A Follow-Up Study of Utah State University's Masters Degree Graduates in Business Education 1970-1974

Dana J. Wursten
Utah State University

Follow this and additional works at: https://digitalcommons.usu.edu/gradreports

Part of the Business Commons, and the Education Commons

Recommended Citation
https://digitalcommons.usu.edu/gradreports/744

This Report is brought to you for free and open access by the Graduate Studies at DigitalCommons@USU. It has been accepted for inclusion in All Graduate Plan B and other Reports by an authorized administrator of DigitalCommons@USU. For more information, please contact digitalcommons@usu.edu.
A FOLLOW-UP STUDY OF UTAH STATE UNIVERSITY'S MASTERS DEGREE
GRADUATES IN BUSINESS EDUCATION
(1970-1974)
by
Dana J. Wursten

A report submitted in partial fulfillment of the requirements for the degree of
MASTER OF SCIENCE
in
Business Education
Plan B

Approved:

UTAH STATE UNIVERSITY
Logan, Utah
1975
ACKNOWLEDGMENTS

Special appreciation is expressed to Dr. Ted Ivarie for his encouragement and help in completion of this study. Appreciation is extended to Dr. Lloyd Bartholome and Dr. Izar Martinez for their assistance as committee members.

Gratitude is also expressed to Mary Lou Burton who graciously handled the typing of this paper.

Dana J. Wursten
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Statement of the Purpose</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Importance of Study</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Definitions of Terms</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Overview of the Study</td>
<td>6</td>
</tr>
<tr>
<td>II.</td>
<td>REVIEW OF LITERATURE</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Follow-Up Studies of Masters Degree Programs</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Evaluative Studies of Business Education Masters Degree Programs</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Principles of Follow-Up Research</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Follow-Up of Undergraduate Business Education at Utah State University</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Summary</td>
<td>19</td>
</tr>
<tr>
<td>III.</td>
<td>METHODS AND PROCEDURES</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Compilation of Mailing List</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Formation of Questionnaire</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Pilot Test of Questionnaire</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Mailing of Questionnaires</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Follow-Up of Mailed Questionnaires</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Tabulation and Analysis of Data</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Summary</td>
<td>22</td>
</tr>
<tr>
<td>IV.</td>
<td>FINDINGS</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Questionnaire Replies</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Job Status of the Graduates</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Reasons Graduates Chose Non-Teaching Employment</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Extent Masters Programs Prepared Graduates for Present Employment</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Benefit of Masters Programs from an Economic Standpoint</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>Number of Graduates Who Had Completed an Advanced Degree</td>
<td>28</td>
</tr>
<tr>
<td>Topic</td>
<td>Page</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>Impact of Delta Pi Epsilon</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Membership and Activity in Professional Organizations</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Importance of Out-of-class Interaction with Faculty</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>and Other Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helpfulness of Faculty Advisement</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>Strengths and Weaknesses of the Masters Degree Programs</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>Preference of Obtaining a Master of Science or a Master of Education</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Adequacy of Number of Hours Required within the Colleges of Business and Education</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td>37</td>
<td></td>
</tr>
</tbody>
</table>

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS ........................ 40

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>40</td>
</tr>
<tr>
<td>Summary of Findings</td>
<td>41</td>
</tr>
<tr>
<td>Conclusions</td>
<td>43</td>
</tr>
<tr>
<td>Recommendations</td>
<td>45</td>
</tr>
</tbody>
</table>

BIBLIOGRAPHY ........................................................................ 47

APPENDIX ............................................................................. 49

VITA ................................................................................. 59
### LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Responses by year graduated</td>
<td>25</td>
</tr>
<tr>
<td>2. Employment status of graduates</td>
<td>25</td>
</tr>
<tr>
<td>3. Job status of graduates employed</td>
<td>26</td>
</tr>
<tr>
<td>4. Extent graduates were prepared for employment</td>
<td>27</td>
</tr>
<tr>
<td>5. Benefit of writing thesis or Plan B</td>
<td>27</td>
</tr>
<tr>
<td>6. Salary increases attributed to receiving masters degree</td>
<td>28</td>
</tr>
<tr>
<td>7. Degrees received beyond masters degree</td>
<td>29</td>
</tr>
<tr>
<td>8. Value of membership in Delta Pi Epsilon</td>
<td>30</td>
</tr>
<tr>
<td>9. Memberships in professional organizations</td>
<td>31</td>
</tr>
<tr>
<td>10. Positions held in professional organizations</td>
<td>32</td>
</tr>
<tr>
<td>11. Value of interaction with faculty and other students</td>
<td>33</td>
</tr>
<tr>
<td>12. Helpfulness of advisors</td>
<td>33</td>
</tr>
<tr>
<td>13. Frequency distribution of strengths of business education masters degree programs</td>
<td>35</td>
</tr>
<tr>
<td>14. Frequency distribution of weaknesses of business education masters degree programs</td>
<td>36</td>
</tr>
<tr>
<td>15. Preference of obtaining a Master of Science degree or a Master of Education degree</td>
<td>36</td>
</tr>
<tr>
<td>16. Adequacy of required hours for a Master of Science degree</td>
<td>38</td>
</tr>
<tr>
<td>17. Adequacy of required hours for a Master of Education degree</td>
<td>39</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

As society changes, current educational systems need to be evaluated and upgraded. Methods and procedures of teaching become outdated with constant technological advances. Predictions of the Bureau of Labor Statistics indicate, "...more than 350,000 new clerical and related jobs will be added each year during the next decade."¹ These projected workers will have to obtain training for their future careers. The business teacher has a responsibility to provide necessary training for students pursuing business careers.

How can these teachers prepare themselves to meet the needs of their students? An effective way for teachers to keep abreast of changes in educational philosophies is through additional schooling. However, Snelling states, "Further education is important and should have no limits, but the direction of that further education is what counts."²

Teacher training institutions have a responsibility to keep their graduate programs relevant to the needs of business, society, and their students.

Teacher education institutions have the responsibility of providing both prospective and current business educators with the opportunity to develop the flexibility needed to cope with the challenges of the future. 3

Conducting a follow-up study of graduates can provide valuable information to assure graduate programs are meeting the needs of modern business and society.

Statement of the Purpose

The purpose of this project was to conduct a follow-up study of the graduates of masters degree programs in business education from 1970 to 1974 at Utah State University. This study provides information for the further development and revision of the current masters degree programs in business education.

More specifically, an attempt was made to achieve the following objectives:

(1) To determine the present job status of the graduates.

(2) To determine the reason(s) graduates were not teaching if employed in another area.

(3) To determine the extent to which the masters degree programs prepared the graduates for the positions in which they were employed.

(4) To determine whether the masters degree programs had benefited the graduates from an economic standpoint.

(5) To determine the number of graduates who had earned an advanced degree beyond their masters degree.

(6) To determine the impact of Delta Pi Epsilon in the masters degree programs.

(7) To determine what professional organizations the graduates were members of and if they were active members.

(8) To determine the importance of out-of-class interaction with business education faculty members and other students.

(9) To determine if faculty advisement was helpful during the masters degree programs.

(10) To determine the strengths and weaknesses of the masters degree program.

(11) To determine if the graduates favored obtaining a Master of Education or a Master of Science degree.

(12) To determine if the number of hours required within the Colleges of Business and Education were reasonable.

**Importance of Study**

Within the United States, 192 colleges and universities offer masters degree programs in business education to aid in the further development of business teachers. But, how many of these higher institutions recognize the need to revise and modify their business education masters degree programs to meet the needs and demands of our modern society? Jacobson expresses the following view concerning the need for improvement of business teacher education:

"In view of the procedural changes constantly taking place in the business world that result in new conditions and new demands from office personnel, it is imperative

---

that business teacher educators examine their programs and analyze their goals so that graduates entering the business teaching profession will have the best possible preparation.

The popularity of obtaining a masters degree in business education has almost tripled in the ten-year period between 1960 and 1970. In 1960, 717 students received their masters degrees in business education. By 1970, 1,768 students had graduated with a masters in business education. With the increasing number of students obtaining masters degrees in business education, the necessity of keeping these programs up to date is even greater than in previous years.

Since a need has been established for relevancy in education, what type of data should be used to effectively evaluate a masters degree program?

...schools should obtain information on courses, curriculum, and teaching from their recent graduates, for they have valuable knowledge gained from experience.

...Recent graduates can provide discriminating answers to relevant questions. They are capable of understanding and relating their particular educational experiences to their own work situations. Recent graduates are able to comment upon the degree of accomplishment of educational objectives, the direct benefit of subject areas, the placement of educational emphasis within the curriculum, the practical application of their education to their job, and the extent of respect they have for their instructors.

How can business education departments use these valuable sources of information--the graduates? One of the most effective means is

---


the follow-up study. This follow-up study is the tool by which business education masters degree programs can be adequately evaluated. In reference to using a follow-up study, Hewitt and Smith have stated:

By asking the graduate his opinions, his successes, his failures, and his appraisal of the value of the training he has received, we can assess the strengths, the weaknesses, and even the changes that might be necessary in the curriculum. 8

The need for improvement and change, particularly in education, will never diminish. Refusing to change allows educational methods, procedures, and programs to become quickly outdated. "The business school that does not now conduct systematic, periodic studies of its recent graduates may be overlooking a valuable source of assistance." 9

**Definitions of Terms**

For the purpose of this study, **masters degree programs** refer to:

1. Obtaining a Master of Science degree (thesis option--45 quarter hours).
2. Obtaining a Master of Science degree (Plan B option--45 quarter hours).
3. Obtaining a Master of Education degree (non-thesis option--54 quarter hours).

---


The follow-up study is a method of surveying graduates to evaluate the effectiveness of a certain educational program. The educational program evaluated by this study will be the masters degree programs in business education.

The term business education will refer to the program designed to continue training teachers in the field of office education subjects while excluding the area of distributive education.

Overview of the Study

The purpose of this project was to complete a follow-up survey of business education masters degree graduates of Utah State University (1970-1974) and to determine information for the further development and revision of the current masters degree programs in business education.

A review of related literature is presented in Chapter II. Chapter III contains the methods and procedures used to conduct the follow-up survey. Chapter IV contains the findings and Chapter V presents the summary, conclusions, and recommendations.
CHAPTER II

REVIEW OF LITERATURE

"Business Education must be attuned to current reality and not to the past if it is to succeed." ¹⁰ Ideally, educational programs should meet the needs of the products being prepared—the students. Follow-up studies are relevant evaluative devices of educational curricula. Thompson emphasizes this point when he states, "The follow-up study comes closest to observing ultimate educational contribution." ¹¹

Follow-up studies in business education are numerous; however, the amount of literature available concerning follow-up studies of masters degree programs is limited. Furthermore, little research has been conducted specifically dealing with follow-up studies of business education masters degree graduates. Therefore, the studies included in this chapter were chosen for their relationships to:

(1) Follow-up studies of masters degree programs.
(2) Evaluative studies of business education masters degree programs.
(3) Principles of follow-up research.
(4) Follow-up of undergraduate business education at Utah State University.


Follow-Up Studies of Masters Degree Programs

Bjork and Stordahl study

The purpose of the study by Bjork and Stordahl\textsuperscript{12} in 1966 was to obtain demographic data as well as reactions of Master of Arts degree graduates of Northern Michigan University (1960-1965) to their graduate studies. Questionnaires were mailed to 437 graduates and an 80 percent (349) return was received.

Bjork and Stordahl found that more than 80 percent of the graduates completed their undergraduate work in the state of Michigan--70 percent of whom completed their undergraduate studies at Northern Michigan University. Approximately one-half of the graduates completed their graduate work in the same academic area as their undergraduate work.

Furthermore, one-fourth of the graduates had completed some course work beyond their masters degree. Only eleven indicated they had received a degree beyond their masters. Fifty-seven graduates were presently working towards an additional degree, but had not as yet completed it.

In regards to employment, about 85 percent of the graduates were employed prior to and following receipt of the masters degree in some capacity in an elementary or secondary school. After receiving the Master of Arts, a small decline appeared concerning the number of graduates involved in classroom instruction. However, a comparable increase occurred in the number employed in administrative and counseling and guidance positions.

A total of 75 percent of the graduates felt their graduate studies were directly related to their present employment, with 25 percent seeing little relationship to their current employment. Relating to demographic information, 75 percent of the graduates were employed in Michigan (with 59 percent in the upper peninsula). Annual salary range reported was between $4,200 and $20,000: 75 percent reported salaries between $5,100 and $8,000. Four-hundred dollars of their income was attributed to having obtained a masters degree.

The graduates expressed generally positive feelings toward their graduate work. Many felt that the quality of instruction was good and, also, the general learning atmosphere. A number of graduates were critical of library facilities, but felt graduate work had been of professional value to them.

Courses taken within their major field were the courses they felt were most beneficial. One-fourth of the graduates would have liked to have selected a different graduate curriculum and preferred greater specialization. Approximately two-thirds of the graduates were interested in a sixth-year program, within their present area of interest or a related field.

Bates study

In 1973 Bates\(^{13}\) conducted a comprehensive study of masters degree graduates in education at West Texas University. The purposes of this study included obtaining personal and professional information concerning

the 1971 graduates. The study also provided data for use in evaluating the masters degree programs from both graduates and their supervisors in their respective teaching positions.

A 97 percent return of questionnaires was received. Eighty-six percent of the respondents were employed in the field of education. Of the graduates who were employed as teachers, 96 percent were satisfied with teaching as a profession. The overall evaluations of the programs were positive. From the ratings by immediate supervisors, Master of Education degree recipients were, on the average, rated above average in their professional competencies when compared with teachers having similar graduate education and teaching experiences. The graduates surveyed were interested in the improvement of the Master of Education degree program at West Texas State University as evidenced by almost a 100 percent return.

Most graduates resided in the Texas Panhandle. Women who completed the program were older and had more teaching experience than did men in the program. The findings support the conclusion that periodic feedback from the graduates can provide teacher education institutions with valuable information for use in program evaluation.

_Evaluative Studies of Business Education Masters Degree Programs_

Adams study

In 1971 Adams conducted a study to determine the areas that could be improved in business education masters degree education. 

Questionnaires were sent to business education teachers in secondary schools who had completed their masters degrees, high school principals, and heads of business education departments that offered masters degree programs.

Recommendations were made concerning masters degree programs in business education. Business education masters degree programs should include:

(1) Opportunities to work with guidance materials and techniques as part of course work or as practice teaching.

(2) Help by college or university instructors in actual school situations concerning proper use and development of testing and evaluative materials.

(3) Work experience in the business world with college or university supervision.

(4) Participation by students in out-of-class activities at the college and in the community.

(5) General methods courses that are well founded in psychology of teaching and learning which would enable the students to generalize and adapt demonstrated techniques in their own teaching.

(6) Methods courses that include demonstrations by the professor and opportunities to apply theory in the secondary school classroom.

Lucas study

Lucas' study in 1953 developed criteria to evaluate masters degree programs that prepared business education teachers for the secondary school classroom.

schools. To determine the evaluative criteria, questionnaires were sent to graduate administrators and business educators. Lucas also conducted an extensive survey of literature, analyzed transcripts of business education masters degree graduates, and interviewed directors of graduate business education. Findings from each of these sources helped establish the following criteria for business education graduate courses:

1. Business education masters degree programs should improve teaching ability.
2. A bachelors degree, with no consideration given to undergraduate scholastic average, should be sufficient for admission into the graduate program.
3. Ability to teach should be demonstrated before receiving the masters degree.
4. Each program should be adapted to the needs of the individual student.
5. A "B" grade should be required to obtain credit for the class with no credit given for receiving less than a "C" grade.
6. An academic residence of one year should be required.
7. The number of graduate classes taken during the semester should not exceed the maximum semester load recommended by the college.
8. The final examination of the program should be adapted to the individual student.
9. Competencies should be obtained in research techniques.
10. A foreign language should not be required.
11. Graduate classes should be offered in these areas:
   a. Principles and problems of business education.
(b) Improvement of instruction courses in office practice, shorthand, bookkeeping, general business, and retail selling.

(c) Curriculum construction in business education.

(d) Administration, organization, and supervision of business education.

(e) Special programs.

(f) Seminar in current problems and research.

(12) Offerings should be extensive in:

(a) Secondary education.

(b) Psychology.

(c) Philosophy of education.

(d) Vocational education.

(e) Marketing.

(f) Guidance.

(g) Management.

(h) Economics.

(13) Opportunities should exist for independent study.

(14) Instructors should make sure students are proficient in written expression.

(15) The seminar method should be used in classes dealing with development of principles or problems.

(16) Graduate students in undergraduate classes should be given extra work to improve their ability to teach.

(17) The program should be extensive enough to allow teachers to take courses while involved in full-time teaching.
Garrett study

In 1943 Garrett made an evaluation of graduate courses in business education offered in colleges and universities in the United States. Furthermore, he attempted to determine what most colleges and universities offered as graduate courses by obtaining information from university catalogs and special bulletins. From the 35 institutions Garrett studied, he concluded:

(1) Graduate courses offered in business education could be classified in five areas—administration and supervision, curriculum study and construction, principles and organization, methods of teaching business education, and research and problems.

(2) The largest areas of offerings were in methods of teaching business subjects. The second largest area was research and problems.

(3) Seventy-six percent (or 29) of the schools offering graduate work required only a bachelors degree to be admitted to the graduate program.

(4) Fifty-four percent required graduate students to receive a "B" to obtain credit for the course.

(5) Twenty-eight or 74 percent of the institutions required masters students to write a research project. Writing of a thesis was optional in 10 institutions.

(6) Passing of a final test was required by 71 percent of the institutions. None of the institutions required any type of exam that involved having a certain degree of proficiency in skill subjects.

Seventy-six percent did not require business experience to graduate and seven percent did require such experience.

Three subjects which should be included in business education graduate programs are:

(a) Foundations of business education.
(b) Secondary school curriculum.
(c) Improvement of instruction in basic business subjects.

Principles of Follow-Up Research

Lowry study

Although this study by Lowry deals with guidelines for follow-up studies concerning high school graduates, the information is applicable to other kinds of business education follow-up studies. The purpose of this study was to determine a body of principles that would serve as a guide in making follow-up studies of high school business education graduates. These principles are based on investigation of follow-up studies in business education and review of the literature published on methods of conducting follow-up studies.

Lowry proposed a body of principles for use in follow-up studies which included methods, procedures, techniques, and practices. He suggests the following:

(1) The purpose of a follow-up study should be definitely stated. This statement of purpose should be used as a control in the preparation of the questionnaire.

(2) If a follow-up is to be conducted, the feasibility of such a survey should be determined by prior investigation.

(3) When making preparations to conduct a follow-up, the time allowed should include:
   
   (a) Planning the follow-up survey instrument.
   
   (b) Gathering data.
   
   (c) Preparing the report.

(4) The purpose of the study should be consulted to determine the year and number of graduates that should be included in the study.

(5) The reason for using students who graduated in specific years should be clearly and definitely stated in the report.

(6) The technique used for gathering the data should be appropriate. The mailed questionnaire technique is perhaps the "most satisfactory."

(7) The written follow-up questionnaire should include only essential questions that graduates would be reasonably willing and able to answer.

(8) Research instruments should be carefully scrutinized and tested before the data is gathered for the study.

(9) Persistent and well-planned efforts should be made to obtain replies from the largest possible percentage of subjects included in the study.

(10) Personal appeals to motivate the participants in studies to respond should be such that they do not affect the frankness of the replies.

(11) Every written report of a follow-up should include:
   
   (a) The number of participants included in the survey.
(b) The number of graduates to whom questionnaires were sent.
(c) The number of possible respondents.
(d) The number of actual respondents.
(e) The number of usable replies received.

Normally, this information should be classified by year and sex of respondent.

(12) The occupational data gathered should be sound enough to be able to analyze and generalize about the occupational experiences and present occupations of the respondents. This occupational data should be studied and compared with knowledge of the educational experiences of the respondents.

(13) If information is available from school records, the researcher should use this information to give more meaning to the study.

(14) Meaningful relationships among studies should be emphasized throughout the follow-up report.

(15) The written report should include information that might be used to evaluate the procedures, techniques, and practices employed in the investigation.

Follow-Up of Undergraduate Business Education at Utah State University

Heisick study

In 1969 Heisick\(^{18}\) conducted a follow-up study to determine the strengths and weaknesses of the undergraduate programs of the Business

Education Department at Utah State University. Questionnaires were sent to graduates of the years 1959 through 1968. Of the 272 questionnaires mailed, 177 questionnaires or 65 percent were returned.

Heisick found that 42 percent of the graduates were employed in the teaching profession. In addition, 75 percent of all responding graduates had entered teaching at sometime, although at the present time they might not be employed in teaching. Only a small number of graduates had done substitute teaching and only for short periods of time. Over half the graduates indicated they would pursue an advanced degree and the most often mentioned field was business education. Only 25 graduates indicated they had received an advanced degree and none of these degrees were doctoral degrees. Of those planning to receive an advanced degree, only a quarter were planning to attend Utah State University.

The graduates indicated the following as strengths of the program:

1. Quality of instruction.
2. Appropriate subject matter.
3. Depth of coverage.

Advisement was marked as above average in all programs. Courses stated as being most beneficial were typing, office practice, dictation and transcription, shorthand, methods of teaching shorthand and transcription, business communications, student teaching, methods of teaching distributive education and cooperative business programs, philosophy of distributive education, economics, and accounting. Courses indicated as least beneficial were office data systems, principles of business education, insurance, social security, and principles of secondary education.
Summary

Research studies involving masters degree programs in business education are effective tools for evaluating curricula. Findings from these studies can be used to update business education programs.

Bjork and Stordahl found graduates reacted favorably when responding about their graduate programs. Immediate supervisors in the study by Bates found masters degree graduates were ranked above average in their teaching proficiencies.

Making recommendations for masters degree programs in business education was the purpose of the study by Adams. Lucas developed evaluative criteria for business education masters degree programs. Another evaluative study by Garrett showed the major offerings and requirements of masters degree institutions which offered graduate study in business education.

Principles for the use in follow-up studies including methods, procedures, techniques, and practices were developed by Lowry.

In the follow-up study of undergraduate business education at Utah State University, Heisick found strengths of the program to be quality of instruction, appropriate subject matter, and depth of coverage.

Evaluations of educational programs give insights for revision and change of objectives, requirements, and curricula. Periodic follow-up studies can aid in the further development of business education programs.
CHAPTER III

METHODS AND PROCEDURES

The methods and procedures section of this study consists of the following divisions:

(1) Compilation of mailing list.
(2) Formation of questionnaire.
(3) Pilot test of questionnaire.
(4) Mailing of questionnaires.
(5) Follow-up of mailed questionnaires.
(6) Tabulation of data.

Compilation of Mailing List

The names of all masters degree graduates in Business Education from 1970 through 1974 were obtained from the graduation programs of Utah State University. These names were listed alphabetically by the year of graduation, degree obtained, and graduate major. During these years, 54 students graduated with masters degrees in business education.

The addresses of the graduates were obtained from Utah State University Alumni Association, Admissions and Records Office, Business Education Department, and in some instances from friends or relatives of the graduates.

Formation of Questionnaire

The questionnaire (see Appendix, page 53) was designed to facilitate quick and easy responses in a check-list manner and consisted of three
pages. Two open-ended questions were included. The graduates recorded their responses directly on the questionnaires.

The questionnaire was constructed to fulfill the objectives of this study as stated previously. These objectives were written with the intent to aid in the further development and revision of the current masters degree programs in business education at Utah State University.

Pilot Test of Questionnaire

Four graduates and Dr. Lloyd Bartholome (Director of Graduate Studies in Business Education, Utah State University) were asked to participate in a pilot study. Dr. Bartholome was chosen to participate in the pilot study because of his expertise in the business education graduate programs at Utah State University.

The purpose of the pilot study was to assure the directions and questions on the questionnaire were easy to understand and to determine if the construction of the questionnaire could have been improved. The researcher was present when the pilot study was administered to each of the participants. The graduates and Dr. Bartholome were encouraged to identify any questions, problems, suggestions, or improvements as they completed the questionnaires. Using suggestions of the participants in the pilot study, instructions were clarified for two questions.

Mailing of Questionnaires

On Friday, June 20, a cover letter (see Appendix, page 50) from Dr. Ted Ivarie (Department Head, Business Education and Office Administration, Utah State University) and a revised questionnaire (see Appendix, page 53) was mailed to each graduate. A stamped, addressed return
envelope accompanied each letter and questionnaire. The name of the graduate and the year graduated was recorded on the top of each questionnaire. Within 15 days after mailing, approximately a 50 percent return had been received.

Follow-Up of Mailed Questionnaires

The first follow-up was mailed on Monday, July 14, to the 25 graduates who had not responded to the questionnaire. A cover letter (see Appendix, page 51) from the researcher, a duplicate questionnaire and a stamped, addressed return envelope were mailed to each of the graduates who had not returned their questionnaires.

Preceding the second follow-up, a 63 percent return had been received. On Wednesday, July 23, the second follow-up reminder (see Appendix, page 52) was sent by airmail postcard to the 20 unresponsive graduates. A deadline of Monday, July 28, was established for the return of the questionnaires. A total of 41 or 75.9 percent of the questionnaires were returned by the deadline date.

Tabulation and Analysis of Data

Data obtained from the returns were tabulated manually on tally sheets. Each questionnaire item was separately analyzed by recording the total number of responses and then calculating a percentage.

Summary

Names and addresses of the graduates were obtained from various university sources and the evaluative data were obtained from the graduates by use of a mailed questionnaire.
A pilot study was conducted to assure clarity of the questionnaire. Following the initial mailing of the questionnaires, two follow-ups were conducted. The data from the returns were tabulated manually and analyzed by total number of responses and percentage analysis. The findings of this data are presented in Chapter IV.
CHAPTER IV

FINDINGS

The purpose of this chapter is to report the findings of the questionnaires administered for this study. The majority of the findings are presented in tabular form with an accompanying narrative.

Questionnaire Replies

A total of 41 of the 54 questionnaires was returned, constituting a 75.9 percent return. This study was a direct-mail survey and the total population included masters degree graduates in business education from 1970 to 1974.

Table 1 shows the number of respondents by year of graduation. The largest percentage of return was 88.9 percent by the graduates of 1970. The 1971 and 1972 graduates had the lowest returns of 50.0 percent each.

Job Status of the Graduates

Of the 41 graduates responding to the study, Table 2 indicates 92.7 percent (38 graduates) were employed. Only 3 graduates (7.3 percent) were not employed.

An examination of Table 3 shows 65.8 percent (25 of the 38 graduates who were employed) were teaching in business education and five graduates were teaching in fields other than business education. These fields included business administration, distributive education, educational administration, computer science and accounting. Four graduates (10.5
Table 1. Responses by year graduated

<table>
<thead>
<tr>
<th>Year of Graduation</th>
<th>Number of Graduates</th>
<th>Number of Replies</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1970</td>
<td>18</td>
<td>16</td>
<td>88.9</td>
</tr>
<tr>
<td>1971</td>
<td>4</td>
<td>2</td>
<td>50.0</td>
</tr>
<tr>
<td>1972</td>
<td>6</td>
<td>3</td>
<td>50.0</td>
</tr>
<tr>
<td>1973</td>
<td>11</td>
<td>7</td>
<td>63.6</td>
</tr>
<tr>
<td>1974</td>
<td>15</td>
<td>13</td>
<td>86.7</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>54</strong></td>
<td><strong>41</strong></td>
<td><strong>75.9</strong></td>
</tr>
</tbody>
</table>

Table 2. Employment status of graduates

<table>
<thead>
<tr>
<th>Presently Employed</th>
<th>Responses</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>38</td>
<td>92.7</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>7.3</td>
<td></td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>41</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

percent) were employed in business or industry as an assistant bank manager, administrative assistant, accountant, and lands clerk. Other positions held by 10.5 percent of the employed graduates are listed as follows: dean of evening and summer instruction, data processing coordinator, elementary principal and shoe salesman, farmer and tax accountant.
Table 3. Job status of graduates employed

<table>
<thead>
<tr>
<th>Job Status</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>Business education teacher</td>
<td>25</td>
</tr>
<tr>
<td>Teacher--other areas</td>
<td>5</td>
</tr>
<tr>
<td>Employed in business or industry</td>
<td>4</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>38</strong></td>
</tr>
</tbody>
</table>

**Reasons Graduates Chose Non-Teaching Employment**

Of the 8 graduates or 21.0 percent who were employed in non-teaching jobs, 6 chose non-teaching employment because non-teaching positions offered better salaries and benefits. The remaining 2 graduates left the teaching profession to obtain business experience before returning to teach.

**Extent Masters Programs Prepared Graduates for Present Employment**

Table 4 indicates that 20 graduates (52.6 percent) felt the masters programs had prepared them "in certain ways" for their present employment. Eighteen of the graduates (47.4 percent) indicated their graduate work had definitely prepared them for their present job.

When questioned concerning the benefit of writing a thesis or Plan B, Table 5 shows 57.1 percent or 20 of the 35 graduates who wrote a
Table 4. Extent graduates were prepared for employment

<table>
<thead>
<tr>
<th>Prepared for Employment</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>Definitely</td>
<td>18</td>
</tr>
<tr>
<td>In certain ways</td>
<td>20</td>
</tr>
<tr>
<td>Not really</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>38</strong></td>
</tr>
</tbody>
</table>

thesis or Plan B felt this experience had been somewhat beneficial. Only 5.7 percent or 2 graduates answered that writing a paper had been of little benefit.

Table 5. Benefit of writing thesis or Plan B

<table>
<thead>
<tr>
<th>Writing of Thesis or Plan B</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>Very beneficial</td>
<td>13</td>
</tr>
<tr>
<td>Somewhat beneficial</td>
<td>20</td>
</tr>
<tr>
<td>Of little benefit</td>
<td>2</td>
</tr>
<tr>
<td>Of no benefit</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>35</strong></td>
</tr>
</tbody>
</table>
Benefit of Masters Programs from an Economic Standpoint

Thirty graduates held full-time jobs within three years before beginning their graduate work. An examination of Table 6 shows 14 graduates (46.7 percent) responded obtaining a masters degree had made over a $1,200 increase in their salary. Only 4 graduates (13.3 percent) indicated the masters degree had caused no increase in their yearly salary.

Table 6. Salary increases attributed to receiving masters degree

<table>
<thead>
<tr>
<th>Amount of Increase</th>
<th>Responses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No increase</td>
<td>4</td>
<td>13.3</td>
</tr>
<tr>
<td>$0 - $299</td>
<td>1</td>
<td>3.3</td>
</tr>
<tr>
<td>$300 - $599</td>
<td>5</td>
<td>16.7</td>
</tr>
<tr>
<td>$600 - $899</td>
<td>4</td>
<td>13.3</td>
</tr>
<tr>
<td>$900 - $1,199</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td>$1,200 and above</td>
<td>14</td>
<td>46.7</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>30</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Number of Graduates Who Had Completed an Advanced Degree

Table 7 shows 4 or 9.8 percent of the graduates indicated completion of a degree beyond their masters. Of the remaining 90.2 percent (37
graduates), 2 graduates (4.9 percent) mentioned they were presently working toward an additional degree.

Table 7. Degrees received beyond masters degree

<table>
<thead>
<tr>
<th>Degree Beyond Masters</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>Yes</td>
<td>4</td>
</tr>
<tr>
<td>No</td>
<td>37</td>
</tr>
<tr>
<td>TOTALS</td>
<td>41</td>
</tr>
</tbody>
</table>

Impact of Delta Pi Epsilon

Of the 41 graduates responding, only 16 were members of Delta Pi Epsilon during their graduate work. However, the Delta Pi Epsilon Chapter at Utah State University was not established until 1972. Of the 16 graduates who were members of Delta Pi Epsilon, Table 8 indicates a total of 14 of the graduates (87.6 percent) felt as if membership in Delta Pi Epsilon had been very meaningful or meaningful. Only 2 graduates (12.5 percent) felt as if membership had been of little value.

Membership and Activity in Professional Organizations

In Table 9 based upon the 25 teachers in business education, a majority belonged to the National Business Education Association (76.0 percent) and their state Business Education Associations (72.0 percent). Only 1 teacher in business education (4.0 percent) belonged to the
Table 8. Value of membership in Delta Pi Epsilon

<table>
<thead>
<tr>
<th>Value of DPE Membership</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>Very meaningful</td>
<td>5</td>
</tr>
<tr>
<td>Meaningful</td>
<td>9</td>
</tr>
<tr>
<td>Of little value</td>
<td>2</td>
</tr>
<tr>
<td>TOTALS</td>
<td>16</td>
</tr>
</tbody>
</table>

American Federation of Teachers. Based upon the 5 teachers in other areas, 3 teachers (60.0 percent) belonged to Delta Pi Epsilon. Of the 8 graduates employed in non-teaching positions, 3 graduates (37.5 percent) were members of Delta Pi Epsilon. A total of 21 of the 38 graduates in all areas (89.5 percent) indicated memberships in a wide variety of other professional organizations.

Table 10 indicates that of the 25 business education teachers, 13 or 52 percent held positions in their state Business Education Associations. Of the 5 teachers outside the field of business education, only 2 or 40.0 percent of these teachers held positions in other organizations. Of the 8 graduates employed outside the field of education, 4 or 50.0 percent held positions in other organizations.

Importance of Out-of-Class Interaction with Faculty and Other Students

Table 11 shows 65.9 percent of the graduates felt the out-of-class interaction with business education faculty and students was very
Table 9. Memberships in professional organizations

<table>
<thead>
<tr>
<th>Job Status</th>
<th>Possible Responses</th>
<th>NBEA</th>
<th>State BEA</th>
<th>NEA</th>
<th>State EA</th>
<th>AFT</th>
<th>AVA</th>
<th>State VA</th>
<th>DPE</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Business education teacher*</td>
<td>25</td>
<td>19</td>
<td>76.0</td>
<td>18</td>
<td>72.0</td>
<td>10</td>
<td>40.0</td>
<td>10</td>
<td>40.0</td>
<td>1</td>
</tr>
<tr>
<td>Teacher--other areas*</td>
<td>5</td>
<td>1</td>
<td>20.0</td>
<td>2</td>
<td>40.0</td>
<td>2</td>
<td>40.0</td>
<td>1</td>
<td>20.0</td>
<td>0</td>
</tr>
<tr>
<td>Non-teaching employment*</td>
<td>8</td>
<td>1</td>
<td>12.5</td>
<td>1</td>
<td>12.5</td>
<td>1</td>
<td>12.5</td>
<td>2</td>
<td>25.0</td>
<td>0</td>
</tr>
<tr>
<td>TOTALS**</td>
<td>38</td>
<td>21</td>
<td>55.2</td>
<td>21</td>
<td>55.2</td>
<td>13</td>
<td>34.2</td>
<td>13</td>
<td>34.2</td>
<td>1</td>
</tr>
</tbody>
</table>

*Percentages based on possible responses within each job status.

**Percentages based on total graduates employed.
Table 10. Positions held in professional organizations

<table>
<thead>
<tr>
<th>Job Status</th>
<th>Possible Responses</th>
<th>NBEA</th>
<th>State BEA</th>
<th>NEA</th>
<th>State EA</th>
<th>AFT</th>
<th>AVA</th>
<th>State VA</th>
<th>DPE</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No.</td>
<td>No. %</td>
<td></td>
<td>No. %</td>
<td></td>
<td></td>
<td>No. %</td>
<td></td>
<td>No. %</td>
</tr>
<tr>
<td>Business education teacher*</td>
<td>25</td>
<td>1</td>
<td>4.0</td>
<td>13</td>
<td>52.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>12.0</td>
<td>4</td>
<td>16.0</td>
<td>9</td>
<td>36.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher—other areas*</td>
<td>5</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>40.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Non-teaching employment*</td>
<td>8</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>12.5</td>
<td>4</td>
<td>50.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTALS**</td>
<td>38</td>
<td>1</td>
<td>2.6</td>
<td>13</td>
<td>34.2</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>2.6</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>7.9</td>
<td>5</td>
<td>13.2</td>
<td>15</td>
<td>39.5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Percentages based on possible responses within each job status.

**Percentages based on total graduates employed.
meaningful. None of the students felt that this interaction was of little value.

Table 11. Value of interaction with faculty and other students

<table>
<thead>
<tr>
<th>Value of Interaction</th>
<th>Responses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Very meaningful</td>
<td>27</td>
<td>65.9</td>
</tr>
<tr>
<td>Somewhat meaningful</td>
<td>14</td>
<td>34.1</td>
</tr>
<tr>
<td>Of little value</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Helpfulness of Faculty Advisement

In Table 12, 32 graduates (78.0 percent) felt as if advisement during the graduate programs had been very helpful. The remaining 9 graduates (22.0 percent) indicated advisement had been helpful.

Table 12. Helpfulness of advisors

<table>
<thead>
<tr>
<th>Helpfulness of Advisor</th>
<th>Responses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Very helpful</td>
<td>32</td>
<td>78.0</td>
</tr>
<tr>
<td>Helpful</td>
<td>9</td>
<td>22.0</td>
</tr>
<tr>
<td>Of little help</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Strengths and Weaknesses of the Masters Degree Programs

Table 13 lists what graduates checked as strengths of the masters programs. Thirty-nine percent of the graduates indicated classes taken as a strength, while 23.2 percent indicated interaction with faculty as a strength. None of the graduates listed social life as a strength of the masters programs.

In relation to actual classes which graduates felt were a strength, five persons listed "Issues and Trends in Business Education" and "Seminar in Business Education." "Philosophy of Vocational Business Education" received 4 votes and "Production of Instructional Materials" and "Legal Aspects of School Administration" both received 2 votes. The other classes listed as strengths were not mentioned more than once.

In Table 14 social life was checked as a weakness of the program in 34.1 percent of the returns. Writing of a Thesis or Plan B was indicated by 12.2 percent of the graduates as a weakness. Other weaknesses not included in the checklist were written comps, mentioned by two graduates; dorm rules and enforcement, mentioned by one graduate; and degree requirements needing to be more flexible to fit the individual, mentioned by one graduate.

Only 4 classes were listed more than once when graduates were asked what classes were of little or no value—"Issues and Trends in Business Education" (3 responses), "Principles of Learning" (2 responses), "Improvement of Instruction in Bookkeeping" (2 responses), and "Adolescent Psychology" (2 responses).
Table 13. Frequency distribution of strengths of business education masters degree programs

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Ranking</th>
<th>Number*</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes taken</td>
<td>1</td>
<td>32</td>
<td>39.0</td>
</tr>
<tr>
<td>Interaction with faculty</td>
<td>2</td>
<td>19</td>
<td>23.2</td>
</tr>
<tr>
<td>Writing Thesis or Plan B</td>
<td>3</td>
<td>17</td>
<td>20.7</td>
</tr>
<tr>
<td>Teaching assistantship</td>
<td>4</td>
<td>8</td>
<td>9.8</td>
</tr>
<tr>
<td>EPDA fellowship</td>
<td>5</td>
<td>2</td>
<td>2.4</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
<td>1</td>
<td>1.2</td>
</tr>
<tr>
<td>Social life</td>
<td>7</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Not responding</td>
<td></td>
<td>3</td>
<td>3.7</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td></td>
<td><strong>82</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

*Graduates responded twice.

Preference of Obtaining a Master of Science
or a Master of Education

Table 15 indicates that 39.0 percent of the graduates who had received a Master of Science degree would, if given the opportunity to begin graduate work again, obtain a Master of Science with a Plan B option. Ten graduates or 24.4 percent who had received a Master of Science degree checked they would prefer to receive a Master of Education if given a "second chance." Only one graduate (2.4 percent) who had received a Master of Education would prefer to now obtain a Master of Science degree--thesis option.
Table 14. Frequency distribution of weaknesses of business education masters degree programs

<table>
<thead>
<tr>
<th>Weaknesses</th>
<th>Ranking</th>
<th>Number*</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social life</td>
<td>1</td>
<td>28</td>
<td>34.1</td>
</tr>
<tr>
<td>Interaction with faculty</td>
<td>2</td>
<td>10</td>
<td>12.2</td>
</tr>
<tr>
<td>Writing Thesis or Plan B</td>
<td>3</td>
<td>9</td>
<td>11.0</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>4</td>
<td>4.9</td>
</tr>
<tr>
<td>Classes taken</td>
<td>5</td>
<td>3</td>
<td>3.7</td>
</tr>
<tr>
<td>Teaching assistantship</td>
<td>6</td>
<td>3</td>
<td>3.7</td>
</tr>
<tr>
<td>EPDA fellowship</td>
<td>7</td>
<td>1</td>
<td>1.2</td>
</tr>
<tr>
<td>Not responding</td>
<td></td>
<td>24</td>
<td>29.3</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td></td>
<td>82</td>
<td>100.1</td>
</tr>
</tbody>
</table>

*Graduates responded twice.

Table 15. Preference of obtaining a Master of Science degree or a Master of Education degree

<table>
<thead>
<tr>
<th>Option Graduated With</th>
<th>ME</th>
<th>Option Preferred</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Master of Education</td>
<td>5</td>
<td>12.2</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>Master of Science</td>
<td>10</td>
<td>24.4</td>
<td>9</td>
<td>22.0</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>15</td>
<td>36.6</td>
<td>10</td>
<td>24.4</td>
</tr>
</tbody>
</table>
Adequacy of Number of Hours Required within the Colleges of Business and Education

The Master of Science degree required 24 hours in business education; 9 hours in business administration, accounting, economics, or computer science; and 12 hours in education, instructional media, or psychology.

Table 16 shows the majority of graduates (65.7 percent) felt that requirements in business education were just about right. In the areas of business administration, accounting, economics, or computer science, graduates again agreed (71.4 percent) that these requirements were adequate. Concerning requirements in education, instructional media, or psychology, 65.7 percent of the graduates agreed the requirement was just about right.

For a Master of Education, 21 hours were required in business education; 18 hours in education and psychology; 9 hours in a content field; and 6 hours of electives. Table 17 shows that of the 6 graduates who had received a Master of Education, the majority felt as if hourly requirements (in all of the above 4 categories) were adequate.

Summary

This chapter has presented the findings from the data as reported on the questionnaires. Graduates were encouraged to write any comments or suggestions at the end of each questionnaire. These comments are included in the Appendix, page 57. Chapter V will present a summary of the findings, as well as conclusions and recommendations.
<table>
<thead>
<tr>
<th>Hours Required</th>
<th>Unreasonably High</th>
<th>High</th>
<th>Just About Right</th>
<th>A Little Low</th>
<th>Too Low</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Business education--24</td>
<td>0</td>
<td>0.0</td>
<td>4</td>
<td>11.4</td>
<td>23</td>
</tr>
<tr>
<td>Business administration, accounting, economics, or computer science--9</td>
<td>0</td>
<td>0.0</td>
<td>5</td>
<td>14.3</td>
<td>25</td>
</tr>
<tr>
<td>Education, instructional media, or psychology--12</td>
<td>3</td>
<td>8.6</td>
<td>7</td>
<td>20.0</td>
<td>23</td>
</tr>
</tbody>
</table>
Table 17. Adequacy of required hours for a Master of Education degree

<table>
<thead>
<tr>
<th>Hours Required</th>
<th>Unreasonably High</th>
<th>High</th>
<th>Just About Right</th>
<th>A Little Low</th>
<th>Too Low</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Business education---21</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>6</td>
</tr>
<tr>
<td>Education and psychology---18</td>
<td>1</td>
<td>16.7</td>
<td>1</td>
<td>16.7</td>
<td>4</td>
</tr>
<tr>
<td>Content field---9</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>3</td>
</tr>
<tr>
<td>Electives---6</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>4</td>
</tr>
</tbody>
</table>
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The purpose of this project was to conduct a follow-up study of the graduates of masters degree programs in business education from 1970-1974 at Utah State University. This study was to provide information for the further development and revision of the current masters degree programs in business education. Specific purposes of this study were:

1. To determine the present job status of the graduates.
2. To determine the reason(s) graduates were not teaching if employed in other area(s).
3. To determine the extent to which the masters degree programs prepared the graduates for the positions in which they were employed.
4. To determine whether the masters degree program had benefited the graduates from an economic standpoint.
5. To determine the number of graduates who had earned an advanced degree beyond their masters.
6. To determine the impact of Delta Pi Epsilon in the masters degree programs.
7. To determine what professional organizations the graduates were members of and if they were active members.
8. To determine the importance of out-of-class interaction with business education faculty members and other students.
(9) To determine if faculty advisement had been helpful during the masters degree programs.

(10) To determine the strengths and weaknesses of the masters degree programs.

(11) To determine if the graduates favored obtaining a Master of Education degree or a Master of Science degree.

(12) To determine if the number of hours required within the Colleges of Business and Education were reasonable.

The data was gathered by a direct-mail survey of the 54 graduates of 1970-1974. A total of 41 questionnaires were returned constituting a 75.9 percent return. The questionnaires were tabulated and presented in the findings section.

Summary of Findings

The results of this study are summarized as follows:

(1) Graduates of 1970 had the best percentage of responses--88.9 percent. Graduates of 1974 followed closely with a 86.7 percent return.

(2) A total of 92.7 percent of the graduates were employed.

(3) The majority of the employed graduates (65.8 percent) were teaching in business education.

(4) Six of the eight graduates in non-teaching professions chose non-teaching since these positions offered better salaries and benefits.

(5) A large majority of the graduates (47.4 percent--definitely; 52.6 percent--in certain ways) felt the masters programs had prepared them for their present employment.
(6) A total of 94.1 percent of the graduates felt that writing a thesis or Plan B was beneficial (57.1 percent—somewhat beneficial; 37.1 percent—very beneficial).

(7) A total of 26 graduates of the 30 employed before receiving their masters degrees attributed some increase in their yearly salaries to the obtaining of a masters degree. Fourteen of these graduates attributed $1,200 and above of their yearly salaries to having received their masters degrees.

(8) Only 9.8 percent of the graduates had completed a degree beyond their masters.

(9) Of the 16 members of Delta Pi Epsilon during their graduate work a majority (87.6 percent) felt as if membership in Delta Pi Epsilon had been very meaningful or meaningful.

(10) Graduates belonged to a wide variety of professional organizations. The largest memberships were in the National Business Education Association and the state Business Education Associations with 55.2 percent of all employed graduates belonging to both organizations. More graduates employed as business teachers joined the National Business Education Association (76.0 percent) than any other organization. Fifty-two percent of the graduates teaching in business education held positions in their state Business Education Associations.

(11) Out-of-class interaction with business education faculty and students was very meaningful to 65.9 percent of the graduates.

(12) Advisement during the graduate programs was very helpful to a large majority (78.0 percent) of the graduates.

(13) The 3 choices listed most frequently as strengths of the masters degree programs were classes taken (39.0 percent); interaction
with faculty members (23.2 percent); writing thesis or Plan B (20.7 percent). Classes listed as strengths by the highest number of graduates (5 responses) were "Issues and Trends in Business Education" and "Seminar in Business Education."

(14) When given the choice, graduates most often marked social life (34.1 percent) and interaction with faculty members (12.2 percent) as weaknesses of the masters degree programs. Few classes were tabulated more than once as being of little or no value—"Issues and Trends in Business Education" (3 responses) was mentioned most often.

(15) Obtaining a Master of Education degree would be the preference of 36.6 percent of the graduates; while a total of 63.4 percent (24.4 percent--thesis option; 39.0 percent--Plan B option) would rather obtain a Master of Science degree.

(16) Concerning hourly requirements in business education, business administration, and education, the majority of graduates felt these hourly requirements by different departments for completion of a Master of Science or Master of Education degree were acceptable.

Conclusions

(1) Most masters degree graduates in business education sought teaching jobs within their field of speciality.

(2) Those graduates who were not teaching, chose non-teaching employment mainly for the financial advantage and fringe benefits.

(3) Obtaining a masters degree helped prepare most of the graduates for the jobs in which they were employed.

(4) Writing of a thesis or Plan B was generally an experience the graduates felt was worthwhile.
(5) Masters degree programs generally benefited the graduates from an economic standpoint.

(6) Very few of the graduates had obtained an advanced degree following completion of their masters programs.

(7) Membership in Delta Pi Epsilon was of benefit to the graduates.

(8) Memberships in organizations was largest in business education related organizations such as the National Business Education Association and Delta Pi Epsilon. Graduates held more positions in business education related organizations. Other educational associations were not well supported by graduates. More graduates employed as business education teachers joined organizations and held positions than graduates employed within teaching or non-teaching areas.

(9) Graduates generally felt they had benefited from interaction with other students and the business education faculty.

(10) Advisement was usually very helpful to the graduate students.

(11) None of the strengths or weaknesses listed were chosen by a majority of graduates. In many cases, one item was listed by one graduate as a strength and listed by another graduate as a weakness. Most individuals viewed the masters degree programs differently, which accounts for the diversity of answers concerning strengths and weaknesses of the programs. Overall, the strengths and weaknesses of the masters degree programs were not agreed upon by the graduates.

(12) The graduates did not have a definite agreement concerning beneficial classes and classes of little value. Only a few graduates (five or less) listed the same class as being very beneficial. Few graduates agreed concerning classes they would not recommend to another
graduate student. This diversity of likes and dislikes in classes might be attributed to the wide variety of classes taken by business education graduate students. Since programs varied, so did classes liked and disliked.

(13) The majority of graduates preferred obtaining a Master of Science degree rather than a Master of Education degree. This preference might relate to the high percentage (85.4 percent) of graduates who chose to receive a Master of Science degree rather than a Master of Education degree during their masters work. Furthermore, as mentioned previously, a majority of graduates felt that writing a thesis or Plan B had been beneficial. This belief might be a reason why graduates preferred (if they could be given another chance) to receive a Master of Science degree rather than a Master of Education degree.

(14) The majority of graduates felt the hourly requirements required by different departments, such as business education, business administration, and education were reasonable in both the Master of Education degree and the Master of Science degree requirements.

Recommendations

The following recommendations were made on the basis of the findings and conclusions from this study:

(1) The masters degree programs in business education should continue to prepare graduates for teaching jobs in business education.

(2) The Department of Business Education should counsel graduate students to obtain a Master of Science degree for the experience of writing a thesis or Plan B.
(3) More students should be encouraged to obtain a degree beyond their masters and have more opportunities to become informed concerning the various degrees available beyond a masters degree.

(4) Membership in Delta Pi Epsilon should be encouraged.

(5) Professionalism (joining of organizations) should be emphasized, not only in business education, but also in other related areas of education. Masters degree students should be encouraged to become actively engaged in professional organizations.

(6) Faculty members and graduate students should be encouraged to interact with one another.

(7) Present advisement policies involving graduate students in business education should be continued.

(8) The hourly requirements for both a Master of Science degree and a Master of Education degree should remain as they are presently established.

(9) A follow-up study of masters degree graduates should be conducted regularly by the Department of Business Education for possible revision and change of the masters degree programs.

(10) A committee should be established to review the requirements for a thesis and a Plan B. This committee should propose a uniform format for the following:

(a) Writing of a thesis or Plan B.

(b) Evaluating the completed thesis or Plan B.
BIBLIOGRAPHY


APPENDIX
June 20, 1975

Dear Graduate:

Would you like to see the business education masters program at USU revised? Your help is needed!

The feedback from you as a graduate is one of the most effective methods of obtaining information to evaluate an educational program. The Department of Business Education would appreciate your cooperation with Dana Wursten, a graduate student, in completion of her Plan B paper entitled "A FOLLOW-UP STUDY OF UTAH STATE UNIVERSITY MASTERS DEGREE GRADUATES IN BUSINESS EDUCATION, 1970-1974. You will really assist in determining whether the objectives and requirements within these programs need to be modified or revised.

Please take a few minutes to fill out the enclosed questionnaire. The questions relate directly to your masters degree studies at USU. Your responses will be confidential and only the tabulated responses of all graduates will be analyzed in evaluating the masters programs.

Hope to hear from you soon.

Sincerely,

Ted lvarre
Department Head
djw
Enclosures
July 14, 1975

Dear Graduate:

You are very perceptive if you can see the analogy between us and the present Apollo space shot. Just as cooperation with the Russians is of extreme importance in the successful docking of Apollo, you are a vital part of our project. Our initial launch was June 20 and your input is needed to make this mission 100 percent effective.

We hope you will be delighted to find yourself in such high demand. Without you our data cannot be considered complete. With Stage I (initial mailing of questionnaires) completed, we have spent many hours tabulating results. We still need your help to make sure our interpretations are based on reliable data. To guarantee all systems are clear for docking, we will need your response.

We are grateful for the helpful feedback already received from Stage I. Perhaps the questionnaire sent to you a few weeks ago is already in the mail; if so, thank you. If not, will you please fill out and return the questionnaire in the enclosed envelope. This information will be held in strict confidence and only the tabulated responses of all questionnaires will be analyzed.

Your reply will be greatly appreciated. The completion of this project is of vital importance to mission headquarters. Best wishes to you.

Sincerely,

Dana Wursten
Project Director

Enclosures
DEAR SHARON:

SOYUZ AND APOLLO HAVE SUCCESSFULLY DOCKED AND COMPLETED THEIR MISSION. BUT OUR COMBINED EFFORTS STILL HAVEN'T BEEN SUCCESSFUL. YOUR RESPONSE TO OUR QUESTIONNAIRE IS NEEDED! OUR EVALUATION OF THE BUSINESS EDUCATION MASTERS PROGRAMS AT UTAH STATE WON'T BE COMPLETE WITHOUT YOUR INPUT.

COULD YOU PLEASE TAKE A FEW MINUTES NOW TO COMPLETE YOUR QUESTIONNAIRE? RESULTS MUST BE TABULATED ON MONDAY, JULY 28. I WOULD REALLY APPRECIATE YOUR HELP.

IN CHARGE OF SURVEY
Name _______________________
Year Graduated _______________

SURVEY OF MASTERS DEGREE GRADUATES IN BUSINESS EDUCATION
OF UTAH STATE UNIVERSITY

1. Are you presently employed?
   ______ Yes
   ______ No (If No, go directly to question 7)

2. Are you
   ______ teaching primarily in business education?
   ______ teaching primarily in other subject area(s)? Please list areas
   ______ employed in business or industry? Please list job title
   ______ Other(s) __________________________

3. If you are not teaching, for what reason(s) did you find other employment? Check as many as apply.
   ______ Could not find a teaching job in business education.
   ______ Non-teaching position offered better salary and benefits
   ______ Did not want to teach
   ______ Other(s) __________________________

4. Do you believe that the masters program at USU prepared you for your present employment?
   ______ Definitely
   ______ In certain ways
   ______ Not really--Please explain your answer briefly __________________________

5. During the three years before you began your masters work at USU, did you have any full-time job(s)?
   ______ Yes
   ______ No (If No, go directly to question 7)

6. Comparing the annual salary of your present job with the last full-time job you held before you obtained your masters, how much difference in your yearly income would you say your masters degree has made?
   ______ No increase
   ______ $0-$299
   ______ $300-$599
   ______ $600-$899
   ______ $900-$1,199
   ______ $1,200 and above

7. Have you obtained a degree beyond your masters?
   ______ Yes
   ______ No
8. During your masters program were you a member of Delta Pi Epsilon?

- Yes
- No

9. In your opinion, membership in Delta Pi Epsilon was

- Very meaningful
- Meaningful
- Of little value

10. Put a check by any organization to which you presently belong. Please indicate in the spaces to the right any offices, committees, etc., on which you may have served.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Business Education Assn. (NBEA)</td>
<td></td>
</tr>
<tr>
<td>Your state Business Education Assn.</td>
<td></td>
</tr>
<tr>
<td>National Education Assn. (NEA)</td>
<td></td>
</tr>
<tr>
<td>Your state Education Assn.</td>
<td></td>
</tr>
<tr>
<td>American Federation of Teachers (AFT)</td>
<td></td>
</tr>
<tr>
<td>American Vocational Assn. (AVA)</td>
<td></td>
</tr>
<tr>
<td>Your state Vocational Assn.</td>
<td></td>
</tr>
<tr>
<td>Delta Pi Epsilon</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

11. Do you feel that your out-of-class interaction with business education faculty members and other students was

- a very meaningful part of your masters studies
- somewhat meaningful
- had little value in your program

12. During your masters program was your faculty advisor

- very helpful
- helpful
- of little help

13. If you were able to obtain your masters again, which option would you choose?

- Master of Education (non-thesis—54 quarter hours)
- Master of Science (thesis—45 quarter hours)
- Master of Science (Plan B—45 quarter hours)

14. If you were to recommend one class to a graduate student now working on his/her degree, what class would you suggest? (Name, number, or short description of class)

15. Did you take a class that you felt was of little or no value? If so, what was it? (Indicate name, number, or short description)
16. Looking back on your masters degree studies at USU, what were the two strongest or most significant aspects to you and also the two weakest aspects? Please check two in each column.

<table>
<thead>
<tr>
<th><strong>Strongest</strong></th>
<th><strong>Weakest</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes taken</td>
<td></td>
</tr>
<tr>
<td>Writing thesis or Plan B</td>
<td></td>
</tr>
<tr>
<td>Interaction with faculty members</td>
<td></td>
</tr>
<tr>
<td>Social life</td>
<td></td>
</tr>
<tr>
<td>Teaching assistantship</td>
<td></td>
</tr>
<tr>
<td>EPDA fellowship</td>
<td></td>
</tr>
<tr>
<td>Other (Please specify)</td>
<td></td>
</tr>
</tbody>
</table>

If you obtained a Master of Science, please answer questions 17 & 18. If you obtained a Master of Education, please answer question 19.

17. Do you feel that your experience of writing a thesis or Plan B has been

- very beneficial
- somewhat beneficial
- of little benefit
- of no benefit

18. In your Master of Science program you were required to take
a) 24 quarter hours in business education
b) 9 quarter hours in either business administration, accounting, economics, or computer science
c) 12 quarter hours in either education, instructional media, or psychology

Please rate the above requirements by indicating a, b, and c next to the response that best describes each category. In your opinion were the number of hours required

- unreasonably high
- high
- just about right
- a little low
- too low

19. In your Master of Education program you were required to take
a) 21 quarter hours in business education
b) 18 quarter hours in education and psychology
c) 9 quarter hours in your content field (business administration, etc.)
d) 6 quarter hours of electives in either business education, education, or content field
Please rate the above requirements by indicating a, b, c, and d next to the response that best describes each category. In your own opinion were the number of hours required

_____ unreasonably high
_____ high
_____ just about right
_____ a little low
_____ too low

THANK YOU FOR YOUR HELP! If you have any comments concerning recommendations for changes in the business education masters degree programs at USU, please use the space below and the back of this page for your comments. Are there any ways this program could have better met your needs?
Comments Concerning the Masters Degree Programs

"Although simulation, etc. was offered in short courses during the summer, I would have liked to have had formal training in setting up and administering such a program during the regular quarter schedule."

"Some consistency in paper requirements could help floundering students--perhaps one or some faculty member(s) responsible for setting up some guidelines that all chairmen would follow with each of their students to insure that consistency."

"I would just like to comment that I feel my masters degree was extremely beneficial to me and that I had excellent help from the faculty of the Business Education Department."

"More courses in business education on the graduate level should be offered. Overall the department is well organized in my opinion."

"Don't rush into picking a committee--know the people you'll be working with. I picked an out-of-department person who (just for an experiment) gave me a hard time and has discouraged me from ever writing another paper."

"A very realistic program. Overall the program allows for use of material learned to be flexibly integrated into our own teaching environment. I was able to integrate very effectively. I feel I'm a better teacher as a direct result of my experience at Utah State University."

"I believe the requirements for a Plan B versus the thesis route need to be reviewed. I don't think any professors will remember the time I spent on my thesis, but my classmates still remember me as the 'dummy' who spent millions of hours on a thesis which turned out to be a Plan B worth three credit hours! That was truly an endurance test for me!"

"Fellowships and assistantships need not be directed totally toward teaching--emphasis could be placed on securing a part-time office position to satisfy certain practical requirements that are necessary for being an effective business education instructor."

"I think one of the strongest strengths was and probably still is the high caliber of faculty. This continually stands out in my mind. Because they make the classes interesting, exciting, etc. Of course, they also had some pretty top grad students to work with also! All kidding aside there will always be some students who will complain at everything, thus the recruiting, selection, and screening of grad students will always be important. In my years since Utah State University and in my doctoral work, I felt I had been well prepared during my masters program."
"The faculty that teaches the business education classes is what makes the program outstanding. The faculty members are sincerely interested in the students and do an outstanding job in preparing them as teachers. Continue to enforce the high standards that have been set."

"There definitely needs to be time spent acquainting prospective teachers with the real world of the educator (e.g.) politics in the educational system; politics in educational administration; in legislative decision, etc. Classes taught should include part of the 'real world' and not just utopia as seen through the child--like eyes of question #18 to see how the classes will really serve the educator--(e.g.) a psychology class dealing with nothing more than "sex patterns" of teenagers does little to teach an educator how to cope with problems as demonstrated with young people today. By the same token some practical classes in curriculum planning, creative how-too, etc.--would seem to be of great value to those going into the profession."

"As much as I hated writing that Plan B paper it has come in handy--the experiences in writing, that is, not the study I did. The education classes I took, with the exception of instructional media classes, were a waste. The business administration were interesting, but didn't help me become a better secretarial teacher. I would have enjoyed methods of typing and methods of shorthand even though I had already had them in undergraduate because after even just a little teaching experience (student teaching) they would have meant more."

"Workshops such as in simulated office practice have been particularly helpful."

"Seek to fit degree requirements to fit individual's goals and professional desires."

"The master's program has helped me mainly in three areas. (1) Significantly improved my salary. (2) Obtaining professional certificate, which adds slightly more income to that substantial one mentioned in point above. In addition, recertification can be conveniently renewed with workshop credit only. (3) As department chairman, I have found the additional training represented by the Master's Degree to be particularly helpful in planning and administering the business education program at my school."

Major Field: Business Education

Biographical Information:


Education: Graduated from Airline High School, Bossier City, Louisiana in 1969; received Bachelor of Science degree from Brigham Young University, Provo, Utah with a major in business education in 1973.

Professional Experience: August, 1973 to May, 1974 a business teacher at Humphrey Public School, Humphrey, Nebraska.