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Date April 23, 1976

# A FOLLOW-UP STUDY OF MASTER'S DEGREE GRADUATES IN BUSINESS EDUCATION FROM MONTANA STATE UNIVERSITY, 1969-1975

by

ROBERT CHARLES NAU

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

of

MASTER OF SCIENCE

in

Business Education

Approved:

Daniel D. Zbik
Chairperson, Graduate Committee

Harvey A Larson
Head, Major Department

Henry L Parsons
Graduate Dean

MONTANA STATE UNIVERSITY
Bozeman, Montana

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# ABSTRACT

The primary purpose of this study was to appraise the Master's of Science Degree program in Business Education at Montana State University. This appraisal was based upon graduates' responses in three areas: (1) General information, (2) Post-graduate occupational experiences, (3) Curriculum at the master's level.

The population of this study included all of the graduates who have received the Master's of Science Degree in Business Education from Montana State University between the years 1969 and 1975. In answer to the questionnaire, 53 out of 63 responded; this represents an overall response of 84.13 percent. One graduate was deceased. The data was analyzed by the number responding to the individual question and placing this on a percentage basis. Since every graduate did not answer each question the percentage was determined by the total number who did answer the particular question analyzed.

The conclusions of the study were: (1) The majority of the graduates completed the requirements for the master's degree during summer quarters, (2) The highest percent of the graduates are presently employed in the teaching profession, (3) Those that are presently employed in the teaching profession are mainly teaching at the Senior High level, (4) The annual gain in salary for a significant number of the graduates was in the $1,400 or above category, (5) The majority of all classes received an excellent rating, (6) The majority of comments about the business education program at Montana State University were complimentary, (7) The greatest strength of the master's program in business education is the outstanding faculty.

The recommendations of the study were: (1) Make a careful analysis of those courses that appear to have questionable value, even if there was not a significant majority reporting as such, (2) Review and update the courses offered at the graduate level during the summer, (3) The business education department should strive to disseminate information widely to prospective graduate students throughout the state of Montana as well as neighboring states, (4) Courses leading to vocational certification should be part of the candidates master's program if certification has not been obtained previous to entry into the program, (5) The help, guidance, consideration, and encouragement given by the faculty should be continued.

# CHAPTER I

## INTRODUCTION

The fact that "who should plan and evaluate programs of teacher education?" is not generally considered to be a controversial question is one of the biggest problems in teacher education. The unexamined, almost universal assumptions are that teacher education 1) occurs in colleges and universities, 2) provides college students with the skills and knowledge needed to succeed in schools and 3) is planned and revised by faculty who know how to transform late adolescents into professional practioners. These assumptions should no longer be tacit; they must be brought into a conscious dialogue which more accurately reflects their highly debatable nature. (Haberman, 1974:1)

This study derives from the questionable character of the third assumption, that college faculty bear the sole or even the primary responsibility for designing teacher education programs.

The master's degree in business education program at Montana State University has been in existence for seven years. No apprasial, evaluation, or follow-up study has been conducted to determine areas of strength or weaknesses within the master's program. Because nothing has been written about this area, it affords a unique opportunity for research. Often a survey leads to some recommendations and considerations to meet the changing needs of the master's degree

graduates. It is essential then that continuous effort is made to upgrade and update our often complacent business education programs. This study will attempt to gather needed data from the 63 master's graduates to fulfill this obligation.

The new reality of a better organized, less compliant body of teachers is neither the only or the major reason for questioning the right of college faculty to be the primary architects of teacher education programs. There is also the fundamental issue of professional truth. Which skills do teachers actually use? What principals can really be applied in the classroom? Which theories actually account for and predict growth and development, learning, instruction, curriculum development, evaluation and change? (Haberman, 1974:1)

In the most fundamental sense classroom teachers are the consumers of teacher education programs since it is they who can best judge the validity, the usefulness and the relevence of what they have been taught.

The current students, the recent graduates and the classroom practitioners are the distinct populations who provide different kinds of suggestions of changing teacher education programs. Ideally, college faculty should seek the colloboration of recent graduates who are now teaching (for at least one year) as the group which can make the most relevant suggestions for improvement. Further the recent

graduates who are currently practitioners should be involved as equal colleagues in the revision and change of teacher education programs. (Haberman, 1974:2)

The business curriculum should reflect the needs of society regarding essential skills and competencies which the school can develop. Through the medium of follow-up studies, educators can obtain information essential to curriculum development as well as improvement. (Wanous, 1959:48)

Business programs in all schools need to undergo constant study and evaluation. Changes must be made on the basis of sound thinking and objective data. All business courses and major curriculums in this field should aim to develop better, more useful students. If we, as business educators, can meet this aim, we need have little fear of losing the important part that business programs and courses play in our schools. (Wanous, 1959:49)

The National Commission for the certification of Teacher Education believes that one of the five basic guidelines for determining quality in teacher education programs is the degree to which the classroom practitioners have been directly involved, as a genuine partner in the development, offering, and evaluation of teacher preparation programs. (Haberman, 1974:2)

In order to implement these guidelines a survey of Masters of Science in Business Education graduates from 1969 through spring 1975 has been taken. This survey should be viewed as a first step and as merely one source of data which should be added to the several other follow-up sources commonly used.

## Statement of the Problem

The purpose of this study was to conduct a survey of the graduates who received the Master's of Science Degree in Business Education at Montana State University from 1969 through spring 1975 to determine the effectiveness of the Master's Degree Program, and to note implications from the findings for program improvement.

## Need for the Study

The major function of the graduate school is to provide the scholars, research workers, leaders, and teachers needed in its field of specialization. This means that we can expect our graduate schools of business education to educate our future philosophers, authors, research workers, university and college professors, and secondary school teachers. (Freeman, 1959:32)

A good business education program on the graduate level should include certain minimum essentials.

1. The program for each graduate student must be custom tailored to meet his individual present needs.

2. The program of studies for each graduate student must be flexible. The required courses should be kept to a minimum.

3. The graduate student should have an opportunity to broaden his general education background.

4. The graduate student should have an opportunity to extend his professional education background.

5. The graduate student should have an opportunity to broaden his understanding of business and business procedures.

6. Every graduate student should have an opportunity to participate in some research project or activity.

7. Every graduate should have an opportunity to visit and observe unusual schools, unique classes, and master teachers in his field of specilization. (Freeman, 1959:33)

The administrator must encourage and provide for constant evaluation of the instructional program. There is little margin for error in a graduate program. If one or two courses are not of graduate caliber or if the instructional materials in some courses are too elementary, the total program may suffer. (Freeman, 1959:39)

Up to the time of this study no formal survey had been made of the graduates of the masters program in business education at Montana State University.

The findings of this study should indicate curriculum and program weaknesses that should be reviewed so that future graduates of the masters program in business education will be better prepared to meet the ever changing need of their profession.

## Limitations

Limitations of this study were the following:

a. The population sample was limited to students who received a Master's of Science Degree in Business Education at Montana State University between the years 1969 through spring 1975.

b. The data is limited to the response to the questionnaire sent to the graduates.

c. The conclusions drawn and the recommendations made were restricted to the use of Montana State University.

## Definitions of Terms

1. Business Education Programs. Are referred to as all curricula that emphasize the business education courses in the graduate school.

2. Master's Degree Graduate. An individual who has satisfied the requirements for a master's degree in business educa- between the years 1969 through spring 1975.

3. Graduates. All persons who have graduated with a master's degree in business education from Montana State University.

4. MSU. Montana State University.

5. Respondent. A business education master's degree graduate who completed and returned the questionnaire.

6. Responses. The data and information received from each respondent on the mailed questionnaire.

7. Teaching Profession. All graduates engaged in an educational vocation in a private or public school, whether in the classroom or in administration and supervision.

8. Professional Courses. Courses having more of a educational content than a direct business correlation.

9. Content Courses. Courses dealing directly with business material and having less of an educational setting.

## Organization of the Study

The results of this study have been organized into the following chapters:

Chapter I, Introduction, includes the need for the study, statement of the problem and definition of terms.

Chapter II, Review of Literature, brings to the surface other studies which have been done on the same topic, shows the value of follow-up studies, and gives the opinions of Business Educators in regard to the ideal master's program.

Chapter III, Summarized the procedures used in conducting the study.

Chapter IV, Reports the results of the questionnaire as related to the master's program at Montana State University.

Chapter V, Presents the conclusions and makes recommendations for the improvement of the master's program at Montana State University.

# CHAPTER II

## REVIEW OF LITERATURE

The purpose of this chapter was to review the literature considered most relevant to follow-up studies of master's degree graduates in business education.

It should be remembered that follow-up studies are not the complete answer for evaluating educational systems. They are but one important component of a larger design for evaluating the educational endeavor. (McKinney, 1971:1)

Most of us are aware that our present business education curriculum has its strengths and its weaknesses. Much of what is currently being done represents highly desirable practices, but significant changes and additions appear to be in order. (Roman, 1959:17)

Those studies that were current and of a helpful nature were few. Five major studies that analyzed the master's degree program in business education are reviewed herein. These studies are: Peterson (1964), Keller (1965), Amsden (1967), Carter (1968), and Cooley (1975).

### Major Studies

Peterson Study (1964). The purpose of the Peterson study was to provide assistance (by providing data) to business education administrators in establishing master's degree programs

and to aid in the possible revision of existing programs. It was also hoped that any valid criticism of master's degree offerings would be brought to the attention of administrators so they may correct deficiencies and area weakness in their programs.

The study had two central objectives. The first objective was to identify basic differences and similarities of business education master's degree programs in all institutions in the United States offering such programs. The second objective was to secure the opinions of selected business education master's degree graduates from the institutions offering a major in business education on the master's degree level. Because of the nature of this writer's purpose, attention will be given primarily to the second objective.

The questionnaire method was used as the most feasible instrument. The questionnaire was directed to recent graduates with master's degrees in business education, and it afforded an opportunity to assess and evaluate the program completed in terms of individual needs and objectives.

Questionnaires were sent to 352 master's degree graduates from various colleges and universities offering the master's in business education. A usable return of 270 gave a 76.6 percent return.

Most of the business education master's degree graduates were complimentary when evaluating their master's program.

The following constituted a summary of their responses:

1. Approximately 76 percent of the master's degree graduates were teaching business education on the high school, technical school, or college level. Another 10 percent were engaged in educational work, although not necesarily in business teaching.

2. About 70 percent of the graduates started graduate study within 5 years after being awarded the bachelor's degree.

3. More than 25 percent of the graduates had completed additional graduate study beyond the master's degree, and approximately 40 percent of these individuals had completed additional study in business education. About one-half of the individuals who completed additional graduate work continued study at schools where they obtained their master's degree.

4. More than 70 percent of the former students had not completed additional graduate work, but approximately 80 percent of them intended to further their graduate education.

5. Even though most of the graduates had completed additional graduate study beyond the master's degree or were contemplating it, only about 24 percent intended to work for a doctor's degree with a major in business education.

6. Former students gave 18 different reasons for selecting the schools where they obtained their master's degrees. More than 60 percent of the responses indicated that convenient location was an important factor in selection. The reputation of the school and the faculty were also considered important reasons for selection of particular institutions.

7. Almost 90 percent of the graduates indicated that their master's degree work had been rewarding in terms of increased teaching effectiveness. Less than 4 percent mentioned that their teaching effectiveness had not been increased.

8. Many graduates, about 40 percent, were completely satisfied with the curriculum emphasis of their master's degree programs. One-third of the total responses indicated that there should be a greater emphasis on business administration subjects, and approximately 15 percent indicated that a greater stress should be placed on professional business education courses.

9. A majority of the graduates believed that their master's programs allowed ample provision for election of courses and that there were not too many required courses. This was substantiated by approximately 85 percent of the respondents.

10. Only about 45 percent of the graduates completed a minor field of study. The department chairman also indicated that about 60 percent of the schools did not require a minor field of study. Of the graduates who completed a minor area of study professional education was the most commonly elected minor at their institution.

11. The majority of individuals who completed a minor believed it had been of value to them. Many stated that they were teaching a course in the minor field or were using the knowledges gained in connection with their present occupations.

12. Almost 70 percent of the graduates questioned the value of completing a thesis. They indicated they would not write a thesis if they were to repeat their graduate work.

13. There was no consensus on the part of graduates as to their most valuable business education courses. Principles of business education was the most frequently mentioned by respondents. Methods of teaching business education, methods of teaching typewriting, and administration and supervision of business education were also mentioned by a large number of graduates. It was interesting to note that none of these courses were offered by more than 50 percent of the 91 colleges and universities.

14. There was little consensus as to the least valuable courses selected by the respondents. Of the courses listed as least valuable by more than 10 graduates, 8 were business administration courses and 7 were professional business education courses. Principles of business education was the most frequently listed as least valuable.

15. Former students recommended specific courses that were not included in their master's degree program that might have proved valuable to them. Approximately 50 percent of the responses pertained to the inclusion of business administration courses and about 25 percent of the responses requested additional business education methods courses.

16. The strengths of business education graduate programs, as indicated by graduates, showed a similar pattern to those strengths listed by department chairman. The three most commonly specified areas were: good relations with teachers and the interest and personal attention shown by the staff; competent faculties; and broad, diversified curriculums.

17. In suggesting changes, about 10 percent of the responses pertained to recommendations for specific courses or for an increased emphasis on either professional business education or business administration courses. Other frequent responses pertained to improved library facilities, expanded course offerings, and better facilities and equipment.

18. Most of the graduates were complimentary in their evaluation of the specialized facilities available for graduate students at their institutions. However, a large number of schools did not provide graduate study rooms, microfilm libraries, and curriculum libraries of college business education textbooks.

The results of Peterson's study revealed a variety of practices and opinions concerning the master's degree program in business education. Peterson's recommendations are as follows:

1. Master's degree graduates were not generally in favor of the thesis requirement. Based on this finding and thoughts of others in the field, Peterson recommends that all institutions provide a thesis and a non-thesis option in their business education program.

2. Peterson felt enough feedback on course offerings in the master's business education program to recommend the following courses be offered: Principles of Business, Methods of Teaching Shorthand, Supervision and Administration of Business Education, and Economics. Besides the above courses that were mentioned most by master's graduates, he also felt other methods courses would help meet the needs of high school bookkeeping and social business teachers. He suggests one or two research courses emphasizing research techniques, methodology, and the evaluation of completed research. He says the needs of the teachers enrolled should be the basis for determining other methods and professional business education courses. Provision for independent study through research, readings, or problems courses could individualize instruction and serve specific needs of teachers. A limited amount of business administration courses should be allowed for those students not minoring in business administration.

3. In regard to required courses Peterson recommends that students be required to select two methods courses from an

offering of at least 5 methods courses.

No business administration courses should be designated as required for all business education students. All other courses should be determined on the basis of the individual's needs and interests.

4. Peterson strongly recommends a minor as a requirement of the master's program. He says the minor field of study should be elected by the student based on prior background and future ambitions. He recommends that business education students minor in professional education or business administration.

5. Based on the variation in availability of specialized physical facilities among the other colleges and universities offering the master's degree in business education, Peterson recommends the following specialized facilities implement and enrich business education master's degree programs:

1. A curriculum library of the latest business education high school textbooks.
2. A curriculum library of the latest business education college textbooks.
3. A well stocked library containing professional business education textbooks and periodicals.
4. A microfilm library of important research studies in business education.

Additional facilities that would be helpful to business education graduate students would include:

1. The availability of data processing equipment for study and research.

2. The availability of graduate study rooms where graduate students would be able to work on specific projects without interruption.

3. A departmental library located so that students have a freedom of access to important publications.

Keller Study (1965). Keller's aim in his study was to compare the opinions of teachers and graduate college professors throughout the country regarding the most beneficial master's degree program for business teachers. Six-hundred questionnaires were sent out to business teachers in all fifty states. Some of the findings were as follows: Over three-fourths of the high school teachers who answered the survey taught classes in typewriting. Accounting and secretarial subjects were the most widely taught business subjects on the junior college level. A majority of respondent teachers with master's degrees had some type of comprehensive examination before obtaining their degrees. About one-fourth of the respondents with master's degrees had completely free rein in selection of courses, but almost three-fourths of them had some required courses. A majority of the respondents completed their master's degrees in a one-year program. Over three-fourths of the respondents felt they did not need any more practice teaching. A majority of the respondents thought that about half of the courses in the master's degree work should be required. The largest number

of responding teachers favored taking extra course work instead of a field study or thesis. The highest number of respondents like seminars better than any other teaching method in graduate school. Over half of the teachers answering the survey favored classes on the graduate level containing between eleven and twenty-five students. A majority favored only a few field trips. Most of the teachers wanted extension courses on the graduate level. The majority of respondents did not believe that full-time teaching experience should be a requirement for entering graduate school.

Forty-nine percent of the respondents wanted teaching experience required before a person could graduate with a master's degree in Business Education.

A majority of teachers felt competent to give advice to businessmen who asked them for it, and over half of these teachers said they actually were asked for advice by businessmen.

Twenty-six percent were doubtful that work experience should be required. Over half the respondents desired student teaching on the undergraduate level only. Most of the teachers questioned favored the one-year master's program over the two-year program. The majority of respondents favored required comprehensive examinations in order to earn a master's degree. Of the group desiring comprehensive examinations, most wanted both written and orals.

In regard to a suggested curriculum for a master's degree in Business Education, no subject got strong enough support to be required. Several with the highest value were: Current problems in business education, methods and materials for teaching business education, tests and measurements in business education, improvement of instruction in skill business subjects, seminar in business education, and introduction to research in business education.

## Conclusions of the Keller Study

1. Methods courses taught on the graduate level should be based on the assumption that the students in the class have taken undergraduate methods courses.

2. Practice teaching should not be part of the graduate program.

3. A master's degree program needs both business education courses and business administration courses as well as professional education courses because teachers differ in regard to their past preparation and future goals.

4. The ideal class size for courses in the master's degree program should range from eleven to twenty-five students.

5. Comprehensive examinations, both written and oral, should be given to all candidates for the master's degree in business education.

6. Approximately half of the hours necessary for graduation in a business education master's program should be required and about half elective.

7. A one-year program should be offered, either two semesters or three quarters in length.

8. No business experience should be required on the master's level.

9. A thesis should not be required.

10. Seminars and group study should be used more widely on the master's level rather than classes conducted by lecture or question and answer methods.

11. Students should be allowed to complete part of their master's degree program requirements by taking extension classes under authorized professors.

12. Courses should be scheduled by the graduate school to enable business teachers to earn a master's degree in summer sessions only.

13. Teaching experience should not be requirement for completion of a master's degree program.

Keller designed a suggested master's program for business teachers wishing to emphasize business education:

I. Fifteen Semester hours are to be required and fifteen elective.

II. Of the fifteen required semester hours, ten would be in Business Education and five in Business Administration.

III. Business Education (10 Semester Hours)

A. A required course in Research in Business Education

B. Choice of course in any two of the following education areas:

1. Methods of Teaching Business Subjects (Such courses as Methods and Materials for Teaching Business Education, Improvement of Instruction in Skill Business Subjects, and Improvement of Instruction in Non-Skill Business Subjects would be included in this area.)

2. Problems in Business Education (Such courses as Current Problems in Business Education or Issues and Trends in Business Education would be included in this area.)

3. Tests and Measurements in Business Education

4. Supervision (Such a course as Administration and Supervision of Business Education might be used in this area.)

IV. Business Administration (5 Semester Hours)
Courses in any of the following areas:

A. Economics

B. Accounting, Statistics, Data Processing

C. Business Management and Organization

D. Office Management

E. Marketing

F. Finance

G. Law

H. Personnel Management

Keller felt the above designed program was the most ideal program based on his findings and opinions of the respondents.

Amsden Study (1967). It was the purpose of the Amsden study to survey the master's degree graduates in business education at Mankato State College from 1954-1966 and to determine improvement that may be needed.

The questionnaire was the method used to collect the data. Questionnaires were sent to the 64 master's degree graduates with the total of 63 returned giving a 98.5 percent response. Of the sixty-three returned one graduate did not wish to complete the questionnaire. This left 62 usable returns or 96.9 percent.

Amdsen felt the replies should have some significance and should be considered as one criterion in determing the effectiveness of the Business Education Department.

Of the 62 respondents, 52.2 percent were currently teaching high school, 17.7 percent were teaching in a four-year college, 3.2 percent were teaching in a vocational school, and 11.3 percent were employed in other areas other than teaching.

The lowest salary gain reported after receiving the master's degree was $20 and the highest gain was $6,000. The largest percentage of graduates were in the group who had gained $401 to 600.

Graduates were asked to indicate which business education classes were taken in graduate study. Six of the business education classes were taken by over 50 percent of the graduates: (1) Business Curriculum, (2) Scientific Bases for the Teaching of Technical Business Subjects, (4) Problems in Business Education, (5) Seminar in Business Education, and (6) Thesis. The Thesis was the only course required during the period of study.

The courses of the most or least value appeared to depend on what the graduate was doing or teaching at the present time.

The respondents indicated graduate courses in professional education were more interesting and had more value for them than they had taken as undergraduates. Seventy-seven percent of the graduates felt that they had more interest in the graduate courses in professional education.

Of the graduates surveyed, two have completed work on their PhD degree. Forty-one have additional graduate work, and seventeen plan to complete their PhD degree. The additional graduate work was taken in 15 different institutions offering graduate work.

Candidates are permitted to transfer nine hours of graduate work taken in extension courses or in other accredited colleges. Credits were transferred by 16 graduates to Mankato State College from other colleges and universities.

Recommendations by the Graduates Surveyed

The graduates recommended the following: (1) that business teachers should spend some time working in an office, (2) that graduates need more freedom in course selection, (3) that the department offer more course work in related areas of business, (4) that more library books are in need in the area of Business Education, and (5) that the courses in Business Administration be offered with the business teacher in mind.

Based on his findings, Amdsen recommended the following:

1. Use a continuing follow-up study for the evaluation of the business education program. 2. Make a careful analysis of those courses that appear to have questionable value, even if there was not a significant majority. 3. Give all graduate students the opportunity to work closely with the faculty. 4. Continue the thesis as a requirement. 5. Offer additional workshops and institutes for the graduate student. 6. Continue to strive for a higher degree of excellence through wider course offerings, improvement of instruction, higher achievement standards and continuing self evaluation.

Carter Study (1968). The purpose of the Carter study was to conduct a survey of the business education graduates who received the master's degree at the University of North Dakota during the

years 1956-1966 to determine the effectiveness of the teacher education provided and to note implications from the findings for program improvement.

The questionnaire survey method was used and questionnaires were sent to 113 master's degree graduates. A return of 107 questionnaires gave a 94.7 percent return.

Carter found that 66 percent of the graduates were male and 34 percent were female. The graduates were found to be living in 20 states, three provinces in Canada, and one in Africa. Students transferring credits into the masters program numbered 33 and they transferred credits from 25 different universities and colleges.

Of the respondents, 6.5 percent indicated they had not taught since receiving their master's degree. The level on which the largest number of graduates had taught was the senior high school level which was reported by 51.4 percent of the respondents.

College or university teaching was undertaken by 42, or 39.2 percent of those reporting and the junior college level of teaching was indicated by 22 respondents.

A survey of present teaching positions revealed that 36.5 percent of the respondents are now teaching on the senior high school level; 20 percent on the college or university level. Twelve respondents reported they are not teaching at the present time. Four of the respondents indicated they are now or had been in the

in the field of banking and finance, and a like number indicated they were presently or had been in the field of bookkeeping and accounting.

A total of 38 different business courses were taught by 100 of the 107 respondents. The course most frequently taught was Beginning Typewriting when 94 of the respondents reported teaching that course. Ranking second was Intermediate Typewriting which was taught by 72 of the respondents. Advanced Typewriting ranked third with 67 respondents indicating they had taught such a course. Beginning Shorthand and courses in Secretarial, Clerical, or Office Practice were also indicated as being taught by over half of the respondents. Four respondents also indicated teaching 5 different graduate courses in business education.

The 107 respondents were asked if they desire a change in occupational position, and 41.1 percent answered "yes". Of these 44, 38.3 percent indicated they would like a position teaching in a junior college, college, or university.

The survey revealed that 57 percent, of the respondents had undertaken graduate study beyond the master's degree and five doctors degrees had been awarded to respondents.

A survey of minor fields revealed that 39.4 percent of the respondents had a minor in Education. An additional 20.6 percent reported business administration as their minor. Ranking

third were minors in School and Educational Administration with nine, or 8.4 percent of the total. The graduates comments concerning the value of the minor field varied. Eighteen people felt the minor of Education valuable because it helped to develope a background and better perspective of education. Another 18 respondents found their minor valuable because they had taught in their minor field. Eleven of the respondents found the minor in School Administration helpful. Seven of the respondents, however, thought the Education courses taken were of questionable value, and another five respondents felt that a related business minor would have been more helpful.

The major strength of the business education graduate program at the University of North Dakota listed by 44 respondents was the excellent methods courses offered and preparation for teaching the skill subjects.

The excellent curriculum and wide range of course offering were recognized as an advantage by 26 respondents. A like number felt that studying under a departmental chairman of national recognition to be of major value. The excellent faculty and individual attention given to students was a strength listed by 21 respondents. Many respondents felt a major advantage in the use of guest professors and lecturers. In all 18 different areas were mentioned regarding the strengths of the business education graduate program at the University of North Dakota.

The major weaknesses of the program at the University of North Dakota listed by 13 respondents was that of having disinterested visiting professors, and visiting instructors. Insufficient library facilities during the summer session was a weakness listed by 12 respondents. Eleven felt too much emphasis was placed on the skills area of business education and not enough on the other aspects of business.

Individual course offerings were also rated by the respondents in the same manner as the different areas of the program: very satisfactory, adequate, and unsatisfactory. Every course with the exception of three received more very satisfactory rating than any other rating or combination of ratings. These three were: Improvement of Instruction in the Basic Business Subjects, Demonstration Class in the Teaching of Office Machines, and Vocational Education.

Also, three of the 20 courses evaluated received no unsatisfactory ratings. These were: Improvement of Instruction in Typewriting, Demonstration Class in the Teaching of Office Machines, and Vocational Education.

The courses taken most often by the respondents were: Improvement of Instruction in Typewriting, Introduction to Research in Business Education. Both of the two preceding courses had been taken by 99 of the 107 respondents.

Based on his findings, Carter recommended the following:

1. That the Business Education Department establish its own departmental library. It is recommended this library contain a wide selection of professional literature, a larger section of high school textbooks in business education, and additional microfilm of business education research. The availability of graduate study rooms should also be taken into consideration. 2. It is recommended that the graduates education department obtain or employ the use of additional data processing equipment so students may have the opportunity to use such equipment for the completion of their research projects. 3. It is recommended that more consideration be given to future choices of visiting instructors in graduate business education at the University of North Dakota. 4. It is recommended that the Business Education Department at the University of North Dakota establish its own Placement Bureau to give assistance to those students seeking future employment at other institutions of higher learning. 5. It is recommended that future studies in this area be carried on. Additional studies would be a follow-up of doctorate recipients and a follow-up of graduate teaching assitants to determine how effective the business education program has been to them.

Cooley Study (1975). The Cooley study included all graduates who received the Master's of Science Degree in Business

Education or Distributive Education. The subjects included all who have graduated from Northwestern State University of Louisiana between the years fall, 1954 to summer, 1974. The one hundred sixty-eight graduates from this period of time made up the population sample.

Responses were received from 163 for a 97.01 percent return. One graduate was deceased and three questionnaires were unusable; therefore, his study is based upon 159 responses or 94.6 percent of the total population.

A summary of Cooley's findings are as follows:

1. The majority of the graduates or 73.3 percent indicated that they had not received a degree or level beyond the master's. Only 5.7 percent indicated that they had earned a doctorate degree.

2. Fifty-three of the graduates indicated that social science was their minor area. English was the minor field of study checked by seventeen of the respondents.

3. Respondents indicated that they had received their bachelor's degree as far back as 1934 and as recently as 1973.

4. Fifty-three and five tenths percent of the graduates indicated that they had received their bachelor's degree during the spring commencement.

5. From one to six hours credit was transferred by 18.9

percent of the respondents toward the master's from other universities.

6. "Close to home" was listed by thirty-nine respondents as the reason they chose Northwestern State to obtain their master's.

7. Twenty-nine and six tenths percent of the graduates indicated that they started graduate work in "less than one year" after receiving the bachelor's degree. "More than twelve years" was indicated by 16.9 percent as the time elapsed between their bachelor's degree and the time they started work on the master's.

Cooley's summary to post-graduate occupational experiences:

1. Eighty-seven and four tenths percent of the respondents indicated that they were currently in the teaching profession.

2. Sixty-five percent of the graduates were in classroom positions.

3. Sixty-four and seven tenths percent of the graduates said that they were working in a senior high school. Four respondents are teaching either in an elementary school or a junior high school.

4. The clerical area was the occupation most often chosen by those not in the teaching profession.

5. Twenty-four graduates indicated that they had worked in the clerical area after receiving the master's degree.

6. The position of "instructor" at the college or university level was indicated by eleven people as their past position.

7. Thirteen people indicated that at present they hold the academic rank of "instructor".

8. Beginning Typewriting was the course most frequently taught in high school with ninety-four checking it as a course they taught after receiving the master's degree. Intermediate Typewriting was checked by twenty-three as a course they taught in college after receiving their master's degree. Five graduates said they had taught Beginning Shorthand in a vocational school since receiving the master's.

9. General Business was checked by sixty-seven graduates as a course they have taught in high school since receiving the master's. Fifteen listed accounting as the course they taught on the college level after receiving the master's.

10. Seven respondents indicated that they had taught supervision of student teaching at the high school level.

11. The majority of 149 of the respondents indicated that they had not taught any "graduate business education courses."

12. Significant differences existed between the "gains" in annual salary after receiving the master's degree as reported by the respondents. Fifty-six indicated tht their gain was between $200-399.

13. There were significant differences among the salaries reported by the graduates. Forty-five of the graduates indicated

that their salary was between $8,000-9,999.

14. The minor area was indicated as helpful by 109 people.

15. Few of the graduates had sought employment through the Placement Bureau.

16. Graduates were divided in their opinions as to what value grades received in graduate school were in their present jobs.

17. One hundred-two of the graduates indicated that they had worked for only one employer since receiving the master's degree.

18. The majority of the graduates indicated that they were very satisfied with their present job.

Cooley's summary concerning the Curriculum at the Master's Level:

1. Responses from graduates concerning faculty advising in helping them to "begin their master's program" were significantly different. The majority or ninety-nine indicated that it was very valuable.

2. The majority of 116 of the respondents indicated that faculty advising was very valuable in helping them to "complete their master's program."

3. The majority of the items pertaining to the business education program at Northwestern State University were checked very satisfactory. One hundred thirteen graduates said that "individual guidance and help from business education and distributive education faculty" was the outstanding item of the program.

4. The majority of the courses that graduates had taken were rated very satisfactory.

5. A large number of graduate business education courses were listed that the graduates said they would like to have taken had they been offered when they were in school. Four said they would like to have taken Introduction to Data Processing for Graduate Students.

6. Thirty-seven different strengths of the graduate program were listed. Very friendly and versatile instructors was listed by twenty-five graduates as the most important strength.

7. Several recommendations were made by graduates as to how the master's program might be improved. Four persons each suggested more content courses should be required and add to and update present equipment and facilities.

8. When asked to include any comments that they would like to make regarding the Northwestern State University business or distributive education curriculum, the graduates responded with many answers. Eight said the program was satisfactory. The curriculum is very good and helpful was the comment of six others.

Cooley's recommendations based on information collected:

1. The business education and distributive education curriculum should be reviewed and updated regularly so that students can take courses they need during the academic year.

2. A continued effort should be made to use as many competent graduate assistants as possible.

3. The business-distributive education and office administration department should disseminate information widely to prospective graduate students throughout the state of Louisiana as well as neighboring states.

4. The faculty in the department of business-distributive education and office administration should make special efforts to encourage the bachelor's degree candidates to continue their master's degree since such a large number of the respondents said they started graduate work in less than one year after receiving their bachelor's.

5. The master's program in business education and distributive education should place the strongest emphasis of its program upon the teaching profession since 87.6 percent of the respondents are presently in the teaching profession.

6. A broad, flexible program should be encouraged by the department since graduates will teach such a wide variety of subjects in the high schools, colleges, and vocational schools.

7. The Placement Bureau should continue to be encouraged since this service was ranked so high by the respondents.

8. Faculty advising should continue to be encouraged since this service was ranked so high by the respondents.

9. Post-master's programs should be emphasized and

explained to the graduates since nearly one-half of the respondents said they had taken courses beyond the master's degree.

10. The department should emphasize the Certified Public Accountant examination and the Certified Professional Secretary examination as worthy objectives at the master's level.

11. Because of the tremendous response (97.01) percent Cooley recommends periodic studies should be conducted at least once every five years to appraise the strengths and weaknesses of the graduate program.

## Summary

The review of literature in this study revealed general trends, strengths, weaknesses, and areas for improvement in the business education master's programs.

The general findings, conclusions, and recommendations of the studies reviewed were compatible with one another to some degree in all areas, and less compatible in other areas depending on the particular institution and their requirements.

The majority of the master's degree graduates were complimentary of their particular graduate program.

The largest percentage of graduates are teaching in the Senior High School. The class most often mentioned as being taught by the graduates is Typing. The majority of the graduates began work on a Master's Degree within three years after earning the

bachelor's degree. The most popular method of instruction listed by the graduates was the Seminar and Workshops. The overwhelming strength listed in all programs reviewed was the attributes of the Faculty. Such words as versitile; helpful; friendly; personal attention; guidance; were used to describe the faculty strength.

Some of the most popular recommendations were: Allow for a Thesis and a non-Thesis plan; More Business Administration courses should be taken by the graduates, especially those not having a minor in Business Administration; A one year Master's Program should be allowed; An up-to-date library of Business Education materials, periodicals and books should be maintained by the Business Education Department.

All studies indicated the continued need for the follow-up study and recommended a continuous effort in this area be made every three to five years.

# CHAPTER III

# PROCEDURES

This study was made to determine the effectiveness of the Master's of Science Degree program in Business Education at Montana State University to determine if the needs of the graduates are being met. It was intended that the conclusions reached and recommendations made will be of significant value in planning curriculum effectiveness and making curriculum changes, which may affect future graduates of the master's program.

The purpose of this chapter is to (1) describe the population and sampling procedures, (2) describe the method of collecting the data, and (3) describe the method of analyzing the data.

## Population Description and Sampling Procedures

The population of this study included all of the graduates who have received the Master's of Science Degree in Business Education from Montana State University between the years 1969 and 1975.

In preparation for the initial mailing of the questionnaire, a graduation list was secured from the Director of the School of Business and was used to compile the up-to-date graduation list. Sources used in compiling the up-to-date mailing list were: Permenant Record File of the School of Business, Alumni File, and present faculty members of the School of Business.

## Survey Instrument and Administration of the Survey Instrument

Before the questionnaire was mailed to the graduates, it was tested for validity by the investigator's colleagues (Graduate Teaching Assistants) and the staff of the Business Education Department at Montana State University. They were asked to scrutinize the questionnaire carefully and to make any corrections or recommendations that were necessary.

A copy of the final revision of the questionnaire and a cover letter were sent to the 63 master's degree graduates.

The questionnaire was developed and constructed on the basis of the review of literature. It was divided into three parts: (1) general information, (2) post-graduate occupational experiences and (3) evaluation of curriculum at the master's level.

On February 1, 1976 the initial mailing of the cover letter and questionnaire were made. (Appendix A and D) In answer to the first mailing, 39 of the 63 graduates responded; this represents a 61.91 percent return. On February 16, 1976 the first follow-up letter and questionnaire were sent to the remaining 24 graduates. (Appendix B and D) In answer to the first follow-up 11 responded giving a 17.46 percent return. On March 1, 1976 a second follow-up letter and questionnaire were sent to the remaining 13 graduates. (Appendix C and D) In answer to the second follow-up

3 responded giving a 4.76 percent return.

In answer to the 3 mailings 53 out of 63 responded; this represents an overall response of 84.13 percent. One graduate was deceased.

Table One indicates this breakdown of the number of questionnaires sent and the number and percentage of those returned.

Table 1

Number and Percent of Returns
of the Survey Instrument

| Survey Instrument | Response |
|---|---|
| Questionnaires sent | 63 |
| Returned | 53 |
| Percentage returned | 84.13 |

## Analysis of Data

This study sought to survey the graduates of the Master's Degree program in Business Education from Montana State University between the years 1969 and 1975 to determine the effectiveness of the program.

The questionnaire was divided into three parts; (1) general information, (2) post-graduate occupational experiences and (3)

curriculum at the master's level.

The data was analyzed by the number responding to the individual question and placing this on a percentage basis. Since every graduate did not answer each question the percentage was determined by the total number who did answer the particular question analyzed.

A series of tables was used to illustrate the findings of the study. The first column of each table listed the possible responses the graduates could have selected. The second column listed the number of graduates responding to each choice. The third column gave the percentage based on the number of graduates responding to the particular question being analyzed. Each column of the table was totaled to the number who had responded and 100 percent--100 percent being the number who had actually responded to the question.

Following each table is a brief interpretation of the data presented on it. Interpretation was based on the number and percent of graduates agreeing on the responses to the particular question being analyzed.

The tables mentioned are constructed in Chapter IV.

# CHAPTER IV

## PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA CONCERNING THE FOLLOW-UP STUDY OF MASTER'S DEGREE GRADUATES IN BUSINESS EDUCATION

This chapter, which is the tabulation and presentation of the data collected for this study, is divided into the following divisions: (1) General information, (2) Post-graduate occupational experiences and (3) Evaluation of the curriculum at the master's level.

The investigation was conducted during the winter quarter of 1976. The study was concerned with the opinions and attitudes of business education master's degree graduates about the master's program at Montana State University. All graduates from 1969 through 1975 were surveyed. Of the 63 graduates, responses from 53 gave a 84.13 percent return. One graduate was deceased.

Responses to the items on the questionnaire have been analyzed in the order in which they occurred. Findings, based upon the responses on the master's graduates, immediately follow each item.

## GENERAL INFORMATION

Responses from graduates concerning general information are presented in Tables 2-14. Table 2, page 41 shows that 41, or 65.08 percent of the graduates were male and 22, or 34.92 percent were female. Table 3, page 41 shows 31, or 49.21 percent of the

Table 2

Number of Males and Females Receiving the Master's Degree in Business Education

| Sex | Response | Percentage |
|---|---|---|
| Male | 41 | 65.08% |
| Female | 22 | 34.92% |
| Total | 63 | 100.00% |

Table 3

Graduates Receiving Bachelor's Degrees from Montana State University

| Graduating Institutions | Response | Percentage |
|---|---|---|
| MSU | 31 | 49.21% |
| Other institutions | 32 | 50.79% |
| Total | 63 | 100.00% |

of the graduates received their Bachelor's degree from MSU and 32, or 50.79 percent from other institutions.

Table 4 shows how many degrees were awarded each year, 1969 - 1975.

Table 4

Year Master's Degree was Awarded

| Choices by Year | Response | Percentage |
|---|---|---|
| 1969 | 2 | 3.17% |
| 1970 | 6 | 9.52% |
| 1971 | 13 | 20.63% |
| 1972 | 15 | 23.81% |
| 1973 | 1 | 1.60% |
| 1974 | 15 | 23.81% |
| 1975 | 11 | 17.46% |
| Total | 63 | 100.00% |

According to Table 4, only two graduates received their Master's Degree in Nineteen-hundred sixty-nine showing 3.17 percent. Other years are shown as follows: 1970 with 6, or 9.52 percent, 1971 with 13, or 20.63 percent, 1972 with 15, or 23.81 percent, 1973 was the lowest year reported with only one graduate and 1.60

percent. Seventy-four had 15 with 23.81 percent, the same amount and percent as 1972. The last year, 1975, had 11 graduates with 17.46 percent of the total.

Although Table 4, shows the years the Master's Degrees were awarded, many of the graduates completed their requirements earlier and waited until the following spring to receive their degree. Table 5, shows what year the Master's Degree requirements were completed.

Table 5

What Year Did You Complete the Requirements for Your Master's Degree

| Choices by Year | Response | Percentage |
|---|---|---|
| 1969 | 1 | 2.13% |
| 1970 | 4 | 8.50% |
| 1971 | 10 | 21.28% |
| 1972 | 8 | 17.02% |
| 1973 | 10 | 21.28% |
| 1974 | 10 | 21.28% |
| 1975 | 4 | 8.51% |
| Total | 47 | 100.00% |

Only 47 responded to the question tabulated on Table 5, page 41. Of those responding, 1, or 2.13 percent completed their Master's Degree requirements in 1969. Four, or 8.50 percent completed in 1970; 10, or 21.28 percent in 1971; 8, or 17.02 percent in 1972; 10, or 21.28 percent in 1973 and 10, or 21.28 percent in 1974 and 4, or 8.51 percent for 1975.

The next item concerned the question, "What quarter did you complete the requirements for your Master's Degree?" The results are tabulated on Table 6.

Table 6

What Quarter Did You Complete the Requirements for Your Master's Degree

| Choices by Quarter | Responses | Percentage |
|---|---|---|
| Summer | 38 | 71.70% |
| Fall | 0 | 0.00% |
| Winter | 3 | 5.66% |
| Spring | 12 | 22.64% |
| Total | 53 | 100.00% |

The summer quarter proved to be the most popular for completing the requirements for the Master's Degree, showing 38, or 71.70 percent. The second most popular was spring quarter with 12, or 22.64 percent; and winter with 3, or 5.66 percent. Fall quarter showed no completions.

Table 7, shows how many quarters it took the graduates to complete their Master's Degree requirements.

Table 7

How Many Quarters Did it Take to Complete Your Master's Degree

| Choices by Quarter | Responses | Percentage |
|---|---|---|
| 3 | 14 | 26.42% |
| 4 | 25 | 47.17% |
| 5 | 6 | 11.31% |
| 6 | 4 | 7.55% |
| 7 | 1 | 1.89% |
| 8 | 2 | 3.77% |
| 9 | 1 | 1.89% |
| Total | 53 | 100.00% |

The majority completed their Master's Degree in four

quarters with 25, or 47.17 percent responding to that choice. Three quarters was the second choice by 14, or 26.42 percent. Five was selected by 6, or 11.31 percent. The remaining quarters varied as follows: Six selected by 4, or 7.55 percent, seven by 1, or 1.89 percent, eight by 2, or 3.77 percent, nine by 1, or 1.89 percent.

The next question was "How many years did it take to complete your Master's Degree?" The responses are tabulated on Table 8.

Table 8

How Many Years Did it Take to Complete Your Master's Degree

| Choices by Years | Responses | Percentage |
|---|---|---|
| 1 | 15 | 28.30% |
| 1½ | 4 | 7.55% |
| 2 | 7 | 13.21% |
| 2½ | 2 | 3.77% |
| 3 | 12 | 22.64% |
| 3½ | 1 | 1.89% |
| 4 | 9 | 16.98% |
| 5 | 2 | 3.77% |
| 6 | 1 | 1.89% |
| Total | 53 | 100.00% |

Table 8, page 46 shows most of the graduates taking one year to complete their Master's program with 15, or 28.30 percent picking that choice. The second highest selection was three years with 12, or 22.64 percent choosing that selection. The rest of the responses were scattered from one to six years. One and a half was selected by 4, or 7.55 percent, two was selected by 7, or 13.21 percent, two and a half by 2, or 3.77 percent, three and a half by 1, or 1.89 percent, 4 by 9 or 16.98 percent, 5 by 2, or 3.77 percent, and 6 by 1, or 1.89 percent.

Were you a Graduate Teaching Assistant at MSU while obtaining your master's, was the next question asked. The responses are tabulated in Table 9.

Table 9

Were You a Graduate Teaching Assistant At MSU While Obtaining Your Master's

| Choices | Responses | Percentage |
|---|---|---|
| Yes | 20 | 37.74% |
| No | 33 | 62.26% |
| Total | 53 | 100.00% |

Table 9, page 47 shows that 20, or 37.74 percent of the graduates were Graduate Teaching Assistants. Thirty-three, or 62.26 percent were not.

The next question asked was, "How many years elapsed between the time you received your bachelor's degree and the time you started work on your master's degree?" The responses are tabulated on Table 10, page 49. The table shows that 13, or 24.53 percent started their graduate work immediately after receiving the bachelor's degree. One, or 1.89 percent waited a half year, 6, or 11.32 percent one year, 5, or 9.43 percent two years, 1, or 1.89 percent two and a half years, 8, or 15.08 percent three years, 5, or 9.43 percent four years, 3, or 5.66 percent five years, 3, or 5.66 percent six years, 1, or 1.89 percent seven years, 1, or 1.89 percent eight years, 1, or 1.89 percent nine years, 2, or 3.77 percent ten years, 1, or 1.89 percent eleven years, 1, or 1.89 percent fifteen years, 1, or 1.89 percent twenty-six years.

The next question, "What combination of quarters did you use to complete your degree?" is tabulated on Table 11, page 50. The responses show that 26, or 49.06 percent used a combination of summer and academic year quarters. Twenty-four, or 45.28 percent used summer quarters only and 3, or 5.66 percent used the academic year only to complete their master's degree.

Table 10

How Many Years Elapsed Between the Time You Received Your Bachelor's Degree and the Time You Started Work on Your Master's Degree

| Choices by Years | Responses | Percentage |
|---|---|---|
| 0 | 13 | 24.53% |
| ½ | 1 | 1.89% |
| 1 | 6 | 11.32% |
| 2 | 5 | 9.43% |
| 2½ | 1 | 1.89% |
| 3 | 8 | 15.08% |
| 4 | 5 | 9.43% |
| 5 | 3 | 5.66% |
| 6 | 3 | 5.66% |
| 7 | 1 | 1.89% |
| 8 | 1 | 1.89% |
| 9 | 1 | 1.89% |
| 10 | 2 | 3.77% |
| 11 | 1 | 1.89% |
| 15 | 1 | 1.89% |
| 26 | 1 | 1.89% |
| Total | 53 | 100.00% |

Table 11

What Combination of Quarters Did You Use to Complete Your Degree

| Quarter Combinations | Responses | Percentage |
|---|---|---|
| Summer quarters only | 24 | 45.28% |
| Academic year only | 3 | 5.66% |
| Summer and academic year only | 26 | 49.06% |
| Other | 0 | 0.00% |
| Total | 53 | 100.00% |

Table 12, page 51 shows the number of quarter hours credit transferred from other institutions. The highest response showed that no credits were transferred to MSU with 37, or 69.81 percent checking that category. Seven, or 13.21 percent transferred between 1-3 credits, nobody transferred 4-6 credits, 2, or 3.77 percent transferred 7-9 credits, 3, or 5.66 percent transferred 10-12 credits, and 4, or 7.55 percent transferred 13-15 credits.

Table 13, page 51 shows what plan was followed in completing the master's degree requirements. The most popular plan chosen was Plan B, the Professional Paper with 51, or 96.23 percent choosing that plan. Plan A, the Thesis had 2, or 3.77 percent using that plan.

Table 12

Check the Number of Quarter Hours Credit Transferred From Other Institutions

| Credits Transferred | Responses | Percentage |
|---|---|---|
| None | 37 | 69.81% |
| 1-3 | 7 | 13.21% |
| 4-6 | 0 | 0.00% |
| 7-9 | 2 | 3.77% |
| 10-12 | 3 | 5.66% |
| 13-15 | 4 | 7.55% |
| Total | 53 | 100.00% |

Table 13

What Plan Did You Follow?

| Master's Plan | Responses | Percentage |
|---|---|---|
| Plan A Thesis | 2 | 3.77% |
| Plan B Professional Paper | 51 | 96.23% |
| Total | 53 | 100.00% |

Why did you select MSU to obtain your master's degree, was the next question asked. Although the question was open ended, the replies easily fell into eight categories as tabulated below on Table 14.

Table 14

Why Did You Select MSU to Obtain Your Master's Degree

| Reasons | Response | Percentage |
|---|---|---|
| Location | 18 | 33.96% |
| D. E. Option | 10 | 18.88% |
| Type of program | 8 | 15.09% |
| Received bachelor's at MSU | 5 | 9.43% |
| Instructors | 4 | 7.55% |
| Convenience | 3 | 5.66% |
| Husband attending MSU | 3 | 5.66% |
| Given assistantship | 2 | 3.77% |
| Total | 53 | 100.00% |

Eighteen respondents stated geographic location as the primary reason for choosing MSU as the place to do graduate work. This gave a 33.96 percent result. The only university to offer the D. E. Option was stated by 10, or 18.88 percent. The type of

program offered was listed by 8, or 15.09 percent. Received Bachelor's Degree from MSU was stated by 5, or 9.43 percent. The Instructors was listed by 4, or 7.55 percent. Convenience by 3, or 5.66 percent, Husband attending MSU by 3, or 5.66 percent, and Offered an Assistantship by 2, or 3.77 percent.

## POST-GRADUATE OCCUPATIONAL EXPERIENCES

Responses from graduates concerning post-graduate occupational experiences are presented in Tables 15-32. Table 15, below summarizes the responses to the statement, "Are you currently employed in the teaching profession?"

Table 15

Are You Currently Employed in the Teaching Profession

| Choices | Response | Percentage |
|---|---|---|
| Yes | 45 | 84.91% |
| No | 8 | 15.09% |
| Total | 53 | 100.00% |

Eight, or 15.09 percent of the graduates are not presently in the teaching profession, and 45, or 84.91 percent stated they were currently employed in the teaching profession.

In the next question the graduates who were teaching were asked to check the grade level they were employed at, and if they were working in another area outside the classroom to list that position. Table, 16, below shows the responses to that question.

Table 16

Check the Type of School in Which You Are Employed

| Type of School | Response | Percentage |
|---|---|---|
| Elementary | 0 | 0.00% |
| Junior High | 0 | 0.00% |
| Senior High | 22 | 48.89% |
| Vocational-Technical | 9 | 20.00% |
| Business College | 0 | 0.00% |
| Junior or Community College | 6 | 13.34% |
| College or University | 5 | 11.11% |
| Other: Career Education | 1 | 2.22% |
| Administration | 1 | 2.22% |
| Handicapped Adults | 1 | 2.22% |
| Total | 45 | 100.00% |

The largest majority of graduates are teaching at the Senior High level with 22, or 48.89 percent reporting that choice.

The second highest choice listed was the Vocational Technical with 9, or 20.00 percent choosing that category. Six, or 13.34 percent are at the Junior or Community College, and 5, or 11.11 percent at the College or University level. Under the last category listed as Other, three areas were reported; Career Education, Administration, and working with Handicapped Adults. Each of these areas had only one person reporting giving a 2.22 percent result for each category.

The eight graduates who are presently not employed in the teaching profession were asked to list their present occupation. Table 17, gives the tabulated results to that question.

Table 17

Check the Occupation in Which You Are Currently Employed

| Current Occupation | Response | Percentage |
|---|---|---|
| Government | 3 | 37.50% |
| C.P.A. | 2 | 25.00% |
| Bus. Administration | 1 | 12.50% |
| Domestic Consultant | 1 | 12.50% |
| N.E.A. | 1 | 12.50% |
| Total | 8 | 100.00% |

Table 17, page 55 shows that 3, or 37.50 percent of the graduates not teaching are employed by the Government. Two, or 25.00 percent are Certified Public Accountants. Business Administration, Domestic Consultant, and National Education Association each claimed one graduate giving a 12.50 percent for each position.

The next item asked the graduate to check the rank presently held if teaching at the college level. Table 18, below shows the results.

Table 18

If You Are Teaching in College,
Check The Rank Now Held

| Present Rank | Response | Percentage |
|---|---|---|
| Instructor | 2 | 50.00% |
| Ass't Professor | 2 | 50.00% |
| Total | 4 | 100.00% |

Of the five graduates teaching at the College and University level, only four responded to this question. The rank of Instructor was listed by 2, or 50.00 percent, and Ass't Professor was also listed by 2, or 50.00 percent. The Junior and Community Colleges have no rank structure.

Table 19, shows the highest degree earned by the graduates.

Table 19

What is the Highest Degree Earned at This Time

| Degree | Response | Percentage |
|---|---|---|
| Master's | 52 | 98.11% |
| Doctorate | 1 | 1.89% |
| Total | 53 | 100.00% |

The overwhelming majority of the respondents indicated the highest degree earned at this time to be the Master's Degree with 52, or 98.11 percent listing that choice. Only 1, or 1.89 percent has earned a higher degree.

The next question asked if the graduate was presently working on a higher degree. The tabulated results are given on Table 20, page 58. The table shows that 46, or 86.79 percent are not presently working on a higher degree. Seven, or 13.21 percent are working on a doctoral degree.

The next item asked to what extent was the graduate satisfied with his present position. These results are tabulated on Table 21, page 58.

Table 20

Are You Working On a High Degree At This Time

| Choices | Responses | Percentage |
|---|---|---|
| Yes | 7 | 13.21% |
| No | 46 | 86.79% |
| Total | 53 | 100.00% |

Table 21

To What Extent Are You Satisfied With Your Present Job

| Extent of Satisfaction | Response | Percentage |
|---|---|---|
| Very satisfied | 29 | 54.71% |
| Fairly satisfied | 18 | 33.96% |
| Somewhat dissatisfied | 4 | 7.55% |
| Definitely dissatisfied | 1 | 1.89% |
| No opinion | 1 | 1.89% |
| Total | 53 | 100.00 |

Table 21, page 58 shows that 29, or 54.71 percent of the respondents are Very satisfied with their present jobs. Eighteen, or 33.96 percent listed Fairly satisfied, and 4, or 7.55 percent were Somewhat dissatisfied, and 1, or 1.89 percent was Definitely dissatisfied and 1, or 1.89 percent had No opinion.

The next question asked, "What was your gain in annual salary after receiving your master's degree?" The tabulated results of that question are on Table 22, page 60. The table shows that the largest number of graduates fell in the $1,400 or above category, with 16, or 35.56 percent checking that choice. Seven, or 15.56 percent checked the $1,200 to 1,399 group, and 7, or 15.56 percent checked the $400 to 599 group. Five, or 11.11 percent picked the $1,000 to 1,199 group, and 3, or 6.67 percent the 0 to $199, 3, or 6.67 percent the $200 to 399, and 2, or 4.44 percent the $600 to 799, and 2, or 4.44 percent the $800 to 999 group. Eight of the graduates didn't reply to this question.

Listed next was the question, "To what extent do you feel grades received in your master's program were important in employment?" Tabulated results of this question are on Table 23, page 61. The results show that 14, or 26.42 percent felt the grades were of little importance, 13, or 24.53 percent felt grades were of no importance, 8, or 15.09 percent felt they were substantially important, 11, or 20.75 percent felt they were somewhat

important, 3, or 5.66 percent felt they were very important, and 4, or 7.55 percent were not sure.

Table 22

What Was Your Gain in Annual Salary
After Receiving Your Master's Degree

| Salary Gain | Response | Percentage |
|---|---|---|
| 0 - $199 | 3 | 6.67% |
| $200 - 399 | 3 | 6.67% |
| $400 - 599 | 7 | 15.56% |
| $600 - 799 | 2 | 4.44% |
| $800 - 999 | 2 | 4.44% |
| $1,000 - 1,199 | 5 | 11.11% |
| $1,200 - 1,399 | 7 | 15.56% |
| $1,400 or above | 16 | 35.55% |
| Total | 45 | 100.00% |

The next question asked, "Did you have a minor area of study in your master's program?" The tabulated answers to this question are on Table 24, page 61. The results show that 10, or 18.87 percent did have a minor area of study while earning the master's degree and 43, or 81.13 percent did not have a minor.

Table 23

To What Extent Do You Feel Grades Received in Your Master's Program Were Important in Employment

| Grade Importance | Response | Percentage |
|---|---|---|
| Very important | 3 | 5.66% |
| Substantially important | 8 | 15.09% |
| Somewhat important | 11 | 20.75% |
| Of little importance | 14 | 26.42% |
| Of no importance | 13 | 24.53% |
| Not sure | 4 | 7.55% |
| Total | 53 | 100.00% |

Table 24

Did You Have a Minor Area of Study in Your Master's Program

| Choices | Response | Percentage |
|---|---|---|
| Yes | 10 | 18.87% |
| No | 43 | 81.13% |
| Total | 53 | 100.00% |

The next question asked if the minor area of study has helped in the graduates present work. The tabulated results are shown on table 25 below.

Table 25

Has Your Minor Area of Study Helped You in Your Work

| Choices | Response | Percentage |
|---|---|---|
| Yes | 7 | 70.00% |
| No | 3 | 30.00% |
| Total | 10 | 100.00% |

Of the ten graduates who had a minor area of study, 7, or 70.00 percent felt it has helped them. Three, or 30.00 percent felt their minor subject area has not helped them in their work.

The next questioned asked the graduates what was their particular minor area. The tabulation of this question is shown on Table 26, page 63. The results show that 3, or 30.00 percent had a minor in Accounting, 3, or 30.00 percent in School Administration, and 2, or 20.00 percent in Education, and 2, or 20.00 percent in Business Education. Those who listed Business Education as a minor, actually only had a strong emphasis in a broadfield business education curriculum.

Table 26

What Was Your Minor Area of Study

| Minor subject area | Response | Percentage |
|---|---|---|
| Accounting | 3 | 30.00% |
| School Administration | 3 | 30.00% |
| Education | 2 | 20.00% |
| Business Education | 2 | 20.00% |
| Total | 10 | 100.00% |

The next questioned asked those who felt the minor area of study has helped, to tell how it has helped them. The results are tabulated on Table 27.

Table 27

How Has Your Minor Helped You

| Reasons minor helped | Responses | Percentage |
|---|---|---|
| Awarness of other areas | 1 | 14.29% |
| Needed it to secure present position | 6 | 85.71% |
| Total | 7 | 100.00% |

Table 27, page 63 shows that 1, or 14.29 percent of the graduates who felt the minor area of study was helpful felt it gave more of an awarness to other areas of business. Six, or 85.71 percent felt the minor was needed to secure their present positions. All of those included in the 85.71 percent category said they were using the information and knowledge gained from their minor in their present position and found it helpful.

The next questions asked, "Are you now Vocationally Certified?" The choices are tabulated below on Table 28.

Table 28

Are You Now Vocationally Certified

| Vocationally Certified | Response | Percentage |
|---|---|---|
| Yes | 42 | 79.25% |
| No | 11 | 20.75% |
| Total | 53 | 100.00% |

The majority of the respondents are Vocationally Certified with 42, or 79.25 percent answering yes to this question. Eleven, or 20.75 percent are not certified.

The next item asked if the requirements for Vocational Certification were completed while earning the master's degree.

The results of this question are tabulated on Table 29 below.

Table 29

Did You Complete the Course Requirements For Vocational Certification While Earning the Master's Degree

| Choices | Response | Percentage |
|---|---|---|
| Yes | 30 | 56.60% |
| No | 23 | 43.40% |
| Total | 53 | 100.00% |

Only 30, or 56.60 percent of the graduates completed the requirement for Vocational Certification while earning the Master's Degree. Twenty-three, or 43.40 percent did not complete course requirements for Vocational Certification while earning their master's degree.

The next question asked the graduates if they believe that courses for Vocational Certification be recommended as part of the candidates master's program. The tabulated results of this question are on Table 30, page 66. Five, or 10.20 percent said they did not believe course work for Vocational Certification be recommended as part of the candidates master's program. Forty-four, or 89.80 percent do believe it should be recommended. Four

respondents didn't reply to the question.

Table 30

Do You Believe the Courses For Vocational Certification Be Recommended As Part of the Candidates Master's Program

| Recommend Courses | Response | Percentage |
|---|---|---|
| Yes | 44 | 89.80% |
| No | 5 | 10.20% |
| Total | 49 | 100.00% |

The next question asked, "Was Vocational Certification a key factor in obtaining your present employment?" Table 31, summarizes these responses.

Table 31

Was Vocational Certification a Key Factor in Obtaining Your Present Employment

| Key Factor | Response | Percentage |
|---|---|---|
| Yes | 24 | 45.28% |
| No | 29 | 54.72% |
| Total | 53 | 100.00% |

Table 31, page 66 indicates that 24, or 45.28 percent of the respondents felt Vocational Certification was a key factor in gaining their present employment. Twenty-nine, or 54.72 percent did not believe Vocational Certification was necessary in gaining their present employment.

The last question in this section asked the graduates if Vocational Certification enhances employability. Table 32, summarizes the responses.

Table 32

Do You Believe Vocational Certification Enhances Your Employability

| Enhances Employability | Response | Percentage |
|---|---|---|
| Yes | 47 | 88.68% |
| No | 6 | 11.32% |
| Total | 53 | 100.00% |

The majority of the respondents felt Vocational Certification does enhance employability with 47, or 88.68 percent saying yes to that question. Six, or 11.32 percent did not feel it enhances employability.

## CURRICULUM AT THE MASTER'S LEVEL

Part three of the questionnaire is entitled, "Curriculum at Master's Level." Responses from graduates concerning the curriculum at the master's level are tabulated and presented on Tables 33-41. Table 33, on pages 69-70, summarizes the responses to the statement, "Rate the following courses in the Business Education program at MSU that you have taken as to the educational value received."

Because of the large number of courses listed for evaluation, only the ten courses in each category receiving the highest percentage will be reported.

The ten courses in each category receiving the highest percent are reported as follows: Superior ratings went to Com 510, Federal and State Legislation in Vocational Business Education, with 4, or 36.37 percent; Com 589, Graduate Consultation, with 1, or 33.33 percent; Com 580, Special Topics, with 7, or 31.81 percent; EDFD 411, Foundations of Vocational Education, with 5, or 29.41 percent; Com 525, Instruction and Improvement in Office Education, with 4, or 28.57 percent; Com 570, Individual Problems (other), with 7, or 26.92 percent; Com 429, Projects and Programs in Distributive Education, with 4, or 26.67 percent; Com 504, Research in Business, with 10, or 25.64 percent; Com 524, Instruction and

Table 33

Rate the Following Courses in the Business Education Program at MSU That You Have Taken as to the Educational Value Received

| Courses | Responses/Percentage | | | | | |
|---|---|---|---|---|---|---|
| | Superior No/% | Excellent No/% | Good No/% | Fair No/% | Poor No/% | Total No/% |
| Com 500 Seminar | 2/ 6.45 | 13/41.95 | 13/41.95 | 2/ 6.45 | 1/ 3.22 | 31/100.00 |
| Com 502 Admin Supvsn | 0/ 0.00 | 12/28.57 | 17/40.48 | 9/21.43 | 4/ 9.52 | 42/100.00 |
| Com 503 Bus Ed Curr | 4/ 9.76 | 17/41.46 | 10/24.39 | 8/19.51 | 2/ 4.88 | 41/100.00 |
| Com 504 Res in Bus Ed | 10/25.64 | 8/20.51 | 15/38.45 | 5/12.82 | 1/ 2.56 | 39/100.00 |
| Com 505 Found Bus Ed | 1/ 4.55 | 5/22.72 | 13/59.09 | 2/ 9.09 | 1/ 4.55 | 22/100.00 |
| Com 508 Trnds Bus Ed | 4/11.76 | 9/26.47 | 14/41.18 | 5/14.71 | 2/ 5.88 | 34/100.00 |
| Com 509 Voc Guidnce Bus Ed | 2/16.67 | 1/ 8.33 | 7/58.33 | 2/16.67 | 0/ 0.00 | 12/100.00 |
| Com 510 Fed State Leg Voc Bus Ed | 4/36.37 | 3/27.27 | 3/27.27 | 1/ 9.09 | 0/ 0.00 | 11/100.00 |
| Com 511 P-Sec Prog Bus Ed | 1/ 5.00 | 13/65.00 | 6/30.00 | 0/ 0.00 | 0/ 0.00 | 20/100.00 |
| Com 523 Inst Imprvmnt Bus Ed | 3/15.79 | 11/57.89 | 4/21.06 | 1/ 5.26 | 0/ 0.00 | 19/100.00 |
| Com 524 Inst Imprvmnt D. E. | 4/25.00 | 11/68.75 | 1/ 6.25 | 0/ 0.00 | 0/ 0.00 | 16/100.00 |
| Com 525 Inst Imprvmnt O. E. | 4/28.57 | 7/50.00 | 2/14.29 | 1/ 7.14 | 0/ 0.00 | 14/100.00 |

Table 33 (continued)

| Courses | Responses/Percentage | | | | | |
|---|---|---|---|---|---|---|
| | Superior No/% | Excellent No/% | Good No/% | Fair No/% | Poor No/% | Total No/% |
| Com 526 Thry of Bus Income Determ | 0/ 0.00 | 0/ 0.00 | 3/100 | 0/ 0.00 | 0/ 0.00 | 3/100.00 |
| Com 541 Mrkt Mgmt | 1/ 7.69 | 7/53.85 | 5/38.46 | 0/ 0.00 | 0/ 0.00 | 13/100.00 |
| Com 545 Retail Buying | 1/ 6.67 | 6/40.00 | 7/46.66 | 6/ 6.67 | 0/ 0.00 | 20/100.00 |
| Com 570 Indv Prob (Other) | 7/26.92 | 9/34.62 | 9/34.62 | 1/ 3.84 | 0/ 0.00 | 26/100.00 |
| Com 570 Indv Prob Professional Paper | 10/23.26 | 15/34.88 | 15/34.88 | 2/ 4.65 | 1/ 2.33 | 43/100.00 |
| Com 580 Special Topic | 7/31.81 | 11/50.00 | 3/13.64 | 0/ 0.00 | 1/ 4.55 | 22/100.00 |
| Com 586 Bus Data Proc | 0/ 0.00 | 2/18.18 | 5/45.45 | 2/18.18 | 2/18.18 | 11/100.00 |
| Com 590 Master's Thes | 0/ 0.00 | 1/50.00 | 0/ 0.00 | 1/50.00 | 0/ 0.00 | 2/100.00 |
| Com 589 Grad Consult | 1/33.33 | 0/ 0.00 | 2/66.67 | 0/ 0.00 | 0/ 0.00 | 3/100.00 |
| Com 439 Sales Mgmt | 0/ 0.00 | 2/40.00 | 3/60.00 | 0/ 0.00 | 0/ 0.00 | 5/100.00 |
| Com 429 Prg Distr Ed | 4/26.67 | 7/46.66 | 3/20.00 | 1/ 6.67 | 0/ 0.00 | 15/100.00 |
| Com 428 Retail Mgmt | 4/21.05 | 7/46.66 | 2/10.53 | 0/ 0.00 | 0/ 0.00 | 13/100.00 |
| Com 408 Org Coop Prog | 5/19.23 | 10/38.46 | 10/38.46 | 0/ 0.00 | 3/ 3.85 | 28/100.00 |
| Com 407 Office Admin | 1/ 5.88 | 6/35.29 | 8/47.07 | 1/ 5.88 | 1/ 5.88 | 17/100.00 |
| Com 313 Merchandising | 1/ 6.25 | 8/50.00 | 5/31.25 | 1/ 6.25 | 1/ 6.25 | 16/100.00 |
| Com 312 (339) Mrkt Promotns | 1/14.29 | 5/71.42 | 0/ 0.00 | 0/ 0.00 | 1/14.29 | 7/100.00 |
| EDFD 411 Vocatnl Ed | 5/29.41 | 4/23.53 | 8/47.06 | 0/ 0.00 | 0/ 0.00 | 17/100.00 |

Improvement in Distributive Education, with 4, or 25.00 percent; Com 570, Individual Problems, (professional paper), with 10, or 23.26 percent. Those courses with Excellent ratings are: Com 312, (339) Marketing Promotions, with 5, or 71.42 percent; Com 524, Instruction and Improvement in Distributive Education, with 11, or 68.75 percent; Com 511, Post-Secondary Programs in Business Education, with 13, or 65.00 percent: Com 523, Instruction and Improvement in Business Education, with 11, or 57.89 percent; Com 541, Marketing Management, with 7, or 53.85 percent; Com 313, Merchandising, with 8, or 50.00 percent; Com 580, Special Topics, with 11, or 50.00 percent; Com 590, Master's Thesis, with 1, or 50.00 percent: Com 525, Instruction and Improvement of Office Education, with 7, or 50.00 percent; Com 429, Projects and Program in Distributive Education, with 7, or 46.66 percent. Those courses with Good ratings are: Com 589, Graduate Consultation, with 2, or 66.67 percent; Com 439, Sales and Management, with 3, or 60.00 percent; Com 407, Office Administration, with 8, or 47.07 percent; EDFD 411, Foundations of Vocational Education, with 8, or 47.06 percent: Com 545, Retail Buying, with 7, or 46.66 percent; Com 586, Business Data Processing, with 5, or 45.45 percent; Com 500, Business Seminar, with 13, or 41.95 percent; Com 502, Administration and Supervision in Business Education, with 17, or 40.48 percent; Com 408, Administration and Supervision of Cooperative Programs,

with 10, or 38.46 percent; Com 541, Marketing Management, with 5, or 38.46 percent. Those courses with a Fair rating are: Com 502, Administration and Supervision of Business Education, with 9, or 21.43 percent; Com 590, Master's Thesis, with 1, or 50.00 percent; Com 503, Business Education Curriculum, with 8, or 19.51 percent; Com 586, Business Data Processing, with 2, or 18.18 percent; Com 509, Vocational Guidance in Business Education, with 2, or 16.67 percent; Com 508, Trends in Business Education, with 5, or 14.71 percent; Com 504, Research in Business, with 5, or 12.82 percent; Com 510, Federal and State Legislation in Vocational Business, with 1, or 9.09 percent; Com 525, Instruction and Improvement in Office Education, with 1, or 7.14 percent; Com 429, Projects and Programs in Distributive Education, with 1, or 6.67 percent. Those courses with Poor ratings are: Com 586, Business Data Processing, with 2, or 18.18 percent; Com 312, (339), Marketing Promotions, with 1, or 14.29 percent; Com 502, Administration and Supervision in Business Education, with 4, or 9.52 percent; Com 313, Merchandising, with 1, or 6.25 percent; Com 508, Trends in Business Education, with 2, or 5.88 percent; Com 407, Office Administration, with 1, or 5.88 percent; Com 503, Business Education Curriculum, with 2, or 4.88 percent; Com 580, Special Topics, with 1, or 4.55 percent; Com 505, Foundations of Business Education, with 1, or 4.55 percent; Com 408, Administration and Supervision of Cooperative Programs,

with 3, or 3.85 percent.

The next item asked the graduates to "List other Business Education Graduate courses that you would have found valuable that were not offered at MSU when you obtained your master's degree." Two graduates listed an "Insurance Seminar" as a class they would have liked to have taken while obtaining their master's. One graduate listed a "Career Education Workshop". One graduate mentioned a course on "Classroom Problems", such as grading, lack of school equipment and materials, substitute teachers, etc. One graduate asked for a "Vocational Guidance" class, stating he spent some weeks using 50% of his time in guidance activities. One graduate asked for a course in "Individualized Instruction". One graduate wanted more "Methods" courses in "How to" teach Typing, Bookkeeping etc. One graduate mentioned a class in "School Administration and Finance" stating the teacher cannot relate with the Administration and school district without a background in these concepts.

The next question asked the graduate to, "Rate the following items which pertain to the Business Education Master's Program at MSU by checking the appropriate column." Each item is summarized and tabulated on the following tables.

Table 34

Special Institutes and Workshops

| Institutes and Workshops | Responses | Percentage |
|---|---|---|
| Superior | 11 | 23.91% |
| Excellent | 28 | 60.88% |
| Good | 6 | 13.04% |
| Fair | 1 | 2.17% |
| Poor | 0 | 0.00% |
| Total | 46 | 100.00% |

Special Institutes and Workshops rated high with the graduates with 28, or 60.88 percent checking Excellent. Eleven, or 23.91 percent checked Superior; 6, or 13.04 percent checked Good; 1, or 2.17 percent checked Fair. None of the graduates checked Poor.

The next item was Quality of Instruction and is tabulated on Table 35, page 75. The results show that 24, or 45.28 percent of the graduates felt the Quality of Instruction was Excellent, and 24, or 45.28 percent also felt it was Good. Five, or 9.44 percent felt it was Superior. None of the graduates check Fair or Poor as their choice.

Table 35

Quality of Instruction

| Quality of Instruction | Response | Percentage |
|---|---|---|
| Superior | 5 | 9.44% |
| Excellent | 24 | 45.28% |
| Good | 24 | 45.28% |
| Fair | 0 | 0.00% |
| Poor | 0 | 0.00% |
| Total | 53 | 100.00% |

Table 36

Flexibility of Program

| Flexibility of Program | Response | Percentage |
|---|---|---|
| Superior | 15 | 28.30% |
| Excellent | 27 | 50.94% |
| Good | 7 | 13.21% |
| Fair | 4 | 7.55% |
| Poor | 0 | 0.00% |
| Total | 53 | 100.00 |

Table 36, page 75 shows that the majority of the graduates felt the Flexibility of their program was Excellent, with 27, or 50.94 percent checking that choice. Superior was checked by 15, or 28.30 percent. Good was the choice of 7, or 13.21 percent. Four, or 7.55 percent chose Fair. Poor was not checked by any of the graduates.

The next item was, "Value of Professional Paper or Thesis." Table 37 below summarizes the results of that item.

Table 37

Value of Professional Paper or Thesis

| Value of Paper or Thesis | Response | Percentage |
|---|---|---|
| Superior | 5 | 9.62% |
| Excellent | 17 | 32.68% |
| Good | 15 | 28.85% |
| Fair | 13 | 25.00% |
| Poor | 2 | 3.85% |
| Total | 52 | 100.00% |

The Value of the Professional Paper or Thesis was rated by 5, or 9.62 percent to be Superior. Excellent was checked by 17, or 32.68 percent. Good was checked by 15, or 28.85 percent.

Fair was the choice of 13, or 25.00 percent. The paper was rated Poor by 2, or 3.85 percent.

The next item was, "Help given by Graduate Committee." The results of this item are tabulated below on Table 38.

Table 38

Help Given by Graduate Committee

| Graduate Committee | Response | Percentage |
|---|---|---|
| Superior | 14 | 26.42% |
| Excellent | 18 | 33.96% |
| Good | 8 | 15.09% |
| Fair | 10 | 18.87% |
| Poor | 3 | 5.66% |
| Total | 53 | 100.00% |

Help given by Graduate Committee was rated Superior by 14, or 26.42 percent of the respondents. Excellent was the most popular choice with 18, or 33.96 percent checking checking that column. Eight, or 15.09 percent checked Good, and 10, or 18.87 percent felt the help was Fair. The smallest percentage was 3, or 5.66 percent that checked Poor.

The next item listed was, "Benefit received from the program." Table 39 below summarizes the results of this item.

Table 39

Benefit Received From the Program

| Benefit | Response | Percentage |
|---|---|---|
| Superior | 11 | 21.57% |
| Excellent | 28 | 54.90% |
| Good | 10 | 19.61% |
| Fair | 2 | 3.92% |
| Poor | 0 | 0.00% |
| Total | 51 | 100.00% |

More than half of the respondents felt the benefit of the program was Excellent, with 28, or 54.90 percent with that selection. Eleven, or 21.57 percent felt it was Superior. Ten, or 19.61 percent checked Good, and 2, or 3.92 percent picked Fair. None of the respondents checked Poor.

The last item listed was, "Individual guidance and help from the Business Education Faculty." The responses to this item are tabulated on Table 40, page 79. The results will show that 22, or 44.00 percent rated that item as Superior. The second

choice was Excellent with 17, or 34.00 percent going with that choice. The third choice was Good, with 8, or 16.00 percent checking that column and 3, or 6.00 percent checking Fair. Once again none of the respondents checked the Poor column.

Table 40

Individual Guidance and Help From the Business Education Faculty

| Guidance and Help | Response | Percentage |
|---|---|---|
| Superior | 22 | 44.00% |
| Excellent | 17 | 34.00% |
| Good | 8 | 16.00% |
| Fair | 3 | 6.00% |
| Poor | 0 | 0.00% |
| Total | 50 | 100.00% |

The graduates were asked to list any other items they felt were pertinent but not listed. One graduate felt the Director of the School of Commerce rated Superior. One graduate felt the opportunity to be a Graduate Teaching Assistant should be rated Superior.

The graduates were asked, "What are the strengths of the

graduate business education program at MSU?" Most of the replies fell into five specific categories. Table 41 below shows the results of this question.

Table 41

What Are the Strengths of the Graduate Business Education Program at MSU

| Strengths | Response | Percentage |
|---|---|---|
| Faculty | 25 | 53.19% |
| Flexibility of Program | 11 | 23.41% |
| Types of Classes Offered | 5 | 10.64% |
| Workshops | 3 | 6.38% |
| Director of School of Business | 3 | 6.38% |
| Total | 47 | 100.00% |

Many varied responses were received in regard to the strengths of the Business Graduate Program. However, the majority of them fit in the categories listed on Table 41. The Faculty, their help, guidance, attitude, congeniality was listed as a major strength by 25, or 53.19 percent of the respondents. The Flexibility the respondents had in completing their programs was mentioned by 11, or 23.41 percent of the respondents. The variety and the

types of classes offered at the graduate level was mentioned by 5, or 10.64 percent of the respondents. The Workshops were mentioned by 3, or 6.38 percent and Dr. Harvey Larson, Director of the School of Business, was a strength mentioned also by 3, or 6.38 percent of the respondents.

The graduates were also asked, "What are the Weaknesses of the Graduate Business Education Program at MSU?" The replies to this question were so varied that listed below are quotations representative of these responses:

"Insufficient writing training and experience. Insufficient library research requirements. More short papers needed."

"Not enough writing and communication skill required with rigid requirements to get a decent grade."

"Certain students had contact with only a few instructors for many of their classes."

"Lack of preparation by some faculty members. Too much course content is prepared and presented by graduate students rather than instructors."

"At the time I was there, some of the Instructors were very poor; but I hear they have been replaced."

"A few classes are too academic and structured."

"Lacking of Physical facilities for D.E."

"Follow-up projects of graduates. Employment assistance."

"Inept instructors, poor quality of some graduate students getting by with shipshod work."

"Inadequately prepared instructors who are not realistic with the business world."

"A few instructors are still in the Ivory Tower."

"Some of the courses were just busy work."

"Professional Paper."

"Did not put enough emphasis on Post-Secondary Education."

"I feel that the program contains too much "busy work", which does not help a person become a better instructor."

"Too much overlapping in courses."

"Graduate Committee members often have too much of a teaching load or do not hold to their posted office hours to the point where it is often difficult to get help when necessary."

"The content of some of the required courses--too much theory, idealism and not enough practical application."

"The Professional Paper requirement. For the effort required it is not that beneficial. Should have Option C--No Paper Option."

The next item asked, "What recommendations would you make for improvement of the master's program at MSU?" Because of the inconsistency in responses the following quotations are representative of these replies.

"Do away with Professional Paper/or Thesis. Substitute course work etc.."

"From Plan A and Plan B there is not usually that much difference, therefore more credits should be given for Plan B because of the extent of work that many people put into their paper."

"I feel that the faculty should evaluate the need for and the purpose of the Comprehensive Exam as a graduation requirement."

"Less library work--it's mostly busy work and a waste of time."

"Enjoyed and would like to see more of the 580 type of classes with guest lecturer's etc.."

"Possibly Oral Exam--didn't feel my Committee really knew if I had earned a degree or learned."

"Less lecture and text work. More practical research and simulated practice."

"Greater allowance should be made for accepting transfer credits from other University systems."

"Eliminate Professional Paper - Waste of time."

"Screen applicants prior to acceptance in program - Seems some graduates are not capable and should not be encouraged."

"Hiring of more competent instructors. More critical screening of Master's Candidates."

"Get rid of G.R.E. Test requirement."

The last item on the questionnaire asked, Please include any comments you wish to make regarding the Master's in Business Education Program at MSU." Many of the graduates chose not to reply to this item. The respondents that did reply often commented on already mentioned strengths and weaknesses. However, eight of the graduates stated their experience with the master's program was one of worth and very enjoyable. Another three mentioned the value received from the workshops, and hoped there would be more such workshops in the future.

# CHAPTER V

## SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The primary purpose of this study was to appraise the master's program in business education at Montana State University. This appraisal was based upon graduates' responses in three areas: (1) General information, (2) Post-graduate occupational experiences, (3) Curriculum at the master's level.

The secondary purpose of this study was to analyze the responses of the graduates as to their opinions regarding weaknesses, strengths, recommendations, and comments regarding their master's degree program. The ultimate purpose of this study was to provide a basis for evaluating the master's program in business education at Montana State University so that this program can be improved and strengthened.

Questionnaires were mailed with appropriate follow-ups to 63 business education master's graduates of Montana State University between the years 1969 and 1975. Responses were received from 53 for a 84.13 percent return. One graduate was deceased. This study is based upon the 53, or 84.13 percent of the graduates who responded to the questionnaire.

The questionnaire was developed through a research of literature and validated by the investigator's colleagues (Graduate Teaching Assistants) and the staff of the Business Education

Department at Montana State University. Appropriate revisions in the questionnaire were made prior to the initial mailing.

The review of literature indicated that only a few appraisals of master's programs in business education in American colleges or universities had been conducted. No appraisal has ever been conducted on the master's program in business education at Montana State University prior to this study. This background of information indicated that a research study to appraise the master's program in business education at Montana State University was needed.

## SUMMARY

The three general areas investigated in this study were: (1) General information, (2) Post-graduate occupational experiences, (3) Curriculum at the master's level.

### General Information

General information included questions concerning when the requirements for the master's was completed, how many quarters it took to complete the master's, how many years it took to complete the master's, whether or not the graduate was a teaching assistant while earning the master's, how many years elapsed between the bachelor's and starting on the master's, the combination of quarters used to complete the degree, the number of credits transferred from

other institutions, the plan used to complete the degree, and the reasons why MSU was selected to obtain the master's. The findings are as follows:

1. The majority or 65.08 percent of the graduates were male.

2. Thirty-one, or 49.21 percent of the graduates also received their bachelor's degree from MSU.

3. Of the seven years surveyed, the most popular years for earning the master's were 1972 and 1974 with 15, or 23.18 percent graduating each of those years.

4. The most popular quarter for completing the master's degree requirements was the Summer Quarter with 71.70 percent checking that choice.

5. The majority of the graduates took four quarters to complete their master's degree requirements with 47.17 percent using that choice, and 26.42 percent completing their requirements in just three quarters.

6. The years it took to complete the master's varied from one to six years, however, the popular choice was one year with 28.30 percent checking that. The second most popular time limit was three years with 22.64 percent taking that length of time.

7. Of the respondents, 37.74 percent said they were Graduate Teaching Assistants while obtaining their master's degree.

8. The time between receiving the bachelor's and starting on the master's varied from starting the master's program immediately, to 26 years later. However, the popular choice with 24.53 percent was starting the master's program within a quarter after receiving the bachelor's and the second choice was three years with 15.08 percent checking that choice.

9. The most common combination to complete the master's degree was the Summer and academic year only with 49.06 percent selecting that combination, and 45.28 percent selecting Summer quarters only.

10. Few of the respondents transferred credit from other institutions to MSU with 69.18 percent checking "none" as their choice.

11. Only two of the graduates completed a Thesis on Plan A, but 96.23 percent used Plan B, the Professional Paper.

12. Geographic location was the most popular reason for selecting MSU to obtain the master's degree with 33.96 percent stating that reason. The D.E. Option was the second most popular with 18.88 percent stating that particular reason. Some of the other reasons stated were "received bachelor's from MSU", "type of program I wanted", "convience", "husband already attending MSU", and "given an assistantship".

Post-Graduate Occupational Experiences

A summary of the responses to questions concerning the post-graduate occupational experiences is given below:

1. Responses indicate that 45, or 84.91 percent of the graduates are presently employed in the teaching profession.

2. "Senior High" was checked by 48.89 percent of the graduates in the teaching profession. "Vocational-Technical" had the second largest selection with 20.00 percent. "Junior or Community" College had 13.34 percent choosing that level.

3. Of those not currently in the teaching profession, 37.50 percent are working for the Government, and 25.00 percent are C.P.A.'s. Other occupations listed were Business Administration, Domestic Consultant, and one is working for the National Education Association.

4. Only one graduate has earned a Doctoral Degree at this time.

5. Only 13.21 percent of the graduates are currently working on a degree higher than the master's.

6. When asked about job satisfaction, 54.71 percent checked "Very satisfied", 33.96 "Fairly satisfied".

7. The gain in annual salary after receiving the master's degree shows that 35.55 percent received $1,400 or above. The second highest gain was between $1,200 and 1,399.

8. Grades seemed to be "Of little importance", by 26.42 percent of the graduates. "Of no importance", by 24.53 percent.

9. Only 18.87 percent of the graduates had a minor area of study while earning their master's degree.

10. Seventy percent of those who did earn a minor felt that the minor was a help to them in their work.

11. The minor areas that were the most popular were Accounting with 30.00 percent and School Administration with 30.00 percent.

12. Vocational Certification is presently held by 79.25 percent of the graduates.

13. Vocational Certification was completed as part of the master's program by 56.60 percent of the graduates.

14. The majority, or 89.80 percent of the graduates felt that courses leading to vocational certification should be recommended as part of the master's program.

15. When asked if vocational certification was a key factor in obtaining their present position, 45.28 percent said yes, and 54.72 percent felt it had no bearing on their present position.

16. Most graduates did feel vocational certification did enhance ones employability with 88.68 percent stating yes to that question.

Curriculum at the Master's Level

The following list is a summary of responses by graduates concerning the curriculum at the master's level:

1. Of the 29 courses listed for rating, the majority of them fell into the Excellent category; followed by Good, Superior, Fair and Poor.

2. Workshops and Institutes were rated Excellent by 60.88 percent and Superior by 23.91 percent of the graduates.

3. Quality of Instruction was rated Superior by 45.28 percent, and Excellent also by 45.28 percent.

4. Flexibility of Program was rated Excellent by 50.94 percent and Superior by 28.30 percent.

5. The Value of the Professional Paper was rated Excellent by 32.68 percent, Good by 28.85 percent, and Fair by 25.00 percent.

6. Help given by the Graduate Committee was rated Excellent by 33.96 percent, Superior by 26.42 percent, and Good by 18.87 percent.

7. Benefit received from the program rated Excellent by 54.90 percent, Superior by 21.57 percent, and Good by 19.61 percent.

8. Individual guidance and help from the faculty was rated Superior by 44.00 percent and Excellent by 34.00 percent.

9. The strengths of the Graduate Business Education Program brought a variety of responses. The most popular one

mentioned was the "Faculty" with 53.19 percent. "Flexibility of the Program" was listed by 23.41 percent. Some of the other responses were; types of classes offered, workshops, and the Director of the School of Business.

10. The vast variety of weaknesses of the master's program listed had no consistency. Pages 81 and 82 list quotations representative of the responses received.

11. The same variety and inconsistency found in the weaknesses were also apparent in the recommendations. Page 83 contains quotations which are representative of the replies received.

12. General comments made by the graduates show that most of the graduates found their master's program to be a worthwhile and enjoyable experience.

## CONCLUSIONS

The following conclusions were drawn from data collected by the questionnaire technique from 53 out of 63 graduates who had received their master's degree in business education from 1969 through 1975. These conclusions are divided into the following three divisions: (1) General information, (2) Post-graduate occupational experiences, (3) Curriculum at the master's level.

General Information

The following conclusions have been derived from the findings of the general information section:

1. The majority of graduates receiving the master's degree in business education are male.

2. Thirty-one, or 49.21 percent of the graduates receiving the master's degree in business education from MSU also received their bachelor's degree from MSU.

3. The highest percentage of graduates completed their master's degree requirements summer quarter.

4. The majority of graduates completed a master's program in four quarters.

5. A significant number of graduates, 24.53 percent, continued on directly into a master's program after receiving the bachelor's degree.

6. The majority of the graduates were not Graduate Teaching Assistants.

7. Few of the graduates transferred credits from other institutions to MSU for their master's program.

8. All but two of the graduates chose Plan B, the Professional Paper.

9. A significant number of graduates, 33.96 percent, chose MSU to obtain their master's, because of geographical location.

The conclusions arrived at in this section concern the post-graduate occupational experiences of the graduates:

1. The majority of the graduates are presently employed in the teaching profession.

2. Those not in the teaching profession chose Government or Accounting as their popular choice.

3. Of those employed in the teaching profession, most of them are teaching at the Senior High level. The second most popular teaching level is the Vocational-Technical.

4. Few of the graduates are working on a higher degree.

5. The majority of the graduates stated they are very satisfied with their present job.

6. A significant number of graduates had an annual gain in salary over $1,400.

7. Grades were of little importance in gaining employment after graduation with a master's degree.

8. Few graduates had a minor. Those who did found it helpful.

9. The majority of graduates are vocationally certified, and completed the requirements for vocational certification while obtaining the master's degree. However, most of them did not find vocational certification a key factor in getting their present job.

Curriculum at the Master's Level

Conclusions concerning the curriculum program at the master's level are enumerated below:

1. The majority of classes at the master's level are Excellent.

2. Institutes and Workshops are desired and rated as Excellent.

3. The Quality of Instruction is rated Good to Excellent.

4. Flexibility of the graduates' master's program is one of the greatest assests of the program.

5. The value of the Professional Paper was questioned by most, but rated high in the Excellent and Good categories.

6. Help given by Graduate Committee had a questionable value.

7. The majority felt they had derived much good from their program.

8. The greatest strength of the master's degree program in business education is the "Faculty".

9. The majority of comments about the business education program at Montana State University were complimentary.

10. There was no consistency among the graduates in the weaknesses and recommendations of the master's degree program that were listed.

# RECOMMENDATIONS

Based on the information collected during this investigation and the conclusions drawn, the following recommendations seem to be warranted:

1. Make a careful analysis of those courses that appear to have questionable value, even if there was not a significant majority reporting as such.

2. Review and update the courses offered at the graduate level during the summer; such a high percentage, 71.70 percent, of the graduates used summer quarters to complete the requirements for the master's degree.

3. The business education department should strive to disseminate information widely to prospective graduate students throughout the state of Montana as well as neighboring states.

4. The master's program in business education should continue to place the strongest emphasis of its program upon the teaching profession since 84.91 percent of the respondents are presently in the teaching profession.

5. Courses leading to vocational certification should be part of the candidates master's program if certification has not been obtained previous to entry into the program.

6. Workshops and Institutes should continue to be of high quality and accessible to graduate students.

7. The master's program should continue to be tailor-made for each candidate. It should be broad and flexible. Required courses should be held to a minimum.

8. A good look at the value and requirements of Plan B, the professional paper, should take place.

9. Continued help, guidance, consideration, and encouragement given by the faculty should be encouraged as well as the personal relationships established with the graduate students. This is the greatest strength of the master's program in business education at Montana State University.

10. A periodic follow-up study should be conducted every three to five years.

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# APPENDICES

msu

SCHOOL OF BUSINESS
HARVEY A LARSON, DIRECTOR

MONTANA STATE UNIVERSITY, BOZEMAN 59715

February 1, 1976

## APPENDIX A

Inside Address

Dear

You have completed the Master of Science Degree at Montana State University in Business Education. You have obtained valuable work experience that will make your knowledge valuable to the Department of Business Education, as well as the Graduate School at Montana State University.

An appraisal study is being conducted of the Master of Science Degree program in Business Education using all the Master's graduates from 1969 through spring, 1975. I am a graduate student completing the requirements for the Master's Degree in Business Education at Montana State University and would very much appreciate your completing the enclosed questionnaire.

Please complete and return this questionnaire by February 15, 1976. The completion of this study depends upon your response, which will be held in strictest confidence.

Thanks for your time and effort.

Sincerely yours,

Robert C. Nau

Enclosures

msu

SCHOOL OF BUSINESS
HARVEY A. LARSON, DIRECTOR

MONTANA STATE UNIVERSITY, BOZEMAN 59715

## APPENDIX B

February 16, 1976

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Dear

A questionnaire was recently mailed to you regarding the appraisal and evaluation of the Master of Science Degree in Business Education at Montana State University. This questionnaire is for a study which is part of my Master's degree program. To this date, several have not been returned. Could yours be one of them?

If you have not returned the questionnaire, would you please take a few moments now, when you have the questionnaire before you, and complete it. I am also enclosing a self-addressed stamped envelope for your convenience.

Your questionnaire is vital to my survey. Would you please return it before March 1, 1976.

Thanks for your time and effort.

Sincerely,

Robert C. Nau

Enclosures

TELEPHONE (406)994-4421

msu

SCHOOL OF BUSINESS
HARVEY A. LARSON, DIRECTOR

MONTANA STATE UNIVERSITY, BOZEMAN 59715

## APPENDIX C

March 1, 1976

_____
_____
_____

Dear _____:

A questionnaire was recently mailed to you regarding the appraisal and evaluation of the Master of Science Degree in Business Education at Montana State University. This questionnaire is for a study which is part of my Master's Degree program. To this date, only 13 have not been returned.

Your help is needed in order to make my survey a success. Your work experience and knowledge is valuable to the Department of Business Education as well as the Graduate School at Montana State University.

In the event you may have misplaced the previously mailed questionnaires, another is enclosed. Please take a few minutes to fill it out and return it in the postage-paid envelope.

May I expect your completed questionnaire by March 8?

Sincerely,

Robert C. Nau

Enclosures

This survey and information obtained is valuable to the Business Education Department and Graduate School here at Montana State University. I would appreciate your effort in helping Robert Nau complete his survey.

Dr. Dan Hertz, Chairman
Business Education Department
Montana State University

AN APPRAISAL STUDY OF THE MASTER'S OF SCIENCE IN BUSINESS EDUCATION PROGRAM

AT

MONTANA STATE UNIVERSITY

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PART I - GENERAL INFORMATION

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## APPENDIX D

1. When did you complete the requirements for your master's degree?

   Year 19____Fall____Winter____Spring____Summer____

2. How many quarters did it take to complete your master's degree?____

3. How many years did it take to complete your master's degree?____

4. Were you a Graduate Teaching Assistant at MSU while obtaining your master's? Yes___No___.

5. How many years elapsed between the time you received your bachelor's degree and the time you started work on master's degree?____

6. What combination of quarters did you use to complete your degree?

   Summer quarters only____ Summer and academic year only____
   Academic year only____ Other (specify)____

7. Check the number of quarter hours credit transferred from other institutions.

   ( ) None ( ) 1-3 ( ) 4-6 ( ) 7-9 ( ) 10-12 ( ) 13-15

8. What plan did you follow? Plan A Thesis ( ) Plan B Professional Paper ( )

9. Why did you select MSU to obtain your master's degree?_____

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PART II - POST-GRADUATE OCCUPATIONAL EXPERIENCES

1. Are you currently employed in the teaching profession? Yes____ No____

2. If the answer to question 1 is yes, check the type of school in which you are employed.

   ( ) Elementary
   ( ) Junior High
   ( ) Senior High
   ( ) Vocational-Technical
   ( ) Business College
   ( ) Junior or Community College
   ( ) College or University
   ( ) Other (specify)_____

3. If the answer to question 1 above was no, plese check the occupation in which you are currently employed.

   ( ) Bus. Administration
   ( ) Managerial
   ( ) Clerical
   ( ) Sales
   ( ) Service
   ( ) Manufacturing
   ( ) Construction
   ( ) Transp. & communication
   ( ) Wholesale & retail trade
   ( ) Finance, insurance, and real estate
   ( ) Government
   ( ) Other (specify)_____

OVER

4. If you are teaching in college, check the rank now held.

| | |
|---|---|
| Instructor_____ | Professor_____ |
| Ass't Professor_____ | Chairman of Department_____ |
| Associate Professor_____ | Other (specify)_____ |

5. What is the highest degree earned at this time?_____

6. Are you working on a higher degree at this time? Yes_____ No_____

7. What was your gain in annual salary <u>after</u> receiving your master's degree?

| | | |
|---|---|---|
| ( ) 0 - $199 | ( ) $600 - 799 | ( ) $1,200 - 1,399 |
| ( ) $200 - 399 | ( ) $800 - 999 | ( ) $1,400 or above |
| ( ) $400 - 599 | ( ) $1,000 - 1,199 | |

8. To what extent are you satisfied with your present job? Check one.

| | |
|---|---|
| ( ) Very satisfied | ( ) Definitely dissatisfied |
| ( ) Fairly satisfied | ( ) No opinion |
| ( ) Somewhat dissatisfied | |

9. To what extent do you feel grades received in your master's program were important in employment?

| | |
|---|---|
| ( ) Very important | ( ) Of little importance |
| ( ) Substantially important | ( ) Of no importance |
| ( ) Somewhat important | ( ) Not sure |

10. Did you have a <u>minor</u> area of study in your master's program? Yes_____ No_____

11. If the answer to 10 above is yes, has it helped you in your work? Yes_____ NO_____

12. If the answer to 11 above is yes, how has your minor helped you?_____

_____

13. What was your minor area of study?_____

14. Are you now Vocationally Certified? Yes_____ No_____

15. Did you complete the course requirements for Vocational Certification while earning the master's degree? Yes_____ NO_____

16. Do you believe the courses for Vocational Certification should be <u>recommended</u> as part of the candidates masters program? Yes_____ No_____

17. Was Vocational Certification a key factor in obtaining your present employment? Yes___No___

18. Do you believe Vocational Certification enhances your employability? Yes_____ No_____

PART III - CURRICULUM AT MASTER'S LEVEL

1. Rate the following courses in the Business Education program at MSU that you have taken as to the educational value received.

| | SUPERIOR | EXCELLENT | GOOD | FAIR | POOR |
|---|---|---|---|---|---|
| Com 500 Seminar | | | | | |
| Com 502 Admin and Supvsn in Bus. Ed. | | | | | |
| Com 503 Bus. Ed. Curriculumn | | | | | |
| Com 504 Research in Business | | | | | |
| Com 505 Foundations of Bus. Ed. | | | | | |
| Com 508 Trends in Bus. Ed. | | | | | |
| Com 509 Voc. Guidance in Bus. Ed. | | | | | |
| Com 510 Fed & State Leg. in Voc.Bus.Ed. | | | | | |
| Com 511 Post-Sec. Prog. in Bus. Ed. | | | | | |
| Com 523 Inst. Improvement in Bus. Ed. | | | | | |
| Com 524 Inst. Improvement in D.E. | | | | | |
| Com 525 Inst. Improvement in O.E. | | | | | |
| Com 526 Thry of Bus. Income Determination | | | | | |
| Com 541 Marketing Management | | | | | |
| Com 545 Retail Buying | | | | | |
| Com 570 Individual Problems (other) | | | | | |
| Com 570 Individual Prob.(Professional Paper) | | | | | |
| Com 580 Special Topics | | | | | |
| Com 586 Bus. Data Processing | | | | | |
| Com 589 Graduate Consultation | | | | | |
| Com 590 Master's Thesis | | | | | |
| Com 439 Sales Management | | | | | |
| Com 429 Project Prog. in D.E. | | | | | |
| Com 428 Retail Management | | | | | |
| Com 408 Admin. Supvsn Coop Programs | | | | | |
| Com 407 Office Administration | | | | | |
| Com 313 Merchandising | | | | | |
| Com 312 (339) Marketing Promotions | | | | | |
| EDFD 411 Foundations of Voc. Ed. | | | | | |
| Others: (List) | | | | | |
| _____ | | | | | |
| _____ | | | | | |
| _____ | | | | | |

2. List other business education graduate courses that you would have found valuable that were not offered at MSU when you obtained your master's degree.

_____

3. Rate the following items which pertain to the business education masters program at MSU by checking the appropriate column.

| | SUPERIOR | EXCELLENT | GOOD | FAIR | POOR |
|---|---|---|---|---|---|
| Special Institutes and Workshops | | | | | |
| Quality of Instruction | | | | | |
| Flexibility of Program | | | | | |
| Value of Professional Paper or Thesis | | | | | |
| Help given by Graduate Committee | | | | | |
| Benefit received from the program | | | | | |
| Individual Guidance and help from the Business Education Faculty | | | | | |
| Others: (List) | | | | | |
| _____ | | | | | |
| _____ | | | | | |
| _____ | | | | | |

4. What are the strengths of the graduate business education program at MSU?

_____

_____

_____

5. What are the weaknesses of the graduate business education program at MSU?

_____

_____

_____

6. What recommendations would you make for improvement of the master's program at MSU?

_____

_____

_____

7. Please include any comments you wish to make regarding the Master's in Business Education Program at MSU.

_____

_____

_____

_____

THANK YOU