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A STUDY OF THE FEASIBILITY OF A TWO-YEAR
RETAIL MARKETING PROGRAM AT
SOUTHERN UTAH STATE COLLEGE

by

John R. Pruitt

A Plan B Report submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

Business Education
with emphasis in

Distributive Education

Approved:

Utah State University
Logan, Utah

1978

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CHAPTER I
INTRODUCTION

According to Klieforth (1969), "technology, business, industry, communications, and other factors affecting our economic life are changing rapidly. Our educational system must keep up with these changes and prepare our youth for the world of work." Although many of our young people will desire a four-year degree (and in some cases, higher degrees), many are inclined toward a shorter, formal post-secondary education.

As evidenced by the phenomenal growth and development of the two-year colleges in the first half of this century (Goddard, 1962) many of our young people are looking at more vocational and technical education than ever before. This has created a need for serious consideration and deliberation as to the real potential of programs offered by two-year colleges and, indeed, even small four-year institutions.

The probability that a student will attend college depends on a number of factors in addition to his or her mental ability. The cost, convenience factors, and the availability of suitable and desirable educational programs are important determinants of who will attend college (Goddard, p. 45). Although a student may have the desire to continue his or her education beyond the high school level, if a reasonable program from the student's point of view is not economically feasible or readily available, the motiv-

ation may not be strong enough for him or her to pursue the higher education.

Wardlow (1975) states that the marketing and distribution fields are among the fastest growing fields in business today. This should suggest these are the fastest growing programs in the post-secondary institution curriculums at the present time. This would indicate a trend toward more retail marketing programs being offered at the post-secondary level other than the four-year degree programs.

A possible answer to this increased growth, is the implementation of a two-year Retail Marketing Program at Southern Utah State College, in Cedar City, Utah. This type of program could serve the residents of the geographical region served by the college and complement existing one- and two-year secretarial training offered by the institution.

Statement of the Problem

The problem of the study was that there was no evidence to support or refute a two-year Retail Marketing Program at Southern Utah State College, in Cedar City, Utah. Prior to establishing such a program the need for and support of the program needed to be determined.

Purpose of the Study

The purpose of this study was to identify the possible need for and potential support of a Retail Marketing program at Southern Utah State College by the community, college and students. In an effort to do this the related questions to be answered were:

1. Would the employers in the community be supportive of

- a Retail Marketing Program?
2. Are there sufficient part-time and full-time jobs available to support the Cooperative aspect of a Retail Marketing Program?
 3. Would the employers be willing to hire graduates of a two-year Retail Marketing Program?
 4. Are the high school students in the area interested in Retail Marketing and related occupations?
 5. How many of the area high school students interested in Retail Marketing occupations would attend Southern Utah State College to receive training?
 6. Would the faculty and administration of Southern Utah State College support a Retail Marketing Program?

Importance of the Study

According to E. E. Wardlow (1975, p. 42) "when first starting a career it is vital to obtain a 'nuts and bolts' knowledge at a level that probably would not excite the student who wants to look at the 'big picture' at the beginning." Senior college institutions have made only token progress toward offering one- and two-year educational programs which are being demanded by a number of high school graduates (Goddard).

Griffitts (1976, p. 17) states that University business programs are attuned to "board-chairman-mentality" while the community colleges are creating programs based on "supervisor-level-mentality." One and two year business programs can prepare most people for rewarding careers in business. A mass production economy, such as ours, is only effective when a mass distribution

system exists which can effectively provide goods and services for its populace (Koenig, 1976).

There are high school graduates who do not continue in their education. One reason for this is the lack of desirable programs within their geographic areas and economic means.

A research and development effort was jointly undertaken by the Utah State Board of Education and Utah State University. The outcome of this study was a "master plan" for curriculum development and evaluation of vocational and technical education in Utah. Under the category of "Program Justification" the study specifies that in order to justify a new program you must first, obtain and consider pertinent Labor Market Information; second, conduct a survey of students' aspirations and interests; third, estimate community support (Wallace, 1976).

According to the Job Outlook for Vocational-Technical Occupations in the Southwestern Planning District (Job Service, 1977), which covers Iron, Washington, Kane and Beaver counties, the total distributive jobs in 1976 was 2,830. The projected job forecast for 1981 is 3,960, with an average annual job opening rate for the five year period set at 340 jobs in the distributive fields.

Statewide the job outlook showed an estimated 75,630 jobs in distributive fields in 1976, with a projected job forecast of 98,640 jobs in 1981. This represents an increase of 23,010 jobs over the five year period with an annual average job opening projection of 7,450 jobs in distributive fields.

In analyzing political, social or economic conditions, one of the first steps is to get the facts about the situation as it now exists or is developing. These data may be gathered by a

survey, an important type of study (Best, 1977).

The importance of this study, therefore, was to determine whether the need and desire is great enough so as to implement the Retail Marketing program as an integral part of the Associate Degree Programs presently offered at Southern Utah State College. The results of this study could be a useful tool in designing this program and drawing those interested students from the geographical region served by the college.

Scope of the Study

This study was conducted with marketing businesses in the greater Cedar City area. Twenty-five businesses were randomly selected on the basis of type and size of business. Through interviews of these businesses, the attitudes and opinions of the businessmen toward a Retail Marketing program and the Cooperative Education aspect of the program was determined.

The student survey included only high school seniors in Iron, Beaver and Kane counties. A questionnaire was administered to the students in an American Government class by their regular teacher.

Definition of Terms

Cooperative education. A partnership established between an educational institution and the business providing a work station for a student of the educational institution (Mock, 1973).

Marketing and distribution. A vocational instructional program designed to meet the needs of persons who have entered or are preparing to enter a distributive occupation or an occupation requiring competency in one or more of the marketing functions,

such as, merchandising, management and personal development (Crawford, 1972).

Retail marketing. A distributive education program which includes but is not limited to advertising, wholesaling, retailing, sales and services (Wardlow, 1975).

Senior college institution. Four-year colleges and universities offering baccalaureate and higher degrees.

Small college. Four-year college offering baccalaureate and lower degrees, with a total enrollment of under 5,000 students per quarter or semester.

Two-year college. A post-secondary educational institution which provides less than baccalaureate programs.

SUSC Faculty Senate. A body of faculty, staff and administrative representatives which meets in the capacity of recommending to the institutional council any changes, or modifications to the present curriculum and/or programs presently offered at Southern Utah State College.

CHAPTER II
REVIEW OF RELATED LITERATURE

Introduction

The literature reviewed in this chapter will be concerned with the topics of two-year post-secondary programs, their effectiveness, their content, and their future position in education for business. The literature will also be concerned with how to perform feasibility studies and feasibility studies previously performed.

Griffitts (1976) gives us an historical perspective of two-year programs. The post-World War II years brought an over emphasis on the importance of the degree. This was created by the senior college institutions and they were aided by the corporate personnel recruiters. Thousands of BBA (Bachelor of Business Administration) dropouts were employable only in jobs that were actually for untrained and non-degreed.

Career programs in "education for business" (Griffitts, p. 17) boomed in number and in enrollments when they began to be offered in comprehensive community colleges. These thousands of unskilled and non-degreed persons provided a ready market for these programs; other thousands can now opt for another alternative--since there exists a middle ground between "no-skill" high school programs and corporate-oriented baccalaureate degree programs in business.

In Fall, 1974, more than 10 million young people and adults were enrolled in the nation's colleges and universities. While

more than half of the four-year institutions experienced increases, the large increases were achieved by the two-year colleges.

Effectiveness

Griffitts also states that one- and two-year business curricula can prepare most people for rewarding careers in business. No conflict exists between the two alternatives of two- and four-year programs. Each function is legitimate and necessary. It has not been easy to develop this dual system--it must be safeguarded. Community college business programs are different from university programs and these differences are desirable. Rather than try to eliminate these differences, our efforts should be devoted to more clearly delineating the roles and scope of collegiate business programs in both two- and four-year institutions.

Goddard (1962) states that an educational program that is not directly related to the major emphasis of the student often causes boredom, dissatisfaction, and ultimate failure. One of the reasons frequently advanced for high school graduates high attrition rate in senior colleges and universities during the Freshman and Sophomore years is the students dissatisfaction with the educational program.

Goddard further states, vocational education programs in the past century have become rather numerous in colleges and universities but in most instances they are four-year degree programs composed of two and three years of general or liberal education and one or two years of vocational education. Vocational schools which provide programs ranging from a few weeks to three or four years have sprung up across the nation but

their programs are heavily oriented toward vocational with very little or no attention being devoted to general or liberal education. The programs in the vocational schools are primarily designed for students seeking jobs at the lower occupational levels.

Content

Business education in the community college, states Phillips and Fields (1972), includes many vocational program offerings. Whether called terminal, vocational, occupational, technical, or semiprofessional, the community college business program often aims at providing the student with business skills for immediate employment. Such skills may range from typing to accounting, or from merchandising to small business management. The programs may vary in length from a two-week refresher course or certificate-of-completion to a two-year program involving general education units and an associate of arts degree. The philosophy in this area is to meet community employment needs, as well as to contribute to students' income earning ability. Such community college business programs include career skills for the secretary (typing, shorthand and communication), the accountant, the computer technician or programmer, the business manager (marketing, finance, personnel) and employees in such fields as medical assisting, food preparation and management, and recreation.

The marketing functions that should be concentrated on, according to Malsbary (1969), include buying, selling, standardizing and grading, financing, transportation storing and bearing risk. Marketing is generally thought of as being the movement of goods

and the transfer of their ownership from producers to the ultimate users.

From the standpoint of institutions that prepare students to enter the distributive occupations, states Malsbary, the retail business is probably the most important aspect of the distributive occupations. Grocery stores and department stores are two of the major employers of students in the cooperative phase in marketing programs.

The purpose of Klieforth's study (1969) was to develop and examine the course of study that is initiated in pre-employment education for a small rural school. In this study he traced the development of the program from the need for such a program, to the needs of the students in establishing the program, to establishing the goals of the program. The results of the study presented a usable program that is intended to meet the needs of the students and the community.

Future Position

As a suggestion for the future, Poland (1962), states that business education personnel in the public community colleges of Michigan should take some formal steps to become better acquainted with the business community which they serve and involve businessmen in curriculum development. He also stated they should consider the social, economical and technical trends taking place within the community as a basis for improving their business programs as well as seeking from other community colleges in the United States effective practices used to implement social changes.

Phillips and Fields state that another business education

challenge is the need to develop or extend programs in middle-level technical and management occupations. Business education must respond in supplying increasingly complex business employee skills, as well as developing daily management skills for the numerous retail managers demanded by modern businesses.

Performing Feasibility Studies

Best (1977) states that the primary purpose of research is to discover principles that have universal application, but to study a whole population in order to arrive at these generalizations would be impractical, if not impossible. The process of sampling makes it possible to draw valid inferences or generalizations on the basis of careful observation or manipulation of variables within a relatively small proportion of the population.

Best clarifies his point by stating:

It is important to note that an unbiased sample is not necessarily an identical representation of the population. Successive samples drawn from the same population will differ, but it is possible to estimate their variations from the population and from each other. (p. 268)

Crawford and Meyer, in their treatment of market surveys, state that the broad purposes of an employment survey are to determine employment trends and training needs of distributive businesses. The specific purposes of a community survey include the following:

1. To determine the number and kinds of distributive businesses in the community
2. To determine the number of full-time and part-time employees in each type job in each business
3. To determine the number of students currently employed in distributive businesses
4. To ascertain each firm's attitude toward cooperating with the school in preparing young people for careers in distribution

5. To ascertain each firm's attitude toward the distributive education adult program
6. To introduce the teacher-coordinator as a training specialist. (p. 109)

Previous Studies

Ricci (1976), in a study on the Cooperative education aspect of a Distributive Education program, found that cooperative education provides an effective recruiting and selecting device for business and industry, often better than the usual placement offices in schools and colleges. The employer is given an opportunity to attract highly qualified students with occupational experience and a familiarity with the purposes, philosophies, and objectives of business.

Further, Ricci found that cooperative education is a cost savings to many businesses. Many small firms cannot afford to provide a formal training program, and some employers find they can train new employees more economically through a cooperative education program than through their own training programs. The potential exists for integrating the school program with the organization's program to improve and extend professional talent at a savings of cost. Also, the employer can assign the more highly trained and specialized personnel to complex tasks while utilizing the student trainee in the entry-level areas.

A cooperative program contributes in a positive way to community goodwill. The employer assists in the development of the community's youth. The cooperative student serves as his employer's goodwill ambassador among faculty and students and finally, the employer can offer advice for changes or innovations in school curriculums.

In a study by Lowe (1963), it was found that interest was very high for Cooperative Vocational Business Education in the Salt Lake City high schools. He also found that of the 3198 Salt Lake High School students surveyed, 1323 already had part-time jobs. Six hundred fifty of the students were already getting on-the-job work experience, but most of these were not getting related classroom instruction on the benefits of supervised coordination.

Jensen (1969), in his study set out to determine the extent of student, parent and business interest in expanding the distributive education program at Tooele High School. The study contained a section where students, parents, and businessmen were able to indicate the classes they felt most essential for success after graduation. The students listed distributive education first (83.6 percent) whereas the parents listed distributive education fourth place (80.6 percent).

Other results of the study were:

1. Seventy-one percent of the Tooele High School students surveyed planned business careers.
2. Eighty-four percent of the students surveyed were interested in cooperative distributive education.
3. Ninety percent of the parents surveyed would encourage their children to participate in a cooperative distributive education program.

Fillmore's study (1969) recounts an actual experimental project of implementing a cooperative distributive educational program in a town with considerable resistance to federally sponsored programs. A secondary goal was to develop guidelines for program development in distributive education.

Fillmore's recommendations included the establishment of an advisory committee for the program. The members should be chosen from all facets of the community: the PTA, parents, school faculty and administration, civic leaders, members of the Chamber of Commerce, and students. Throughout his conclusion and summary, Fillmore attributed the real success of the Box Elder experiment to good communication and cooperation with all the parties involved.

Summary

The literature reviewed helped to gain insight into what has already been accomplished in the field of feasibility studies and has helped give direction to this study. The literature was also helpful in defining the boundaries of a two-year program in an effort to make them realistic and effective in the implementation of a Retail Marketing program.

CHAPTER III

METHODS AND PROCEDURES

This study was an investigation into the feasibility of a two-year Retail Marketing Program at Southern Utah State College in Cedar City, Utah. It was designed to answer questions relative to the feasibility of a Retail Marketing program, and its acceptance by the community, faculty and potential students. Following are the methods and procedures employed in conducting this study.

Description of the Populations and Samples

A stratified random sampling of 25 of the estimated 100 businesses in the Cedar City area were included in this study. The sample was stratified by size and type (i.e. grocery store, department store, etc.) of business. The interview was used to determine the support of a Retail Marketing Program at Southern Utah State College on the part of the businesses. In addition, the Southern Utah State College Faculty Senate was surveyed to determine whether they would support the implementation of the new program.

High school American Government teachers from Kanab High School, Valley High School, both in Kane County; Cedar High School in Iron County, and Beaver High School in Beaver County were asked to participate in the study. They administered a questionnaire to their American Government (or school equivalent for seniors) students.

The Instruments

The interview is often superior to other data-gathering devices, one reason being that people are usually more willing to talk than to write (Best, 1977). Businessmen were interviewed in their own business setting where they felt more comfortable. A copy of the interview instrument can be found in Appendix A.

The American Government teachers of the high schools participating administered the questionnaires to their students. The teacher was instructed to read a script to the students and monitor them as they filled out the questionnaire. A pilot questionnaire was administered to seven undergraduate students at Utah State University to discern any possible problem areas in the script or the questionnaire. A pilot interview was also completed with two businessmen in the Logan area in an effort to eradicate any problem areas before actual interviewing began for the study. The teacher administering the questionnaire read the responses offered by the students before returning them in an effort to clarify any problem he or she may have found. A copy of the cover letter, script and questionnaire can be found in Appendix B, C, and D, respectively.

Data Collection

The questionnaires were mailed during the third week of September, 1977 to those teachers participating. A follow-up of the mailing was sent to the teacher who had not returned his/her questionnaires by October 1, 1977. Completed questionnaires were returned by that teacher with an explanation on October 7, 1977.

The survey taken of the Faculty Senate was completed with the

help of Dr. Harold H. Hiskey, Dean of the School of Business and Technology at Southern Utah State College, and Roger Hillyard, Instructor at Southern Utah State College. The survey was taken in January, 1978 with permission from Dr. Hiskey. A copy of the survey instrument can be found in Appendix E.

Data Analysis

The results of the questionnaires and interviews were tabulated and reported according to frequency of choice and, in the case of the questionnaire, the number choosing each category and the percent of the total choosing the areas of interest within the retail marketing aspect of Distributive Education. The results of the survey of the S USC Faculty Senate are shown as an indicator of whether the faculty and administration support the implementation of the program.

In order to get an accurate sampling of the subjects surveyed at least 70 percent of the questionnaires and interviews were needed for the tabulation of the data. Slightly more than 74 percent of the questionnaires were returned completed and 100 percent of the interviews were completed. This was accomplished by using follow-up techniques of letters and personal visits.

CHAPTER IV
FINDINGS

The data presented in this chapter were drawn from: (1) questionnaires administered to high school seniors in Iron, Kane and Beaver counties, (2) interviews with businesses in Cedar City, Utah, and (3) a survey of the Faculty Senate of Southern Utah State College.

Student Questionnaire

Two hundred twenty-four questionnaires were mailed to American Government teachers in Iron, Beaver, and Kane counties to be administered to their senior students. One hundred sixty six were returned completed (74 percent of the questionnaires mailed).

The questionnaire was analyzed through means of frequency of response and percentages. The results of the five questions are given in order below:

Question 1. Do you plan to pursue a career in marketing and distribution, such as selling, advertising or retail supervisory positions?

Of the 166 students responding 31, or 19 percent responded affirmatively and 135 or 81 percent responded negatively.

Question 2. Are you currently participating in your schools Marketing and Distributive Education program?

Of the 166 students responding 9 or 5.4 percent responded

affirmatively, 83 or 50 percent responded negatively and the remaining 74, or 44.6 percent indicated this type of program was not available in their school (the schools were Valley High School in Kane County and Beaver High School in Beaver County).

Question 3. Do you plan to continue your education after high school at a college, university or technical school?

One hundred forty-eight students responded affirmatively (89 percent), with only 18 responding negatively (11 percent).

Question 4. If Southern Utah State College had a two-year Retail Marketing program would you consider attending for that program?

Twenty-seven percent of the students surveyed replied in the affirmative (45) with the remaining 73 percent (121 students) indicating a negative response.

Question 5. Of the following job-types please rank the six you would most like to have. Rank your first choice as number one, your last choice as number six.

The most popular response was that of School Teacher, with 8.86 percent of the responses given for that choice. The type of teacher (elementary, secondary, post-secondary) was not included.

The second-most popular response was for a Lawyer, with 6.98 percent indicating this as one of their choices. The third-most popular response was for a Clothing Salesperson with 6.4 percent of the responses indicating a preference for this job type.

The remaining choices are shown, as well as the three discussed above, in the order shown on the questionnaire, in Table I on page 20 of this report.

TABLE 1
Job-Type Preferences

Job-Type	Number Responses	Percent of Responses
Grocery Cashier	32	3.2
Clothing Salesperson	64	6.4
School Teacher	88	8.86
Construction Worker	49	4.9
Dept. Store Manager	38	3.77
Lawyer	69	6.98
Medical Doctor	40	4.0
Bank Cashier	50	5.0
Insurance Sales	22	2.2
Licensed Practical Nurse	22	2.2
Personnel Specialist	50	5.0
Real Estate Sales	49	4.9
Dept. Store Clerk	28	2.8
Heavy Equipment Operator	58	5.8
Automotive Sales	40	3.96
Restaurant Manager	32	3.2
Service Station Attendant	24	2.4
Advertising Manager	38	3.77
Computer Operator	51	5.2
Registered Nurse	39	3.96
Secretary	53	5.4
Other (Mechanic, Farmer Beautician, and Physical Therapist most common)	60	6.0

Employer Interviews

Of the twenty-five employers interviewed only two of them did not presently have any Southern Utah State College Students working for them. Both of these businesses were family-owned businesses.

Question 1. Do you have any Southern Utah State College Students working for you at the present time?

Of the twenty-five respondents 23 or 92 percent indicated they did presently have Southern Utah State College students working for them either full- or part-time.

Question 2. Do you think a two-year Retail Marketing program at SUSC would be useful to the community?

The 25 respondents unanimously agreed that this type of program would be very useful to Cedar City.

Question 3. Would you be willing to support a two-year Retail Marketing program at SUSC?

The 25 respondents to this question were willing to support the program in any way they could but most of them stated that financial support would be difficult.

Question 4. Would you be willing to work with SUSC in an effort to give students interested in your type of business on-the-job training where they could receive college credit for working, by placing them on a full- or part-time basis?

Of the 25 businesses interviewed 24, or 96 percent replied definitely affirmative with only 1 (4 percent of those interviewed) stating that such a program would have to be cleared by the union before it could be started but the person interviewed indicated he could see no problem in doing this.

Question 5. Would you be willing to hire a graduate of a two-year Retail Marketing program?

Eighty-eight percent or 22 of those interviewed indicated they would hire graduates with only three or 12 percent responding in the negative. Of the three responding negatively, two were small family-owned businesses and one was a small two-person operation.

Question 6. How many could you hire annually?

The total of the jobs available according to the respondents willing to hire graduates was 76 annually for full- or part-time work. Of those part-time openings it should be noted that they could be worked into full-time jobs if the student was capable and desired such a full-time position. The range was from 1 to 10 openings in businesses annually.

Remarks from Respondents

Most of the respondents added some comments and suggestions relevant to the needs of their particular business. Some of the comments and suggestions are included in this portion of the study.

Most of the respondents felt that more emphasis needs to be placed on small retail businesses rather than on the large business administrations.

Courses in displaying, human relations, Business Machines, and bookkeeping should be included in the curriculum, and salesmanship should be a fundamental part of the program.

The majority of the respondents comments indicated this type of program would be more useful to the student as well as to the community. Most respondents indicated the need for such a program is growing more everyday.

Faculty Senate Questionnaire

The Faculty Senate Questionnaire was analyzed by frequency of response and percentage. Fifteen faculty and staff members from the Faculty Senate of Southern Utah State College were asked to participate in the study. The responses to each question are given below.

Question 1. Would you support the implementation of a two-year terminal Retail Marketing program at SUSC?

Thirteen responded affirmatively with two responding negatively. This represents 87 percent would support the program while 13 percent would not.

Question 2. Do you feel this type of program would be useful to SUSC?

Eighty percent or 12 of the respondents indicated they thought the program would be useful to SUSC while 20 percent or three of the respondents felt the program would not be useful.

Question 3. Do you feel this type of program would be useful to the community?

Eighty-seven percent or 13 of the respondents indicated the program would be useful to the community with 13 percent or two indicating the program would not be useful to the community.

Question 4. If asked, would you help design the curriculum for a Retail Marketing terminal program?

This question evoked a more opinionated response with 67 percent or ten responding affirmatively and 33 percent or five responding negatively.

Summary

The data that has been presented in this chapter was gathered and analyzed during the 1977-78 school year. It included a questionnaire of high school seniors in Iron, Kane and Beaver counties, interviews from businessmen in the Cedar City area, and questionnaires from the Faculty Senate at Southern Utah State College. All data were analyzed by frequency of response and percentage of total responses.

CHAPTER V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter contains a summary of the total research effort, the findings of the study, the conclusions reached concerning the implementation of a Retail Marketing Program at Southern Utah State College and the recommendations based on the findings from this study.

Summary

The purpose of this study was to identify the possible need for and support of a Retail Marketing program at Southern Utah State College, in Cedar City, Utah, by the community, college and students.

The research for this study was conducted involving high school seniors from Iron, Kane and Beaver county high schools, a stratified random sampling interview of twenty-five businesses in Cedar City and a questionnaire administered to the SUSC Faculty Senate. The research was conducted during the Fall and Winter of the 1977-78 school year.

The study was designed to answer the following questions:

1. Would the employers in the community be supportive of a Retail Marketing program?
2. Are there sufficient part-time and full-time jobs available to support the Cooperative aspect of a Retail Marketing program?

3. Would employers be willing to hire graduates of a two-year Retail Marketing program?
4. Are the high school students in the area interested in Retail Marketing and related occupations?
5. How many of the area high school students interested in Retail Marketing occupations would attend Southern Utah State College to receive training?
6. Would the faculty and administration of Southern Utah State College support a Retail Marketing program?

The results of the questionnaires and interviews were tabulated according to frequency of response and percentage of positive and negative responses. In the case of the student questionnaire the last question was tabulated according to total frequency of response and total percentage rate.

Conclusions

From an interpretation of the data gathered in this study, the following statements may be made:

1. The employers in the Cedar City area would be willing to help support the initiation of this program as much as possible. Although many can't help financially they are willing to give input to what types of subjects need to be taught and what items need to be stressed in order to teach those subjects. This can be an invaluable service in itself.

2. Of the 25 businesses surveyed only 2 did not presently have SUSC students currently employed. With the projected increases in distributive jobs available in the Cedar City area most employers are willing to hire students on a part-time basis

or a full-time basis. Of those employers interviewed, 96 percent said they would definitely be willing to work with the college and students in a Cooperative Education program.

3. The employers interviewed were receptive to the idea of hiring two-year graduates. The employers interviewed felt that the comprehensive two-year program, although lacking possibly in the liberal arts, was a more effective way of training personnel for merchandising businesses than the typical corporate oriented four-year degree program.

4. Although 81 percent of the high school students of the area stated they did not plan to pursue a career in a distributive field, when asked to rank order their job preferences 46.6 percent of the students selected distributive job preferences. This indicates a lack of understanding of the distributive fields.

5. Of the students asked, 27 percent indicated they would attend Southern Utah State College for a Retail Marketing program. However, considering the number of students who have not had access to a Distributive Education program and are unsure of what a Retail Marketing program entails, this figure of 27 percent may be misleading. As many as 27 percent may be justification enough to start a program. Dependent upon the number of students enrolling in the several different departmental programs, an initial enrollment of 27 percent of the students responding would still be a good enrollment.

6. The Faculty Senate questionnaire indicates that the faculty and administration are willing to help implement the Retail Marketing program at SUSC. The majority, 67 percent, expressed their willingness to help design the curriculum. This

indicates an overall willingness to support the program by the faculty and administration.

Recommendations

The conclusions drawn from this study were used to evaluate the feasibility of the implementation of a Retail Marketing program at Southern Utah State College. Inasmuch as the high schools used in this study are used as recruiting areas for SUSC one recommendation is made for the high school programs. Based on this information the following recommendations are made:

1. Southern Utah State College should begin a two-year Retail Marketing program. Community businessmen should be consulted as to what courses should be built into the curriculum.
2. An Advisory Committee composed of community businessmen and school faculty and administrators should be consulted as to course content and the Cooperative Work Experience aspect of the program.
3. A follow-up study should be undertaken five years after the program is initiated. The program should be re-evaluated at that time to discern whether it is proving useful to all concerned.
4. An effort should be made to assist the high school business teachers of Southern Utah in teaching their students more about the career opportunities in Distributive Education.
5. Further research is necessary at this point to discover the interests of high school seniors from other areas served by SUSC.
6. Further research into manpower needs could prove to be useful at this time.

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APPENDICES

APPENDIX A

Employer Interview

INTRODUCTION: Hello, my name is Rick Pruitt, I am conducting a survey in conjunction with Utah State University. This survey is to determine the feasibility of some programs at Southern Utah State College.

1. Do you have any Southern Utah State College students working for you at the present time?

Yes No

2. Do you think a two-year Retail Marketing program at S USC would be useful to the community?

Yes No

3. Would you be willing to support a two-year Retail Marketing program at S USC?

Yes No

4. Would you be willing to work with S USC in an effort to give students interested in your type of business on-the-job training where they could receive college credit for working, by placing them on a full- or part-time basis?

Yes No

5. Would you be willing to hire a graduate of a two-year Retail Marketing Program?

Yes No

6. How many could you hire annually? _____

INTERVIEWER FILL-IN

- A. Type of business (Grocery, Department Store, Clothing Store, etc.)
- B. Person interviewed (manager, owner, supervisor)
- C. Interviewer observations:



UTAH STATE UNIVERSITY

DEPARTMENT OF
BUSINESS EDUCATION

COLLEGE OF BUSINESS
UMC 35, LOGAN, UTAH 84322
Phone (801) 752-4100 Ext. 7988

September 20, 1977

Mr. American Government Teacher
Cedar High School
710 South 700 West
Cedar City, UT 84720

Dear Mr. Teacher:

The questionnaires you agreed to administer to your senior students are enclosed along with an introductory script. Please read the script to your students before they begin filling out the questionnaire.

The items listed on the questionnaire have been tested and should be self-explanatory. If any of your students have difficulty in completing the questionnaire, I would appreciate it if you would make note of the difficulties encountered. Then, as you return these materials to me, please explain what their problems were and how you instructed them to respond.

When you have completed the administration of the questionnaire, please read over it for any problem areas you may find such as penmanship, understandability, etc. Any suggestion you have would also be appreciated.

Thank you for your assistance in collecting this information. If I can ever be of assistance to you in the future, please feel free to contact me.

Sincerely,

John R. Pruitt

P. S. Attached is a quarter. After you have completed and mailed the questionnaires, please relax and have a "drink" on me.

APPENDIX C

Script

ADMINISTRATOR: Please read the following script to your students before they begin filling in the questionnaire.

This questionnaire is to be used to determine desirability of some of the business programs at Southern Utah State College in Cedar City. Your help is needed to define which programs will be useful and which will not.

Please fill in the questionnaire according to the instructions. If you have any questions, please raise your hand and I will try to answer them. Please do not put your name on this questionnaire because we would like all respondents to remain anonymous.

For the purpose of this questionnaire, the term "marketing and distribution" means: a vocational instructional program designed to meet the needs of persons who have entered or are preparing to enter a distributive occupation or an occupation requiring competency in one or more of the marketing functions such as, merchandising, related management and personal development.

APPENDIX D
Student Questionnaire

INSTRUCTIONS: Complete the following questions according to the directions given by your instructor. Please answer as completely as possible and if you have any questions please raise you hand and your teacher will help you.

1. Do you plan to pursue a career in marketing and distribution, such as selling, advertising, or retail supervisory positions?

Yes No

2. Are you currently participating in your schools Marketing and Distributive Education program?

Yes No Program not available

3. Do you plan to continue your education after high school at a college, university, or technical school?

Yes No

4. If Southern Utah State College had a two-year Retail Marketing program would you consider attending for that program?

Yes No

5. Of the following job-types please rank the six you would most like to have. Rank your first choice as number one. Your last choice as number six.

<input type="checkbox"/> Grocery cashier	<input type="checkbox"/> Real Estate Salesperson
<input type="checkbox"/> Clothing salesperson	<input type="checkbox"/> Department Store clerk
<input type="checkbox"/> School Teacher	<input type="checkbox"/> Heavy Equipment Operator
<input type="checkbox"/> Construction worker	<input type="checkbox"/> Automobile Salesperson
<input type="checkbox"/> Department Store Manager	<input type="checkbox"/> Restaurant Manager
<input type="checkbox"/> Lawyer	<input type="checkbox"/> Service Station Attendant
<input type="checkbox"/> Medical Doctor	<input type="checkbox"/> Advertising Manager
<input type="checkbox"/> Bank Cashier	<input type="checkbox"/> Computer Operator
<input type="checkbox"/> Insurance Salesperson	<input type="checkbox"/> Registered Nurse
<input type="checkbox"/> Licensed Practical Nurse	<input type="checkbox"/> Secretary
<input type="checkbox"/> Personnel Specialist	<input type="checkbox"/> Other _____

(Please specify)

Thank you for your help in completing this study.

APPENDIX E

FACULTY SENATE QUESTIONNAIRE

1. Would you support the implementation of a two-year terminal Retail Marketing Program at SUSC?

Yes No

2. Do you feel this type of program would be useful to SUSC?

Yes No

3. Do you feel this type of Program would be useful to the community?

Yes No

4. If asked, would you help design the curriculum for a Retail Marketing terminal program?

Yes No