

A SURVEY OF GRADUATES OF MANHATTAN CHRISTIAN SCHOOL
TO DETERMINE THE RELEVANCY OF ITS
BUSINESS EDUCATION CURRICULUM

by

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A research paper submitted in partial fulfillment
of the requirements for the degree

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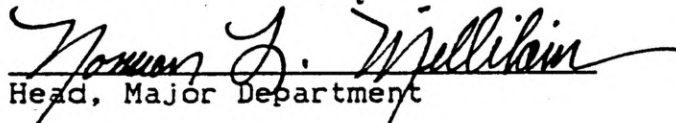
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ABSTRACT

The purpose of this study was to determine the relevance of the business education curriculum at Manhattan Christian School to the needs of its graduates.

The population sample included the 96 graduates of Manhattan Christian School from 1984 through 1988. The method of data collection was a survey. A cover letter and survey were sent to each of the graduates asking them about their employment, education, and opinions concerning the business education program. The data obtained was analyzed by comparing the answers of the different graduating classes and business respondents as compared to all respondents. Total answers and percentages were used in the analysis. Fourteen tables were used to graphically illustrate the results.

Based on the results the following conclusions were made: (1) business courses are useful, (2) graduates received adequate education for business occupations, advanced education in business, and personal business needs, (3) the curriculum would be improved by adding elementary keyboarding, economics, general business, and an additional computer course, (4) equipment used was adequate but IBM or IBM compatible computers would be better, and (5) the business department needs to be concerned about some relatively low ratings.

Recommendations made in this study were as follows: (1) all students should take Elementary Keyboarding, Keyboarding/Word Processing, General Business, and Economics, (2) Accounting I and II, Microcomputer Applications, Office Practice, and Typing II and III should be offered as electives, (3) the school should purchase IBM or IBM compatible computers, (4) students should be advised of opportunities in business and the advantages of taking business courses, and (5) the business department should monitor the quality of education it is providing.

CHAPTER I

INTRODUCTION

"For business education programs to continue to fulfill their mission, and that of the profession, which is to prepare individuals for and about business, concerted and continual efforts to improve the curriculum in response to new legislative mandates, research findings pertinent to substantive content of business education as well as its pedagogy, and technological advances affecting the workplace and occupational changes must have priority." (Schroeder, 1986:32)

"An absolute necessity for business educators is to rethink their own needs and those of their programs ..." (Schroeder, 1986:40) There are a number of reasons why business educators need to rethink their programs. First, business affects everyone. As consumers, workers, and citizens we are all affected by business. All the decisions we make in these roles can affect the economy. The products we buy, the jobs or careers we look for or have, and the votes we make. Business teachers as well as the schools need to recognize their responsibility in educating students to make well-informed decisions in each of these roles and to prepare them for life after graduation.

Secondly, opportunities in business occupations are growing rapidly. Business occupations rate among some of the fastest growing job opportunities. (Hopke, 1984) Students need to be shown and trained for these opportunities.

Another reason for business education programs is that more and more students are taking business courses at the post-secondary level. In 1985 26.8% of college freshman chose business as one of their areas of study. (Fisher, 1987:32-33) A good business curriculum in high school can help prepare students for post-secondary business classes.

Lastly, parents are becoming more concerned about the quality of education that their children are receiving. We must show parents that what is being taught is relevant and will prepare their son or daughter to get a job or go to college.

These reasons all go to show that business educators need to study their programs and determine if they are meeting all of these challenges.

Need for the Study

The researcher recognizes that evaluation must be done. The students at Manhattan Christian School need to be prepared for these opportunities and the challenges that await them. Also, the constituents of Manhattan Christian School, who invest a great deal of money and time into their childrens education, deserve the best education which can be delivered.

Manhattan Christian School also needs this study to see that the purposes of business education as stated by the Montana State Department of Public Instruction have been met. That is to:

- "1) Prepare students for business occupations
 - 2) Contribute to business-economic understanding for all students
 - 3) Provide a background for advanced study in business."
- (Montana State Department of Public Instruction, 1983:2)

Problem Statement

The major purpose of this study was to determine the relevance of the business education curriculum at Manhattan Christian School to the needs of its graduates.

Questions to be Answered

1. Is the current business curriculum relevant to today's job market and economy?
2. Is the current business curriculum relevant to the vocations graduates are choosing?
3. Is the equipment, software, and the textbooks being used up-to-date and do they meet the needs of our graduates?
4. Is the current business curriculum adequately preparing graduates for post-secondary study in business?
5. How many students have gone on to careers in business?
6. How many students have taken business courses at post-secondary schools?
7. What business courses did graduates take at Manhattan Christian School?
8. What high school business courses have graduates found to be the most or least useful?
9. If the current business curriculum is not relevant, then what should the curriculum be?
10. How should the business education curriculum be implemented? (i.e. At what grade level should subjects be taught?)

Definition of Terms

Business Education (Basic Business Education)- Instruction or study in personal business affairs-- areas or concentration include legal knowledge, recordkeeping, buying, and money management. (Thesaurus of ERIC Descriptors, 1987:20)

Curriculum- plan incorporating a structured series of intended learning outcomes and associated learning experiences--generally organized as a related combination or series of courses. (Thesaurus of ERIC Descriptors, 1987:57)

Graduate- a person who has completed a course of study at a school or college and has received a diploma or degree attesting the fact. (Webster's New World Dictionary, 1966:628)

Manhattan Christian School- a private school set up and run by a society of parents. It is a member of Christian Schools International which is the governing body of similar schools located throughout the United States and Canada. It is founded in the beliefs of the Dutch Reformed tradition. Students come from a variety of Bible-believing protestant churches. It is located eight miles south of Manhattan, Montana on Churchill Road.

Population- a group of subjects who are considered as a group because of some criterion or set of criteria employed by the researcher. (Cates, 1985:3)

Post-secondary- Instructional programs provided for persons who have completed or otherwise left educational programs in elementary or secondary school. (Combined Glossary, 1974:89)

Relevance- pertinence to a situation, issue, or concern at hand.

(Good, 1959:458)

Reliable- the accuracy with which a measuring device measures something. (Good, 1959:458)

Respondents- any recipient of a questionnaire who actually replies to the questionnaire. (Good, 1959:466)

Response- a subjects answer to a test item or question. (Good, 1959:466)

Subjects- the individuals involved in a study. (Cates, 1985:3)

Valid- measuring what it purports to measure. (Good, 1959:593)

Summary

It was planned that this study would answer the questions the researcher had about the business education curriculum at Manhattan Christian School. Whether graduates go to college or right into the workforce in business or some other field, the results of the study will be used to help prepare them for the many decisions they will have to make.

As a part of this study a search of current literature was done to learn more about the current trends in the economy, job market, business world, and business education. Also, by means of a survey, the needs of graduates of Manhattan Christian School were assessed. The remainder of this paper is an explanation of how this was done and what was discovered.

Chapter II

REVIEW OF RELATED LITERATURE

The purpose of this chapter is to review literature discussing current trends in the job market and business education curriculum. The knowledge gained by reviewing this literature will be useful in assessing the present business education curriculum at Manhattan Christian School, developing a survey instrument to determine the graduates views of the school's business education curriculum, and making recommendations for the future of the business education curriculum.

The researcher reviewed current literature in the area of business education. After this review, it was decided to address three areas related to the questions he had about the business curriculum at Manhattan Christian School. Those areas are (1) job opportunities in business and employment requirements, (2) recommended curriculum for business education, and (3) how the curriculum should be implemented.

Job Opportunities and Requirements

The job prospects for graduates in business related fields looks good into the year 2000. The U.S. Department of Labor Statistics predicts that many of the business related fields will be among the fastest growing occupations. Included in this list are retail salespersons, managers, general office clerks, secretaries, accountants, and receptionists. (Fountain, 1988) The Encyclopedia of Careers and Vocational Guidance agrees that business occupations offer excellent opportunities for career choices. (Hopke, 1984)

Many of these opportunities do not require post-secondary work. Students who receive a good business background in high school will be qualified for these jobs. There are many high school graduates who never go to college and, of those who go to college, many never finish college. The literature reviewed shows that only 57% of high school graduates go to college. Of those who go to college only 50% ever graduate. (Fisher, 1987:32-33)

It's not just graduates who go into business careers who will benefit from business education. Farmers, doctors, and many others all need an understanding of business to be successful. (Poole, 1988:18-22) Projections indicate that most of today's students will be using keyboard devices to input information when they begin work- no matter what the field. (Boyce, 1988:15-16) Therefore, all students should learn to keyboard.

When a graduate goes looking for a job he/she will find that employers are not just looking for specific job skills anymore. They

want employees with employability skills. They want employees who can communicate effectively, have a basic understanding of business economics, can make decisions, and possess leadership, planning, and organizing abilities. (Poole, 1988:18-22) These are characteristics that can be taught in a good business curriculum.

Curriculum Recommendations

First of all, to make students aware of these opportunities in business and the skills employers are looking for, schools need to offer career education. Some suggest that career education needs to be taught from kindergarten through the 12th grade. (Marland 1985:135) But at the very least, it needs to be included in high school.

To take advantage of the computer both in school and in the workplace, keyboarding needs to be taught throughout the curriculum. (Poole, 1988:18-22) It's been known since the 1930's that elementary students could learn to type. Therefore, now that society is entering the information age shouldn't the ability to use a computer keyboard be taught at an earlier age? (Neal, 1987:14-15) If the students are going to use the computer, they should use it correctly. If they aren't taught to use it correctly, they will develop bad habits that will have to be unlearned later. (Stewart, 1983:11-12) If they are taught correctly, students will use computer time more efficiently, complete writing activities more quickly, do more writing because they don't get as tired, and many times can key faster than they can write. (Boyce, 1988:15-16).

Many elementary teachers are even in favor of keyboarding being taught to elementary students. In a survey of 500 elementary teachers in North Dakota, 50% of the 329 respondents felt the keyboard should be taught in either third, fourth, or fifth grade. Another 27% felt it could be taught in kindergarten, first, or second grade. In the same survey it was shown that 57% of those responding said students were first introduced to the computer in kindergarten or first grade. (Prigge, 1988:264) If this is the case, then why not teach keyboarding to elementary students?

Another question about computers is what should be taught? Should programming or applications be taught? Much of the literature suggests that instead of teaching computer literacy or computer programming schools should be teaching computer applications. Such things as word processing, databases, spreadsheets, and on-line searching need to be learned by the students. This would allow the students to use technology productively. (Neal, 1987:14-15)

The use of on-line searching is something new but is catching on rapidly. Companies are using on-line databases to find information. "Information is a basic resource that costs money and that has value in all departments of all firms." (Kallous, 1987:12) This application would provide students with practical experience for real-life situations, put them in a position to be a valuable part of a firm, enhance any classes where research is done and will also develop time management skills and thinking skills. (Ownby, 1987:9)

Research strongly indicates that schools need to teach an economics, consumer economics, or free enterprise course to increase the

students understanding of business. (Patton, 1988) Students need to be taught dollars and cents facts of life such as insurance, buying a house or car, banking, credit, and taxes. They also need to be taught about trends in business such as job retraining, service industry growth, career education, and employers desires. (Wood 1985:27-29)

There is much support for these classes in the literature studied.

"... a large segment of the American public is sadly deficient in its knowledge of basic business and economic facts of life..." (Bennack, 1984:5)

"Students should develop an overall economic understanding and know the role of business within the general economic environment. This may be the only opportunity for students to learn day to day skills." (Quesenberry, 1988,18)

"The need for consumer education is growing, not decreasing." (Wood 1985:27)

Finally, accounting should still be included in the business curriculum. (Patton, 1988) It was ranked fifth in importance of 14 business subjects by Minnesota business educators in a 1987 survey. Ahead of accounting was, in order, communications, keyboarding/typewriting, business computer applications, and word/information processing. Accounting is also predicted to maintain that rank in 1997 by the same survey. (Gorman 1988:9) As was stated earlier, there are

many career opportunities in accounting so it would be important to expose students to accounting for this reason alone. (Fountain, 1988) Another important reason for accounting is that it is the language of business. By learning accounting students will become famillier with much of the terminology of business. (Fisher, 1987:32-33) Accounting students should be introduced to computerized accounting as well as the manual methods because they are going to be seeing computerized accounting in the workplace. (Clemmensen, 1988:15)

Implementing the Curriculum

The question that remains is at what grade level or where in the curriculum do we teach these courses? Some argue that there is no time to fit it all in. Or, we have to teach more math, science, and English, so we can't teach more business. But, in this time of increasing requirements for students in the area of General Education, every effort should be made by business teachers to have business education subjects available to students at all levels. (Hertz, 1987:52)

First of all, "school size should not be a hinderance to offering a good business education program." (Rawers, 1983:1) Size is used by many schools as an excuse for not offering some courses. By using a little ingenuity, ways can be found to fit things in. Some small schools offer mini-courses or open labs in business as a way of teaching many different things at the same time. In these courses students choose what they want to learn and the instructor floats around the room helping the students with their questions. (Rawers, 1983:7-13) Schools

In Connecticut offer a course to college-bound students that covers many different things in one semester as a way of introducing students to business. (Connecticut State Department of Education, 1985:2) So there are ways to fit subjects into the curriculum if you look for them.

Then at what grade level should some of these courses be taught? Dr. Daniel Hertz, of Montana State University, recommends that keyboarding should be taught at the elementary and junior high levels. He also recommends that general business or free enterprise be offered at junior high levels as well as at the high school level. In addition, Hertz recommends that accounting, communications, typing, database, and word processing be taught at the high school level. (Hertz, 1987:48-52)

If keyboarding is to be offered at the elementary level, then at what grade should it be started and how should it fit in to the existing curriculum? One suggestion is to require keyboarding for grades 4-6. (Stewart, 1983:11-12) It could be taught 30 minutes a day for four to six weeks as part of the language arts program. (Boyce 1988:15-16) By mastering the keyboard at an earlier age it allows the students to use the computer more efficiently and it will allow the high school to teach more things such as computer applications.

Summary

There are many other courses and areas which could be discussed. But, reviewing what is being recommended as being the most important and from the perspective of Manhattan Christian School, these areas seemed the most logical to research and.

From the literature reviewed a basic business program should consist of at least the following:

1. Keyboarding at the elementary level to prepare students to use the computer.
2. A general business or free enterprise class at the Junior high level to prepare students as they begin to make economic decisions and start to think about careers.
3. An economics class for seniors to prepare them for the business world after graduation.
4. Computer applications which emphasizes word processing, database, spreadsheet, and on-line searching to prepare students to use today's technology.
5. Accounting, to learn the language of business and how business finance works.

CHAPTER III

PROCEDURES

The purpose of this study was to determine if the needs of Manhattan Christian School graduates are being met by the current business education curriculum. This evaluation was necessary to determine if the graduates social, vocational, and college preparation needs have been met. The conclusions reached and recommendations made from a survey of graduates will be used in evaluating the business education curriculum.

This chapter will describe:

1. The sources of data.
2. The construction of the survey instrument.
3. The administration of the survey instrument.
4. The analysis of data.

Sources of Data

All the graduates from the past five years, 1984-88, were selected as the population. The group contained 96 graduates increasing the opportunity of achieving a valid evaluation. Graduates names were accessed from school records along with addresses, parents names, graduation date, grade point average, and business education courses taken. A 60% response rate was the goal of the researcher.

It was necessary to up-date the addresses of many of the graduates. To do this a letter (Appendix A) was sent to the parents of those graduates whose addresses were unknown. The letter explained what was being planned and asked the parents to fill out and mail a stamped postcard (Appendix B) with the graduates current address. This was completed during October and November of 1988.

Construction of Survey

A survey was developed to meet the purpose of this research study and to answer the questions the researcher had about the business education curriculum at Manhattan Christian School. Questions for the survey were developed from the researchers own questions, from the survey done by Dale Sailer of Clyde Park High School graduates (Sailer, 1977), and from a survey done by Dr. Daniel Hertz (Hertz, 1985). Approval of the completed survey instrument was sought and obtained from Dr. Norm Millikin of Montana State University.

Administration of Survey

1. The survey instrument was presented to the administrator for evaluation.
2. The survey was then pre-tested with present seniors.
3. Administrative approval was gained before the survey was administered.

4. The survey was mailed out to the 96 subjects January 9, 1989. It resulted in 46 surveys being returned, a 48% rate of response.
5. A follow-up mailing was needed and sent out March 15, 1989.
6. The cut-off for responses was March 31, 1989.
7. The follow-up resulted in six more surveys being returned. The final rate of response of 54%.

Analysis of Data

Data obtained from the survey were analyzed by use of tables which compare the data by years using percentages. Also, responses from respondents who had taken business courses at post-secondary schools or were employed in business occupations were compared to all the responses where appropriate. Each table was accompanied by a narrative to explain the findings. This analysis was used to answer the researcher's questions about the relevancy of Manhattan Christian School's business education program to meet the needs of its graduates.

CHAPTER IV

ANALYSIS OF DATA

This chapter was designed to present, analyze, and interpret the data received from returned surveys which had been sent to the graduates of Manhattan Christian High School from 1984 through 1988. The population was all 96 of the graduates from 1984 through 1988. The ultimate goal of this chapter, therefore, was to provide facts as a basis for making specific conclusions and recommendations concerning the business education program at Manhattan Christian School.

Surveys Returned

Question 1 asked the respondents to indicate their name and, if they were married, give their maiden name. Even though the question was optional 48 of the 52 respondents signed their names. This indicates the respondents willingness to participate in the survey and make their opinions be known. The subjects were also asked to check a box if they wanted a copy of the results. Twenty-five of the respondents checked the box. This seemed to show a genuine interest in the survey. Appendix F contains a copy of the letter and Appendix G contains the results sent to these respondents.

In question 2 the respondents were asked to indicate their year of graduation. Table 1 shows how many surveys were sent to each graduating class, the number returned from each class, the percentage returned from each class, and the total number of surveys sent, returned, and percentage. It was hoped that 60% of the surveys would be returned.

From the initial mailing in January, 1989, of 96 surveys, 46 were returned. Appendix C contains a copy of the first letter sent. In March, 1989, a second mailing was sent to all graduates from 1984 through 1988 who could not be identified as returning a survey from the first mailing. Appendix D has a copy of the follow-up letter sent in the second mailing. Fifty-four surveys were sent in the second mailing and six were returned. The 54% rate of return was determined to be a sufficient rate of return to complete the study.

The results of the surveys returned seemed to show an increasing amount of interest throughout the first four years and then a drop off in the last year. This would seem to suggest a greater interest in the school by the respondents who had been out of high school the least amount of time.

Table 1. Surveys Returned

Year	Sent	Returned	%
1984	19	5	26%
1985	20	11	55%
1986	20	13	65%
1987	17	13	76%
1988	20	10	50%
Totals	96	52	54%

What Graduates Are Presently Doing

The respondents were asked in question 3 to check whether they are employed full-time, employed part-time, a full-time student, a part-time student, a homemaker, or unemployed. Table 2 shows how the question was answered. No one indicated they were unemployed so that category was deleted from the table. Sixteen of the respondents indicated that two areas applied, such as full-time student and employed part-time. Therefore the percentages will not add up to 100%.

The data shows that most of the respondents are going to school full-time. Of the 16 who are employed part-time, 12 are going to school and one other has a full-time job also. The data would seem to indicate that respondents have been fairly successful because all of the respondents are either working, going to school, or both. Even the two who stated they were homemakers are also working part-time.

Table 2. Activities of Graduates

Year	EFT	EPT	SFT	SPT	H
1984	2	1	2	1	0
1985	5	2	6	1	0
1986	5	4	7	1	0
1987	3	7	7	1	2
1988	1	2	8	0	0
Totals	16	16	30	4	2
%	31%	31%	58%	8%	4%

EFT= employed full-time

EPT= employed part-time

SFT= student full-time

SPT= student part-time

H= homemaker

Occupations of Respondents

One of the objectives of the survey was to see if the vocational needs of the graduates are being met. Question 4 asked those respondents who were employed, what their occupation was. Table 3 lists the occupations of the respondents and how many are doing the same type of work. Thirty-two of the 52 respondents are employed. One respondent indicated two jobs and both are listed.

From this question the researcher was able to determine which respondents were in business/office type occupations. Fifteen or 29% of the respondents are in this category. This information was also used to interpret later results. Occupations considered by the researcher to be business/office were secretary, assistant sales manager, salesperson, accounting assistant, clerical, personnel worker, accounting clerk/receptionist, self-employed retail sales, and farmers.

Table 3. Respondents Occupations

Occupation	1984	1985	1986	1987	1988
Accounting Asst.				1	
Actg. Clerk /Receptionist		1			
Air Force- Personnel			1		
Asst. Sales Manager				1	
Autobody Worker			1		
Carpenter			1		
Cleaning Person			1		
Clerical			1		
Cosmotologist				1	
Dairyman				1	
Farmer	1	1			
Farmhand		1	1		1
Fast Food Worker		1	1	1	
Greenhouse Worker			1	1	
Mailroom Worker				1	
Mother's Helper			1		
Partsman				1	
Registered Nurse	1				
Retail Salesperson				1	
Secretary		2	1		1
Self-employed Retail		1			
Teaching Assistant	1				
Truck Driver					1
Workstudy				1	
Totals	3	7	10	9	3

Respondents Attending Post-Secondary Schools

Question 5 asked the respondents if they ever attended a post-secondary school. From the responses the researcher believed there was some confusion on this question and threw the results out. Information that question 5 would have yielded was obtained from question 6. Question 6 asked the respondents to list the post-secondary schools they have attended, their major(s), minor(s), and date of graduation. Table 4 lists by year of high school graduation what post-secondary schools respondents have attended or are attending, the major(s) and minor(s) taken at those respective schools, and the respondents date or anticipated date of graduation. If a respondent attended more than one school, both schools are listed on the same line.

Thirty-eight of the 52 respondents have attended or are attending a post-secondary school. The percentage from each class of respondents attending a post-secondary school is indicated on Table 5 with 1984 respondents all having attended or attending a post-secondary school.

The school most attended by respondents was Montana State University (MSU) with 11 respondents. Many of those 11 either went someplace else first and returned to MSU or vice versa. This seems to indicate that many graduates will go to post-secondary school, at least part of the time, close to home. The next most frequently attended schools were Calvin College, with 9 respondents or 24% of those who have attended or are attending post-secondary schools, and Dordt College, with 8 or 21% of those who attended or are attending post-secondary schools. This seems to indicate that if a graduate is going to leave

home to go to school he/she will likely choose to attend either Calvin College or Dordt College, both colleges being affiliated with the Christian Reformed Church.

There was a wide variety of majors and minors listed. Another of the objectives of the survey was to determine how the business education program at Manhattan Christian High School prepared students for further study in business. The information gathered on majors and minors allowed the researcher to compare the responses of respondents who went on to major or minor in business studies with those who didn't.

Ten of the respondents attending post-secondary schools were classified as being in a business or computer program. Majors and minors in the ten were finance, business management, business administration, agricultural business, computer science, business education, marketing, and fashion merchandising.

There seems to be a significant number of graduates, 26%, enrolling in business programs. Another interesting trend is the number of respondents enrolled in psychology, sociology, and social work. There were eight respondents enrolled in these programs which seems to indicate a number of graduates are interested in solving social problems.

Table 4. Number of Respondents Who Attended Post-secondary Schools

Year	Respondents	Respondents Attending School	%
1984	5	5	100%
1985	8	11	77%
1986	7	13	54%
1987	10	13	77%
1988	8	10	80%
Totals	38	52	73%

Table 5. Post-secondary Schools Attended with Majors, Minors, and Date of Graduation

Year	School(s)	Major(s)	Minor(s)	Grad.
1984	Montana State U.	Mechanical Engineering		1991
1984	Bellvue Comm. Coll.	Psychology	Social Work	1990
1984	Trinity Chr. Coll.	Nursing		1988
1984	Northern Montana C.	Deisel Tech		1986
1984	Montana State U.	Secondary Ed.	History	1993
1985	Calvin College	Math-Secondary Ed.	Physics, German	1989
1985	Montana State U.	Computer Science	Military Aerospace	1989
1985	Northern Montana C.	Ag Mechanics	Ag Business	----
1985	Dordt College	Business Admin.		1989
1985	U. of Montana	Undecided	Art History, Philosophy	1991
1985	Dordt, MSU	Mechanical Eng.		1991
1985	MSU, Calvin	Sociology	Social Work	1990
1985	Augustana Coll., Dordt	Nursing		----
1986	Montana State U.	Fashion Merch. Marketing		1992
1986	Carroll Coll. U. of Maryland	-----	-----	----
1986	Calvin, Dordt	Social Work		1990
1986	Trinity Chr. Coll.	Business Ed.	Physical Ed.	1990
1986	MSU, Baylor Univ.	Psychology		1990
1986	Calvin College	Nursing		1990
1986	Calvin, MSU	Psychology		1990

(cont'd on next page)

Table 4 Cont'd

Year	School(s)	Major(s)	Minors(s)	Grad.
1987	Calvin Coll., MSU	Business Mgmt		----
1987	Montana State U.	Ag Business	Finance	1995
1987	Trinity Chr. Coll.	-----	-----	1991
1987	Concordia College	History, Poli. Sci.		1991
1987	Aacademy of Cosmotology			1988
1987	Dordt College	Mechanical Eng.		1991
1987	Dordt College	Business Admin.		1992
1987	Rocky Mt. College	Chemistry		1991
1987	Montana State U.	-----	-----	----
1987	Montana State U.	Finance		1991
1988	Calvin College	-----	-----	1992
1988	Dordt College	-----	-----	1992
1988	Spartan School of Aeronautics	Flight Training		----
1988	Dordt College	Elementary Ed.		1992
1988	Multnomah School of Bible	Bible	Music	1992
1988	Calvin College	-----	-----	1992
1988	Calvin College	Pharmacy		----
1988	Cal Polytechnic, MSU	Ag Business		1994

Business Courses Taken

Question 7 asked what business courses respondents took while in high school. Beginning typing, computer, and first-year accounting were by far the leaders in this category. The reason for this is that beginning typing was required for all students to graduate. Computer was added as requirement for graduates of 1986 through 1988. Many of the graduates from 1984 through 1985 took a computer course. Also, to graduate, a student needed to take another practical arts credit. Only one other course at the school fulfilled this requirement other than business courses. Therefore students would take the next logical business course which would have been first-year accounting. Table 6 shows the number of respondents out of 52 who took each class and the percentages of respondents who took each class.

The table also shows the courses taken by respondents who have either gone on to further study in business or are in a business type occupation. Twenty-two respondents fit into those two categories. They are categorized as business respondents. The data shows that business respondents took slightly more business classes in high school. This would seem to indicate that if a student takes business electives in high school he/she will be more inclined to go on in business after graduation.

Table 6. Business Courses Taken

Course	Number Who Took Course	% Who Took Course	Business Respondents	% of Bus. Respondents
Typing I	51	98%	20	91%
Computer*	48	92%	20	91%
Accounting I	47	90%	19	86%
Business Law	13	25%	6	27%
General Business	13	25%	6	27%
Typing II	11	21%	7	32%
Accounting II	9	17%	5	23%

*Includes Computer Awareness, Computer Literacy, and Computer Programming

Rating the Business Classes

Question 8 asked the respondents which classes, of the ones they took, was the most useful to them after graduation. Question 9 then asked the respondents which classes, of the ones they took, was the least useful after graduation.

Table 7 shows the responses to the questions and it also shows the responses of business respondents. Percentages in Table 7 are based on the number of respondents who took each course which can be found on Table 6.

Based on percentages, the most useful classes as rated by all the respondents were Typing I and Typing II. The only course which was rated as least useful was Business Law. Accounting II received an equal amount of useful ratings as not useful. By percentage Business Law received the highest not useful rating.

Business respondents rated the courses somewhat differently. Accounting I and II received significantly higher ratings. This is probably because a person taking business courses or working in business has more opportunity to use these courses. Business Law, General Business, and Office Practice had slightly higher ratings. Computer, Typing I and Typing II received slightly lower ratings. It also seems quite significant that 13 respondents did not indicate anything about the computer class. The researcher theorizes that the respondents have not found it useful yet but believe they will.

Table 7. Business Course Ratings

Course	Useful				Not Useful				Not Indicated			
	Number		%		Number		%		Number		%	
	All	BR	All	BR	All	BR	All	BR	All	BR	All	BR
Accounting I	26	17	55%	89%	16	2	34%	11%	5	0	11%	0%
Accounting II	4	4	44%	80%	4	0	44%	0%	1	1	12%	20%
Business Law	2	2	15%	33%	7	3	56%	50%	4	1	29%	17%
Computer*	27	10	56%	50%	8	6	17%	30%	13	4	27%	20%
Gen. Business	7	4	54%	67%	3	1	23%	16%	3	1	23%	17%
Office Practice	9	7	69%	77%	4	2	31%	23%	0	0	0%	0%
Typing I	44	16	86%	80%	4	2	8%	10%	3	2	6%	10%
Typing II	10	6	91%	86%	1	1	9%	14%	0	0	0%	0%

*Computer refers to Computer Awareness, Computer Programming, and Computer Literacy

All= All respondents

BR= Business respondents

Relevance of Equipment to the Workplace

Question 10 asked the respondents if the equipment used in class was relevant to the type found in the workplace. They were asked to check "Yes, very much so", "Some of it was", "No, not at all", and "Not applicable". The "Not applicable" response was supposed to mean that the question didn't apply to the respondents. The researcher believes it was understood this way but realizes some respondents may have believed it meant the equipment was not applicable. Some respondents did not answer the question and they were listed as "not applicable" also.

Table 8 breaks down the results by year and by business respondents and total respondents. There does not seem to be any significant variation in the responses as compared by years. There also does not seem to be any significant variation when business respondents are compared to all the respondents.

It seems the general feeling is the equipment used in the business education department is at least somewhat relevant to the workplace. Over half the respondents said that at least some of the equipment was relevant while less than 10% stated none of the equipment was relevant. It is difficult to accurately interpret the results because the choices were vague. The researcher feels the choices could have been more specific.

Table 8. Relevance of Equipment of the Workplace

Year	Yes, very much so	Some of it was	No, not at all	Not Applicable
1984	0	2	0	3
1985	2	5	1	3
1986	3	8	1	1
1987	1	7	3	2
1988	1	5	0	4
Totals	7	27	5	13
%	13%	52%	10%	25%
BR*	3	14	2	3
%	14%	64%	9%	14%

Equipment That Should Be Used

Question 11 was an open-ended question asking those who responded in question 10 that the equipment was not relevant, to list what equipment students should be trained on. The researcher did look specifically at the comments of business respondents but there did not appear to be any variation from the list as a whole. The list of comments are summarized as follows:

1. Thirteen respondents mentioned that IBM or IBM compatible computers should be used.
2. Five respondents mentioned that more computers were needed.
3. Two respondents commented that electronic typewriters should be used.
4. Two respondents commented on the need to teach Word Perfect.
5. Other comments listed were
 - the need for more calculators
 - Macintoshes should be used
 - should teach database
 - should keep equipment up-to-date
 - electric typewriters should be used
 - more up-to-date accounting should be taught
 - teach how to use a dictaphone
 - teach how to use IBM software

Preparation for Business Occupations

The objective of question 12 was to determine whether the business education program at Manhattan Christian School is preparing graduates for business occupations. Table 9 breaks down the data by year. It also compares the responses of those in business occupations, there are 15 of them, with all other responses at the bottom of the table. The totals are broken down by amount and percentage.

The data seems to suggest that the business education department has done an average to above average job of educating students for business occupations. It's interesting that 10% of all the respondents indicated that the department did a below average job but 0% of those in business occupations rated the department as below average. It's also interesting to note that the below average ratings came from those respondents who graduated from 1986-88 and no one in 1984-85 rated the department as below average. This is something which the business department should be concerned about. No one rated the department as doing an excellent or poor job.

Table 9. Preparation for Business Occupations

Year	Excellent	Above Average	Average	Below Average	Poor	Not Applicable*
1984	0	0	3	0	0	2
1985	0	2	8	0	0	1
1986	0	2	7	1	0	3
1987	0	1	9	3	0	0
1988	0	4	2	1	0	3
Totals	0	9	29	5	0	9
%	0%	17%	56%	10%	0%	17%
Bus. Occ.‡	0	3	10	0	0	2
%	0%	20%	67%	0%	0%	13%

* No answers were included in this category.

‡ Those in business occupations.

Preparation for Personal Business Needs

The purpose of question 13 was to determine if the business education department was preparing students to handle their personal business needs. For example balancing a checkbook and banking. In this area again, the respondents seem to believe that the department is doing an average to above average job. It was rated as average by 63% of the respondents and above average by 23%. It appears again that the department did a better job in the early 1980's as respondents who graduated in 1984-86 rated the department better than respondents from 1987-88.

Table 10. Preparation for Personal Business Needs

Year	Excellent	Above Average	Average	Below Average	Poor	Not Applicable*
1984	0	2	3	0	0	0
1985	0	4	6	1	0	0
1986	0	3	9	0	0	1
1987	0	1	10	0	1	1
1988	0	2	5	2	0	0
Totals	0	12	33	3	1	3
%	0%	23%	63%	6%	2%	6%

* No answers were included in this category.

Preparation for Advanced Education in Business

The objective of question 14 was to determine if the business department was adequately preparing students to take business education courses at post-secondary schools. The responses were again broken down by year and also compared to students currently enrolled in post-secondary business programs. There were ten business students.

The overall rating of the department seems to be average. Only 8% of the respondents gave an above average rating and 12% gave a below average rating. Most of the respondents, 42%, checked not applicable or gave no answer. This was expected as only those who have taken business courses at post-secondary schools would really be able to answer this question. There doesn't seem to be any bias as far as year of graduation is concerned. The business students rated the business education department slightly higher than the population as a whole. The percentages are misleading because of the number of "not applicable" answers.

Table 11. Preparation for Advanced Education in Business

Year	Excellent	Above Average	Average	Below Average	Poor	Not Applicable*
1984	0	0	2	0	0	3
1985	0	1	5	2	0	3
1986	0	1	5	1	0	3
1987	0	0	6	2	0	5
1988	0	2	2	1	0	5
Totals	0	4	20	6	0	22
%	0%	8%	38%	12%	0%	42%
B. Std.#	0	2	6	1	0	1
%	0%	20%	60%	10%	0%	10%

* No answers were included here.

Respondents with business majors or minors.

Overall Rating of Business Education Program

Question 15 asked for the respondents overall rating of the business education program. Table 12 again compares the responses by years and compares business respondents with all other respondents. The answers seem to parallel the responses from the previous three questions about the business education program. The program was rated from average to slightly above average. There is virtually no difference in the results from business respondents as compared to all responses. Those respondents who graduated in 1987 and 1988 rated the program slightly lower than those who graduated from 1984 through 1986. Again, this is something the business department needs to be concerned about.

The researcher theorizes that at least part of the reason for the lower ratings by more recent graduates is due to the turnover of business teachers during their high school careers. The classes of 1984 through 1986 had the same teacher all four years. Respondents from 1987 had a different business teacher their senior year. Respondents from 1988 had different teachers the junior and senior years.

Table 12. Overall Rating of the Business Education Program

Year	Excellent	Above Average	Average	Below Average	Poor	No Answer
1984	0	1	4	0	0	0
1985	0	3	7	1	0	0
1986	0	4	8	1	0	0
1987	0	2	9	2	0	0
1988	0	2	5	2	0	1
Totals	0	12	33	6	0	1
%	0%	23%	63%	12%	0%	2%
BR*	0	5	14	3	0	0
%	0%	23%	63%	14%	0%	0%

* Business Respondents

Overall Rating of Manhattan Christian School

Question 16 asked the respondents for an overall rating of the education they received at Manhattan Christian School. The purpose of question 16 was to compare the business education program with all the other programs. The respondents rated the education they have received from Manhattan Christian School as above average. There seems to be no significant variations from year to year in this rating. Eighty percent of the respondents from 1984 rated the school above average but with no excellent ratings. Approximately 50% of the respondents from the other years gave an above average rating.

Table 13 breaks down the responses by year and compares the responses of business respondents with all other responses. Both groups rated the overall education they received at Manhattan Christian higher than the business education they received. Again, this should be of some concern to the business department.

Table 13. Overall Rating of Manhattan Christian School

Year	Excellent	Above Average	Average	Below Average	Poor	No Answer
1984	0	4	0	1	0	0
1985	2	4	4	0	0	0
1986	1	7	5	0	0	0
1987	1	6	5	1	0	0
1988	1	5	3	0	0	1
Totals	6	26	17	2	0	1
%*	12%	50%	33%	4%	0%	2%
Bus. Resp.②	3	12	7	0	0	0
%	14%	56%	30%	0%	0%	0%

* Because of rounding the percentages add up to 101%

②Business Respondents- those in post-secondary business programs or business/office occupations

Courses that Should be Offered

Question 17 presented the respondents with a list of 20 possible business courses along with a place for their own suggestions. They were asked to choose the courses they thought should be offered. They could choose as many courses as they liked. Table 14 shows the list in order of frequency of responses.

One possible problem with the question is that many of the respondents may not have known what is taught in some of the courses. This would lead to them either checking courses they didn't really want or not checking courses they may have wanted.

There didn't seem to be too much variation from year to year in what courses were chosen. It was surprising to see five respondents from 1988 chose Shorthand. The researcher has no theory as to why. The researcher also does not know why all the suggestions came from respondents in 1985.

Table 14. Courses Chosen by Respondents

Courses	1984	1985	1986	1987	1988	BR*	%	Total	%
Accounting I	3	11	10	13	8	21	95%	46	88%
Typing I	4	10	10	10	8	20	91%	46	88%
Accounting II	3	11	10	13	7	20	91%	44	85%
Computer Literacy	4	11	9	10	9	20	91%	44	85%
Typing II	4	10	10	10	7	19	86%	43	83%
Word Processing	3	10	10	10	5	19	86%	38	73%
Comp. Programming	3	9	6	10	6	13	59%	34	65%
General Business	3	7	9	6	4	14	64%	34	65%
Economics	2	7	9	7	6	13	59%	31	60%
Office Practice	2	8	7	7	4	16	73%	28	54%
Business Machines	2	6	7	7	2	12	54%	24	46%
Business Law	3	4	5	7	5	10	45%	23	44%
Elem. Keyboarding	2	4	5	6	5	8	36%	23	44%
Consumer Economics	2	3	5	8	3	11	50%	21	40%
Records Mgmt.	3	5	4	2	5	8	36%	19	37%
Bus. Communication	1	5	3	6	3	9	41%	18	35%
Business Math	1	3	4	7	5	10	45%	18	35%
Typing III	1	5	2	5	3	7	32%	16	31%
Free Enterprise Sys.	1	2	2	6	2	7	32%	13	25%
Shorthand	1	2	2	2	5	3	14%	12	23%
Other									
-Ag Economics	0	1	0	0	0	1	5%	1	2%
-Ag Business	0	1	0	0	0	1	5%	1	2%
-Ag Computers	0	1	0	0	0	1	5%	1	2%
-Marketing	0	1	0	0	0	0	0%	1	2%
-Management	0	1	0	0	0	0	0%	1	2%
-Ethics	0	1	0	0	0	1	5%	1	2%

* Respondents who are business majors or minors or are employed in business occupations.

Additional Comments

Question 18 asked the respondents to list any additional comments or suggestions they may have had. Following is a summarization of the comments.

- younger students need to learn computer programming
- accounting needs to be made tougher
- computers are important.
- put more emphasis on personal business skills
- emphasize writing skills and foreign language more.
- didn't feel the courses applied
- math is important for business students in college.
- computers are essential.
- stability in the business program.
- emphasize computers more.
- a personnel change would help the business program.
- more emphasis on computers.
- more emphasis is needed on supervision and teaching and on creating a better learning environment.
- better supervision and explanations.
- understand computers.
- DON'T teach Keynesian economics.
- offer as many business classes as you can.
- it should be more advanced and diverse.
- computer classes would be helpful.
- entrepreneurship could be offered.
- teach DOS
- more business classes need to be offered.
- should have less independent study.
- typing needs to be taught in lower grades.
- computers and word processing need to be required.
- business classes have been very helpful.
- Dordt requires three economics courses
- more emphasis on accounting logic
- word processing is more helpful than Typing II.
- some of the courses are very good.
- students should receive career education.
- teach economics.
- teach how to prepare financial aid forms.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this survey was to determine the relevance of the business education curriculum at Manhattan Christian School to the needs of its graduates. The survey instrument was sent to the 96 graduates of Manhattan Christian School from 1984 through 1988. Of the 96 surveys sent, 52 were returned. All the surveys were usable for obtaining data. The researcher was interested in obtaining information concerning the graduates employment, education, and opinions concerning the business education program at Manhattan Christian School. The information collected along with the literature reviewed was used as the basis for drawing conclusions and making recommendations to enhance the business education curriculum at Manhattan Christian School.

Summary of Literature

Job prospects in business related fields look good into the next century. High school graduates will be able to qualify for many of these jobs. Employers will be looking for employees who understand business economics, can make decisions, and possess leadership, planning, and organizing abilities. Students need to be made aware of business opportunities and taught employability skills.

Students as young as elementary age should be taught keyboarding skills so they can use the computer efficiently. Once students can use computers they should learn how to do such things as word processing, spreadsheets, data bases, and on-line searching.

Students also need to learn personal business skills such as how to use a checkbook, buy insurance, do taxes, and handle credit.

Accounting needs to continue to be taught as it holds many career opportunities and is the language of business. Both manual and computerized accounting needs to be taught.

To implement many of the courses needed in the curriculum of a small school, independent study course can be taught. Also, courses that introduce many topics to the student in the setting of one course can be taught.

Findings

1. Of the 96 surveys sent, 52 were returned and usable. That was a rate of return of 54%.
2. Respondents signed 48 of the 52 surveys that were returned. Twenty-five of the respondents wanted a copy of the survey results.
3. Of those who responded, 31 were employed and 34 were presently attending post-secondary schools.
4. Thirty-eight of 52 respondents are attending or have attended post-secondary schools. The greatest percentage of those went to Montana State University, Calvin College, or Dordt College.
5. Typing I, Computer, and Accounting I were the courses taken with the greatest frequency.
6. Respondents rated Typing I and Typing II as the most useful by percentage of those who took them. Business Law was rated as the least useful by those who took it. Business respondents rated Accounting I and Typing II the most useful of those who took them.

7. Some of the equipment used by the business department was rated as being relevant to the business world.
8. The piece of equipment listed most as being needed was IBM or IBM compatible computers.
9. Fifty-six percent of the respondents rated the business education department as average in preparing students for business occupations. Seventeen percent rated it as above average, 10% below average, and 17% did not answer. Those in business occupations gave the same ratings.
10. For meeting respondents personal business needs, the business education department was given an above average rating by 23% of the respondents, average by 63%, below average by 6%, poor by 2%, and not applicable by 6%.
11. For preparing graduates for advanced education in business, the business department was given an above average rating by 8% of the respondents, average by 38%, below average by 12%, and not applicable by 42%. Respondents who have majored or minored in business subjects rated it slightly higher as compared to the other respondents.
12. When asked to give the business education an overall rating business respondents gave the same ratings as all respondents. Twenty-three percent rated it as above average, 63% rated it average, 12% rated it below average, and one person didn't answer.
13. For overall education, Manhattan Christian School received an rating of excellent from 12% of the respondents, above average from 50%,

average from 33%, below average from 4%, and two people did not answer.

14. The courses that over 50% respondents thought should be taught were Accounting I, Typing I, Accounting II, Computer Literacy, Typing II, Word Processing, Computer Programming, General Business, Economics, and Office Practice.
15. Most of the comments were that more computer needs to be taught.

Conclusions

1. Business courses are useful.
2. The current business curriculum has done an adequate job of preparing students for business occupations and advanced education in business and of meeting students personal business needs.
3. The business curriculum would be improved by adding elementary keyboarding, economics, general business, and an additional computer class.
4. The equipment used is adequate for teaching business students but IBM or IBM compatible computers would be a good improvement.
5. The business department needs to be concerned about lower ratings by more recent graduates and the lower overall rating of business education as compared to the overall rating of the school.

Recommendations

Based on a review of the current literature and findings from the survey the researcher makes the following recommendations.

1. Manhattan Christian School should have the following business curriculum:
 - a. Elementary Keyboarding
 - Students in the intermediate grades would learn to properly use the keyboard.
 - b. Keyboarding/Word Processing
 - Ninth graders would be required to take one semester to learn or review proper keyboarding techniques, and to type reports using the word processor.
 - c. General Business
 - Ninth graders would also be required to take one semester to learn personal business skills and career exploration skills.
 - d. Economics
 - A one semester class required for all seniors. Such things as supply, demand, inflation, monetary policy, fiscal policy, and entrepreneurship should be covered.
 - e. Accounting I
 - A one year elective for 10th through 12th graders. It would teach basic accounting skills and principles, both manual and computerized.
 - f. Accounting II
 - A one year elective for anyone who has completed Accounting I. Manual and computerized accounting skills will be further developed.
 - g. Microcomputer Applications
 - A one semester elective for 10th through 12th graders. Ninth grade Keyboarding/Word Processing should be a pre-requisite. Advanced word processing, spreadsheets, data bases, online searching, and graphics would be covered.
 - h. Office Practice
 - A one semester independent study elective for anyone who has completed Typing II. Word processing, records management, calculators, dictaphone would be covered.

i. Typing II

-A one semester independent study elective for anyone who has completed Keyboarding/Word Processing. The course will concentrate on developing speed and learning to type business letters, reports and tables on an electronic typewriter.

j. Typing III

-A one semester independent study elective for anyone who has completed Typing II. The course will continue to develop speed and expand the students typing skills.

2. The school should purchase IBM or IBM compatible computers.
3. Students should be advised of the opportunities in business and the advantages of taking business courses.
4. The business department should monitor the quality of education it is providing with an emphasis towards putting it on the same level as the rest of the school.

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APPENDICES

Appendix A

October 3, 1988

Dear Parents of Graduates:

I need your help!

I will be attempting to survey all graduates from the past five years about the business curriculum needs at Manhattan Christian School. To do this I need your help in obtaining the current addresses of these graduates.

Please take a minute today to fill out the enclosed card with your son(s) or/and daughter(s) current address and put it in the mail.

Your prompt action is greatly appreciated.

Sincerely,

Douglas A. Doorn
Business Teacher
Manhattan Christian School

Appendix B

Please fill in the correct name and address and put this card in the mail. Your cooperation is much appreciated.

Name _____

Address _____

City/State/Zip _____

Appendix C

January 9, 1989

Dear Graduate of Manhattan Christian School:

I would like your help. In an effort to insure that the business education program at Manhattan Christian School is meeting the needs of the students, I am conducting a survey of graduates. As recent graduates, you are the best judge of that. I realize your time is valuable, but I hope you will take ten minutes to fill out and mail the enclosed survey. I also hope your answers will reflect your true feelings in order for this survey to have meaning. All answers will be kept confidential and names will not be used in the report of the results. It is very important that everyone return this survey for the best possible results.

The results of this survey will be used to help determine which courses should be offered and what equipment, computer software, and textbooks should be used. It will also determine whether students are prepared college business courses and for the many business decisions they will have to make during their lives.

I would appreciate it if you would answer and return this survey by February 3, 1989. A stamped, self-addressed envelope is enclosed for your convenience.

If you would like to see the complete results of the survey please indicate this on the survey and I will be glad to send them to you.

Thank you for your assistance.

Sincerely,

Douglas A. Doorn, Business Teacher
Manhattan Christian School

Enclosure

Appendix D

March 15, 1989

Dear Graduate of Manhattan Christian School:

I would like your help. Recently, graduates from the past five years were sent a survey about the business education program at Manhattan Christian. Many graduates sent back surveys, but in order for this to be an accurate survey all the graduates need to return their surveys. As a recent graduate, you are the best judge of the needs of our business education program.

If you have already returned your survey, thank you. If it slipped your mind or you have misplaced your survey, please take ten minutes to fill out and mail the enclosed survey. In order for this survey to have meaning your answers need to reflect your true feelings. All answers will be kept confidential and names will not be used in the report of the results.

The results of this survey will be used to help determine which courses should be offered and what equipment, computer software, and textbooks should be used. It will also determine whether students are prepared for college business courses and for the many business decisions they will have to make during their lives.

It would be appreciated if you would answer and return this survey by March 31. A stamped, self-addressed envelope is enclosed for your convenience.

If you would like to see the complete results of the survey please indicate this on the survey and I will be glad to send them to you.

Thank you for your assistance.

Sincerely,

Douglas A. Doorn, Business Teacher
Manhattan Christian School

Enclosure

Appendix E

MANHATTAN CHRISTIAN SCHOOL
BUSINESS DEPARTMENT SURVEY

1. Name _____ Maiden Name _____
(If applicable)

(Optional - It will help in research analysis and will be kept in strictest confidence.)

Place an 'X' in the box if you would like to have the results sent to you.
You must include your name to have them sent to you.

2. Year of graduation from high school? 198_____

3. What are you presently doing? (Check all those that apply)

_____ employed full-time
_____ employed part-time
_____ a full-time student
_____ a part-time student
_____ a homemaker
_____ unemployed

4. If you are employed, what is your occupation?

5. If you are employed, have you ever attended a post-secondary institution? (i.e. vo-tech, community college, college, university, or trade school)

_____ Yes _____ No

6. If you have or are attending a post-secondary school, please list the school(s) you have/are attend(ed/ing), area(s) of study, and date of graduation or anticipated graduation.

Post-secondary School(s) _____

Major(s) _____

Minor(s) _____

Date of graduation _____

7. Please check the business courses you took at Manhattan Christian School?

- ☐ Accounting I (Bookkeeping)
- ☐ Accounting II
- ☐ Business Law
- ☐ Computer (Awareness, Literacy, Programming)
- ☐ General Business
- ☐ Office Practice
- ☐ Typing I
- ☐ Typing II

8. Of the classes you took, check the classes you found most useful to you after graduation.

- ☐ Accounting I (bookkeeping)
- ☐ Accounting II
- ☐ Business Law
- ☐ Computer (Awareness, Literacy, Programming)
- ☐ General Business
- ☐ Office Practice
- ☐ Typing I
- ☐ Typing II

9. Of the classes you took, check the classes you have found the least useful to you after graduation.

- ☐ Accounting I (bookkeeping)
- ☐ Accounting II
- ☐ Business Law
- ☐ Computer (Awareness, Literacy, Programming)
- ☐ General Business
- ☐ Office Practice
- ☐ Typing I
- ☐ Typing II

10. Was the equipment used in the business education classes relevant to the types of equipment used in the work place?

- | | |
|---|--|
| ☐ Yes, very much so. | ☐ No, not at all. |
| ☐ Some of it was. | ☐ Not applicable. |

11. If the equipment was not relevant, please list what equipment you think students should be trained on?

12. How would you rate the business education program at Manhattan Christian School in terms of preparing you for business occupations? (secretary, office worker, bookkeeper, salesperson, clerk)

☐ Excellent	☐ Below Average
☐ Above Average	☐ Poor
☐ Average	☐ Not Applicable

13. How would you rate the business education program in terms of preparing you to handle your personal business needs? (checkbook, banking, insurance, taxes)

☐ Excellent	☐ Below Average
☐ Above Average	☐ Poor
☐ Average	☐ Not Applicable

14. How would you rate the business education program at Manhattan Christian School in terms of preparing you to take advanced education in business? (Taking college business courses.)

☐ Excellent	☐ Below Average
☐ Above Average	☐ Poor
☐ Average	☐ Not Applicable

15. Overall, how would you rate the business education program at Manhattan Christian School?

☐ Excellent	☐ Below Average
☐ Above Average	☐ Poor
☐ Average	

16. How would you rate the education you received at Manhattan Christian School?

☐ Excellent	☐ Below Average
☐ Above Average	☐ Poor
☐ Average	

(continued on back side)

17. Check the courses you think should be offered by the business department at Manhattan Christian School.

☐ Accounting I
☐ Accounting II
☐ Business Communications
☐ Business Law
☐ Business Machines
(Adding machines, copiers, ditation)
☐ Business Math
☐ Computer Literacy
☐ Computer Programming
☐ Consumer Economics
☐ Economics (How the state, U.S., and world economies work)
☐ Free Enterprise System
☐ General Business
☐ Keyboarding for elementary students
☐ Office Practice
☐ Records Management (Filing)
☐ Shorthand
☐ Typing I
☐ Typing II
☐ Typing III
☐ Word Processing
☐ Other Business Courses (Please List)

18. Please feel free to write down any additional comments or suggestions about how the business education program at Manhattan Christian School can be improved.

Appendix F

April 28, 1989

Dear graduate of Manhattan Christian:

Here is your copy of the results of the business department survey which you completed.

Thank you for participating in this survey. Fifty-four percent of the graduates from the past five years returned their surveys. It was felt that this was a good rate of return. The results obtained were interesting and will provide valuable data for shaping the business department in upcoming years.

We pray that the Lord will be with you and guide you in the future. Please continue to remember Manhattan Christian School in your prayers.

Sincerely,

Douglas A. Doorn

Appendix G

MANHATTAN CHRISTIAN SCHOOL
BUSINESS DEPARTMENT SURVEY RESULTS

1. Names, as stated in the original survey, are to be kept confidential.

2. Year of graduation from high school? 1984 = 5
1985 = 11
1986 = 13
1987 = 13
1988 = 10

Total surveys received = 52

Total surveys sent = 96

Percentage returned = 54%

3. What are graduates presently doing? (Check all those that apply)
(16 people checked two items)

16 or 34% are employed full-time
16 or 34% are employed part-time
30 or 58% are full-time students
4 or 8% are part-time students
2 or 4% are homemakers
0 or 0% are unemployed

4. Here is the list of occupations of graduates.

4 secretaries	3 farmhands	truck driver
partsman	asst. sales manager	autobody worker
2 greenhouse workers	2 dairymen	cosmotologist
retail salesperson	3 fast food workers	workstudy
mailroom person	mother's helper	accounting assistant
cleaning person	clerical worker	Air Force
carpenter	self-employed- retail	farmer
teaching assistant	registered nurse	
accounting clerk/receptionist		

5. Question 5 was thrown out.

6. respondents have attended or are attending these schools and have taken or are taking these majors and minors. Some respondents listed two schools or two majors or two minors. All responses are listed. they are not in any particular order.

<u>Schools</u>	<u>Majors</u>	<u>Minors</u>
13 Montana State Univ.	4 Psychology	2 Social Work
8 Dordt College	3 Mechanical Engineering	German
8 Calvin College	3 Nursing	Physics
3 Trinity College	2 Business Administration	Military Aerospace
2 University of Montana	2 Agri-Business	Agri-Business
2 Northern Montana Coll.	Agric. Mechanics	Art History
Baylor	Computer Science	Philosophy
Carroll College	Math-Secondary Ed.	Physical Education
U. of Maryland	Fashion	Finance
Concordia	Marketing	Theology
Academy of Cosmotology	Business Education	Music
Rocky Mountain College	Social Work	History
Spartan School of Aeronautics	Chemistry	
California Polytechnic	Finance	
Muttnomach School of Bible	Management	
	Physical Education	
	Physical Therapy	
	History	
	Political Science	
	Flight Training	
	Elementary Education	
	Bible	
	Pre-Med	
	Pharmacy	
	Deisel Technology	
	Secondary Education	

7. The respondents took the following business courses at Manhattan Christian School.

51 or 98% took Typing I
 48 or 92% took Computer (Awareness, Literacy, Programming)
 47 or 90% took Accounting I (Bookkeeping)
 13 or 25% took Business Law
 13 or 25% took General Business
 13 or 25% took Office Practice
 11 or 21% took Typing II
 9 or 17% took Accounting II

- 8 & 9. Of the classes the respondents took, they found the following ones the most useful and least useful after graduation. Percentages are based on the number who took each class as indicated in question 7.

Class	Useful		Not Useful		Not indicated	
	No.	%	No.	%	No.	%
Accounting I	26	55	16	34	5	11
Accounting II	4	44	4	44	1	12
Business Law	2	15	7	56	4	29
Computer	27	56	8	17	13	27
General Business	7	54	3	23	3	23
Office Practice	9	69	4	31	0	0
Typing I	44	86	4	8	3	6
Typing II	10	91	1	9	0	0

10. When asked whether the equipment used in the business education classes was relevant to the types of equipment used in the work place the responses were as follows.

7 or 13% said yes, very much so.
 27 or 52% said some of it was.
 5 or 10% said no, not at all.
 13 or 25% said not applicable or gave no answer.

11. The respondents gave the following suggestions when asked to list the equipment they thought students should be trained on.

-13 respondents indicated that IBM or IBM compatible computers should be used
 -5 respondents said more computers should be used
 -3 respondents indicated that electronic typewriters should be used
 -2 respondents said that WordPerfect should be taught
 -1 respondent each said that a Macintosh computer should be used, that more calculators were needed, and that database should be taught

12. respondents gave the following ratings for the business education program at Manhattan Christian School in terms of preparing them for business occupations. (secretary, office worker, bookkeeper, salesperson, clerk)

0 or 0% excellent
 9 or 17% above average
 29 or 56% average
 5 or 10% below average
 0 or 0% poor
 9 or 17% not applicable

13. respondents gave the following ratings for the business education program in terms of preparing them to handle their personal business needs. (checkbook, banking, insurance, taxes)

0 or 0% excellent
12 or 23% above average
33 or 63% average
3 or 6% below average
1 or 2% poor
3 or 6% not applicable

14. respondents gave the following ratings for the business education program at Manhattan Christian School in terms of preparing them to take advanced education in business. (Taking college business courses.)

0 or 0% excellent
4 or 8% above average
20 or 38% average
6 or 12% below average
0 or 0% poor
22 or 42% not applicable

15. The respondents gave the business education program at Manhattan Christian School the following overall ratings.

0 or 0% excellent
12 or 23% above average
33 or 63% average
6 or 12% below average
0 or 0% poor
1 or 2% no answer

16. The respondents gave the following ratings for the education they received at Manhattan Christian School.

6 or 12% excellent
26 or 50% above average
17 or 33% average
1 or 2% below average
1 or 2% poor
1 or 2% no answer

17. The respondents checked the following courses they thought should be offered by the business department at Manhattan Christian School.

46 or 88% Accounting I
 46 or 88% Typing I
 44 or 85% Accounting II
 44 or 85% Computer Literacy
 43 or 83% Typing II
 38 or 73% Word Processing
 34 or 65% Computer Programming
 34 or 65% General Business
 31 or 60% Economics (How the state, U.S., and world economies work)
 28 or 54% Office Practice
 24 or 46% Business Machines
 (Adding machines, copiers, ditation)
 23 or 44% Business Law
 23 or 44% Keyboarding for elementary students
 21 or 40% Consumer Economics
 19 or 37% Records Management (Filing)
 18 or 35% Business Math
 18 or 35% Business Communications
 16 or 31% Typing III
 13 or 25% Free Enterprise System
 12 or 23% Shorthand

Other Business Courses (Please List)

1 or 2% Ag Economics
 1 or 2% Ag Business
 1 or 2% Ag Computing
 1 or 2% Marketing
 1 or 2% Management
 1 or 2% Ethics

18. Additional comments or suggestions made by respondents on how the business education program at Manhattan Christian School can be improved.

-teach computer programming to younger students
 -make accounting tougher
 -teach economics, Dordt requires three economic courses for business majors
 -teach DOS
 -teach career searching
 -require four years of math
 -teach economics, Calvin requires it when you get there
 -writing skills and foreign language need to be improved
 -less independent study
 -more supervision in business classes
 -teach more computing
 -teach general business
 -teach elementary keyboarding
 -teach entrepreneurship