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A FOLLOW-UP STUDY OF THE GRADUATES FROM THE COLLEGE OF BUSINESS
AND SOCIAL SCIENCES IN 1936 THROUGH 1940
AND 1947 THROUGH 1951

by

DeLonne Anderson

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

of

MASTER OF SCIENCE

in

Economics

Approved:

UTAH STATE UNIVERSITY
Logan, Utah

1966

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CHAPTER I

INTRODUCTION AND ANALYSIS OF THE PROBLEM

Introduction

For some time there has been an interest among the faculty members in the School of Business and Social Sciences to know if the graduates of this school are working in their field of specialization of which they prepared while at the University. Also, what financial success the graduates have obtained since graduation. The results of this study can be used to advise present and future students in the School of Business and Social Sciences.

Nature of the problem

It is of great importance to any school, in projecting itself into the future, to know what its graduates have done in the past. Corporations and other businesses send representatives to college campuses throughout the country to pick promising young graduates for well-paid positions. If graduates enter the School of Business and Social Sciences with hope of securing a promising future with one of these corporations or other businesses, it would be helpful for advisors to be able to lay before them results of the past.

Statement of the problem

The purpose of the present study was to provide the following information in relation to the male graduates in the School of Commerce.

1. Relation of that first position to the student's field of specialization at the University.
2. Relation of present position to the field of specialization while at the University.
3. History of earnings at various intervals since graduation.
4. Number of changes in employers since graduation.
5. A limited evaluation of the curriculum offered and suggested improvements.
6. As supplemental information, this study was interested in finding post graduate work and additional degrees of the graduates.

Importance of the study

The study will serve as a type of occupational information for current and future students in the School of Business and Social Sciences.

Scope and limitations of the study

This study was limited to the male bachelor of science graduates in the School of Commerce between the years 1936 through 1940 and 1947 through 1951. Female graduates were eliminated from this study assuming they would marry and follow the occupation of a home executive.

During the period covered by this study, the School of Commerce included the departments of Business, Economics, Political Science, Sociology and Social Work, and History. Because it was desirous to stay in the commercial area, Sociology & Social Work and History were not included.

The area of accounting has become more important and is today a separate department with the School of Business and Social Sciences. For this reason tabulation of the results will include a separate breakdown of accounting.

Definition

Perhaps the most difficult problem in connection with this study was defining the limits of what would constitute a change from one field of work to another. If the scope of this study had included graduates from several schools, a change from one field of specialization would be more pronounced and easily defined.

Therefore, to determine the basis for evaluation, the main emphasis was given to question number two of the questionnaire and the course of study, as outlined in the University Catalog. This determination was partly made by the graduate and the writer.

Further analysis on how this area of the thesis is defined is explained in Chapter IV.

Methods of procedure

To obtain the necessary information for this study, the following methods were employed:

1. Selection of the group. An important consideration in any survey is the adequacy of the sample surveyed. The groups included in this study, therefore, will be carefully described. One of the chief purposes of the study is to show the relationship of the occupation to the field of specialization while at the University and also what financial success they have obtained. By going back to the graduates before World War II, and also graduates after the war, a sizeable group could be obtained to give an adequate determination without the effect of the war. This will also indicate, to some extent, the influence of the depression.

Male graduates between the years 1936 through 1940 and 1947 through 1951 were selected as the group to be surveyed.

2. Selection of names. Names of graduates in the years to be surveyed were obtained from the list of graduates, by school, in the yearly University Catalog.

3. Addresses. All male names were typewritten on sheets of paper according to the year of graduation. Addresses of the individuals were obtained from the address files of the Alumni Association, and were written beside the names.

The writer and a secretary from the Alumni Office addresses the envelopes and the postage was paid by the Alumni Association.

Letters were mailed out in March 1958. By July of that year all answers were received.

5. Follow-up. Based on the percentage of returns from the first questionnaire, it was determined if a follow-up letter were necessary. The writer was pleased that the number of returns exceeded the predetermined percentage and, therefore, it was not necessary for the follow-up letter.

The data from the questionnaires were organized and are presented in the chapters to follow.

CHAPTER II

THE QUESTIONNAIRE, MAILING, AND RETURNS

Mailing of questionnaire

There were 779 male graduates during the ten-year period. This number represents the total graduates eligible for consideration in the survey. In many cases, of course, mailing addresses for these students were lacking entirely or known to be wrong. The University Alumni Office makes every effort to keep its address file up-to-date and complete as possible. There are always graduates who do not notify the University of changes in address and who seldom answer University request for such information.

Table I summarizes the results of the mailing. As mentioned above, 779 male graduates composed the number eligible for the survey. However, out of this number, addresses for 620 could be obtained. This meant eighty per cent of this total number would be mailed questionnaires.

After mailing, seventy-four letters were returned because of wrong or insufficient addresses. Therefore, it was assumed that the balance, or 546 questionnaires, were delivered. This represented 88 per cent of the total questionnaires mailed or 73 per cent of the total graduates eligible for survey.

Return of questionnaires

Table 2 summarizes the information relative to the return of questionnaires. A total of 249 replies were received. This represented

Table 1. Summary of eligible graduates, questionnaires mailed

Number of male graduates during survey period	779
Number of questionnaires mailed to graduates	620
Per cent of male graduates mailed questionnaires.	80%
Number of questionnaires returned (incorrect addresses)	74
Number of questionnaires delivered	546
Per cent of questionnaires delivered to questionnaires mailed	88%
Per cent of questionnaires delivered to the total eligible graduates.	73%

Table 2. Summary of data pertaining to return of questionnaires

Number of questionnaires mailed and delivered	546
Number of replies received	249
Per cent of return for questionnaires mailed	46%
Questionnaires discarded because of incompleteness and other miscellaneous reasons	18
Number of questionnaires used for evaluation	231
Per cent of questionnaires used for evaluation to total mailed .	42%
Per cent of questionnaires used for evaluation to total graduates eligible for survey	30%

46 per cent of the total questionnaires mailed. Eighteen of the questionnaires were not used because of incompleteness and other miscellaneous reasons. This left a balance of 231 for evaluation or 42 per cent of the questionnaires mailed. Also, the 231 questionnaires gave 30 per cent of the total male graduates for the ten-year period for study and evaluation.

Prior to the mailing, it was agreed by the writer and faculty advisors that a return of 35 per cent of the questionnaires mailed would be adequate for the purpose of this study. Since there was a return of 42 per cent, the writer was very satisfied with these results. Not only had the graduates completed the questionnaire, but also volunteered other information in connection with their satisfaction of their schooling and helpful suggestions for improvement.

Geographical distribution

As an interesting secondary item, it was profitable to note the geographical distribution by states of the questionnaires mailed. Table 3 indicates graduates lived in twenty-six states, District of Columbia, and several outside the United States. Also, that 85 per cent lived in the eleven western states. Utah had 55 per cent, Idaho was second with 13 per cent, and California, third, with 10 per cent.

Table 3 also summarizes the returns by geographical location. Questionnaires were returned from twenty-four states, District of Columbia, and outside the Continental United States. The eleven western states indicate a return of 89, Utah having 53 percent, California, second, with 15 per cent, and Idaho, third, with 10 per cent.

It appears that many letters mailed were forwarded to new addresses indicating addresses used for mailing were not accurate. California had

Table 3. Geographic distribution of letters mailed and questionnaires returned

State	Number mailed	Number returned
Arizona	6	2
California	61	38
Colorado	12	2
Florida	1	1
Idaho	76	26
Illinois	4	1
Iowa	1	1
Maryland	2	2
Massachusetts	1	-
Michigan	1	1
Missouri	2	-
Montana	6	4
Nevada	9	6
New Jersey	2	1
New York	8	5
North Dakota	1	1
Ohio	7	2
Oklahoma	2	-
Oregon	9	4
Pennsylvania	4	2
Texas	6	4
Utah	341	132
Vermont	7	-
Virginia	12	1
Washington	21	4
Wisconsin	2	2
Wyoming	10	4
Washington, D. C.	1	2
Outside United States	5	1
Totals	620	249

an increase of five per cent questionnaires received to the total over percentage mailed. Perhaps this situation will explain the fact that many graduates had moved to the larger industrial areas for better employment.

Departmental summary of questionnaires mailed and returned

Table 4 summarizes the questionnaires mailed for this survey by year and the major department within the School of Commerce. The reader will note 69 per cent of the graduates sampled graduated in the second five-year period. This additional approximately 20 per cent shows the effect of the many Veterans taking advantage of government educational assistance. During the ten-year sampling period, 55 per cent of the graduates were from the Business Administration Department, 16 per cent from Accounting, 15 per cent from Economics and 14 per cent from Political Science.

Table 5 summarizes the questionnaires returned by year and major department within the School of Commerce. This table indicates that 65 per cent of the returned questionnaires were received from graduates between the years 1947 through 1951 compared to 69 per cent of the questionnaires mailed during this same period. The Department of Accounting represented 16 per cent of the total questionnaires mailed and 19 per cent of the questionnaires returned. The Department of Business Administration had comparable figures of 55 per cent mailed with 48 per cent returned, the Department of Economics with 15 per cent mailed and 17 per cent returned, and the Department of Political Science with 14 per cent mailed and 16 per cent returned.

Table 4. Summary of questionnaires mailed by department and year

Year	Accounting	Business Administration	Economics	Political Science	Total	Per cent
1936 . . .	2	15	4	3	24	4
1937 . . .	4	20	5	4	33	5
1938 . . .	4	12	3	4	23	4
1939 . . .	9	30	8	7	54	9
1940 . . .	11	28	9	8	56	9
1947 . . .	7	25	7	6	45	7
1948 . . .	11	35	10	8	64	10
1949 . . .	17	57	14	15	103	17
1950 . . .	25	82	22	20	149	24
1951 . . .	11	36	10	12	69	11
Total . . .	101	340	92	87	620	
Per cent . . .	16	55	15	14	100	

Table 5. Summary of questionnaires returned by department and year

Year	Accounting	Business Administration	Economics	Political Science	Total	Per cent
1936	-	4	1	-	5	2
1937	3	10	2	1	16	7
1938	3	8	4	2	17	7
1939	5	4	6	2	17	7
1940	6	12	7	2	27	12
1947	4	5	2	6	17	7
1948	4	10	2	4	20	9
1949	10	13	4	8	35	15
1950	6	32	9	7	54	24
1951	4	13	2	4	23	10
Total	45	111	39	36	231	100
Per cent	19	48	17	16		100

CHAPTER III

GENERAL PURPOSES OF THE FOLLOW-UP STUDIES

A democracy must have an educated populace since important issues must be resolved by vote of the electorate in order to survive. If this is the case, all those who have to do with education should constantly be alert to find ways and means of improving our educational system. Into the curriculum should be a weaving of the hopes, ambitions, and dreams of the young people to be served. To accomplish this purpose, there must be a constant re-evaluation of courses and objectives. This can be done by weighing and measuring the achievements of the graduates. It has been the responsibility of business schools to determine their own need; then to measure carefully the results to ascertain how well they have been meeting the needs of the graduates.

To determine how to make the school program fit the needs of its students is a complicated task, even when a good job of critical evaluation is being done. Franklin Bobbitt, in his article "How to Make a Curriculum," has summed up the task as follows:

To plan the route that a growing man must travel from infancy to the goals of his growth, his culture, and his special abilities, is an immeasurably more complicated task than the simple one of planning the thin steel line across the continent. Within man, and in the social world at large, there are spiritual mountains, morassas, plains, stormy regions, valleys, deserts, quicksands, and a lot of other similar things through the midst of which man's developmental route must lie. And to complicate the matter, the route is not a single goal, but an endlessly complex network of lines leading to a multiplicity of goals.¹

¹Franklin Bobbitt, "How to Make a Curriculum," Business Education Forum, December, 1959, p. 17.

The human elements in the students with their everchanging desires to be satisfied in different fields sometimes seem frightening in magnitude to the planners of a workable curriculum.

Harold C. Hand points out reasons for taking a periodic evaluation of the courses given at the College.

Like the business and industrial organizations the school can no longer guess how well the training is meeting the needs of the students they serve. They should take an inventory of the opinions of their graduates to determine if there are weaknesses in the training of their graduates. If weaknesses are found, they should be eliminated as soon as possible.

Principally, there are three very serious limitations inherent in personal observations or other unsystematic methods of appraisal. They are: (1) the influence of unrepresentative observations, (2) the reluctance of people to be frankly critical, and (3) the influence of the observer's opinions and interests.²

John C. Roman made a follow-up study at the Cincinnati High School.

A resume was published in the Business Education Forum. He recommended:

Any program of education should be evaluated periodically to help students make satisfactory adjustments on the job. Information can be obtained which will be helpful in improving the business educational program, the teaching techniques, the public relations between schools and the business community.

In Pennsylvania, it is recommended that each school should make two surveys--a community survey and a follow-up of graduates and drop-outs. A community survey is needed for the area in which the graduates seek employment to determine the opportunities for business work and the kinds and levels of jobs filled by the graduate.

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 prepared.³

John Derbold made the statement:

The tempo of business in the United States is being increased because of the international competition, price-cost squeeze, pressures of defense, and unemployment.

²Harold C. Hand, What People Think About Their Schools, (New York: World Book Company, 1948), p. 26.

The role of education must change. You have to have continued education throughout life. You can't have it in one shot in the beginning. You have to have an orderly program. The unions could do something in this area, and it would be a valid role for them in the next decade.⁴

At one time or another, probably every certified staff member of any given school conducts some type of follow-up. Usually this consists of an informal interview held between staff member and student. School personnel are continually looking for ways to improve their services to youth. Properly executed and interpreted, the follow-up study can be one of the most useful tools used by school officials to evaluate results and predict future trends.

A dictionary defines follow-up as "a system of pursuing an initial effort by supplementary action." This somewhat vague definition has come to assume special aspects concerning follow-up for various groups of school personnel. In a certain sense, every teacher employs follow-up procedures when he offers to a class written tests to measure learning gained from a lecture, unit, or course. Checking on such factors as job satisfaction, success in job placement, salary gained, etc., the school placement officer has placed great emphasis on follow-up--so much so that indices in vocational journals usually list the two terms together as "Placement and Follow-up."

For the school administrator, too, follow-up assumes special importance. Policies based on facts and figures have better chances of success than those arrived at by guesswork.

One way to find out whether a product is good or not is to ask the consumer. He need not be an expert to tell what he likes or doesn't like about a certain kind of product.

⁴John Derbold, "All-out Automation," Nation's Business, July, 1961, p. 30.

Educators make consumer surveys, too, only they are known as follow-up studies. The consumers are former students, the product is the education they received, and the purpose is to obtain information which will aid in proving the quality of the educational program.⁵

Related studies and literature

To receive the maximum benefit from this study, it would be desirable to locate a comparable study from another university or college. This search not only extended to the three major universities within the State of Utah, but also the University of California at Los Angeles and the University of Southern California at Los Angeles. The use of the latter two college library facilities was researched during the writer's residence in the Los Angeles area.

Through all of this effort, the writer was unable to locate a follow-up study covering the same elements covered in this study. Note by referring to the bibliography the other studies researched.

Most of the follow-up studies had been completed by students in the school of education. Most of the studies were conducted with students from high schools. Because of these reasons there was not a good comparable study to assist in this current evaluation. Several parts of a study made upon the graduates from the University of Minnesota covered the same area.⁶ However, this study covered the graduates from 1928 to 1936. This current study starts with the year 1936. For this reason good comparison could not be made. Therefore, that data contained herein

⁵William H. McGreary and Donald E. Kitch, "How Near Youth," Sacramento Bulletin of the California State Department of Education, October, 1963, XXII, 1.

⁶Alvin C. Eurich and C. Robert Pace, "A Follow-up Study of Minnesota Graduates from 1928 to 1936," University of Minnesota Committee on Educational Research, Minneapolis, 1938.

will have to stand by itself. The writer would recommend studies in the future using this follow-up study thesis as a basis for additional research in this area.

CHAPTER IV

ANALYSIS OF THE QUESTIONNAIRES

Method of analysis

There are five basic items of information and two supplementary items considered in the analysis of the data. They include the following:

1. Relation of that first position to the graduate's field of specialization while at the University.
2. Relation of the graduate's present position to his field of specialization at the University.
3. History of earnings at various intervals since graduation.
4. Number of changes to different employers.
5. A limited evaluation of the curriculum offered and suggested improvements.
6. Additional graduate work pursued by the graduates and additional degrees. This will include professional degrees, such as certified public accountant, certified life underwriter, and bachelor of laws.

The questionnaires were sorted by year of graduation. The years in turn were broken down by departments within the School of Commerce. They included Accounting, Business Administration, Economics, and Political Science. Therefore, all tabulating was done by year of graduation and department. All tabulating was done by hand. The questionnaires returned were very objective and could be tabulated with maximum reliability. Few of the questionnaires, however, were not answered clearly. The subjective element of judgment and interpretation entered into the tabulation of these few.

Relation of students' employment to their field of specialization at the University

Do students find jobs for which their college training has specially prepared them? Are graduates enticed away from their field of specialization because of more money or more favorable working conditions? Are graduates forced to accept jobs in unrelated fields? If so, have they since been able to find work more closely related to their special preparation? The present section of the thesis will consider these questions.

Sections I and IV of the questionnaire provided the answers necessary to evaluate these issues. Namely, how closely related was your first position to your field of specialization at the University? Also, how closely related is your present position to your field of specialization at the University?

As previously mentioned in Chapter I, this was the most difficult section of the questionnaire to evaluate. The basis for what would constitute a change from one field to another may differ with each person. The writer outlined the following basis as the best criteria for this evaluation:

1. Refer to Section I, questions two and three. From this could be determined the graduate's major field and minor or minors.
2. With the major and minor fields in mind, Section IV, questions 3(a), (b) and (c) were then applied. A comparison could be made and a decision determined.

The School of Commerce requires certain related courses by all students within the School regardless of whether they are in Accounting, Business Administration, Economics, or Political Science. For this reason, the writer will be the first to admit that a change from one

field to another closely related to their major is not a waste of effort. Therefore, an additional classification of "closely related" was used in this evaluation.

The best tool to assist in this determination is the course of study required by the School of Commerce, as outlined in the Utah State University Catalog. The core curriculum and special courses required by all students indicate the mutual classes required, regardless of the particular major within the School of Commerce. Therefore, for example, if a student majored in accounting and minored in marketing, or business management, but after graduation went into sales, or management, he would be classified in a closely related field. A student pursuing the many courses required for an accounting major must have planned to become a partner in a CPA firm, controller, or other such positions. If this same student later went into education, he would be classified as being out of his field of specialization. One can easily see that to go into education would require additional classwork to become qualified. In effect, he would have completed the requirements for a new minor. This study indicates that this very situation happened several times. A change to education or some form of engineering were the two most common changes made by the graduates from this School.

In another example, let us assume a graduate who majored in business management and minored in education later ended up as a school teacher. He would also be classified in a closely related field because of his minor in education. It originally intended in this example to go into business or work in business. However, because of various reasons, the graduate went into education. If, in this same example, he had

minored in economics instead of education, he would have been classified as not being in his field.

With this brief explanation and two examples, we will present, in summary, the relation of the first position to the field of specialization while at the University.

Relation of student's first position to his field of specialization while at the University

Table VI summarizes the relationship of the graduate's first job to his field of specialization while at the University. Listed below is a summary of the important results.

1. 91 per cent of the graduates answering the questionnaire from the School of Commerce were employed in jobs either directly associated with or closely related to their field of specialization. This per cent is broken down as 77 per cent directly related, and 21 per cent closely related.
2. Graduates from the Accounting Department attained 98 per cent success for work directly associated with, or closely related to, their field of specialization. This percentage is broken down as 66 directly, and 22 closely related.
3. Business administration graduates attained 88 per cent success of finding work directly or closely related to their studies. This percentage is further summarized as 70 per cent directly, and 18 per cent closely related.
4. Sixty-seven per cent of the economics graduates found work directly related and 25 per cent closely related, totaling 92 per cent, to their efforts while at the University.

Table 6. Relationship of the first job to the graduate's field of specialization while at the University

Department	Classification	1936	1937	1938	1939	1940	1947	1948	1949	1950	1951	Total	Per cent
Accounting	Yes	-	1	2	4	4	3	3	8	5	4	34	76
	Related	-	2	-	1	2	1	1	2	1	-	10	22
	No	-	-	1	-	-	-	-	-	-	-	1	2
	Total	-	3	3	5	6	4	4	10	6	4	45	-
Business Administration	Yes	3	6	5	3	7	4	7	10	24	9	78	70
	Related	-	2	2	1	3	1	2	1	5	3	20	18
	No	1	2	1	-	2	-	1	2	3	1	13	12
	Total	4	10	8	4	12	5	10	13	32	13	111	-
Economics	Yes	1	-	2	3	5	1	2	2	7	2	25	64
	Related	-	1	2	2	2	1	-	1	1	-	10	26
	No	-	1	-	1	-	-	-	1	1	-	4	10
	Total	1	2	4	6	7	2	2	4	9	2	29	-
Political Science	Yes	-	1	2	2	-	4	1	6	5	3	24	67
	Related	-	-	-	-	2	2	2	1	1	1	9	25
	No	-	-	-	-	-	-	1	1	1	-	3	8
	Total	-	1	2	2	2	6	4	8	7	4	36	-
Total	Yes	4	8	11	12	16	12	13	26	41	18	161	70
	Related	-	5	4	4	9	5	5	5	8	4	49	21
	No	1	5	2	1	2	-	2	4	5	1	21	9
	Total	5	16	17	17	27	17	20	35	54	23	231	-
Per cent	Yes	80	50	65	71	59	71	65	74	76	78		
	Related	-	31	24	24	33	29	25	14	15	17		
	No	20	19	11	5	8	-	10	12	9	5		

5. Political science attained a 91 per cent success factor with 70 per cent directly related and 21 closely related.

The 91 per cent success factor of the graduates from the School of Commerce is very outstanding. In connection with this study, the writer reviewed several other follow-up studies made by other universities and high schools. While these other studies were made for reasons other than the purpose in this study, the one most closely related was a study of the graduates from the University of Minnesota.⁷ This study included graduates from all schools within the University. One section was devoted to the same purpose of determining job relationship to field of specialization from the years of 1928 through 1936. The results of this study indicated a 76 per cent success factor for all graduates. This comparison may not be too reliable because, perhaps, the questionnaires were evaluated differently than the questionnaires used in this study. In all the follow-up studies reviewed, this comparison is the only one found to have a close relationship to this study. If there is a degree of reliability, the 91 per cent attained by the Utah State University School of Business graduates is something to be proud of, particularly when compared to all graduates from the University of Minnesota and their 76 per cent.

From Table 6 one can also see that only 70 per cent of the graduates from the School of Commerce attained jobs directly related to their field of specialization. This low percentage is probably due to the type of assignment given the graduate upon his reporting for work. Many times the work assigned to a new employee would be foreign to this specialty. As an example, one graduate was hired as an accountant by an oil refinery. However, for the first year, his time was spent out in the refinery

⁷Ibid, p. 27.

working with dispatchers and gauges. We cannot, however, condemn the managers of business for this type of practice. They have a definite purpose in mind.

Another reason for this low 70 per cent is due to the job limitations in the Utah area. Many graduates, upon graduation, want to remain in the area of Northern Utah. One can easily appreciate the problems of these graduates when they attempt to find employment during the period of time covered by this study in the Utah area. In order to find employment, they have had to leave their field of specialization. One graduate indicated that to remain in Utah he had to accept a job at Hill Air Force Base as a mechanic. This is the typical situation of many other graduates.

It was also decided to make a comparison between years of graduation. The lower part of Table 6 and Figure 1 summarizes this comparison. A total of 89 per cent of the graduates found jobs directly or closely related to their fields of specialization for the five years preceding the war. Also during this period there was a low of 80 per cent in 1936 to the high of 95 per cent in 1939. There was a three point increase, to 92 per cent, for the five-year period after the war. This same period showed a low of 88 per cent in 1949 to a high of 100 per cent in 1947.

The three per cent difference between the five pre-war years and five post-war years is not as pronounced as thought. One would naturally assume the five depression years would be lower than 89 per cent. Perhaps the only explanation is that there was an insufficient sampling for this period of time. The 92 per cent post-war figure is understandable due to the economic boom during this period of time.

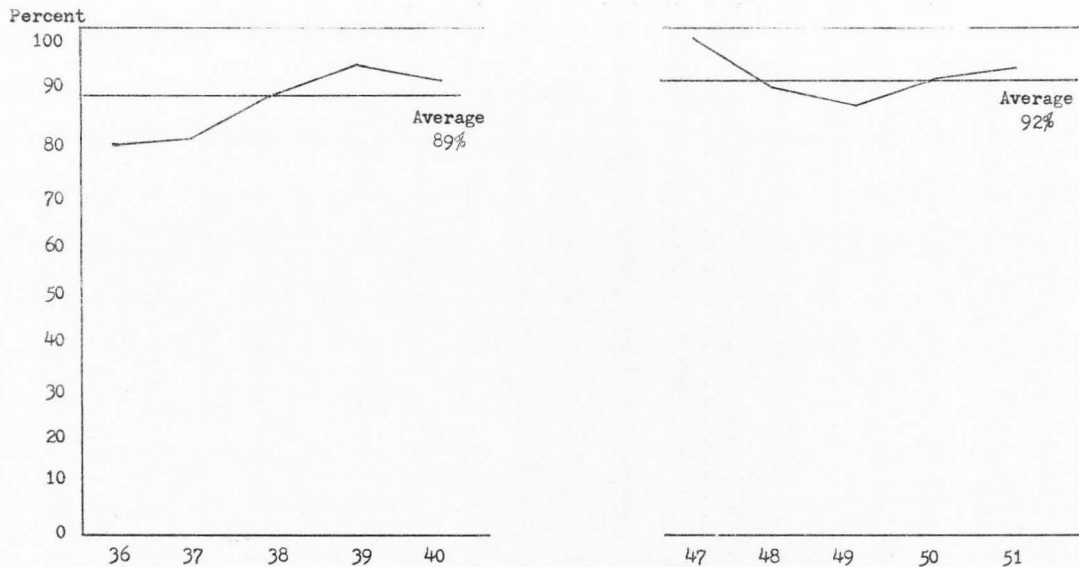


Figure 1. Percentage of graduates, by year of graduation, whose first jobs were directly or closely related to their field of specialization while at the University

Considering all factors, the graduates from the School of Business and Social Sciences were successful in finding employment closely related to their fields of specialization.

Relation of the present position to the field of specialization while at the University

The statistics pertaining to the present position or field of preparation are somewhat different than those of the first position. Table 7 summarizes these findings which are discussed below as:

1. Eighty-one per cent of the graduates answering the questionnaires were employed in jobs either directly associated or closely related to their field of specialization. This is broken down as 53 per cent directly, and 28 per cent closely related.
2. Graduates from the Accounting Department had a 91 per cent success factor for work directly and closely related to their field of specialization. This further broken down as 53 directly, and 38 closely related.
3. Business administration graduates attained 88 per cent success for remaining in work either closely or directly related to their field of specialization. This percentage is made up of 58 per cent directly, and 24 closely related.
4. The graduates in economics were at a 77 per cent fact of employment to their field of study. This per cent is broken down as 49 per cent directly related and 28 per cent closely related.
5. The political science graduates attained a 72 per cent success factor; 42 per cent directly related and 30 per cent closely related.

In total, the 81 per cent pertaining to the present position is 11 per cent lower than the percentage for the first position after graduation.

Table 7. Relationship of present job to the graduate's field of specialization while at the University

Department	Classification	1936	1937	1938	1939	1940	1947	1948	1949	1950	1951	Total	Per cent
Accounting	Yes	-	2	1	3	2	2	2	4	4	4	24	53
	Related	-	1	1	1	3	2	2	5	2	-	17	38
	No	-	-	1	1	1	-	-	1	-	-	4	9
	Total	-	3	3	5	6	4	4	10	6	4	45	1
Business Administration	Yes	2	8	4	3	5	3	8	6	17	8	64	58
	Related	-	1	3	-	4	2	1	3	9	4	27	24
	No	2	1	1	1	3	-	1	4	6	1	20	18
	Total	4	10	8	4	12	5	10	13	32	13	111	-
Economics	Yes	-	-	2	2	5	1	1	2	5	1	19	49
	Related	-	-	1	2	2	1	1	1	2	1	11	28
	No	1	2	1	2	-	-	-	1	2	-	9	23
	Total	1	2	4	6	7	2	2	4	9	2	39	-
Political Science	Yes	-	1	1	2	-	3	2	3	2	1	15	42
	Related	-	-	-	-	1	2	1	3	1	3	11	30
	No	-	-	1	-	1	1	1	2	4	-	10	28
	Total	-	1	2	2	2	6	4	8	7	4	36	-
Total	Yes	2	11	8	10	12	9	13	15	28	14	122	53
	Related	-	2	5	3	10	7	5	12	14	8	66	28
	No	3	3	4	4	5	1	2	8	12	1	43	19
	Total	5	16	17	17	27	17	20	35	54	23	231	-
Per cent	Yes	40	68	47	59	44	53	65	43	52	61		
	Related	-	13	29	17	37	41	25	34	26	35		
	No	60	19	24	24	19	6	10	23	22	4		

The reader must be assured that a promotion was not considered to be a change in the field of specialization. As an example, a student graduating from accounting who started his first employment in accounting, but because of advancements ended up as general manager, would not be considered out of his field. One must be expected to receive several promotions, and in this example, even though the graduate was not directly in accounting, he still worked himself up the ladder with his accounting background, and would still be over this function. This graduate would be classified as in a field closely related to his field of specialization. This classification is based on the same assumption as stated earlier in this chapter. This is, a student majoring in accounting would have in mind becoming a partner in a CPA firm or other such position.

There are possibly several reasons why there would be this eleven per cent drop. First, one must assume there would be promotions and advancements. Second, and perhaps the greatest reason, is that the graduate became dissatisfied with his field of specialization and moved to "greener fields." Third, several graduates moved to a geographical location more suitable to their liking. This move, however, necessitated changing into a different field. Fourth, some graduates were called back into the Armed Services during the Korean Conflict. This second call influenced their decision to remain in the Services until they could retire. Fifth, many graduates went back to school either to work for advanced degrees or change the field of specialization. A further analysis of advanced degrees will be discussed later in this chapter. Two graduates volunteered the information that the reason for their change was a dislike of a supervisor which soured their attitude on their chosen profession.

Table 8 gives the new major fields in which the graduate made a change. All four departments within the School of Commerce had a total of 21 making changes in connection with the first position. The changes were made into education, engineering, military and miscellaneous categories. As one can see education accounted for 52 per cent of the changes made.

There was an increase of 22 graduates making changes into other employment categories as a result of the summary of the present position. Forty-six per cent of the changes were made into education, 21 per cent into the military, 19 per cent miscellaneous, and 14 percent into engineering. The miscellaneous category consists of farming, architecture, construction, etc.

The large change into education is a result of the graduates desiring to remain in their local area rather than move. A second reason would be the theoretically easier profession.

Figure 2 again graphically presents the per cent of success, by year of graduation and comparison of the five previous years and the five post-war years. One will note that 77 per cent of the students graduating from the University during the pre-war years are still employed in positions either directly or closely related to the field of specialization at the University. This chart indicates a low of 40 per cent in 1936 to a high of 81 per cent in 1937 and 1940. One can easily see that the low of 40 per cent in 1936 is due to an insufficient sampling wherein only five questionnaires were evaluated. Except for this one, the results of the other four years indicate an acceptable average.

The five post-war years had an average of 84 per cent holding positions directly or closely related to their field of study. This, also, is an outstanding attainment. The high was recorded in 1951 with 96 per cent and 1947 a close second with 94 per cent. These high percentages are the

Table 8. Summary of graduates leaving their field of specialization for other employment categories

Department	Total	Education	Engineering	Military	Miscellaneous
				<u>First Position</u>	
Accounting	1	1	-	-	-
Business Administration .	13	5	2	3	3
Economics	4	3	-	-	1
Political Science	3	2	-	-	1
Total	21	11	2	3	5
				<u>Present Position</u>	
Accounting	4	2	-	1	1
Business Administration .	20	7	4	5	4
Economics	9	5	1	1	2
Political Science	10	6	1	2	1
Total	43	20	6	9	8

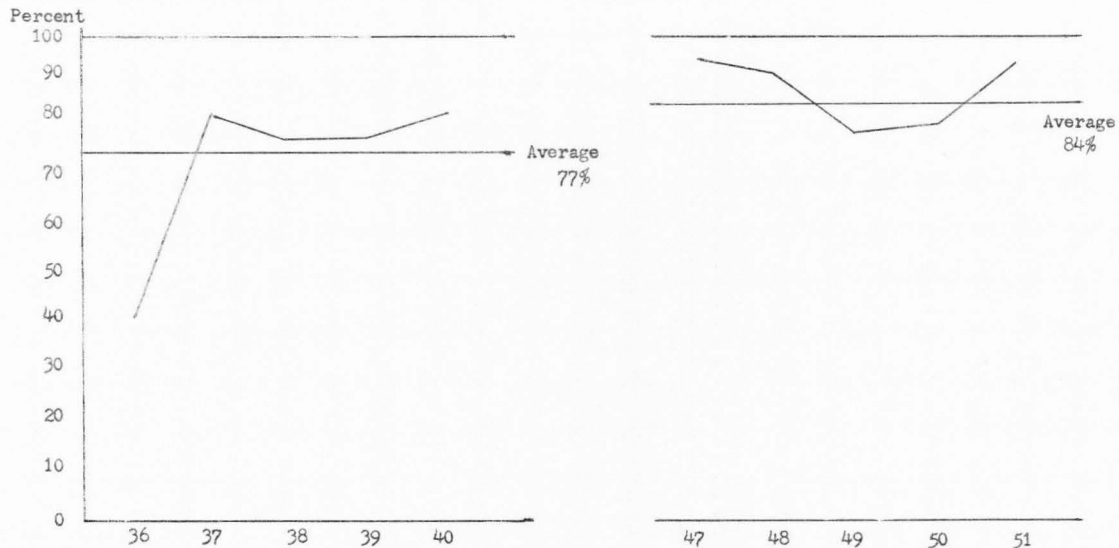


Figure 2. Per cent of graduates, by year of graduation, whose present positions are either directly or closely related to their field of specialization while at the University

result of good starting jobs during the economic boom after the war and also the growth during the Korean Conflict. The low was recorded in 1949 with 77 per cent. The writer was unable to find any similar study for comparison purposes. However, it would appear that the percentages, both in connection with the first position and the present position, are outstanding and a compliment to the School and University.

To summarize this section of job relationship to field of specialization at the University, the following general statements can be made:

1. While there was not another comparable study to make a comparison with, the results of the findings presented in these pages indicate the graduates did prepare themselves well and have remained in their fields to a degree the University can be proud.
2. A very small percentage made changes to new professions. Almost fifty per cent of the changes were to education. This was brought about mainly because of the desire to remain in this area.
3. The field of accounting seems to be the most stable profession to prepare for as compared to the other areas in the School of Commerce.

History of earnings

What may the graduate from the School of Commerce expect in the way of financial return for his four years of effort in school? Has he chosen a profession with good, promising salaries, both starting and as years go by? This section of the study will show the results of the past graduates.

Section II, questions 1 through 5, provided the data for this summarization. Because the questions were exact, there was no need for interpretation on the part of the writer.

The major problem in this section was to determine the best method of presentation. Because of the large salary ranges, as asked by the questions, the mean salary at any given five-year period could not be determined. It was necessary, therefore, to show the number and percentage of graduates answering the questionnaires by the salary bracket at any given five-year period.

One will note the many tables used in presenting the data in this section. There are eighteen different tables used to present this vital information. This section, to a prospective student in the School of Business and Social Sciences, would perhaps be one of the most important, since it deals with financial reward.

Each department within the School of Commerce is tabulated separately. Also, the information is shown in the five pre-war years and the five post-war years, then a combination of the two five-year periods showing a total for the department.

Table 10a, b, and c compares the percentages by departments thus indicating which departmental graduates have been rewarded the greatest. Also, Table 11a, b, and c give the same information for the School of Commerce as a whole. This is also broken down into the pre-war and post-war periods together with a table reflecting both periods combined.

One can appreciate the fact that the data from the early periods will not be as reliable. At the same time this questionnaire was sent to the graduates, only the 1936 and 1937 graduates had been out of school more than twenty years, and therefore, could answer question five of Section III.

Table 9a. Comparison of salary status, by department, of the graduates from the School of Commerce, years 1936 through 1940

Period of time after graduation and salary	Department and number of graduates				Total	Per cent
	Acctg.	Bus.Ad.	Economics	Poli. Sci.		
<u>Starting salary</u>						
Under \$2,000	.11	.30	14	6	61	.74
2,001-4,000	.3	.5	4	1	13	.16
4,001-6,000	.3	.3	2		8	.10
<u>After 5 years</u>						
Under \$2,000		.1	3		4	.5
2,001-4,000	.4	.17	6	2	29	.35
4,001-6,000	.10	.18	9	3	40	.49
6,001-10,000	.2		2	2	6	.7
10,001 & over	.1	.2			3	.4
Total					164	
<u>After 10 years</u>						
Under \$2,000			1		1	.1
2,001-4,000		.4	2	2	8	.10
4,001-6,000	.3	.13	8		24	.29
6,001-10,000	.10	.13	8	2	33	.40
10,001-15,000	.2	.6		3	11	.14
15,001 & over	.2	.2	1		5	.6
Total					82	
<u>After 15 years</u>						
Under \$3,000		.2	1		3	.4
3,001-6,000		.1	8	1	10	.12
6,001-10,000	.5	.18	8	1	32	.39
10,001-15,000	.4	.8		2	14	.17
15,001-20,000	.5	.7	2	3	17	.21
20,001 & over	.3	.2	1		6	.7
Total					82	
<u>After 20 years</u>						
\$3,001-\$6,000			1	1	2	.10
6,001-10,000	.1	.7	1		9	.43
10,001-15,000	.1	.5			6	.28
15,001-20,000	.1	.2			3	.14
25,001 & over			1		1	.5
Total					21	

Table 9b. Comparison of salary status, by department, of the graduates from the School of Commerce, years 1947 through 1951

Period of time after graduation and salary	Department and number of graduates				Total	Per cent
	Acctg.	Bus.Ad.	Economics	Poli. Sci.		
<u>Starting salary</u>						
Under \$2,000 . . .	3.	2	4.	2.	11.	7
2,001-4,000 . . .	20.	.60	12.	19.	111.	75
4,000-6,000 . . .	5.	.11	3.	8.	27.	18
<u>After 5 years</u>						
Under \$2,000						
2,001-4,000 . . .	1.	.7		4.	12.	8
4,001-6,000 . . .	11.	.28	9.	14.	62.	42
6,001-10,000 . . .	13.	.36	8.	11.	68.	45
10,001 & over . . .	3.	.2	2.		7.	5
<u>Total</u>					149	
<u>After 10 years</u>						
Under \$2,000						
2,001-4,000						
4,001-6,000				2.	2.	12
6,001-10,000 . . .	2.	.2	1.	4.	9.	53
10,001-15,000 . . .	1.	.2	1.		4.	23
15,001 & over . . .	1.	.1			2.	12
<u>Total</u>					17	

Table 9c. Comparison of salary statistics, by department, of the graduates from the School of Commerce, years 1936 through 1940 and 1947 through 1951

Period of time after graduation and salary	Department and number of graduates				Total	Per cent
	Acctg.	Bus. Ad.	Economics	Poli. Sci.		
<u>Starting salary</u>						
Under \$2,000.	14.	32.	18.	8.	72.	31
2,001-4,000	23.	65.	16.	20.	124.	54
4,001-6,000	8.	14.	5.	8.	35.	15
<u>After 5 years</u>						
Under \$2,000.		8.	3.		11.	5
2,001-4,000	5.	45.	6.	6.	62.	27
4,001-6,000	21.	54.	18.	17.	110.	48
6,001-10,000	15.	2.	10.	13.	40.	17
10,001 & over	4.	2.	2.		8.	3
Total					231	
<u>After 10 years</u>						
Under \$2,000.			1.		1.	1
2,001-4,000		4.	2.	2.	8.	8
4,001-6,000	3.	13.	8.	2.	26.	26
6,001-10,000	12.	15.	9.	6.	42.	42
10,001-15,000	3.	8.	1.	3.	15.	15
15,001 & over	3.	3.	1.		7.	8
Total					99	
<u>After 15 years</u>						
Under \$3,000.		2.	1.		3.	4
3,001-6,000		1.	8.	1.	10.	12
6,001-10,000	5.	18.	8.	1.	32.	39
10,001-15,000	4.	8.		2.	14.	17
15,001-20,000	5.	7.	2.	3.	17.	21
20,001 & over	3.	2.	1.		6.	7
Total					82	
<u>After 20 years</u>						
\$3,001-\$6,000			1.	1.	2.	10
6,001-10,000	1.	7.	1.		9.	43
10,001-15,000	1.	5.			6.	28
15,001-20,000	1.	2.			3.	14
25,001 & over			1.		1.	5
Total					21	

Table 10a. Percentage comparison, by department, of graduate salary status at various intervals since graduation, year 1947 to 1951

Period of time after graduation and salary	Accounting	Business Administration	Economics	Political Science
<u>Starting salary</u>				
Under \$2,000 . . . . .	.11%	3%	.21%	.7%
2,001-4,000 . . . . .	.71	82	.63	.66
4,001-6,000 . . . . .	.18	15	.16	.27
<u>After 5 years</u>				
Under \$2,000	4	10	-	-
2,001-4,000 . . . . .	.39	38	.47	.33
4,001-6,000 . . . . .	.46	49	.42	.67
6,001-10,000 . . . . .	.11	3	.11	-
10,000 and over	-	-	-	-
<u>After 10 years</u>				
\$4,001-\$6,000	-	-	-	.33
6,001-10,000 . . . . .	.50	40	.50	.67
10,001-15,000 . . . . .	.25	40	.50	-
15,001 and over . . . . .	.25	10	-	-

Table 10b. Percentage comparison, by department, of graduate salary status at various intervals since graduation, years 1936 through 1940

Period of time after graduation and salary	Business			Political
	Accounting	Administration	Economics	Science
<u>Starting salary</u>				
Under \$2,000	.64%	75%	.70%	.86%
2,001-4,000	.18	13	.20	.14
4,001-6,000	.18	8	.10	-
<u>After 5 years</u>				
Under \$2,000	-	3	.15	-
2,001-4,000	.23	45	.30	.28
4,001-6,000	.59	47	.45	.44
6,001-10,000	.12	-	.10	.28
10,001 and over	6	5	-	-
<u>After 10 years</u>				
Under \$2,000	-	-	5	-
2,001-4,000	-	11	.10	.28
4,001-6,000	17	34	.40	-
6,001-10,000	59	34	.40	.28
10,001-15,000	12	16	-	.44
15,001 and over	12	5	5	-
<u>After 15 years</u>				
Under \$3,000	-	5	5	-
3,001-6,000	-	3	.40	.14
6,001-10,000	30	47	.40	.14
10,001-15,000	23	21	-	.28
15,001-20,000	30	19	.10	.44
20,000 and over	17	5	5	-
<u>After 20 years</u>				
\$3,001-\$6,000	-	-	.33	100
6,001-10,000	33	50	.33	-
10,001-15,000	33	36	-	-
15,001-20,000	33	14	-	-
25,001 and over	-	-	.33	-

Table 10c. Percentage comparison, by department, of graduate salary status at various intervals since graduation, years 1936 through 1940 and 1947 through 1951

Period of time after graduation and salary	Business			
	Accounting	Administration	Economics	Political Science
<u>Starting salary</u>				
Under \$2,000	.31%	.29%	.46%	.22%
2,001-4,000	.51	.59	.41	.56
4,001-6,000	.18	.12	.13	.22
<u>After 5 years</u>				
Under \$2,000	-	.7	.8	-
2,001-4,000	.11	.40	.15	.17
4,001-6,000	.47	.49	.46	.47
6,001-10,000	.33	.2	.26	.36
10,001 and over.	.9	.2	.5	-
<u>After 10 years</u>				
Under \$2,000	-	-	.5	-
2,001-4,000	-	.9	.9	.15
4,001-6,000	.14	.30	.36	.15
6,001-10,000	.58	.35	.40	.47
10,001-15,000.	.14	.19	.5	.23
15,001 and over.	.14	.7	.5	-
<u>After 15 years</u>				
Under \$3,000	-	.5	.5	-
3,001-6,000	-	.3	.40	.14
6,001-10,000	.24	.47	.40	.14
10,001-15,000.	.28	.21	-	.28
15,001-20,000.	.28	.19	.10	.44
20,001 and over.	.20	.5	.5	-
<u>After 20 years</u>				
\$3,001-\$6,000.	-	-	.33	.100
6,001-10,000	.33	.50	.33	-
10,001-15,000.	.33	.36	-	-
15,001-20,000.	.33	.14	-	-
25,001 and over.	-	-	.33	-

The number of questionnaires that could be used at the various five-year periods are as follows:

- | | |
|--------------------------|-----|
| 1. Twenty years or more | 21 |
| 2. Fifteen years or more | 82 |
| 3. Ten years or more | 99 |
| 4. Five years or more | 231 |

One can see that the number to evaluate in the early period will not produce data as valid as that in the later five-year period.

With this explanation let us procede to discuss the results of the findings of this section.

Table 9c summarizes the salary at various intervals for the graduates from the School of Commerce for the entire ten-year period. To avoid a lengthy description of the tables in this section, we will take just one example and follow it through. In this table one can see that 54 per cent of the graduates from the ten-year period started with a salary of between \$2,000 and \$4,000 per year. After five years the greater majority, or 48 per cent, was in the salary range between \$4,001 to \$6,000 per year. Where applicable, the highest per cent of the graduates after ten years, fifteen years, and twenty years, were in the salary bracket between \$6,001 and \$10,000. There was only one person in the elite group of \$25,000 or over. He is a self-employed economics graduate in the construction business. There were three graduates in the group with a salary range between \$15,001 and \$20,000. These lucky three include an office machine company branch manager, insurance underwriter, and owner in an investment business. The majority in the salary range from \$10,001 to \$15,000 include managers of businesses, insurance salesmen, certified public accountants, and holders of the bachelor of law degree.

On the other end of the scale, the table indicates two graduates out of school twenty years or more, who are still making between \$3,001 and \$6,000. In this case they are both school teachers. The information given above briefly summarizes the findings for the School of Business.

Table 10 makes a comparison of the percentage level, by department, at various five-year periods. As an example, Table 10c will give several interesting facts for the ten-year period combined. Among these are the following:

1. The majority of graduates from accounting, business administration, and political science started with a salary in the range of \$2,001 to \$4,000. The majority of the economics graduates was in the under \$2,000 bracket.
2. After five years all departments have a majority in the \$4,001 to \$6,000 range.
3. The same holds true after ten years. Note again that all departments have the majority in the \$6,001 to \$10,000 bracket.

Tables 11, 12, 13 and 14 summarize the history of earnings, by department, at various intervals since graduation. This information is also tabulated by the five pre-war years, five post-war years, and a combination of the two five-year periods.

Changes in employers

Are the graduates from the School of Business and Social Sciences satisfied and happy with the conditions of employment offered by the employers of the country? If changes are made to new employers, what is the average number of changes per graduate? How many of the

Table 11a. Summary of salary status for accounting department graduates at various intervals since graduation, years 1936 through 1940

Period of time after graduation and salary	Year and number of graduates					Total	Per cent
	1936	1937	1938	1939	1940		
<u>Starting salary</u>							
Under \$2,000 . . .	- . .	3 . .	1 . .	4 . .	3 . .	11 . .	.64
2,001-4,000 . . .	- . .	- . .	- . .	- . .	3 . .	3 . .	.18
4,001-6,000 . . .	- . .	- . .	2 . .	1 . .	- . .	3 . .	.18
<u>After 5 years</u>							
2,001-4,000 . . .	- . .	3 . .	- . .	1 . .	- . .	4 . .	.23
4,001-6,000 . . .	- . .	- . .	3 . .	2 . .	5 . .	10 . .	.59
6,001-10,000 . . .	- . .	- . .	- . .	1 . .	1 . .	2 . .	.12
10,001 and over . . .	- . .	- . .	- . .	1 . .	- . .	1 . .	.6
<u>After 10 years</u>							
4,001-6,000 . . .	- . .	2 . .	- . .	- . .	1 . .	3 . .	.17
6,001-10,000 . . .	- . .	- . .	3 . .	4 . .	3 . .	10 . .	.59
10,001-15,000 . . .	- . .	1 . .	- . .	- . .	1 . .	2 . .	.12
15,001 and over . . .	- . .	- . .	- . .	1 . .	1 . .	2 . .	.12
<u>After 15 years</u>							
6,001-10,000 . . .	- . .	2 . .	2 . .	- . .	1 . .	5 . .	.30
10,001-15,000 . . .	- . .	- . .	1 . .	1 . .	2 . .	4 . .	.23
15,001-20,000 . . .	- . .	1 . .	- . .	3 . .	1 . .	5 . .	.30
20,001 and over . . .	- . .	- . .	- . .	1 . .	2 . .	3 . .	.17
<u>Total after 15 years</u>						17	
<u>After 20 years</u>							
6,001-10,000 . . .	- . .	1 . .	- . .	- . .	- . .	1 . .	.33
10,001-15,000 . . .	- . .	1 . .	- . .	- . .	- . .	1 . .	.33
15,001-20,000 . . .	- . .	1 . .	- . .	- . .	- . .	1 . .	.33
<u>Total after 20 years</u>						3	

Table 11b. Summary of salary status for the accounting department majors at various intervals since graduation, year 1947 through 1951

Period of time after graduation and salary	Year and number of graduates					Total	Per cent
	1947	1948	1949	1950	1951		
<u>Starting salary</u>							
Under \$2,000 . . .	-	-	3	-	-	3	.11
2,001-4,000 . . .	3	2	5	6	4	20	.71
4,001-6,000 . . .	1	2	2	-	-	5	.18
<u>After 5 years</u>							
2,001-4,000 . . .	-	-	1	-	-	1	.4
4,001-6,000 . . .	3	2	3	1	2	11	.39
6,001-10,000 . . .	-	2	4	5	2	13	.46
10,001 and over .	1	-	2	-	-	3	.11
<u>Total after 5 years</u>						28	
<u>After 10 years</u>							
4,001-6,000 . . .	-	-	-	-	-	-	-
6,001-10,000 . . .	2	-	-	-	-	2	.50
10,001-15,000 . . .	1	-	-	-	-	1	.25
15,001 and over .	1	-	-	-	-	1	.25
<u>Total after 10 years</u>						4	

Table 11c. Combination of the statistics for accounting majors for the two five-year periods

Period of time after graduation and salary	Years 1936-1940	Years 1947-1951	Total	Per cent
<u>Starting salary</u>				
Under \$2,001	11	3	14 . . . . .	.31
2,001-4,000	3	20	23 . . . . .	.51
4,001-6,000	3	5	8 . . . . .	.18
<u>After 5 years</u>				
\$2,001-4,000	4	1	5 . . . . .	.11
4,001-6,000	10	11	21 . . . . .	.47
6,001-10,000	2	13	15 . . . . .	.33
10,001 and over	1	3	4 . . . . .	.9
<u>Total after 5 years</u>			45	
<u>After 10 years</u>				
\$4,001-6,000	3	-	3 . . . . .	.14
6,001-10,000	10	2	12 . . . . .	.58
10,001-15,000	2	1	3 . . . . .	.14
15,001 and over	2	1	3 . . . . .	.14
<u>Total after 10 years</u>				
<u>After 15 years</u>				
6,001-10,000	5	-	5 . . . . .	.31
10,001-15,000	4	-	4 . . . . .	.25
15,001-20,000	5	-	5 . . . . .	.31
20,000 and over	3	-	3 . . . . .	.13
<u>Total after 15 years</u>			16	
<u>After 20 years</u>				
\$6,001-10,000	1	-	1 . . . . .	.33
10,001-15,000	1	-	1 . . . . .	.33
15,001-20,000	1	-	1 . . . . .	.33
<u>Total after 20 years</u>			3	

Table 12a. Summary of salary status for business administration department majors at various intervals since graduation, years 1936 through 1940

Period of time after graduation and salary	Year and number of graduates					Total	Per cent
	1936	1937	1938	1939	1940		
<u>Starting salary</u>							
Under \$2,000	4	.8	.5	.4	.9	.30	79
2,001-4,000	-	-	.2	-	.3	.5	13
4,001-6,000	-	.2	.1	-	-	.3	8
<u>After 5 years</u>							
Under \$2,000	1	-	-	-	-	.1	3
2,001-4,000	2	.7	.3	.1	.4	.17	45
4,001-6,000	-	.2	.5	.3	.8	.18	47
6,001-10,000	-	-	-	-	-	-	-
10,001 and over	1	.1	-	-	-	.2	5
<u>After 10 years</u>							
\$2,001-\$4,000	-	.2	.1	-	.1	.4	11
4,001-6,000	3	.4	.2	-	.4	.13	34
6,001-10,000	-	.3	.4	.1	.5	.13	34
10,001-15,000	-	.1	.1	.2	.2	.6	16
15,001 and over	1	-	-	.1	-	.2	5
<u>After 15 years</u>							
Under \$3,000	-	.2	-	-	-	.2	5
3,001-6,000	-	-	-	-	.1	.1	3
6,001-10,000	3	.5	.4	-	.6	.18	47
10,001-15,000	-	.2	.1	.1	.4	.8	21
15,001-20,000	-	.1	.3	.2	.1	.7	19
20,001 and over	1	-	-	.1	-	.2	5
Total						38	
<u>After 20 years</u>							
\$6,001-10,000	3	.4	-	-	-	.7	50
10,001-15,000	-	.5	-	-	-	.5	36
15,000 and over	1	.1	-	-	-	.2	14
Total						14	

Table 12b. Summary of salary status for the business administration department majors at various intervals since graduation, years 1947 through 1951

Period of time after graduation and salary	Year and number of graduates					Total	Per cent
	1947	1948	1949	1950	1951		
<u>Starting salary</u>							
Under \$2,000 . . .	-	-	2	-	-	2	3
2,000-4,000 . . .	4	9	10	29	8	60	82
4,001-6,000 . . .	1	1	1	3	5	11	15
<u>After 5 years</u>							
\$2,001-4,000 . . .	1	-	2	3	1	7	10
4,001-6,000 . . .	-	3	7	16	2	28	38
6,001-10,000 . . .	4	6	3	13	10	36	49
10,001 and over . . .	-	1	1	-	-	2	3
Total						73	
<u>After 10 years</u>							
\$6,001-10,000 . . .	2	-	-	-	-	2	40
10,001-15,000 . . .	2	-	-	-	-	2	40
15,001 and over . . .	1	-	-	-	-	1	10
Total						5	

Table 12c. Summary of salary status for the business administration department majors at various intervals since graduation, years 1936 through 1940 and 1947 through 1951

Period of time after graduation and salary	Years 1936-1940	Years 1947-1951	Total	Per cent
<u>Starting salary</u>				
Under \$2,000	30	2	32 . . . . .	.29
2,000-4,000	5 . . . . .	.60	65 . . . . .	.59
4,001-6,000	3 . . . . .	.11	14 . . . . .	.12
<u>After 5 years</u>				
Under \$2,000	1	7	8 . . . . .	.7
2,001-4,000	17 . . . . .	.28	45 . . . . .	.40
4,001-6,000	18 . . . . .	.36	54 . . . . .	.49
6,001-10,000	-	2	2 . . . . .	.2
10,001 and over	2	-	2 . . . . .	.2
Total			111	
<u>After 10 years</u>				
\$2,001-\$4,000	4	-	4 . . . . .	.9
4,001-6,000	13	-	13 . . . . .	.30
6,001-10,000	13	2	15 . . . . .	.35
10,001-15,000	6	2	8 . . . . .	.19
15,001 and over	2	1	3 . . . . .	.7
Total			43	
<u>After 15 years</u>				
Under \$3,000	2	-	2 . . . . .	.5
3,001-6,000	1	-	1 . . . . .	.3
6,001-10,000	18	-	18 . . . . .	.47
10,000-15,000	8	-	8 . . . . .	.21
15,001-20,000	7	-	7 . . . . .	.19
20,001 and over	2	-	2 . . . . .	.5
Total			38	
<u>After 20 years</u>				
\$6,001-\$10,000	7	-	7 . . . . .	.50
10,001-15,000	5	-	5 . . . . .	.36
15,001-20,000	2	-	2 . . . . .	.14
Total			14	

Table 13a. Summary of salary status for the economics department graduates at various intervals since graduation, years 1936 through 1940

Period of time after graduation and salary	Year and number of graduates					Total	Per cent
	1936	1937	1938	1939	1940		
<u>Starting salary</u>							
Under \$2,000	1	2	2	5	4	14	70
2,001-4,000	-	-	-	1	3	4	20
4,001-6,000	-	-	2	-	-	2	10
<u>After 5 years</u>							
Under \$2,000	-	2	-	1	-	3	15
2,001-4,000	1	-	-	2	3	6	30
4,001-6,000	-	-	3	2	4	9	45
6,001-10,000	-	-	1	1	-	2	10
<u>After 10 years</u>							
Under \$2,000	-	1	-	-	-	1	5
2,001-4,000	-	1	-	1	-	2	10
4,001-6,000	-	-	1	2	5	8	40
6,001-10,000	-	-	3	3	2	8	40
15,000 and over	1	-	-	-	-	1	5
<u>After 15 years</u>							
Under \$3,000	-	1	-	-	-	1	5
3,001-6,000	-	1	-	1	6	8	40
6,001-10,000	-	-	2	5	1	8	40
10,001-15,000	-	-	-	-	-	-	-
15,001-20,000	-	-	2	-	-	2	10
20,001 and over	1	-	-	-	-	1	5
Total						20	
<u>After 20 years</u>							
\$3,001-\$6,000	-	1	-	-	-	1	33
6,001-10,000	-	1	-	-	-	1	33
25,001 and over	1	-	-	-	-	1	33
Total						3	

Table 13b. Summary of salary status for the economics department majors at various intervals since graduation, 1947-1951

Period of time after graduation and salary	Year and number of graduates					Total	Per cent
	1947	1948	1949	1950	1951		
<u>Starting salary</u>							
Under \$2,000	2	.2	-	-	-	4	.21
2,001-4,000	-	-	2	8	2	12	.63
4,001-6,000	-	-	2	1	-	3	.16
<u>After 5 years</u>							
Under \$2,000	-	-	-	-	-	-	-
2,001-4,000	-	-	-	-	-	-	-
4,001-6,000	2	.1	1	4	1	9	.47
6,001-10,000	-	.1	2	4	1	8	.42
10,001 and over	-	-	1	1	-	2	.11
Total						19	
<u>After 10 years</u>							
\$6,001-\$10,000	1	-	-	-	-	1	.50
10,001-15,000	1	-	-	-	-	1	.50
Total						2	

Table 13c. Combination of the two five-year period statistics for economic majors

Period of time after graduation and salary	Years 1936-1940	Years 1947-1951	Total	Per cent
<u>Starting salary</u>				
Under \$2,000	14	4	18	.46
2,001-4,000	4	12	16	.41
4,001-6,000	2	3	5	.13
<u>After 5 years</u>				
Under \$2,000	3	-	3	.8
2,001-4,000	6	-	6	.15
4,001-6,000	9	9	18	.46
6,001-10,000	2	8	10	.26
10,001 and over	-	2	2	.5
<u>Total</u>			39	
<u>After 10 years</u>				
Under \$2,000	1	-	1	.5
2,001-4,000	2	-	2	.9
4,001-6,000	8	-	8	.36
6,001-10,000	8	1	9	.40
10,001-15,000	-	1	1	.5
15,000 and over	1	-	1	.5
<u>Total</u>			22	
<u>After 15 years</u>				
Under \$3,000	1	-	1	.5
4,001-6,000	8	-	8	.40
6,001-10,000	8	-	8	.40
10,001-15,000	-	-	-	-
15,000-20,000	2	-	2	.10
20,001 and over	1	-	1	.5
<u>Total</u>			20	
<u>After 20 years</u>				
\$3,001-\$6,000	1	-	1	.33
6,001-10,000	1	-	1	.33
25,001 and over	1	-	1	.33
<u>Total</u>			3	

Table 14a. Summary of salary status for the political science graduates at various intervals since graduation, years 1936 through 1940

Period of time after graduation and salary	Year and number of graduates					Total	Per cent
	1936	1937	1938	1939	1940		
<u>Starting salary</u>							
Under \$2,000	-	1	2	1	2	6	86
2,001-4,000	-	-	-	1	-	1	14
4,001-6,000	-	-	-	-	-	-	-
<u>After 5 years</u>							
\$2,001-\$4,000	-	1	-	-	1	2	28
4,001-6,000	-	-	2	1	-	3	44
6,001-10,000	-	-	-	1	1	2	28
<u>After 10 years</u>							
\$2,001-4,000	-	1	-	-	1	2	28
4,001-6,000	-	-	-	-	-	-	-
6,001-10,000	-	-	2	-	-	2	28
10,001-15,000	-	-	-	2	1	3	44
<u>After 15 years</u>							
\$3,001-6,000	-	1	-	-	-	1	14
6,001-10,000	-	-	-	-	1	1	14
10,001-51,000	-	-	-	1	1	2	28
15,001-20,000	-	-	2	1	-	3	44
<u>Total</u>						7	
<u>After 20 years</u>							
3,001-6,000	-	1	-	-	-	1	100

Table 14b. Summary of salary status for the political science graduates at various intervals since graduation, years 1947 through 1951

Period of time after graduation and salary	Year and number of graduates					Total	Per cent
	1947	1948	1949	1950	1951		
<u>Starting salary</u>							
Under \$2,000	.2	..	..	..	..	2.	.07
2,001-4,000	.2	.3	3.	5.	1.	19.	.66
4,001-6,000	.2	.1	..	2.	3.	8.	.27
<u>After 5 years</u>							
\$2,001-4,000	.1	..	1.	2.	..	4.	.14
4,001-6,000	.3	.1	6.	3.	1.	14.	.48
6,001-10,000	.2	.3	1.	2.	3.	11.	.38
Total						29	
<u>After 10 years</u>							
\$4,001-6,000	.2	..	..	..	..	2.	.33
6,001-10,000	.4	..	..	..	..	4.	.67
Total						6	

Table 14c. Summary of salary status for the political science graduates at various intervals since graduation

Period of time after graduation and salary	Years 1936-1940	Years 1947-1951	Total	Per cent
<u>Starting salary</u>				
Under \$2,000	6	2	8 . . . . .	.22
2,001-4,000	1	19	20 . . . . .	.56
4,001-6,000	-	8	8 . . . . .	.22
<u>After 5 years</u>				
\$2,001-\$4,000	2	4	6 . . . . .	.17
4,001-6,000	3	14	17 . . . . .	.47
6,001-10,000	2	11	13 . . . . .	.36
Total			36	
<u>After 10 years</u>				
\$2,001-4,000	2	-	2 . . . . .	.15
4,001-6,000	-	2	2 . . . . .	.15
6,001-10,000	2	4	6 . . . . .	.47
10,001-15,000	3	-	3 . . . . .	.23
Total			13	
<u>After 15 years</u>				
\$3,001-\$6,000	1	-	1 . . . . .	.14
6,001-10,000	1	-	1 . . . . .	.14
10,001-15,000	2	-	2 . . . . .	.28
15,001-20,000	3	-	3 . . . . .	.44
Total			7	
<u>After 20 years</u>				
\$3,001-\$6,000	1	-	1	100
Total			1	

graduates are satisfied with employment conditions and remain with the original employer? Are there many graduates starting their own businesses or, after working for someone else, going into business for themselves? These questions are just several problems this section of the thesis will answer.

Method of analysis

Section IV, questions 2 and 3 (a), (b) and (c) were used to develop the data for this summary. You will note that question 2 of Section IV specifically asked the graduate the number of times he has changed to a different position, excluding military service. By comparing the number of changes made, as given by the graduate (question 2), and the brief account of his job history (question 3 (a), (b), and (c)), the writer could see that question 2 was ambiguous. Therefore, more emphasis was placed on question 3 (a), (b), and (c). The one section of question 3 requires the name of the employer. With all employers listed, it was easy to determine the number of different employers and changes made.

The summarization is broken down into the five pre-war years and the five post-war years. From these two summaries, a table was made up into a summary for the entire period. The charts are also broken down by year of graduation and department within the School of Commerce.

As mentioned above, question 2 was ambiguous. Many graduates included in their answer the number of times they received a promotion while working for the same employer. Inasmuch as the purpose of this question was to determine the number of different employers, question 2 was not used to any great extent. It should be understood that many graduates made changes to new employers because of advancements and promotions. This

is all well and good, but it must keep in mind that this section of the thesis is not to determine the validity of the change to a new employer, only the number of times changes were made.

It should also be mentioned that many of the graduates were employed by Federal or State governments. For the purpose of this summary, when a graduate changed from one department of the government to another, it would be considered a change to a new employer. This situation was true with many of the economics and political science graduates. If a graduate quit work to go back to school for more preparation, this would not be considered a change in employers.

With this brief section for explanation, the summary of data will be presented.

Summary of employment changes

Table XV-A summarizes the important data pertaining to this section of the thesis for the graduates between the years 1936 through 1940. The data are broken down into department and year of graduation, with a total summary for the School of Commerce for the pre-war period. One will also note, the data are further summarized by the following categories within the department, and year of graduation:

1. Number remaining with original employer
2. Number of different employers
3. Number going into business for themselves
4. Number self-employed at time of study

Referring to the two total columns in this table, one will note that for the School of Commerce, we were working with 82 graduates for this period of five pre-war years. Of the 82 graduates, 24, or 29 per cent, were

working with their original employer. There were 9 or 11 per cent starting as self-employed and at the time of this study, 14, or 17 per cent, self-employed. Also, there was a ratio of 2.6 employers for the eighty-two graduates since their year of graduation.

The writer was unable to locate another study of this type for comparison purposes.

There was a study made with some high school graduates. These could not be used for obvious reasons. The writer is therefore merely presenting the facts, being unqualified to comment as to whether these statistics are out of reason.

In the Accounting Department there are 17 graduates summarized. Twenty-nine per cent were still employed with the original employer; two, or 12 per cent, self-employed. Three, or 18 per cent presently self-employed, and a 2.4 employer-graduate ratio.

The business administration graduates totaled 38 for this period of time. Twenty-nine per cent were still with their original employer. Five, or 13 per cent started as self-employed; nine, or 24 per cent, are presently self-employed; their employer-graduate ratio was 2.5.

The Economics Department had 20 graduates. Thirty per cent, or six of the 20, were still employed by the same employer they started with. Two, or 10 per cent, started as self-employed. The same is true of the number presently self-employed. They had a 2.7 employer-graduate ratio.

In the Political Science Department there were only seven graduates to tabulate. Two, or 28 per cent, were with their original employer; none started as self-employed or are presently self-employed. They had a 3.3 employer-graduate ratio.

It is very difficult to say that any one department within the School of Commerce is more stable than the other. The political science major did have a higher employer-graduate ratio. The ratio for the School being 2.6 compared to the Political Science Department of 3.3. Other than this fact, the other statistics are very close.

Reviewing Table 15a by year of graduate, one will note several major differences. There is a high of thirty-eight per cent of the graduates in 1937 remaining with their original employer compared to a low of 12 per cent in 1939. The years of 1936 and 1939 have high employer-graduate ratios. Also, there are differences in the self-employed percentages, both starting and presently. It is the writer's opinion that these differences are mainly due to the size of the survey for this period of time. You will note that the same comparisons in the years 1947 through 1951 (Table 15b) are more similar and less divergent.

The next table, Table 15b, covers the five post-war years, 1947 through 1951. Again, by referring to the two total columns we can quickly summarize the results of this five-year period for the School of Business and Social Sciences. There were 149 graduate students during this period of time. Of the 149, seventy-one, or forty-eight per cent are still working with their original employer. Six, or only four per cent, started as self-employed. At the time of the questionnaire, seven, or five per cent, were self-employed. Also, the employer-graduate ratio was 1.9.

Again, there is no other comparable study for comparison purposes. However, a few comments between the two different five-year periods is

Table 15a. Summary of changes in employers by department and year of graduation covering years 1936 through 1940

Department	Classification	1936	1937	1938	1939	1940	Total	Per cent
Accounting	Number with original employer	-	1	1	-	3	5	29
	Number of different employers (a)	-	8	5	16	12	41	2.4
	Number starting as self-employed	-	-	1	-	1	2	12
	Number changing to self-employed	-	-	-	3	-	3	18
	Total graduates	-	3	3	5	6	17	-
Business Administration	Number with original employer	1	2	1	1	6	11	29
	Number of different employers (a)	12	24	22	12	25	95	2.5
	Number starting as self-employed	1	1	1	-	2	5	13
	Number changing to self-employed	1	2	2	2	2	9	24
	Total graduates	4	10	8	4	12	38	-
Economics	Number with original employer	-	2	1	1	2	6	30
	Number of different employers (a)	5	2	7	19	22	55	2.7
	Number starting as self-employed	-	-	1	1	-	2	10
	Number changing to self-employed	1	-	1	-	-	2	10
	Total graduates	1	2	4	6	7	20	-
Political Science	Number with original employer	-	1	1	-	-	2	28
	Number of different employers (a)	-	1	4	9	9	23	3.3
	Number starting as self-employed	-	-	-	-	-	-	-
	Number changing to self-employed	-	-	-	-	-	-	-
	Total graduates	-	1	2	2	2	7	-
Total	Number with original employer	1	6	4	2	11	24	29
	Number of different employers (a)	17	35	38	56	68	214	2.6
	Number starting as self-employed	1	1	3	1	3	9	11
	Number presently self-employed	2	2	3	5	2	14	17
	Total graduates	5	16	17	17	27	82	-
Per cent	Per cent with original employer	20	35	24	12	41		
	Per cent different employers (a)	3.4	2.2	2.2	3.3	2.5		
	Per cent starting as self-employed	20	6	18	6	11		
	Per cent changing to self-employed	40	12	18	29	7		

(a) Expressed as a ratio of total different employers to total graduates

Table 15b. Summary of changes in employers by department and year of graduation covering years 1947 through 1951

Department	Classification	1947	1948	1949	1950	1951	Total	Per cent
Accounting	Number with original employer	1	1	6	2	1	11	39
	Number of different employers	12	12	19	14	7	64	2.3(a)
	Number starting as self-employed	-	-	-	-	-	-	-
	Number changing to self-employed	-	-	2	1	-	3	11
	Total graduates	4	4	10	6	4	28	-
Business Administration	Number with original employer	1	4	3	19	7	34	46
	Number of different employers	13	20	27	52	21	133	1.8(a)
	Number starting as self-employed	1	-	1	1	1	4	5
	Number changing to self-employed	-	1	2	1	-	4	5
	Total graduates	5	10	13	32	13	73	-
Economics	Number with original employer	1	1	2	4	1	9	47
	Number of different employers	4	4	9	16	3	36	1.9(a)
	Number starting as self-employed	-	-	-	1	-	1	5
	Number changing to self-employed	-	-	-	-	-	-	-
	Total graduates	2	2	4	2	2	19	-
Political Science	Number with original employer	4	1	5	3	4	17	59
	Number of different employers	9	13	13	10	4	49	1.7(a)
	Number starting as self-employed	-	-	-	1	-	1	3
	Number changing to self-employed	-	-	-	-	-	-	-
	Total graduates	6	4	8	7	4	29	-
Total	Number with original employer	7	7	16	28	13	71	48
	Number of different employers	38	49	68	92	35	282	1.9(a)
	Number starting as self-employed	1	-	1	3	1	6	4
	Number presently self-employed	-	1	4	2	-	7	5
	Total graduates	17	20	35	54	23	149	-
Per cent	Per cent with original employer	41	35	46	52	57		
	Per cent different employers (1)	2.2	1.4	1.9	1.7	1.5		
	Per cent starting as self-employed	6	5	3	6	4		
	Per cent changing to self-employed	-	-	11	4	-		

(a) Expressed as a ratio of total different employers to total graduates

appropriate. Note the much higher original employer percentage in the second five-year period; also, the lower employer-graduate ratio. This would only be natural because of the shorter period of time since graduation. This same reason accounts for the small percentage being self-employed for the second five-year period.

There were 28 graduates in accounting. Eleven, or 39 per cent, were with their original employer. Three, or 11 per cent, were presently self-employed. There is a high employer-graduate ratio of 2.3 for such a short period of time.

The business administration graduates totaled 73. Thirty-four, or 46 per cent, were still with their original employer. Four each, or 5 per cent, started out as self-employed and are presently self-employed. There is a lower than average employer-graduate ratio of 1.8.

The Economics Department graduates totaled 19. Again they had a high of 47 per cent, or a total of nine, of the graduates remaining with their original employer. One, or five per cent, started out as self-employed. Apparently he became discouraged because there are no graduates presently self-employed. They had an employer-graduate ratio of 1.9.

The political science graduates totaled 29 for this five-year period. Of the 19, 17, or 59 per cent, were still with their original employers. This is 11 per cent above the average for the same period of time. One, or 3 per cent, started as self-employed; he likewise gave up. The employer-graduate ratio was the lowest with 1.7.

The comparison between the five years indicated much more stability. The per cent of graduates with the original employer runs from a high in 1951 of 51 per cent to a low of 35 per cent in 1948. Again, this is only

normal because of the shorter period of time since graduation. The employer-graduate ratio runs from 2.2 in 1947 to 1.4 in 1948. Again, this is logical because of the same reason. In general, the percentage self-employed is small. This is possible because the graduates have not been out of school long enough to become discouraged with the employers or have not the desire to make a name for themselves.

Table 15c is a summarization of the two five-year periods. Of the total 231 graduates 94, or 41 per cent, are still with the original employer. Fifteen, or 6 per cent, started as self-employed. Twenty-one, or 9 per cent, were presently self-employed. There was a combined employer-graduate ratio of 2.1.

From these combined statistics it would appear that the political science graduates are more stable as far as number of employers are concerned. Of the total 36 graduates studied, 19, or 53 per cent, were still with their original employer. They also had a very small employer-graduate ratio of 2.0

Next came the business administration graduates. There was a total of 111 graduates studied. Forty-five, or 40 per cent, were still with their original employer. The employer-graduate ratio was also low with 2.0. These graduates had the next highest self-employed percentage with 12 per cent.

The Economics Department graduates total 39. Thirty-eight per cent, or 15, were still with their original employer. They had a higher than average employer-graduate ratio of 2.3.

The Accounting Department graduates totaled 45. Only 36 per cent of these were with their original employer. They also had a high employer-

Table 15c. Summary of changes in employers by department and year of graduation covering years 1936 through 1940 and 1947 through 1951

Department	Classification	1936-1940	1947-1951	Total	Per cent
Accounting	Number with original employer	5	11	16	36
	Number of different employers	41	64	105	2.3(a)
	Number starting as self-employed	2	-	2	4
	Number changing to self-employed	3	3	6	13
	Total graduates	17	28	45	-
Business Administration	Number with original employer	11	34	45	40
	Number of different employers	95	133	228	2.0(a)
	Number starting as self-employed	5	4	9	8
	Number changing to self-employed	9	4	13	12
	Total graduates	38	73	111	-
Economics	Number with original employer	6	9	15	38
	Number of different employers	55	36	91	2.3(a)
	Number starting as self-employed	2	1	3	8
	Number changing to self-employed	2	-	2	5
	Total graduates	20	19	39	-
Political Science	Number with original employer	2	17	19	53
	Number of different employers	23	49	72	2.0(a)
	Number starting as self-employed	-	1	1	3
	Number changing to self-employed	-	-	-	-
	Total graduates	7	29	36	-
Total	Number with original employer	24	71	95	41
	Number of different employers	214	282	496	2.1(a)
	Number starting as self-employed	9	6	15	6
	Number changing to self-employed	14	7	21	9
	Total graduates	82	149	231	-

(a) Expressed as a ratio of total different employers to graduates

graduate ratio of 2.3. The accountants had the highest self-employed percentage of 13 per cent.

The writer found this section of the study one of the most interesting. It was somewhat surprising to realize that within the School of Commerce each graduate, on an average, had worked for slightly more than two different employers. Also, it was thought there would be more than twenty-one out of 231 graduates, or nine per cent, self-employed.

In order to put the employer-graduate relationship in a different perspective, it was decided to find the average frequency of changes from one employer to another by a graduate. Table 16 indicates the frequency in months and by year of graduation that a graduate would make a change to different employment. As an example in the graduate year of 1939, a graduate, on an average, made a change to a different employer every 35 months. In the five pre-war years each graduate, on an average, made a change approximately every seven years. In the five post-war years a graduate, on the average, made a change every four years. The ten years combined indicate that the graduates made a change every five and three-quarter years. In actuality, the frequency would be sooner than that shown when one considers that ninety-five graduates in this study are still working for the same employer.

A summary was also made of the reasons most frequently used by the graduates to make a change to another employer. The reasons most frequently used other than promotion, return to school, military, and to go into business for self, include in order of frequency, the following:

1. Better position
2. Increased salary
3. Geographical location

Table 16. Computation of frequency of change to new employer by the five pre-war years, five post-war years, and the combined ten-year period

Year	Employer-graduate ratio	Months since graduation	Frequency of change months	years
1936	3.4	252	74	
1937	2.2	240	109	
1938	2.2	228	103	
1939	3.3	216	65	
1940	2.1	204	81	
<u>Total</u>	<u>13.6</u>	<u>1,140</u>	<u>83</u>	<u>Approx. 7 yrs.</u>
1947	2.2	108	49	
1948	1.4	96	68	
1949	1.9	84	44	
1950	1.7	72	42	
1951	1.5	60	40	
<u>Total</u>	<u>8.7</u>	<u>420</u>	<u>48</u>	<u>4</u>
Combined				
<u>Totals</u>	<u>22.3</u>	<u>1,560</u>	<u>69</u>	<u>5-3/4</u>

4. Dislike work
5. Reduction in force
6. Dislike supervisor
7. Uncertain future
8. Health

Analysis of curriculum

While it is not the main purpose of this study to evaluate the curriculum offered to students at the college, it was interesting to note several ideas expressed by the graduates in answer to Section II of the questionnaire.

Most graduates were very helpful and suggestive in answering questions 1 and 2 of Section II. It was interesting that, all graduates, regardless of department from which they graduated, made several uniform suggestions with regard to curriculum additions.

Table 17 shows the subjects most mentioned and the frequency mentioned by the graduates. In many cases the subjects suggested are being taught at the present time but were not offered to the student during his undergraduate work. However, in order to emphasize the importance of the subjects, all will be mentioned.

From Table 17 one can see several subjects that are being taught at the present time, but because of the frequency of their being mentioned by the graduates, more emphasis should be placed upon greater development in these areas. From the table we can see that business english is suggested 38 times. While this is only approximately 17 per cent of the total graduates answering, it establishes a weakness where greater training is needed.

Table 17. Courses that should be added to or emphasized more in the curriculum offered undergraduates

Subject	Graduates Expressing Interest
Analysis of current business trends and articles in business journals	3
Business organization and analysis	2
Budget studies	8
Business letter writing	15
Business English	38
Blue print reading	2
Consumer credit and collections	6
Investment, real estate, estate planning	4
Methods analysis and improvements	3
Market research	2
Modern machine accounting	5
Personal investment, finance, and budgets	28
Personnel interviewing methods, job evaluation	15
Public administration	7
Research paper and report writing	32
Self expression	19

The next subject most mentioned was report writing. Many graduates expressed their weakness in this area and found it to be a handicap because of their inability to write reports to management. While only 14 per cent of the graduates expressed their opinion on this subject, it also establishes a need for greater training.

In this general area, along with English and report writing, many graduates also listed self-expression (speech), and business letter writing. While all of these courses are available at the University, perhaps not enough emphasis is being placed upon them.

From the experience of the writer, it is easy to concur with these same findings. One of the favorite assignments given a new employee by management is to make a survey and write a report to management.

Another area which demonstrated much interest, was in the field of personal investment, budget, and finance. It appears from the answers that the graduates would like to have training in how to invest money properly, how to buy properly in an economy of big discounts and low down payments.

As a conclusion to this section, several direct quotations have been taken from comments written by the graduates in their questionnaire.

"Many fail to progress because they cannot properly express themselves on paper or in discussions. I happen to know of cases where letters of application to management have been read with humor and not interest."

"Management training--how to supervise and instill enthusiasm. How to get the most from people, how to select good personnel, etc. Although there are some courses covering this, I believe this is very important."

"From a personal point of view, I believe the area of speech and public speaking might receive additional emphasis in the College of Business and Social Sciences. Self-expression is a necessity regardless of the position one is seeking."

"All colleges should stress English, written expression, public speaking."

"More practical problems--work with local business and industry."

"Courses in leadership and the art of getting along with others. More emphasis on speech and English."

Advanced degrees attained by the graduates

Table 18 summarizes the advanced degrees and professional certificates attained.

Of the 231 graduate questionnaires used in the study, 36 attained their master's degrees, eight their doctoral degrees. Twelve graduates worked for and achieved twelve professional certificates. These include five certified public accountants, five bachelor of law degrees, and one certified life underwriter. One graduate went back to school and graduated in pharmacy. The total of 56 advanced degrees and professional certificates represents 24 per cent of the graduates returning questionnaires that achieved this additional recognition.

In addition to the above information, a total of 107 or 46 per cent of the graduates worked on either advanced degrees, professional certificates, or a trade school certificate. Both the 24 per cent mentioned and also the 46 per cent are high compared to the Minnesota study previously mentioned.⁷ This study indicated a 34 per cent effort on the part of the Minnesota graduates working on advanced degrees and professional certificates. No per cent was given on the number achieving the advanced effort.

⁵ Ibid., p. 29.

Table 18. Summary of advance degrees and professional certificates attained by the graduates

Department	Degrees		CPA	LLB	CLU	Pharmacy
	Master's	Dctoral				
Accounting	3	-	4	1	-	-
Business Administration	15	-	1	1	1	1
Economics	5	2	-	1	-	-
Political Science	13	6	-	2	-	-
Total	36	8	5	5	1	1

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Summary

The School of Business and Social Sciences has graduates out in the business world making good names not only for themselves but also the University and the State. The results of this study have proven this point.

In brief, the major findings of this study can be summarized in respect to the basic goals as set forth in the beginning.

1. Ninety-one per cent of the graduates from the School of Business and Social Sciences obtained work either directly or closely related to their field of specialization while at the University. While the writer could not find another comparable study for comparison purposes, this appears to be very satisfactory.
2. Eighty-one per cent of the graduates, at the time of the questionnaire, were presently employed in positions either directly or closely related to their field of specialization at the University. After 15 to 20 years, in some cases, this is also outstanding.
3. The history of earnings indicates, for the most part, that the graduates are making financial strides in their fields of endeavor. The graduates who changed their profession and went into education have suffered somewhat when compared to the other graduates.

Generally speaking, the graduates going into business for themselves have been very successful financially.

4. The ratio of employer-graduate was higher than anticipated by the writer. It would appear that a graduate would be ready to settle down and devote "his all" for a single employer rather than bounce around.

In this age of governmental controlled, unstable economy an employer-graduate ratio of 2.1 is respectable.

There is satisfaction to all when we see that ninety-five graduates out of 231 or forty-one per cent are still working for their original employer.

5. The graduates were very suggestive and helpful in recommending that certain courses be taught or greater emphasis given. From the writer's few years of experience, he can certainly concur in these recommendations.

6. The University and School of Business and Social Sciences can be very proud of the advanced degrees and professional certificates attained by the graduates. Fifty-six additional degrees or professional certificates represents twenty-four per cent of the graduates surveyed.

Recommendations

The writer would recommend that the School of Business and Social Sciences keep abreast of the accomplishments of their graduates. It would be advisable to conduct another study of this nature to up-date all aspects of the education process within the School.

It is also recommended that the School place greater emphasis on the courses suggested by the graduates in Chapter III of this thesis.

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APPENDIX

UTAH STATE UNIVERSITY
COLLEGE OF BUSINESS AND SOCIAL SCIENCES
Logan, Utah

Dear Graduate:

You will be pleased to know, I hope, that we are now the "College of Business and Social Sciences" in Utah State University. We are very serious about trying to improve our curriculum and strengthen other areas of our work. We aren't ashamed of the past, particularly the product, but there is always room for improvement.

We are making several studies. One of them is an examination of the relationship between the student's curriculum and his profession. We have an excellent graduate student ready to move ahead on this if we can get the raw material.

The accompanying questionnaire has been designed to get the specific information needed. It is hoped that you will fill it out and return it as soon as possible. I hope you won't feel that we are prying into your affairs unduly. We are greatly interested in you and what you are doing. But, further, we want to do a better job here if we can. You can be positive that any information will be kept confidential.

Incidentally, apart from the questionnaire, keep us informed occasionally. I wrote some of you a few weeks ago and was delighted with the replies I received. Many of the suggestions contained are going to be used.

Sincerely,

M. R. Merrill, Dean
College of Business and
Social Sciences

STUDY OF FORMER UTAH STATE UNIVERSITY GRADUATES
FROM THE COLLEGE OF BUSINESS AND SOCIAL SCIENCES

Because you graduated from Utah State University between the years of 1936 through 1940 or 1947 through 1951, your help is needed in answering this questionnaire. The data secured will be used to study the relationship between a graduate's course of study and his profession.

Directions: Complete the four sections listed below. In sections III and IV certain parts may not apply, depending on how many years have passed since your graduation. If you have any special comments or more space is needed, feel free to use the reverse side. Completion time approximately ten minutes. Your honest and frank opinion will be appreciated. Fill out and return as soon as possible.

SECTION I College Training:

1. Name _____.
2. Major _____.
3. Minor (s) _____.
4. Did you do any graduate work? () yes () no.
5. If answer to question 4 is yes,
 - (a) What school (s) did you attend? _____.
 - (b) What degree (s) did you receive? _____.

SECTION II Relationship of College Training to Profession:

1. What general area of college courses have been most helpful to you in your profession? (number in order of importance)
 - (a) Accounting
 - (b) Business Law
 - (c) Economics
 - (d) English
 - (e) History
 - (f) Industrial Engineering
 - (g) Management and Administration
 - (h) Marketing and Merchandising
 - (i) Mathematics and Statistics
 - (j) Natural Sciences
 - (k) Political Science
 - (l) Psychology and Sociology
 - (m) Secretarial Science
 - (n) Education (for teachers only)

2. What courses, in your opinion, should the College of Business and Social Sciences stress more to prepare a graduate for a position? (check as many as you deem necessary)
 - (a) Accounting
 - (b) Business Law
 - (c) Cycles and Forecasting
 - (d) Economic History

- (e) English
 (f) Industrial Management
 (g) International Economics
 (h) Labor Economics
 (i) Marketing and Merchandising
 (j) Mathematics and Statistics
 (k) Money, Credit, and Banking
 (l) Public Administration
 (m) Public Finance
 (n) Sales Management
 (o) Speech
 (p) Production Planning and Control
 (q) Education (for teachers only)
 (r) Other courses 1. _____
 2. _____
 3. _____

3. List below the courses or area, if any, that in your opinion should be added to the curriculum in the College of Business and Social Sciences.

- (a) _____
 (b) _____
 (c) _____

SECTION III History of Earnings:

1. Starting annual salary:
 (a) Under 2000 (b) 2001 to 4000 (c) 4001 to 6000
 (d) 6001 and over
2. Annual salary after 5 years:
 (a) Under 2000 (b) 2001 to 4000 (c) 4001 to 6000
 (d) 6001 to 10,000 (e) 10,001 and over
3. Annual salary after 10 years: (if applicable)
 (a) Under 2000 (b) 2001 to 4000 (c) 4001 to 6000
 (d) 6001 to 10,000 (e) 10,001 to 15,000 (f) 15,001 and over
4. Annual salary after 15 years: (if applicable)
 (a) Under 3000 (b) 3001 to 6000 (c) 6001 to 10,000
 (d) 10,001 to 15,000 (e) 15,001 to 20,000 (f) 20,001 and over
5. Annual salary after 20 years: (if applicable)
 (a) Under 3000 (b) 3001 to 6000 (c) 6001 to 10,000
 (d) 10,001 to 15,000 (e) 15,001 to 20,000 (d) 20,001 to 25,000
 (g) 25,001 and over

SECTION IV Job History:

1. Are you employed in your major field of study: () yes () no.
 2. Since graduation, how many times have you changed to a different position? _____ (exclude military service)

3. Give a brief account of your work by filling in the spaces below:

(a) First 5 years:	<u>Name of Employer</u>	<u>Type of Work</u>	<u>Length of Time</u>	<u>Reason for Leaving</u>	<u>Other</u>
(b) Second 5 years:					
(c) Since 10th year:	(if applicable)				