 14 are outside the teaching area, and 6 did not respond to the questionnaire.

The question was asked, "If teacher, are you teaching in your major field?" In response to this question, 35 are presently teaching in the major field, 25 are not, and one gave no response to the question.

Of the graduates who are teaching business subjects, the largest number are teaching typewriting and the second largest number are teaching bookkeeping. Table 6 on page 45 gives the subjects the 61 teachers are currently teaching.

TABLE 6

BUSINESS SUBJECTS THE 1963-1967 GRADUATES OF
CAMPBELL COLLEGE ARE TEACHING

N=61

| Subject | Number | Percentage |
|----------------------|--------|------------|
| Typewriting | 21 | 34.4 |
| Others | 17 | 27.9 |
| Bookkeeping | 15 | 24.6 |
| General Business | 12 | 19.7 |
| Shorthand | 11 | 18.0 |
| Business Mathematics | 8 | 13.1 |
| Office Practice | 8 | 13.1 |

A tabulation was made on the number of preparations for which each teacher was responsible. Forty per cent of the teachers had three or more preparations. Two teachers listed six preparations. Of the two teachers, one was an instructor in a junior college and did not state whether these six preparations are daily; the other teacher was teaching business subjects and also subjects out of her field. Table 7 on page 47 shows the number of preparations involving the 61 teachers.

Geographical Distribution of Teachers

Of the total number of respondents who are in the teaching field, 73.8 per cent are teaching in North Carolina. The geographical distribution was as follows:

| | |
|----------------|----------|
| North Carolina | 45 |
| Virginia | 7 |
| Delaware | 2 |
| New Jersey | 2 |
| Florida | 3 |
| Georgia | 1 |
| South Carolina | <u>1</u> |
| Total | 61 |

One can conclude from these figures that Campbell College serves the North Carolina area in the teaching profession.

Size of Schools in Which Graduates Are Teaching

Those in the teaching area have entered schools ranging in size from 10 teachers to 85 teachers. According to the 61 responding to the question concerning the number of teachers in the school in which they were employed, the average number of teachers was 32.13.

TABLE 7
NUMBER OF TEACHING PREPARATIONS^a

| Number of Preparations | Respondents |
|------------------------|-------------|
| 1 | 3 |
| 2 | 10 |
| 3 | 14 |
| 4 | 2 |
| 5 | 6 |
| 6 | <u>2</u> |
| Total | 37 |

^aThose not indicating any preparations:

| | |
|--------------------------------|----------|
| Elementary Teachers | 4 |
| Junior High School | 5 |
| Guidance Counselor | 1 |
| D. E. and I. C. T. Coordinator | 7 |
| Director of Adult Education | 1 |
| School Social Worker | 1 |
| Physical Education and Coach | 2 |
| Unemployed Graduate Student | 1 |
| Not in Major Field | <u>2</u> |
| Total | 24 |

The graduates in teaching were asked whether or not they were responsible for supervising the school newspaper or yearbook or whether they were acting as the school treasurer. In response to this question, 45 replied that they were not asked to sponsor any of these, 10 were sponsoring one of these, and 6 gave no response to the question. Five teachers were responsible for the school newspaper, 4 were advisers for the school yearbook, and only 1 was school treasurer. Other duties listed (even though this was not included in the questionnaire) were school store and concessions; coach for football, basketball, and baseball; adviser for Future Secretaries' Association of National Secretaries' Association; student adviser; sponsor of Future Business Leader's Association; sponsor of a typewriting service club; and adult education adviser.

Sources the Graduates Used in Obtaining Their First Position

One objective of any collegiate business program should be to prepare its students to be professionally competent in the business world. This objective includes providing the business graduate with a sound background of all the phases of the various business industries. A second objective, which is directly related to the first objective, should be to aid in the proper placement of their students upon graduation. In many instances, this is an impossible task, but in the majority of cases this objective should be attained.

Table 8 on page 50 shows that 40.0 per cent of the graduates obtained their first position in the business world through personal applications. The second highest instrumental source, the aid of a friend or relative, was used by 17.6 per cent of the respondents. The college placement office was the third highest instrumental source, with 14.3 per cent of the respondents using this method. Other instrumental sources used by the respondents to obtain their first position were employment agencies and newspaper advertisements, 7.1 per cent and 3.1 per cent, respectively. It will be noted that 8.3 per cent of the graduates used other sources that were not listed on the questionnaire. These are included in the Appendix.

Several of the respondents included comments along with this section of the questionnaire. Of those who made comments, there was a general consensus that the college placement office provided good opportunities for employment interviews with those in the business world. However, the respondents felt that more companies should be sought to visit the college and that these companies should represent all types of industries.

Sources Used by Graduates to Obtain Their Second Position

Table 9 on page 51 shows the number of respondents who have changed positions and the sources used to obtain the second position. Of the 110 graduates included in this table,

TABLE 8
SOURCES USED BY THE GRADUATES TO
OBTAIN INITIAL EMPLOYMENT

| Source | Number | Percentage |
|-----------------------------|------------------|-------------------|
| Personal Application | 168 | 40.0 |
| Friends or Relatives | 74 | 17.6 |
| College Placement Office | 60 | 14.3 |
| No Response | 39 | 9.3 |
| Others ^a | 35 | 8.3 |
| Employment Agency | 30 | 7.1 |
| Advertisements | 13 | 3.1 |
| Commercial Teachers' Agency | <u>1</u> | <u>.2</u> |
| Totals | 420 ^b | 99.9 ^c |

^aSee Appendix B.

^bGreater than 398 because some respondents marked more than one source.

^cDeviation caused by rounding.

TABLE 9

SOURCES USED BY THE GRADUATES TO
OBTAIN SECOND POSITION

| Source | Number | Percentage |
|--------------------------|----------|-------------------|
| Personal Application | 53 | 48.2 |
| Friends or Relatives | 21 | 19.1 |
| Employment Agency | 20 | 18.2 |
| College Placement Office | 11 | 10.0 |
| Advertisements | 3 | 2.7 |
| Others | <u>2</u> | <u>1.1</u> |
| Totals | 110 | 99.3 ^a |

^aDeviation caused by rounding.

48.2 per cent obtained their second position through personal application. The second highest instrumental source, the aid of a friend or relative, was used by 19.1 per cent. The third highest instrumental source was the employment agency, with 18.2 per cent. Ten per cent stated that the College Placement Office was the source they used to obtain their second position.

On-the-Job Training

The graduates were asked whether they had received any on-the-job training, and if so, of what nature, and for how long. In response to this question, 255 graduates indicated that they had received this type of training, 79 had not received any training, and 64 did not respond to the question.

The largest number indicating on-the-job training was in a formal training program. Fifty-two graduates were included in this area. The second and third highest type of training mentioned was in general management training and study courses, with 31 and 45 respectively. The type and length of training received were classified into 33 categories, ranging from 1 to 6 months to over 2 years. Table 10 on page 53 shows how these training programs were reported by the graduates.

Salary Scale of Graduates

The salary being offered to business graduates at any one time is dependent upon many factors, such as the demand

TABLE 10

TYPE AND LENGTH OF ON-THE-JOB TRAINING OF THE GRADUATES

| Type of Training | 1-6 Months | 7-12 Months | 13-18 Months | 19-24 Months | Over 24 Months | No Length Specified |
|--------------------------------|---------------|----------------|-----------------|-----------------|-------------------|------------------------|
| Advertising | 1 | 0 | 0 | 0 | 0 | 0 |
| Analysis | 0 | 1 | 1 | 0 | 0 | 0 |
| Apprenticeship | 1 | 0 | 1 | 1 | 0 | 5 |
| Case Work | 0 | 1 | 0 | 0 | 0 | 2 |
| Correspondence Courses | 0 | 0 | 1 | 0 | 0 | 0 |
| Direct Supervision | 6 | 3 | 7 | 1 | 0 | 5 |
| Experience | 0 | 1 | 0 | 0 | 0 | 5 |
| Field Work | 2 | 1 | 0 | 0 | 0 | 2 |
| Formal On-the-Job Training | 10 | 9 | 7 | 4 | 4 | 18 |
| General Management Training | 4 | 3 | 2 | 1 | 2 | 3 |
| Informal Study | 1 | 0 | 0 | 0 | 0 | 0 |
| Insurance Trainee | 0 | 0 | 2 | 0 | 0 | 0 |
| Job Rotation | 1 | 1 | 3 | 0 | 0 | 0 |
| Machine Operation | 0 | 0 | 0 | 0 | 0 | 1 |
| Meetings and Discussions | 3 | 0 | 0 | 1 | 1 | 1 |
| Operations and Varied Training | 1 | 0 | 0 | 0 | 0 | 1 |
| Oral and Written Tests | 1 | 0 | 0 | 0 | 0 | 0 |
| Organization | 1 | 0 | 0 | 0 | 0 | 0 |
| Orientation Program | 1 | 0 | 0 | 0 | 0 | 1 |
| Personal Assistance | 0 | 0 | 3 | 0 | 0 | 0 |
| Procedures and Techniques | 4 | 2 | 1 | 1 | 0 | 3 |
| Sales Training | 2 | 1 | 0 | 1 | 0 | 2 |
| Secretarial and Clerical | 0 | 0 | 0 | 0 | 0 | 2 |
| Study Courses | 23 | 10 | 1 | 1 | 2 | 8 |
| Work Shops | <u>3</u> | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> | <u>1</u> |
| Totals | 65 | 33 | 29 | 11 | 14 | 60 |

in business for beginning businessmen, the quality of graduates from a particular educational institution, the business institution's own salary policy, state salary set for beginning workers in teaching, and the types of positions for which the graduates are applying.

The salaries being offered to business graduates of Campbell College were definitely increasing. As can be seen from Table 11 on page 55, 91.3 per cent of those responding to the question have received salaries above \$5,000, 79.1 per cent have received salaries above \$6,000, 61.4 per cent received over \$7,000, and 43.0 per cent received over \$8,000.

The difference in the salary ranges of the 1963-1967 graduates was greatly diversified. The highest current salaries were reported by the graduates in 1963 and 1964. These respondents have probably had a substantial increase in salary since they first graduated.

During the 1963-1967 period, only 12 per cent of the total 442 graduates were in the area of business education. Since teaching was one of the three major fields the total graduates have entered, it was deemed important to give an overall salary scale and a separate salary scale for the business administration and business education graduates. A detailed report is given in Table 12 and Table 13.

TABLE 11

SALARY SCALE OF THE 1963-1967 BUSINESS ADMINISTRATION
AND BUSINESS EDUCATION GRADUATES

| Salary Range | Year of Graduation | | | | | | |
|---------------|--------------------|------|------|------|------|-------|------------|
| | 1963 | 1964 | 1965 | 1966 | 1967 | Total | Percentage |
| \$3,000-3,500 | 0 | 0 | 1 | 1 | 0 | 2 | 0.5 |
| 3,501-4,000 | 1 | 0 | 1 | 3 | 2 | 7 | 1.8 |
| 4,001-4,500 | 1 | 0 | 0 | 2 | 5 | 8 | 2.0 |
| 4,501-5,000 | 1 | 0 | 5 | 6 | 6 | 18 | 4.5 |
| 5,001-5,500 | 1 | 4 | 4 | 7 | 7 | 23 | 5.8 |
| 5,501-6,000 | 1 | 5 | 6 | 6 | 8 | 26 | 6.5 |
| 6,001-6,500 | 5 | 4 | 9 | 16 | 10 | 44 | 11.1 |
| 6,501-7,000 | 2 | 3 | 7 | 11 | 3 | 26 | 6.5 |
| 7,001-7,500 | 2 | 8 | 12 | 11 | 11 | 44 | 11.1 |
| 7,501-8,000 | 4 | 9 | 5 | 4 | 7 | 29 | 7.3 |
| 8,001-8,500 | 4 | 2 | 6 | 4 | 3 | 19 | 4.8 |
| 8,501 and up | 23 | 32 | 19 | 10 | 1 | 85 | 21.4 |
| No Response | 8 | 6 | 14 | 12 | 27 | 67 | 16.8 |

TABLE 12
 SALARY SCALE OF BUSINESS ADMINISTRATION GRADUATES, 1963-1967
 N = 337

| Salary Range | Year of Graduation | | | | | | Total Percentage |
|---------------|--------------------|------|------|------|------|-------|------------------|
| | 1963 | 1964 | 1965 | 1966 | 1967 | Total | |
| \$3,000-3,500 | 0 | 0 | 1 | 1 | 0 | 2 | 0.6 |
| 3,501-4,000 | 1 | 0 | 1 | 3 | 1 | 6 | 1.8 |
| 4,001-4,500 | 0 | 0 | 0 | 1 | 1 | 2 | 0.6 |
| 4,501-5,000 | 1 | 0 | 3 | 1 | 4 | 9 | 2.7 |
| 5,001-5,500 | 1 | 2 | 3 | 5 | 4 | 15 | 4.5 |
| 5,501-6,000 | 1 | 4 | 6 | 5 | 4 | 20 | 5.9 |
| 6,001-6,500 | 4 | 2 | 8 | 14 | 8 | 36 | 10.7 |
| 6,501-7,000 | 2 | 3 | 3 | 11 | 3 | 22 | 6.5 |
| 7,001-7,500 | 0 | 8 | 11 | 10 | 10 | 39 | 11.6 |
| 7,501-8,000 | 4 | 9 | 5 | 3 | 7 | 28 | 8.3 |
| 8,001-8,500 | 4 | 2 | 6 | 4 | 3 | 19 | 5.6 |
| 8,501 and up | 23 | 31 | 19 | 9 | 1 | 83 | 24.6 |
| No Response | 8 | 5 | 10 | 11 | 22 | 56 | 16.6 |

TABLE 13

SALARY SCALE OF GRADUATES WHO ARE TEACHING

N = 61

| Salary Range | Year of Graduation | | | | | | Total | Percentage |
|---------------|--------------------|------|------|------|------|---|-------|------------|
| | 1963 | 1964 | 1965 | 1966 | 1967 | | | |
| \$3,000-3,500 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| 3,501-4,000 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1.6 |
| 4,001-4,500 | 1 | 0 | 0 | 1 | 6 | 8 | 8 | 13.1 |
| 4,501-5,000 | 0 | 0 | 2 | 5 | 2 | 9 | 9 | 14.7 |
| 5,001-5,500 | 0 | 2 | 1 | 2 | 3 | 8 | 8 | 13.1 |
| 5,501-6,000 | 0 | 1 | 0 | 1 | 4 | 6 | 6 | 9.8 |
| 6,001-6,500 | 1 | 2 | 1 | 2 | 2 | 8 | 8 | 13.1 |
| 6,501-7,000 | 0 | 0 | 4 | 0 | 0 | 4 | 4 | 6.6 |
| 7,001-7,500 | 2 | 0 | 1 | 1 | 1 | 5 | 5 | 8.2 |
| 7,501-8,000 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1.6 |
| 8,001-8,500 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| 8,501 and up | 0 | 1 | 0 | 1 | 0 | 2 | 2 | 3.3 |
| No Response | 0 | 1 | 4 | 1 | 3 | 9 | 9 | 14.7 |

Employment Standards Graduates Were Required to Meet

It has long been recognized that management needs to learn and weigh a number of factors about the potential employee. A large number of companies have a set of employment standards that are required before an applicant is considered for the job. The graduates were asked to check either yes or no for each of seven employment standards for applicants to obtain their initial or present job.

As can be seen by Table 14 on page 59, 77.4 per cent of the respondents were required to have a college degree, 55 per cent were required to take a physical examination, 73.4 reported a staff interview was required, and 44.2 stated that other tests were required.

Pertaining to standards listed on the questionnaire, 61.1 per cent of the graduates stated that they were not required to take any psychological tests, 59.5 per cent were not required any specific scholastic standing, and 55 per cent stated that they were not required to have any specific major.

Job Satisfaction of Graduates

The graduates were asked, "In your present job, are you satisfied with the following? (Check either "yes" or "no" for each line.)" Included in this section were job security, opportunity for advancement, compensation--base pay, supervision, working conditions, fringe benefits, type of work,

TABLE 14

EMPLOYMENT STANDARDS REQUIRED OF GRADUATES

| Employment Standard | Yes | Percentage | No | Percentage |
|----------------------|-----|------------|-----|------------|
| College Degree | 308 | 77.4 | 54 | 13.6 |
| Specific Major | 127 | 31.9 | 219 | 55.0 |
| Psychological Tests | 100 | 25.1 | 243 | 61.1 |
| Others ^a | 176 | 44.2 | 169 | 42.5 |
| Physical Examination | 219 | 55.0 | 130 | 32.7 |
| Scholastic Standing | 100 | 25.1 | 237 | 59.5 |
| Staff Interview | 292 | 73.4 | 59 | 14.8 |
| No Response | 30 | 7.5 | 0 | 0.0 |

^aSee Appendix B.

company attitude toward employees, vacation and holiday schedule, employee evaluation system, and location.

Of the respondents, 83.9 per cent stated they were satisfied with job security. The second and highest area of satisfaction was type of work, with 81.4 per cent; the third highest areas of job satisfaction were supervision, and working conditions, both with 79.6 per cent.

Table 15 on page 61 reveals that 28.4 per cent of the respondents felt dissatisfied with the base pay, 24.4 per cent were dissatisfied with the employee evaluation system, and 19.6 were dissatisfied with the opportunity for advancement.

Graduates Who Have Received Promotions

It was deemed pertinent to determine how many of the graduates had received a promotion from their initial job. The questionnaire results revealed that 220 graduates had received a promotion, 126 had not, and 52 did not respond to the question.

Business Machines That Are Used Most Frequently in Companies and Schools

The types of machines used in business were constantly changing. It is important to those who plan curriculums to know what machines were used, the degree of training demanded, and whether the demand will continue. Up to the time of this study, no survey had been made of the machines that were used by the graduates of Campbell College.

TABLE 15

FACTORS AFFECTING JOB SATISFACTION OF GRADUATES

| Factor | Yes | Percentage | No | Percentage |
|-----------------------------------|-----|------------|-----|------------|
| Job Security | 334 | 83.9 | 23 | 5.8 |
| Opportunity for Advancement | 277 | 69.6 | 78 | 19.6 |
| Compensation - Base Pay | 236 | 59.3 | 113 | 28.4 |
| Supervision | 317 | 79.6 | 38 | 9.5 |
| Working Conditions | 317 | 79.6 | 42 | 10.6 |
| Fringe Benefits | 276 | 69.3 | 74 | 18.6 |
| Type of Work | 324 | 81.4 | 27 | 6.8 |
| Company Attitude Toward Employees | 295 | 74.1 | 51 | 12.8 |
| Vacation and Holiday Schedule | 307 | 77.1 | 50 | 12.6 |
| Employee Evaluation System | 240 | 60.3 | 97 | 24.4 |
| Location | 306 | 76.9 | 50 | 12.6 |
| No Response | 30 | 7.5 | 0 | 0.0 |

The limitations of the data gathered on business machines were apparent. The question was asked, "What business machines are used most in your school or company?" The typewriter was used by 80.9 per cent of the respondents. Of typewriters used, 54.7 per cent were nonelectrics and 45.3 per cent were electrics. The other most used business machines were adding, calculating, and duplicating machines. A large number of the respondents indicated that they were using the automatic calculator.

Training in key-driven calculators is still being offered in post-secondary schools despite the fact that in the business office they are being replaced by 10-key adding machines. The demand for key-driven calculators has diminished to such an extent that major manufacturers of the equipment have closed out their extensive private training programs.

Table 16 on page 63 gives a more detailed breakdown on the machines that the graduates reported were used most in their school or company.

Data Processing

One of the most important new developments in the business world is in automatic and electronic data processing. Automation, at the stage reached by a general-purpose computer, is a revolutionary development. The business department in any college should certainly be challenged by the certainty that many jobs will be eliminated and other jobs will be

TABLE 16

BUSINESS MACHINES USED MOST FREQUENTLY IN
THE GRADUATES' SCHOOLS OR COMPANIES

| Business Machine | Respondents Using Machine | Percentage |
|-----------------------|------------------------------|------------|
| Typewriter | 322 | 80.9 |
| Electric | 146 | 45.3 |
| Nonelectric | 176 | 54.7 |
| Adding Machine | 267 | 67.1 |
| Calculating Machine | 210 | 52.8 |
| Duplicating Machine | 207 | 52.0 |
| Others ^a | 74 | 18.6 |
| Keypunch Machine | 69 | 17.3 |
| Bookkeeping Machine | 68 | 17.1 |
| Voice-Writing Machine | 63 | 15.8 |
| Billing Machine | 53 | 13.3 |
| No Response | 47 | 11.8 |

^aSee Appendix B.

changed. There should be a continuing effort to make the most of opportunities to help business students adjust to continuing change in the work situation.

The graduates were asked whether data processing is used in the company where they are employed and whether they believe they will need some knowledge and skill in data processing within the next two years. In response to this question, 208 or 52.3 per cent stated that data processing was being used in their company, 135 or 34.0 per cent reported that it was not used, and 55 or 13.8 per cent did not respond to the question. The graduates' response to the need for some training and knowledge in data processing was as follows: 44.4 per cent stated that they would need training in this area, 43.4 per cent stated no need for additional training in this area, and 12.6 per cent of the graduates did not respond to the question.

Year Graduated and Degree

A total of 442 students have graduated from the Business Department of Campbell College during the years 1963-1967.

In 1963, there were 52 business administration and 7 business education graduates. Out of 75 graduates in 1964, 69 were business administration and 6 were business education. In 1965, business administration and business education graduates totaled 86 and 12, respectively. In 1966, there were 97 business administration and 14 business education graduates.

In 1967, there were 99 graduates, 84 in business administration and 15 in business education. Only 54 graduated with a Bachelor of Science degree in business education and 388 graduated with a Bachelor of Science degree in business administration.

Curriculum Evaluation

One of the important parts of this study was the curriculum evaluation made by the graduates. Not only was this part of the study important for the reader's final interpretation of the data collected, but it also provided the reader with some insight as to what areas of study the graduates stated are important in the business world.

It is very important for the reader to remain open-minded about specific points or areas discussed. There are many factors which enter into a decision made by the graduates when evaluating the Business Department. This does not mean that the evaluation was worthless--quite the contrary. It means that other information was needed to clarify the responses provided by the graduates. This additional information can be found in the recommendations and comments section of this study.

Evaluation of Courses in the Business Department

The courses offered by the Business Department at Campbell College consist of a number of diversified subjects

in the business world. Basically, unless a graduate is employed in an area of business where he has an opportunity to utilize the subject matter taught in these classes, he will believe that these courses were worthless. Actually, the major purpose of the general business curriculum was to provide the student with background business information so that he will be professionally competent in his endeavor to succeed in the business world regardless of the area or phase of business he should enter. The education he has received should allow him to enter almost any area of business as a trainee.

Most Valuable Business Courses

The respondents were asked to list three business courses that they considered most valuable in their employment. Table 17 on page 67 shows the courses rated by the respondents by year of graduation. Of the graduates, 59.5 per cent rated accounting as the most valuable course; 34.2 per cent rated economics as second; 22.4 per cent rated personnel management as third; and 21.6 per cent rated management as fourth. Other most valuable business courses were business law, typewriting, business mathematics, marketing, and statistics.

Most Valuable General Courses

Data were also secured concerning general courses, other than business, that the graduates considered valuable to them in their work. The purposes for compiling this data were

TABLE 17

RATINGS OF MOST VALUABLE BUSINESS COURSES BY GRADUATES

| Name of Course | 1963 | 1964 | 1965 | 1966 | 1967 | Total |
|--------------------------|------|------|------|------|------|-------|
| Accounting | 39 | 56 | 46 | 51 | 43 | 237 |
| Economics | 18 | 26 | 32 | 27 | 33 | 136 |
| Personnel Management | 7 | 22 | 19 | 23 | 18 | 89 |
| Management | 11 | 12 | 21 | 26 | 16 | 86 |
| Business Law | 15 | 19 | 13 | 17 | 9 | 73 |
| Typewriting | 9 | 7 | 8 | 12 | 9 | 45 |
| Business Mathematics | 7 | 8 | 9 | 9 | 7 | 40 |
| Marketing | 9 | 4 | 14 | 6 | 6 | 39 |
| Statistics | 3 | 8 | 9 | 10 | 6 | 36 |
| Shorthand | 5 | 5 | 5 | 2 | 7 | 24 |
| Salesmanship | 8 | 7 | 5 | 0 | 1 | 21 |
| Finance | 0 | 2 | 1 | 6 | 7 | 16 |
| Money and Banking | 4 | 3 | 3 | 0 | 4 | 14 |
| Business English | 4 | 1 | 0 | 2 | 3 | 10 |
| Business Communications | 1 | 0 | 4 | 4 | 0 | 9 |
| Auditing | 2 | 2 | 2 | 1 | 1 | 8 |
| Industrial Psychology | 0 | 0 | 0 | 5 | 3 | 8 |
| Office Machines | 1 | 2 | 0 | 2 | 3 | 8 |
| Tax Accounting | 0 | 1 | 2 | 0 | 3 | 6 |
| Business Letter Writing | 2 | 0 | 0 | 1 | 2 | 5 |
| Filing | 1 | 1 | 2 | 0 | 0 | 4 |
| Office Practice | 0 | 2 | 0 | 2 | 0 | 4 |
| Business Administration | 0 | 1 | 0 | 2 | 0 | 3 |
| Business Management | 1 | 2 | 0 | 0 | 0 | 3 |
| Real Estate | 0 | 0 | 0 | 2 | 1 | 3 |
| Comparative Economics | 0 | 0 | 1 | 1 | 0 | 2 |
| Introduction to Business | 1 | 1 | 0 | 0 | 0 | 2 |
| Business Methods | 0 | 0 | 1 | 0 | 0 | 1 |
| Insurance | 0 | 0 | 0 | 0 | 1 | 1 |
| Investments | 0 | 0 | 1 | 0 | 0 | 1 |
| Sales | 0 | 1 | 0 | 0 | 0 | 1 |

to (1) provide the Business Department with information to aid in its "guidance role" and (2) to discover what area of study is essential for all business students.

As can be seen from Table 18 on page 69, 51.5 per cent of the graduates listed English as the most valuable course, 24.9 per cent listed psychology as second, and 21.9 per cent listed mathematics as third. History, sociology, and government were rated by 5 per cent or more of the respondents as being also valuable.

A business student should be aware of the importance of possessing a basic knowledge of as many of these fields as possible. This is one reason why the researcher has attempted to identify what general courses the graduates felt were important for business students.

Number of Graduates Who Felt the Business Curriculum Adequately Prepared Them for Their Work

As part of the evaluation of the Business Department, the graduates were asked if they believed that the business curriculum adequately prepared them for their work. Table 19 on page 70 reveals that 72.4 per cent of the graduates did believe that they were prepared for their work, 16.6 per cent did not believe they were adequately prepared, and 11.1 per cent gave no response. In a range from 68.5 per cent for the Class of 1965 to 79.3 per cent for 1963, approximately 72.9 per cent of the respondents felt prepared.

TABLE 18

RATINGS OF MOST VALUABLE GENERAL COURSES OTHER
THAN BUSINESS BY GRADUATES

| Name of Course | 1963 | 1964 | 1965 | 1966 | 1967 | Total |
|--------------------------|------|------|------|------|------|-------|
| English | 29 | 51 | 44 | 37 | 40 | 201 |
| Psychology | 10 | 17 | 15 | 33 | 24 | 99 |
| Mathematics | 10 | 17 | 17 | 24 | 19 | 87 |
| History | 5 | 4 | 7 | 10 | 14 | 40 |
| Sociology | 3 | 8 | 11 | 9 | 5 | 36 |
| Government | 5 | 7 | 5 | 7 | 3 | 27 |
| Speech | 2 | 4 | 4 | 4 | 1 | 15 |
| English Grammar | 3 | 1 | 2 | 3 | 1 | 10 |
| Education | 0 | 1 | 3 | 4 | 2 | 10 |
| Algebra and Trigonometry | 1 | 2 | 2 | 4 | 1 | 10 |
| Science | 1 | 0 | 3 | 2 | 3 | 9 |
| English Composition | 1 | 1 | 1 | 4 | 1 | 8 |
| Bible | 2 | 2 | 1 | 0 | 0 | 5 |
| Chemistry | 0 | 1 | 1 | 0 | 2 | 4 |
| Social Studies | 0 | 1 | 3 | 0 | 0 | 4 |
| Drafting | 1 | 2 | 0 | 0 | 0 | 3 |
| English Report Writing | 0 | 0 | 0 | 0 | 3 | 3 |
| General Psychology | 0 | 0 | 0 | 1 | 2 | 3 |
| Geography | 0 | 2 | 0 | 0 | 1 | 3 |
| Geometry | 0 | 1 | 2 | 0 | 0 | 3 |
| Health and Hygiene | 0 | 2 | 0 | 1 | 0 | 3 |
| Political Science | 0 | 0 | 1 | 0 | 2 | 3 |
| Zoology | 0 | 1 | 1 | 0 | 1 | 3 |
| American History | 0 | 1 | 1 | 0 | 0 | 2 |
| Botony | 0 | 1 | 0 | 0 | 1 | 2 |
| Methods of Teaching | 0 | 0 | 1 | 0 | 1 | 2 |
| Physical Education | 0 | 0 | 0 | 1 | 1 | 2 |
| Physics | 0 | 0 | 0 | 1 | 1 | 2 |
| Sociology 25 | 0 | 0 | 0 | 1 | 1 | 2 |
| Spelling | 0 | 0 | 2 | 0 | 0 | 2 |
| Word Study | 0 | 1 | 0 | 0 | 1 | 2 |

Those who felt they were not adequately prepared were asked to offer suggestions for improvement. A summary of suggestions follows:

1. The Business Department program at Campbell College was too general. Adding depth to the curriculum is badly needed.

2. The program was too heavily on the theory side and not enough on the practical side.

TABLE 19

RESPONDENTS WHO FELT THAT THE BUSINESS CURRICULUM
ADEQUATELY PREPARED THEM FOR WORK
THEY ARE DOING

| Year of Graduation | Prepared | | Not Prepared | | No Response | |
|-----------------------|----------|------------|--------------|------------|-------------|------------|
| | Number | Percentage | Number | Percentage | Number | Percentage |
| 1963 | 42 | 79.2 | 9 | 17.0 | 2 | 3.8 |
| 1964 | 53 | 72.6 | 17 | 23.3 | 3 | 4.1 |
| 1965 | 61 | 68.5 | 14 | 15.7 | 14 | 15.7 |
| 1966 | 69 | 74.2 | 15 | 16.1 | 9 | 9.7 |
| 1967 | 63 | 70.0 | 11 | 12.2 | 16 | 17.8 |

10. Additional courses in the later years should be required. There should be less emphasis in the arts.

11. Courses in data processing should be taught.

12. Courses in business communication and business English are needed.

13. All courses in the Business Department should be updated.

Those who felt they were not adequately prepared were asked to offer suggestions for improvement. A summary of suggestions follows:

1. The Business Department program at Campbell College was too general. Adding depth to the curriculum is badly needed.
2. The program was weak; emphasis was placed too heavily on theory and not enough on practical application of that theory.
3. Areas where the business student can specialize are needed. Without some specialization, the business graduate is prepared to do nothing.
4. The facilities are poor.
5. Problem-solving and on-the-job training are needed.
6. Business machines should be taught in more depth. The different machines that are used are very limited.
7. More management courses with emphasis on employer-employee relations are needed.
8. More mathematics should be required. Several graduates did not feel adequately prepared in this area.
9. Methods of teaching should be taught in more depth.
10. Additional courses in the major area should be required. There should be less emphasis in the arts.
11. Courses in data processing should be taught.
12. Courses in business communications and Business English are needed.
13. All courses in the Business Department should be updated.

14. Guidance program is very slack. Freshmen are often assigned to advisers who do not explain the business program adequately.
15. Advanced accounting should be required of all.
16. Business students who plan to teach do not have sufficient training in the skilled areas.

Additional Formal Education

The researcher was concerned with what percentage of the graduates have continued their formal education so as to determine the number of graduates who have taken advanced work, the number who have completed the Master's degree, and the number who intended to do additional graduate work.

Table 20 on page 73 gives a detailed breakdown of the responses to the questions by year. Of the Class of 1963, 11.3 per cent of the graduates have taken graduate work, 13.7 per cent in 1964, 14.6 per cent in 1965, 12.9 per cent in 1966, and 11.1 per cent in 1967.

The following percentages indicate by year the graduates who intend to take more graduate work: 1963, 24.5 per cent; 1964, 30.1 per cent; 1965, 49.4 per cent; 1966, 40.7 per cent; and 1967, 30.0 per cent.

The graduates who reported that they intend to complete the Master's degree are: 1963, 18.9 per cent; 1964, 24.7 per cent; 1965, 36.0 per cent; 1966, 34.4 per cent; and 1967, 30.0 per cent.

Table 21 on page 75 presents the totals for the three-year period of those who have taken graduate work, those who have completed the Master's degree, those who intend to take more graduate work, and those who intend to complete the Master's degree.

TABLE 20

POSTGRADUATE EDUCATION BY YEAR OF THE BUSINESS GRADUATES
OF CAMPBELL COLLEGE

| Question | 1963 | 1964 | 1965 | 1966 | 1967 |
|--|--------|--------|--------|--------|--------|
| | Yes No | Yes No | Yes No | Yes No | Yes No |
| Have you taken any graduate work? | 6 45 | 10 61 | 13 73 | 12 75 | 10 69 |
| Have you completed the Master's degree? | 1 41 | 3 59 | 0 61 | 2 66 | 0 66 |
| Do you intend to take more graduate work? | 13 26 | 22 32 | 44 20 | 38 28 | 27 28 |
| Do you intend to complete the Master's degree? | 10 28 | 18 32 | 32 22 | 32 31 | 27 31 |

Table 22 on page 76 provides data on the institutions the respondents have attended. Fourteen graduates have done advanced work at East Carolina University, 9 at The University of North Carolina at Chapel Hill, 5 at North Carolina State University, and 6 at Richard Professional Institute. Five institutions were each attended by two graduates.

Table 21 on page 75 presents the totals for the five-year period of those who have taken graduate work, those who have completed the Master's degree, those who intend to take more graduate work, and those who intend to complete the Master's degree.

Only 12.8 per cent of the 1963-1967 graduates have taken some graduate work; 81.2 per cent have not; and 6.0 per cent gave no response to the question. Only 1.5 per cent of the graduates have completed the Master's degree; 73.6 per cent reported they have not; and 24.5 per cent did not respond to the question. It can be assumed, however, that those who have completed the Master's degree did answer the question. In response to the question as to whether the graduates intend to take more graduate work, 36.2 per cent indicated that they do intend to take more graduate work; and 30.2 per cent did not respond to this question. The number of graduates who do plan to complete the Master's degree was 29.9 per cent, those who do not, 36.2 per cent; and 33.9 per cent gave no response.

Schools Where Business Graduates
Have Taken Graduate Work

Table 22 on page 76 provides data on the institutions the respondents have attended. Fourteen graduates have done advanced work at East Carolina University, 9 at The University of North Carolina at Chapel Hill, 6 at North Carolina State University, and 6 at Richmond Professional Institute. Five institutions were each attended by two graduates.

TABLE 21

POSTGRADUATE EDUCATION OF THE BUSINESS GRADUATES OF
CAMPBELL COLLEGE DURING THE FIVE-YEAR PERIOD

| Question | Yes | Percentage | No | Percentage | No Response | Percentage |
|--|-----|------------|-----|------------|-------------|------------|
| Have you taken any graduate work? | 51 | 12.8 | 323 | 81.2 | 24 | 6.0 |
| Have you completed the Master's degree? | 6 | 1.5 | 293 | 73.6 | 99 | 24.5 |
| Do you intend to take more graduate work? | 144 | 36.2 | 134 | 33.7 | 120 | 30.2 |
| Do you intend to complete the Master's degree? | 119 | 29.9 | 144 | 36.2 | 135 | 33.9 |

TABLE 22

INSTITUTIONS WHERE CAMPBELL COLLEGE BUSINESS
GRADUATES HAVE TAKEN ADVANCED WORK

| Institution | Number |
|--|----------|
| East Carolina University | 14 |
| The University of North Carolina at Chapel Hill | 9 |
| North Carolina State University | 6 |
| Richmond Professional Institute | 5 |
| Appalachian State University | 2 |
| Florida State University | 2 |
| University of Virginia | 2 |
| Wake Forest University | 2 |
| Washington University | 2 |
| Georgia State College | 1 |
| Lynchburg College | 1 |
| NNSEDO | 1 |
| Old Dominion | 1 |
| San Francisco State University | 1 |
| The University of North Carolina at Charlotte | 1 |
| The University of North Carolina at Greensboro | 1 |
| University of Richmond | 1 |
| University of Tennessee | <u>1</u> |
| Total | 53 |

Areas of Training Graduates Felt
Should be Added to the Curriculum

It would be beneficial to include as part of the curriculum evaluation the areas of training the graduates felt should be added to the curriculum.

Recommended Areas. From Table 23 on pages 78 and 79, it is seen that 18.6 per cent of the respondents recommended that data processing be added to the curriculum. Business machines was recommended by 10.3 per cent of the respondents as an area that should be taught in more depth and breadth. The graduates recommended more management courses, such as merchandising, industrial management, personnel management, case studies and problems, management of production, decision making, office management, job interviews, and job evaluation. Those listing "management" accounted for 26 of the 45 total who listed some type of management course. The total management courses that were recommended to be added to the curriculum constituted 11.3 per cent of the responses. Other areas of training recommended by the respondents were insurance, more advanced accounting, advertising, public relations, business letter writing, real estate, business law, more psychology courses, finance, sales, business English, business communications, marketing, income tax, statistics, governmental accounting, retailing, mathematics (calculus and analytical geometry), planned work experience, corporation finance, and investments.

TABLE 23

AREAS OF TRAINING RECOMMENDED BY THE GRADUATES
TO BE ADDED TO THE CURRICULUM

| Area | No. of Graduates |
|--|------------------|
| Data Processing | 75 |
| Business Machines | 41 |
| Management | 26 |
| Insurance | 19 |
| Accounting | 17 |
| Advertising | 15 |
| Public Relations | 15 |
| Business Letter Writing | 13 |
| Economics | 12 |
| Business Law | 11 |
| Psychology | 11 |
| Real Estate | 11 |
| Finance | 10 |
| Business English | 9 |
| Sales | 9 |
| Business Communications | 8 |
| Marketing | 8 |
| Methods Course in Skilled Courses | 8 |
| Personnel Management | 8 |
| Governmental Accounting | 7 |
| Income Tax | 7 |
| Statistics | 7 |
| Case Studies and Problem Solving | 6 |
| Mathematics (Calculus and Analytical Geometry) | 6 |
| Retailing | 6 |
| Corporation Finance | 5 |
| Planned Work Experience | 5 |
| Industrial Management | 4 |
| Investments | 4 |
| Merchandising | 4 |
| Accounting Theory | 3 |
| Consumer Finance | 3 |
| CPA Problems | 3 |
| Distributive Education | 3 |
| Office Planning | 3 |
| Public Speaking | 3 |
| Vocabulary | 2 |
| Auditing | 2 |
| Business Mathematics | 2 |
| Corporation Taxes and Laws | 2 |
| Cost Accounting | 2 |

TABLE 23--Continued

| Area | No. of Graduates |
|--------------------------------------|------------------|
| Course in Supervision | 2 |
| Audio-Visual Instruction in Business | 1 |
| Charts and Graphs | 1 |
| Credit and Collection | 1 |
| Decision Making | 1 |
| Filing | 1 |
| Financial Problems | 1 |
| Job Evaluation | 1 |
| Job Interviews | 1 |
| Labor Economics | 1 |
| Management of Production | 1 |
| Office Management | 1 |
| Seminars | 1 |
| Vocational Training | 1 |
| Work Experience | 1 |

Courses Graduates Felt Should Be Dropped From the Curriculum

Forty graduates stated that certain courses should be dropped from the curriculum. There were 358 of the 398 responses that did not indicate any course that should be dropped. Therefore, only 40 of the graduates who returned questionnaires indicated that these courses should be dropped from the business curriculum. These courses included Statistics, Comparative Economic Systems, Business Law, Business Mathematics, and art and music for business majors. A complete list of these courses can be seen in Table 24 on page 81.

Graduates' Comments

The graduates were asked to make additional comments that they felt would help the Business Department to evaluate the curriculum and improve the program. These comments and recommendations provide data which directly affect the findings of the study.

Graduates' Recommendations for Improving the Department

Teaching Methods. There is a definite need for improving the weaknesses in the Business Department. The areas most frequently mentioned by the respondents were methods of instruction and more practical application of subject matter and theory. This can be accomplished by requiring the students to take a more active role in the classroom. Discussions and

TABLE 24

COURSES RECOMMENDED BY THE GRADUATES
TO BE DROPPED FROM THE CURRICULUM

| Course | No. of Graduates |
|--|------------------|
| Statistics | 9 |
| Art | 7 |
| Music | 6 |
| Business Mathematics | 4 |
| Comparative Economic Systems | 4 |
| Business Law | 3 |
| Accounting 23 (for Business Administration) | 2 |
| Foreign Language | 2 |
| History 11 and 12 | 2 |
| Marketing | 2 |
| Money and Banking | 2 |
| Personnel Management | 2 |
| Public Finance | 2 |
| Salesmanship | 2 |
| Science | 2 |
| Accounting 14 | 1 |
| Accounting (3rd Semester for Non-accounting Majors) | 1 |
| Business English | 1 |
| Business Management | 1 |
| Government | 1 |
| Intermediate Accounting | 1 |
| Managerial Report Writing | 1 |
| Office Management | 1 |
| Office Practice | 1 |
| Psychology | 1 |

projects that are practical and meaningful to the student were recommended. The teaching approach should provide the student with experiences that he will encounter in the business world. Guest lecturers should be invited to classes so as to aid the Business Department in keeping abreast of current happenings in the business world. Current visual aids can also be utilized to improve methods of instruction.

Testing. The graduates expressed a concern for the need of improving the testing practices of the Department. They felt that tests should measure a student's understanding and ability to apply the subject matter and theory rather than rote memorization, which is usually characteristic of multiple-choice and true-and-false tests.

Areas of Study. The graduates expressed a need for more specialized courses, such as supermarket training, insurance, real estate, sales career, and management at both low and high levels. Methods of teaching was mentioned by a number of the graduates as a course that should be taught in more depth, including preparing lesson plans. The business administration graduates felt that more accounting courses should be taught, and more hours required in this field. Other courses that were mentioned in the comments included data processing, data programming and data systems, taxes, business machines (more variety), business correspondence and English (referring to grammar, letter writing, and financial reports), statistics, and stock market.

Additional Comments. The graduates made other suggestions concerning the needs for improvement in the Business Department. They were:

1. Teachers with more knowledge of the business world.
2. Group discussions on business as it is today.
3. Completion of general courses required before entering major area of study.
4. Guidance expanded in course planning.
5. Building facilities improved.
6. Night classes.
7. Visiting professors.
8. Additional degrees offered.
9. Technological background updated.
10. Placement office for the Business Department.

Comments of Satisfaction. The last section included graduates' comments of satisfaction pertaining to the Business Department that should be acknowledged. Some of the comments were:

1. Fine program
2. Quite sufficient
3. Thanks for all the help
4. Very adequate
5. Pleased
6. Wonderful school
7. Well prepared
8. Excellent program
9. Well rounded
10. Very good
11. Received good background for teaching
12. Accounting especially beneficial

Summary

The primary sources of data for this study were the 1963-1967 Business Department graduates of Campbell College. Of the 434 potential respondents, 398 or 91.7 per cent provided the data for this study. The majority of the graduates

were married. Approximately 50 per cent of the graduates were employed in the major population centers in North Carolina. The types of employment most of the graduates have entered were management, teaching, and accounting. The main instrumental sources used by the graduates in obtaining their first positions were personal applications and the aid of a friend or relative. The graduates felt that the Business Department should play a major role in aiding the business student in obtaining a position after graduation.

The salaries of the graduates are definitely improving. If the geographic location is not a concern of the graduates, they could be justified to expect \$6,000-\$6,500 as a minimum beginning salary, except in teaching. Employment standards the graduates were required to meet were mainly college degree, physical examination, interview, and tests. In expressing job satisfaction, the majority of the graduates were satisfied with job security, type of work, supervision, and working conditions. The typewriter, adding machine, calculator, and duplicator were the business machines used most in schools and offices. It was determined that 52.3 per cent of the graduates are now using data processing in their school or office, and 44.4 per cent felt that they would need training in this area in the near future.

The courses which the majority of graduates considered most valuable were accounting, economics, and management. The most valuable courses other than business the graduates listed

were English, psychology, and mathematics. Of the 398 respondents, 72.4 per cent felt the business curriculum adequately prepared them for the work they are now doing. Those who felt they were not prepared felt that the courses lacked depth or breadth.

Only 1.5 per cent of the graduates have completed the Master's degree; however, 12.8 per cent have taken some graduate work, 36.2 per cent intend to take more graduate work, and 29.9 per cent intend to complete the Master's degree. Many areas of training were recommended by the respondents to be added to the curriculum. Those areas most frequently mentioned were data processing, more management courses, and more business machines. Few of the graduates recommended that certain courses be dropped from the curriculum. The comments made by the graduates to improve the over-all business program included better teaching methods, improved testing practices, and additional business courses, such as insurance, real estate, accounting, and business machines. Methods of teaching was mentioned as a course that should definitely include the preparation of lesson plans and should be taught in more depth.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The growing complexity and multiple changes which have taken place in business during the past few decades have created a serious problem for the collegiate schools of business. There is a manifest need for the collegiate schools of business to keep abreast of the current happenings in the business world and to reflect these happenings in their curriculum. This task, in reality, is almost an impossible undertaking; but it is a challenge to the collegiate school of business. This challenge must be met if these schools are to educate future business leaders to be more professionally competent and successful in their business careers.

The study was an evaluation of the Business Department at Campbell College based on a survey of the 1963-1967 business graduates. The recommendations made by the researcher in this chapter were based on interpretation of the data provided by the graduates.

The major purposes of this study were:

1. To secure data from the graduates of the Business Department at Campbell College during the period of 1963 through 1967 to make a sound evaluation of the Business Department.
2. To help future business graduates become better qualified to enter the business

world through improved curriculum resulting from suggestions of the present program.

3. To help future business majors understand better the requirements and basic essentials of the various kinds of businesses, which would result in more efficient placement.
4. To find weaknesses and strengths in the present program and make suggestions for adjusting the present program accordingly.
5. To provide the Business Department with information regarding the attitudes of the 1963-1967 graduates toward the Department and its facilities.

Limitations

This study was focused on evaluating the business curriculum at Campbell College from 1963 through 1967. It does not take into consideration the business curriculum of any other educational institution.

Research Procedures

A follow-up study was felt to be an appropriate method of obtaining facts, statistics, and opinions of business graduates. The data gathered for this study were secured by the use of a questionnaire; the development of the questionnaire involved a pilot group evaluation for clarification and effectiveness.

The printed questionnaire was mailed to 441 business graduates, the total population of business graduates from 1963 through 1967. A total of 398 completed questionnaires was returned, representing a total response of 91.7 per cent.

Two major studies and seven follow-up studies in the area of business education and business administration were reviewed to determine the purpose, content, findings, conclusions, and recommendations of related studies. The studying of related literature gave both general and specific procedures and directions for conducting the study.

Conclusions

1. Approximately 50 per cent of the graduates have found employment in the major population centers of North Carolina. This indicates that the business graduates at Campbell College serve the metropolitan centers in North Carolina.
2. The largest percentage of the graduates have entered (1) management, (2) teaching, and (3) accounting.
3. Business graduates who are teaching in schools appear to be teaching varied subjects rather than specializing in one subject.
4. Business graduates who are teaching sponsor the school newspaper, yearbook, or some business activity rather than some other non-business school activity.
5. Although the College Placement Office was third in the instrumental sources used by the respondents to obtain their initial position, only 15.1 per cent of the respondents reported using this method. This Office was the fourth source used by the respondents in obtaining their second position;

however, this accounts for only 10.0 per cent. This seems to indicate that the College Placement Office either does not offer wide enough job opportunities to graduates or there is a lack of adequate communication with the Business Department or business majors. This Office can assume a more active role in job placement for business graduates.

6. The use of both nonelectric and electric typewriters should be equally mastered by the business graduates who plan to teach.

7. When the teaching methods of the individual staff members of the Business Department are improved, business graduates will be better prepared for the business world.

8. A business machines course must be equipped with varied up-to-date equipment if it is to fulfill its purposes in the Business Department.

9. The importance of data processing by the respondents indicated that 52.3 per cent are now utilizing data processing and 44.4 per cent anticipate needed training in this area in the future. Data processing is now being used by over one-half of the graduates, and more graduates in the future will need a working knowledge of the concepts of data processing.

10. Basic business courses appear to be more valuable to graduates than specialized courses. This indicates that extreme caution should be exercised in adding courses which deviate from a basic business curriculum. The strength of a

basic program cannot justify the addition of courses, such as real estate and insurance, for business administration and business education majors for elective purposes only.

11. The graduates' rating of courses outside the Business Department that have been most valuable in their work included English, psychology, mathematics, history, sociology, and government. These courses should be considered by the Business Department in recommending electives outside the Department.

Recommendations

On the basis of the conclusions, the following recommendations are made:

1. The Business Department should strive for a higher degree of excellence through improvement of instruction, higher achievement standards, and critical self-evaluation.

2. The Business Department should require that the teaching methods of each staff member be updated and improved. Each staff member should place more emphasis on the future needs of the business students by utilizing meaningful and realistic activities, such as discussions and problem-solving projects. These activities should be closely related to problems that the student will encounter in the business world. The teacher's main responsibility should be to guide and direct the efforts of the student, and the student should be required to participate more actively in the classroom.

3. The main objective of the testing program in the Business Department should be to test the student's understanding and ability to apply the subject matter and theory rather than his ability for rote memorization.

4. The Business Department should work more closely with the business world by inviting guest lecturers to visit the College and to inform the students of current developments in their particular industry that are pertinent.

5. To provide business teachers with up-to-date and practical educational methods, the Business Department should sponsor a summer workshop each year, utilizing a panel of high school teachers who would discuss trends, issues, and problems in business education.

6. The Business Department should provide more depth and breadth in the methods courses to include how to handle discipline cases, how to grade and evaluate students' work, how to prepare lesson plans, and how to motivate students.

7. The Business Department should consider the active role of a professional business organization for the business majors.

8. The Business Department should aid its graduates in finding employment upon graduation. The Department should notify all types of businesses throughout the area of its program and request these businesses to send a representative to the campus for interviewing the prospective business graduates.

9. The addition of courses in data processing should be strongly considered by the Business Department.

10. Additional courses in accounting and management should be considered.

11. The Business Department should actively recommend course electives that would be of benefit to the business students, such as English, psychology, mathematics, history, sociology, and government.

12. The Business Department should consider the possible addition of up-to-date equipment and instruction in the business machines course. More emphasis on this course in the business curriculum should be considered.

13. It is recommended that the findings of this study be carefully considered by the Business Department for possible adoption and that further research be conducted to evaluate the effectiveness of any changes made.

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Department of Business Education Investigation

(Confidential Report)

PERSONAL

Name _____
 First Middle Maiden Last

Present Address _____
 Street/Route City State Zip

Married _____ Single _____
 Husband's or Wife's Name

OCCUPATIONAL

Are you employed? Yes _____ No _____

If unemployed, are you seeking employment at this time?
 Yes _____ No _____

APPENDIX A

DOCUMENTS USED FOR COLLECTING DATA

In what general field are you employed? (Check one.)

| | |
|-----------------------|-------------------------------|
| Accounting _____ | Insurance _____ |
| Classical _____ | Management _____ |
| Data Processing _____ | Sales and Real Estate _____ |
| Finance _____ | Teaching _____ |
| Government _____ | Unemployed _____ |
| | Others (Please specify) _____ |

Name of present employer _____

Place of employment _____

Job title _____

How long employed by this employer _____

Department of Business Education Questionnaire

(Confidential Report)

PERSONAL

Name _____
 First Middle Maiden Last

Present Address _____
 Street/Route City State Zip

Married _____ Single _____
 Husband's or Wife's Name

OCCUPATIONAL

Are you employed? Yes _____ No _____

If unemployed, are you seeking employment at this time?

Yes _____ No _____ (If no, please comment.) _____

In what general field are you employed? (Check one.)

Accounting _____ Insurance _____

Clerical _____ Management _____

Data Processing _____ Sales and Real Estate _____

Finance _____ Teaching _____

Government _____ Unemployed _____

Others (Please specify.) _____

Name of present employer _____

Place of employment _____

Job title _____

Have you received any on-the-job training? Yes _____ No _____

If teacher, are you teaching in your major field?

Yes _____ No _____

Which business subjects are you teaching? (Please check.)

Bookkeeping _____

Business Mathematics _____

General Business _____

Office Practice _____

Shorthand _____

Typewriting _____

Others (Please specify.) _____

Approximately how many teachers are there in your school? _____

Are you responsible for supervising the school yearbook, school newspaper, or school treasurer? Yes _____ No _____
(Please specify.) _____

Through what means did you obtain your first and present position?
(Specify 1 for 1st position; 2 for present position.)

Advertisements _____

College Placement Office _____

Commercial Teachers Agency _____

Employment Agency _____

Friends or Relatives _____

Personal Application _____

Others (Please specify.) _____

Have you received any on-the-job training? Yes _____ No _____

If yes, of what nature and for how long? _____

Please check your present annual salary. (Optional)

\$3,000 - \$3,500 _____ \$6,001 - \$6,500 _____

3,501 - 4,000 _____ 6,501 - 7,000 _____

4,001 - 4,500 _____ 7,001 - 7,500 _____

4,501 - 5,000 _____ 7,501 - 8,000 _____

5,001 - 5,500 _____ 8,001 - 8,500 _____

5,501 - 6,000 _____ 8,501 - Up _____

Check "Yes" or "No" for each of the following employment standards you were required to meet in obtaining your initial or present job.

| | Yes | No |
|--------------------------|-------|-------|
| College degree required | _____ | _____ |
| Physical examination | _____ | _____ |
| Psychological tests | _____ | _____ |
| Scholastic standing | _____ | _____ |
| Specific major | _____ | _____ |
| Staff interview | _____ | _____ |
| Others (Please specify.) | _____ | _____ |

In your present job, are you satisfied with the following?
(Check either "Yes" or "No" for each line.)

| | Yes | No |
|-----------------------------------|-------|-------|
| Company attitude toward employees | _____ | _____ |
| Compensation--base pay | _____ | _____ |
| Employee evaluation system | _____ | _____ |
| Fringe benefits | _____ | _____ |
| Job security | _____ | _____ |
| Location | _____ | _____ |
| Opportunity for advancement | _____ | _____ |
| Supervision | _____ | _____ |
| Type of work | _____ | _____ |
| Vacation and holiday schedule | _____ | _____ |
| Working conditions | _____ | _____ |

Have you received a promotion from your initial job?
Yes _____ No _____

What business machines are used most in your school or company?
(Please check.)

| | |
|-----------------------------|-------|
| Adding machine | _____ |
| Billing machine | _____ |
| Bookkeeping machine | _____ |
| Calculating machine | _____ |
| Duplicating machine | _____ |
| Keypunch machine | _____ |
| Typewriter | _____ |
| Electric _____ Manual _____ | |
| Voice-writing machine | _____ |
| Others (Please specify.) | _____ |

Does your company employ the services of data processing?

Yes _____ No _____

Do you feel that you will need to have some knowledge and skill in data processing within the next two years?

Yes _____ No _____

EDUCATIONAL

Year Graduated _____ Degree _____

Which business courses have been of most value to you in your work?

(1) _____

(2) _____

(3) _____

Which general courses, other than business, have been of value to you in your work?

(1) _____

(2) _____

(3) _____

Do you feel that the business curriculum adequately prepared you for your work? Yes _____ No _____ (If no, please offer suggestions for improvement.) _____

Have you taken any graduate work? Yes _____ No _____
(If yes, specify the number of hours, whether they are semester or quarter hours, and where the graduate work was taken.)

| | | |
|----------------|---------------|-------------|
| _____ | _____ | _____ |
| Semester Hours | Quarter Hours | Institution |

Have you completed the Master's degree? Yes _____ No _____

Do you intend to take more graduate work? Yes _____ No _____

Do you intend to complete the Master's degree? Yes ____ No ____

SUGGESTIONS FOR CURRICULUM REVISION

What areas of training or study would you recommend to be added to the business curriculum? (Please list.)

- (1) _____
- (2) _____
- (3) _____

What courses, if any, do you feel could be dropped from the curriculum? (Please list.)

- (1) _____
- (2) _____
- (3) _____

Please make additional comments that you feel will help us evaluate the business curriculum and improve our program.

Sincerely yours,

James L. Paison, Head
Business Department

Enclosures: Questionnaire
Envelope

Letter of Transmittal

March 15, 1968

Dear _____:

The Business Department of Campbell College is making a comprehensive study of the business education curriculum by following up its graduates since 1963.

We hope that you will support your college by participating in this study and completing the enclosed questionnaire. Only with your help and assistance will we be able to make this a successful study. All replies will be treated in a confidential manner.

A stamped, addressed envelope is enclosed for your convenience. Will you give evidence of your continued loyalty to Campbell College by returning this questionnaire by March 22?

Sincerely yours,

James L. Faison, Head
Business Department

es

Enclosures: Questionnaire
Envelope

Follow-Up Letter

April 5, 1968

Dear _____:

Recently I mailed you a questionnaire requesting information to be used in a study of the business education program at Campbell College. To complete this study, I need your help.

Another copy of the questionnaire is enclosed. Please take a few minutes to fill out this questionnaire and return it to me. The information given by you will be held in strict confidence.

Your help will be greatly appreciated and will serve to benefit Campbell College students in the future.

Sincerely yours,

James L. Faison, Head
Business Department

es

Enclosures: Questionnaire
Envelope

Follow-Up Postal Card

May 1, 1968

Dear _____

As you know, sometime ago I sent you a letter and a questionnaire. As yet, I have not heard from you. The response from the graduates has been very good; however, I need just a few more completed questionnaires to make the study meaningful. Won't you please help by mailing this form today?

If you have misplaced your questionnaire, let me know, and I will send you another immediately. Thank you for your help.

James L. Faison

TABLE 4
FIELD OF EMPLOYMENT OF 1963-1967 GRADUATES
(Others)

| Employment | Number |
|---------------------------------------|--------|
| Armed Services | 14 |
| Secretarial | 3 |
| Civil Engineering | 2 |
| College Administration | 2 |
| Construction | 2 |
| General Business | 2 |
| Law | 2 |
| Social Work | 1 |
| Army Purchasing | 1 |
| Attorney | 1 |
| Banking | 1 |
| Building Supplier | 1 |
| Customs Service | 1 |
| Farmer | 1 |
| Health Department | 1 |
| Industrial Engineer | 1 |
| Industrial Relations | 1 |
| Interviewer for State | 1 |
| Intelligence Planning Services | 1 |
| Legal Secretary | 1 |
| Medical | 1 |
| Microfilm Systems Sales | 1 |
| Nuclear Design | 1 |
| Nuclear Mechanical Engineer | 1 |
| Order Clerk | 1 |
| Private Shipbuilder | 1 |
| Purchasing | 1 |
| Purchasing--Buyer | 1 |
| Rehabilitation Counseling | 1 |
| Restaurant | 1 |
| Retail Purchasing | 1 |
| School (Student and Part-Time Worker) | 1 |
| Selling Accounting Machines | 1 |
| Tobacco | 1 |
| Total | 55 |

APPENDIX B

TECHNICAL DATA IN STATISTICAL TABLES

TABLE 4
FIELD OF EMPLOYMENT OF 1963-1967 GRADUATES
(Others)

| Employment | Number |
|---------------------------------------|--------|
| Armed Services | 14 |
| Secretarial | 3 |
| Civil Engineering | 2 |
| College Administration | 2 |
| Construction | 2 |
| Funeral Business | 2 |
| Law | 2 |
| Social Work | 2 |
| Army Purchasing | 1 |
| Attorney | 1 |
| Banking | 1 |
| Building Supplier | 1 |
| Custom Service | 1 |
| Farmer | 1 |
| Health Department | 1 |
| Industrial Engineer | 1 |
| Industrial Relations | 1 |
| Interviewer for State | 1 |
| Investment Planning Services | 1 |
| Legal Secretary | 1 |
| Medical | 1 |
| Microfilm Systems Sales | 1 |
| Nuclear Design | 1 |
| Nuclear Mechanical Engineer | 1 |
| Order Clerk | 1 |
| Private Shipbuilder | 1 |
| Purchasing | 1 |
| Purchasing--Buyer | 1 |
| Rehabilitation Counseling | 1 |
| Restaurant | 1 |
| Retail Purchasing | 1 |
| School (Student and Part-Time Worker) | 1 |
| Selling Accounting Machines | 1 |
| Tobacco | 1 |
| Total | 55 |

TABLE 8

SOURCES USED BY THE GRADUATES TO OBTAIN INITIAL EMPLOYMENT

(Others)

| Source | Number |
|------------------------------------|--------|
| Draft | 6 |
| Recruiter | 3 |
| Father | 2 |
| Family Business | 2 |
| Government Audit | 2 |
| Purchase of Business | 2 |
| Bought-out Business | 1 |
| College | 1 |
| Company Training | 1 |
| Department of Education | 1 |
| Enlisted | 1 |
| Inheritance | 1 |
| Interview | 1 |
| Local College Recruiters | 1 |
| Medical Library | 1 |
| Personal Contact | 1 |
| Placement Office | 1 |
| Previously Employed | 1 |
| Purchased Stock in New Corporation | 1 |
| Self-employed | 1 |
| Student Teaching | 1 |
| Superintendent of Schools | 1 |
| Summer Work | 1 |
| United States Government | 1 |
| Total | 35 |

TABLE 14

BUSINESS MACHINES USED MOST FREQUENTLY IN
THE GRADUATES OF COMPANIES

TABLE 14

EMPLOYMENT STANDARDS REQUIRED OF GRADUATES

(Others)

1. Industrial experience.
2. Six hours of professional courses in D. E.
3. IBM aptitude tests.
4. National security check (FBI Secret Clearance).
5. Top security clearance.
6. Knowledge of construction business.
7. Physical radiation.
8. Graduate from OTS.
9. Forty-five day training school.
10. Degree in agriculture required, and degree in business desirable.
11. Sales experience.
12. Twelve hours of accounting.
13. Work experience.
14. Federal service entrance examination.
15. Special character reference from home community. Must be notary public.
16. Graduate of OCS.
17. State merit examination.
18. Typewriting and shorthand.
19. Mathematics and accounting.
20. Desire to work with people, especially mentally handicapped.
21. Series of aptitude tests.
22. Special test from New York Stock Exchange.
23. Eighteen months minimum experience in property casualty field.
24. Knowledge of Engineering.

TABLE 16
 BUSINESS MACHINES USED MOST FREQUENTLY IN
 THE GRADUATES' SCHOOLS OR COMPANIES
 (Others)

| Business Machine | Respondents Using Machine |
|--|------------------------------|
| IBM Computer #360, Model 30 | 15 |
| Computers | 6 |
| Dictaphone | 5 |
| Teletype | 5 |
| Data Processing Machines (Automatic) | 3 |
| NCR-4200 | 3 |
| Thermofax Copy Machine | 3 |
| Addressograph | 2 |
| Cash Register | 2 |
| Copier | 2 |
| Magnetic Tape Selectric | 2 |
| Multigraph | 2 |
| Postage Meter | 2 |
| Transcriber | 2 |
| Xerox | 2 |
| Addressograph-Multigraph | 1 |
| Autowriter | 1 |
| Dictator | 1 |
| Friden Punch Paper Machine for IBM Processing | 1 |
| Honeywell 200 Computer | 1 |
| IBM Computer | 1 |
| Map-tracing Machine | 1 |
| Microfilm | 1 |
| NCR Computsonic | 1 |
| NCR-621 | 1 |
| Parker Label Machine | 1 |
| Photographic | 1 |
| Stencil Machine | 1 |
| Stockmaster | 1 |
| Univac 9200 System | 1 |
| U. P. A. 35 | 1 |
| 1401 Tape System; System 360/30; 360/40; and 360/20 | 1 |

The list of respondents has been omitted
but is obtainable by writing the author.

LIST OF RESPONDENTS