

PROFILES AND CAREER PATTERNS OF CLOTHING,  
TEXTILES AND MERCHANDISING GRADUATES,  
COLLEGE OF HOME ECONOMICS, OKLAHOMA  
STATE UNIVERSITY, 1974-1984

By

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Bachelor of Science in Home Economics

Oklahoma State University

Stillwater, Oklahoma

1978

Submitted to the Faculty of the Graduate College  
of the Oklahoma State University  
in partial fulfillment of the requirements  
for the Degree of  
MASTER OF SCIENCE  
May, 1988

Thesis  
1988  
C683p  
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Dedicated to Lee

May the love, honor, and  
respect that we have  
for each other  
continue  
always.



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## ACKNOWLEDGMENTS

I wish to express sincere appreciation to the many people whose confidence and help have made my goal of completing a master's program a reality. A very special note of gratitude is extended to Dr. Tana W. Stufflebean, my thesis adviser and friend, for her support, guidance, and patience in the completion of this study. I truly appreciate her down to earth qualities as a human being and high professional standards as a teacher and leader.

I would like to extend a special thank you to Dr. Lynn Sisler for serving on my thesis committee and for her dedication in upholding the tremendously fine reputation the Clothing, Textiles and Merchandising Department, Oklahoma State University, has throughout the country. A special thank you is extended to Dr. Elaine Jorgenson for her contribution in the completion of this study. Special appreciation is extended to Dr. Peggy Meszaros for her initial guidance in the development of this study and for sharing her expertise as a teacher, leader and military wife.

I wish to thank the graduates who participated in the study by completing the questionnaire. Without them the study would not have been possible. Sincere gratitude is expressed to Mary Lou Wheeler for her assistance in typing and proof-reading the manuscript and for her faithful contributions and friendship for so many people throughout the department.

I would like to extend a very special thank you to Dr. Kathryn Greenwood who inspired so many of us years ago in the field of fashion merchandising. May she always be thoughtfully remembered for contributing so much throughout the Clothing, Textiles and Merchandising Department, the College of Home Economics, Oklahoma State University, and the retail world.

And finally, I wish to thank my family and friends for their continuous encouragement and smiles. I am indebted to my father and mother for their faithful support and to Mike, Mark and Patti, whom I treasure so much. To my husband Lee, and our sons, Christopher and Benjamin, a big thank you for all of the love shown and expressed throughout the past months. The three of you are truly the joy in my life.

## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION . . . . .	1
Justification for the Study . . . . .	2
Purpose and Objectives . . . . .	4
Assumptions of the Study . . . . .	4
Limitations of the Study . . . . .	5
Definition of Terms of the Study . . . . .	5
Organization of the Study . . . . .	7
II. REVIEW OF LITERATURE . . . . .	9
Theoretical Framework . . . . .	9
Definition of Follow-Up . . . . .	10
Purpose of Follow-Up . . . . .	11
Follow-Up Studies in Home Economics . . . . .	12
Follow-Up Studies Conducted in Home Economics at Oklahoma State University . . . . .	36
Summary . . . . .	44
III. METHODS AND PROCEDURES . . . . .	45
Selection of the Sample . . . . .	45
Instrumentation . . . . .	48
Data Collection . . . . .	49
Analysis of Data . . . . .	50
IV. FINDINGS AND DISCUSSION . . . . .	51
Description of Sample . . . . .	51
Demographic Data By Year . . . . .	52
1974: Bachelor of Science and Master of Science Graduates . . . . .	58
1975: Bachelor of Science and Master of Science Graduates . . . . .	59
1976: Bachelor of Science and Master of Science Graduates . . . . .	60
1977: Bachelor of Science and Master of Science Graduates . . . . .	60
1978: Bachelor of Science and Master of Science Graduates . . . . .	61
1979: Bachelor of Science and Master of Science Graduates . . . . .	62

Chapter	Page
1980: Bachelor of Science and Master of Science Graduates . . . . .	63
1981: Bachelor of Science, Master of Science and Doctor of Philosophy Graduates . . . . .	64
1982: Bachelor of Science, and Doctor of Philosophy Graduates . . . . .	65
1983: Bachelor of Science, Master of Science and Doctor of Philosophy Graduates . . . . .	66
1984: Bachelor of Science, Master of Science and Doctor of Philosophy Graduates . . . . .	67
Summary . . . . .	68
Education Data By Year . . . . .	72
1974: Bachelor of Science and Master of Science Graduates . . . . .	72
1975: Bachelor of Science and Master of Science Graduates . . . . .	73
1976: Bachelor of Science and Master of Science Graduates . . . . .	75
1977: Bachelor of Science and Master of Science Graduates . . . . .	76
1978: Bachelor of Science and Master of Science Graduates . . . . .	78
1979: Bachelor of Science and Master of Science Graduates . . . . .	79
1980: Bachelor of Science and Master of Science Graduates . . . . .	81
1981: Bachelor of Science, Master of Science and Doctor of Philosophy Graduates . . . . .	82
1982: Bachelor of Science and Doctor of Philosophy Graduates . . . . .	84
1983: Bachelor of Science, Master of Science and Doctor of Philosophy Graduates . . . . .	86
1984: Bachelor of Science, Master of Science and Doctor of Philosophy Graduates . . . . .	87
Summary . . . . .	89
Employment Data by Degree . . . . .	93
Bachelor of Science . . . . .	93
Master of Science . . . . .	100
Doctor of Philosophy . . . . .	106
Personal Involvement Data By Year . . . . .	108
Profiles By Degree . . . . .	109
Bachelor of Science . . . . .	109
Master of Science . . . . .	111
Doctor of Philosophy . . . . .	114
Career Patterns of Selected Graduates . . . . .	114
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . . . .	121
Summary of Findings . . . . .	122
Bachelor of Science . . . . .	123



Chapter	Page
Master of Science . . . . .	124
Doctor of Philosophy . . . . .	124
Career Patterns . . . . .	125
Conclusions . . . . .	126
Recommendations . . . . .	127
Suggestions . . . . .	127
BIBLIOGRAPHY . . . . .	129
APPENDIXES . . . . .	135
APPENDIX A - INSTRUCTIONS FOR EVALUATING THE FIRST DRAFT OF QUESTIONNAIRE . . . . .	136
APPENDIX B - INSTRUCTIONS FOR EVALUATING THE COVER LETTER AND SECOND DRAFT OF QUESTIONNAIRE . . . . .	138
APPENDIX C - QUESTIONNAIRE AND CORRESPONDENCE . . . . .	140
APPENDIX D - COMMENTS MADE BY RESPONDENTS . . . . .	149
APPENDIX E - JOB TITLES--BACHELOR OF SCIENCE . . . . .	151
APPENDIX F - JOB TITLES--MASTER OF SCIENCE . . . . .	155
APPENDIX G - JOB TITLES--DOCTOR OF PHILOSOPHY . . . . .	157

## LIST OF TABLES

Table	Page
I. Number of Graduates by Year and Type of Degree . . . . .	47
II. Record of Returned Questionnaires by Dates . . . . .	53
III. Categorization of Responses to Questionnaire . . . . .	54
IV. Respondents by Degree and Year . . . . .	54
V. Present Location of Graduates . . . . .	55
VI. Demographic Data -- Bachelor of Science . . . . .	69
VII. Demographic Data -- Master of Science . . . . .	70
VIII. Demographic Data -- Doctor of Philosophy . . . . .	71
IX. Education Data -- 1974 Graduates . . . . .	72
X. Education Data -- 1975 Graduates . . . . .	74
XI. Education Data -- 1976 Graduates . . . . .	75
XII. Education Data -- 1977 Graduates . . . . .	77
XIII. Education Data -- 1978 Graduates . . . . .	78
XIV. Education Data -- 1979 Graduates . . . . .	80
XV. Education Data -- 1980 Graduates . . . . .	81
XVI. Education Data -- 1981 Graduates . . . . .	83
XVII. Education Data -- 1982 Graduates . . . . .	85
XVIII. Education Data -- 1983 Graduates . . . . .	86
XIX. Education Data -- 1984 Graduates . . . . .	88
XX. Education Data -- Bachelor of Science . . . . .	90
XXI. Education Data -- Master of Science . . . . .	91

Table	Page
XXII. Education Data -- Doctor of Philosophy . . . . .	92
XXIII. Sought Employment Related to Major--Bachelor of Science . .	94
XXIV. Current Employment Status--Bachelor of Science . . . . .	95
XXV. Length of Employment--Bachelor of Science . . . . .	96
XXVI. Annual Salary for Bachelor of Science Degree Respondents .	97
XXVII. Sought Employment Related to Major--Master of Science . . .	100
XXVIII. Current Employment Status--Master of Science . . . . .	102
XXIX. Length of Employment--Master of Science . . . . .	103
XXX. Annual Salary for Master of Science Degree Respondents . .	104
XXXI. Personal Involvement Data--Membership in Professional Organizations . . . . .	110
XXXII. Profile of the Bachelor of Science Degree Graduate . . . .	112
XXXIII. Profile of the Master of Science Degree Graduate . . . . .	113
XXXIV. Profile of the Doctor of Philosophy Degree Graduate . . . .	115
XXXV. Career Pattern Categorization of Graduates . . . . .	118

## CHAPTER I

### INTRODUCTION

The preparation of a student for a number of activities upon graduation, whether these be professional or personal in nature, is the purpose of a college education. Tests and surveys administered during the college program cannot always serve as an accurate means of assessing the student's attainment of objectives. Therefore, a number of colleges and universities conduct follow-up studies of their graduates in an attempt to maintain an accurate and relevant profile of the graduates. The details of the lives of alumni play a useful part in predicting the probable experiences of today's students. These life experiences of the alumni can furnish clues to the needs of students.

Follow-up is a series of contacts with former students regarding their post school adjustments (Baer & Roeber, 1964). Best (1981) stated that a follow-up study investigates individuals who have completed a program, a treatment or a course of study after leaving an institution. A knowledge of the graduate's skills, abilities and experiences can be used to help the graduate, future graduates and to aid in improving the overall academic program. The importance, therefore, of implementing a follow-up program of communication which actually functions in the lives of the graduate cannot be overemphasized.

## Justification for the Study

The majority of (follow-up) studies of home economics and clothing, textiles and merchandising graduates have been almost exclusively concerned with curriculum evaluation and the professional usefulness of the education received (Stevens & Osborn, 1965). This study was conducted to develop a profile of Clothing, Textiles and Merchandising graduates (Bachelor of Science, Master of Science and Doctor of Philosophy), College of Home Economics, Oklahoma State University, Stillwater, Oklahoma, 1974 through 1984 and to identify career patterns of selected graduates from 1974 through 1978. A follow-up study of Clothing, Textiles and Merchandising graduates, 1974-1984, was conducted and demographic, education, employment and personal involvement information was gathered. Career patterns of Clothing, Textiles and Merchandising graduates during the years of 1974-1978 were identified.

This research benefits the Department of Clothing, Textiles and Merchandising, Oklahoma State University, in several ways. The data collected provides information to the faculty as to possible employment opportunities the graduates might be working in and provides a career pattern for each of the selected graduates involved in the study. The research enables the department to update names, addresses and other vital demographic information related to the clothing, textiles and merchandising graduate. The research provides additional education information, including advanced degrees and degrees received that are not related to clothing, textiles and merchandising. Others, outside of clothing, textiles and merchandising, can use the research to become more knowledgeable about the professional opportunities afforded through a program of this scope.

The need for the research was further justified by the American Home Economics Association in the ten-year accreditation program for the College of Home Economics, Oklahoma State University, Stillwater, Oklahoma. The American Home Economics Association lists the need to determine what proportion of graduates are employed in the area for which they are prepared (American Home Economics Association, 1979).

An objective of the College of Home Economics, Oklahoma State University (Five year goals: FY 1983-84 through 1987-88, 1983) is to continue to increase communications with alumni, increase membership in the Home Economics Alumni Association and to involve alumni more actively in the support of home economics. This follow-up study helps in permitting this goal to be achieved.

Narrowing to the Clothing, Textiles and Merchandising Department (Overall goals and objectives 1984-89, 1984) the goals and objectives of the years 1984-1989 include increasing and enhancing external relationships with alumni. There is a need to continue identifying employment opportunities for students at the Bachelor of Science, Master of Science and Doctor of Philosophy levels. The gathering of this needed information through the use of a follow-up study could be of great value.

The research study developed from the realization that a consistent and effective method of conducting follow-up studies of graduates has not been developed or located within the Clothing, Textiles and Merchandising Department, Oklahoma State University, Stillwater, Oklahoma. The study could serve as a format for future follow-up of graduates.

## Purpose and Objectives

The purpose of the study was to develop profiles of clothing, textiles and merchandising graduates (Bachelor of Science, Master of Science and Doctor of Philosophy), College of Home Economics, Oklahoma State University, Stillwater, Oklahoma, from the academic years of 1974 through 1984.

In order to achieve this purpose, the specific objectives were as follows:

1. To conduct a follow-up study of clothing, textiles and merchandising graduates, 1974-1984, and collect information about each graduate in terms of demographic, educational, employment and personal characteristics, and
2. To identify career patterns of selected clothing, textiles and merchandising graduates, during the years of 1974-1978.

## Assumptions of the Study

The following were assumptions basic to the study:

1. Follow-up is an effective research tool to use to study graduates.
2. Graduates can be located through home addresses on file in the Clothing, Textiles and Merchandising Department and through alumni associations.
3. A representative sample of clothing, textiles and merchandising graduates will respond to the questionnaire honestly and accurately.
4. A representative sample of clothing, textiles and merchandising graduates, 1974-1978, will respond to the questionnaire in order to determine career patterns for these designated years, and

5. Graduates of clothing, textiles and merchandising are willing to be involved in a follow-up study from their alma mater, thus will endeavor to provide research data.

#### Limitations of the Study

The study was limited in the following ways:

1. Names to be used in the data collection include all graduates (Bachelor of Science, Master of Science, and Doctor of Philosophy) from the Department of Clothing, Textiles and Merchandising, College of Home Economics, Oklahoma State University, 1974-1984. Findings should not be generalized to other populations.

2. The lack of availability of current names and addresses of all clothing, textiles and merchandising graduates reduced the percentage of participants in the study.

3. Career patterns will be developed only on graduates from 1974 through 1978 due to the length of time necessary to develop a career pattern.

#### Definition of Terms of the Study

The following terms are defined as they were used in the study:

Career Pattern - The sequence of changes in occupational level or field made by an individual during his working life (Super, 1957b).

Follow-up - An investigation of individuals who have left an institution after having completed a program or a course of study to examine what has happened to them (Best, 1981).

Graduate - An individual who has received a Bachelor of Science, Master of Science and/or the Doctor of Philosophy degree(s) from the



Department of Clothing, Textiles and Merchandising, College of Home Economics, Oklahoma State University, Stillwater, Oklahoma.

Profile - A tabulated description of the clothing, textiles and merchandising graduate, 1974-1984, using selected demographic, educational, employment and personal involvement characteristics.

Employment Characteristics - The employment patterns and activity of the clothing, textiles and merchandising graduate, Oklahoma State University.

Personal Involvement Characteristics - Personal involvement by the clothing, textiles and merchandising graduate, Oklahoma State University, as reflected by membership in professional organizations, associations, etc.

Organizations listed in the questionnaire were:

American Home Economics Association (AHEA) - A national professional home economics organization with affiliated associations in every state, the District of Columbia and Puerto Rico. The association publishes journals and papers, and sponsors workshops and conventions for professional development and as a service for home economists. Members participate in teaching, research, extension, business, dietetics, human services, journalism and voluntary community and professional service (AHEA, 1981).

Association of College Professors of Textiles and Clothing - An association for individuals interested in the area of textiles and clothing. The purposes of the association are to facilitate scholarly interchange and strengthen the interdisciplinary nature of the field through research.

Oklahoma State University Alumni Association/College of Home Economics Alumni Association - A joint association (as of November, 1985) between the Oklahoma State University and the College of Home Economics whose objective is to provide a medium of contact for students and the citizens of the state of Oklahoma. The joint association is to promote the mission of the College of Home Economics and Oklahoma State University and to keep students and citizens of the state informed of the programs and activities in home economics.

Omicron Nu - A national honorary fraternity for home economics. The purposes of the society are to promote graduate study and research in home economics and to stimulate scholarship and leadership toward the well-being of individuals and families throughout the world. Membership is by invitation only.

Phi Upsilon Omicron - A national honor society in home economics whose purpose is to recognize and encourage academic excellence, develop qualities of professional and personal leadership, provide opportunities for service to the profession and encourage professional and personal integrity in order to advance home economics.

### Organization of the Study

Introductory information pertinent to the study was discussed in this chapter. The justification for the study, the purpose and objectives and the assumptions of the study were included. Also included were the limitations and the definitions of the terms used in the study.

Chapter II presents the literature and research related to the study.

Chapter III includes a description of the methods and procedures followed in the study.

Chapter IV includes the presentation and discussion of findings while Chapter V presents the summary, conclusions and selected recommendations for future study.

## CHAPTER II

### REVIEW OF LITERATURE

The rationale for this study was drawn from a review of literature related to follow-up studies and career patterns of home economics graduates. The literature reviewed was derived largely from master's theses and doctoral dissertations dated from 1954 to 1983. Research publications and textbooks from 1957 to 1981 were included. This review is oriented toward five prominent aspects for the conceptualization of this study: 1) theoretical framework, 2) definition of follow-up, 3) purpose of follow-up, 4) follow-up studies in home economics, and 5) follow-up studies conducted in home economics at Oklahoma State University.

#### Theoretical Framework

The term career pattern is not new. In a sense, an individual's career begins with his first paid job. The summer jobs of high school and college are usually quite different from the permanent occupations entered after graduation. Nevertheless, these beginning jobs represent the first intimate contact with the adult working world and become an integral part of an individual's work history. The first job might be expected to influence the nature of a second job and thus the pattern of a career (Super, 1957a).

Super (1953) defined the term career pattern as a sequence of

occupations held by an individual or by a group of individuals throughout the working life. Different types of career patterns may be obtained by classifying work or time in different ways, by studying the individual instead of groups or by studying groups with differing characteristics (Super, 1974). Super (1953) developed a theoretical base in the field of career development and made his first formal theoretical statement based on his research in the area of career patterns. It was proposed by Super (1953) that a person strives to implement his self-concept by choosing to enter the occupation that is most likely to permit self-expression. The particular behaviors a person engages in to implement his self-concept vocationally are a function of the individual's stage of life development. As the individual matures, the self-concept stabilizes. External conditions surrounding the individual play a part in the development. Attempts to make vocational decisions during adolescence assume a different form than those made during late middle age (Super & Bohn, 1970). Super's theory of career patterns was built on groundwork by previous authors and portrays one aspect of vocational development, the work history (Osipow, 1973; Roth, Hershenson, & Hilliard, 1970).

#### Definition of Follow-Up

The term follow-up has been defined in many ways. The Dictionary of Education defines follow-up as a plan by which the experiences or status of young people who have left school are investigated or surveyed, either for the purpose of assisting them in further adjustment or for securing facts to improve the plan of guidance for those still in school (Good, 1959). Best (1981) defined follow-up as an investigation

of individuals who have left an institution after having completed a program, a treatment, or a course of study. The investigation is concerned with what has happened to them and the impact of the institution and program upon them.

Pace (1941) emphasized the importance of follow-up when he stated that alumni and ex-students are the most important product of the college and university. Only from the ex-student can it be learned what was received from the university and what the university did for the student that was right, wrong, of consequence, of inconsequence, fruitful, or wasteful. By learning these facts, it was believed the program of higher education in America could be reshaped so that it may function, be effective and win continued support. The term follow-up was emphasized by Troyer and Pace (1944) who stated that the most meaningful follow-up evaluation of a college program will come from an analysis of the behavior and opinions of the direct consumers of that product.

#### Purpose of Follow-Up

Follow-up becomes a method for evaluating the appropriateness and adequacy of the institutional program while in process as well as after completion (Stoops, 1959). Erickson (1947) listed the following specific purposes for which follow-up may be used:

1. to find out where graduates go and what they do
2. to gather information regarding the effectiveness of the adjustment made by graduates
3. to determine the needs and suggestions for improvement of employers
4. to help evaluate the effectiveness of the school; and
5. to enable the school to offer assistance to the graduates. (p. 441)

There are many purposes of follow-up; however, none of the purposes can be served if data is not collected and used effectively. Stoops (1959) stated three major aspects to a follow-up study:

1. to systematically gather data from former pupils;
2. to present and interpret the information to all concerned; and,
3. to plan development or modification of the educational program as indicated by the findings. (p. 260)

Follow-up is generally a post-graduate activity. If possible, however, the plans for collecting data should be made a part of the curricular activities of students, especially juniors and seniors (Erickson, 1947). For follow-up to be of value the collected data must be used, not just recorded. The adjustment of the graduate to real life challenges following school training is the real test of any educational program. Lybbert (1967) stated it is most helpful to conduct follow-up and to use the resulting data to provide new and better services for students. Follow-up should be a fixed part of any educational program and act as an aid and encouragement to the student as he takes his place in the community (Nichols & Astin, 1966).

#### Follow-Up Studies in Home Economics

For years, colleges and universities have been interested in the characteristics of their graduates. When students graduate, they usually lose all contact with those who could profit most from their experiences and who are most able to help them. Cangemi (1965) indicated that a knowledge of the location of the graduates is lacking as well as facts about their skills, abilities, and experiences. This knowledge could be useful to aid the graduates and to help the future graduates.

The follow-up studies found in this review are related to home economics. The studies are reviewed in chronological order during the years of 1954 through 1983. The findings from the studies are applicable and relevant sources of information.

Fehlman (1954) conducted one of the earliest studies of home economics graduates at the University of Colorado. A questionnaire was devised to have graduates of home economics evaluate the curriculum core of the department of home economics in relation to home and family living. Thirty-one years of graduates were included in the survey. The questionnaire was sent to all graduates of the department of home economics; a total of 495 individuals. Ninety-nine percent of the questionnaires were completed and returned. The majority of the graduates indicated that the core of required courses was very helpful in homemaking. Sixty-five percent of the respondents listed a marriage course as a desirable additional course. The respondents were asked to indicate any home economics courses which they thought should be added to the core. A request for extensive personal data was included in the questionnaire. Fehlman concluded that the interests and needs for education for home and family living were being met by the core of courses offered for home economics majors from the University of Colorado.

Wilson (1956) conducted a survey of graduates as part of a six year evaluation of the home economics department at Brooklyn College. A comprehensive questionnaire was mailed to all graduates. Sixty-eight graduates returned the questionnaire for a 40% return rate. The questionnaire was designed to solicit information about the value of courses which graduates had taken while attending Brooklyn College. In



general, the graduates surveyed were satisfied with the courses taken in their curriculum. Responses indicated the greatest emphasis was in the areas of making effective use of information and ideas and managing and carrying out homemaking responsibilities. The graduates were much less satisfied with courses in the areas of related background, professional education and general education. From these replies, Wilson concluded that it would be desirable to devise a more flexible program which would allow students to choose courses based upon individual interests, rather than requirements.

Downs (1957) conducted a follow-up study of home economics graduates at Howard University in Washington, D.C., from 1950 to 1954. Thirty-three graduates participated in the study. A questionnaire was used to obtain information concerning the graduates' current employment status. Findings indicated over one-half of the graduates were employed in some related area of home economics, but only one-third were employed in their major area of college.

A study conducted at Iowa State College home economics division involved a survey of 1,790 graduates who received degrees from 1933 to 1952 (Lyle, 1957). The mailed questionnaire was designed to solicit information concerning experiences after college, professional work, marital status, and opinions about the curriculum. The focus of the study was to help in determining how well these graduates had been prepared to meet the problems and demands of marriage, family, and the world of work after graduating from college. The findings indicated that 73% (1,303) of the respondents were married at the time of the study, 12% were single, and less than 1% were widowed or divorced. Sixty-four percent of the married graduates had been employed after

marriage, 43% of whom had been employed full-time. Forty percent of the graduates found their first employment in the field of their preparation while 21% were first employed in some other type of work.

The faculty of the division of home economics at Iowa State University had hypothesized that the survey would indicate a need for a good, all-round preparation for professions, rather than limited specializations. The results seemed to substantiate this hypothesis, as more than half of the respondents had at some time since graduation been employed in work for which they had not specifically prepared. Courses which the graduates indicated they did not take in college, but later wished they had taken, were child development, psychology, and marriage and family. The graduates recommended additional courses such as speech (30%), psychology (26%), and English literature (30%). The results of the survey were used by the division of home economics faculty to evaluate the present curriculum and the data collected from the survey was used as a basis for curriculum change.

Stephens (1957) conducted a survey of 16 college and university divisions of home economics in the southern region of the United States that was designed to evaluate the effectiveness of the programs in meeting the needs of students for professional endeavors. Two questionnaires were administered; one directed to the administrators of the divisions of home economics and the other directed to the graduates (293 total) of the divisions. Findings indicated that the general education programs were not adequately meeting the needs of the students.

Weaknesses in the basic home economics programs were reported in the findings. The data gathered showed 182 graduates, who took positions

in their major fields, were satisfied with the vocational and professional programs. Sixty-eight of the graduates took positions outside their major field of study. The remaining 43 graduates were unemployed at the time of the study. Conclusions drawn from the gathered data indicated that consideration should be given to educational and vocational positions available to students after graduation.

Brown (1958) conducted a study of home economics graduates at Morgan State College, Baltimore, Maryland, to gather reactions from the 1944-1953 graduates regarding the curriculum offered. Questionnaires and structured interviews were used to gather the data. The findings indicated that the home economics curricula were not adequately meeting the needs of all students; some courses were not practical and functional enough. The researcher noted that the implications of the study pointed to the need for continuous follow-up of graduates to discover whether programs are meeting the personal and professional needs of the graduates.

A study of home economics graduates, Alabama Agricultural and Mechanical College, 1953-1956, was conducted by Spann (1958). The purpose of the study was to determine what the graduates did after graduating and to gather alumnae opinion concerning the adequacy of their preservice education. Ninety-six questionnaires were mailed. Analysis of the data indicated that 75% of the group had not been employed in their home economics education area of specialization. Eighty-nine percent of the respondents had at some time engaged in the teaching profession but two-thirds of these had taught in fields other than home economics. Forty percent of this group gave overcrowding as the reason for not teaching in the field of home economics; 27.7% reported no

positions available in a preferred location. Twenty-eight percent of the sample were actually engaged in the occupation of their choice. Graduates listed food and nutrition, clothing, and family relations and child development as those courses of most value. English, social science, and history were listed as most valuable in appraising non-home economics courses.

Cross (1960) conducted a follow-up study to determine how graduates felt about their preparation for teaching home economics. The study revealed that a majority of the respondents that had attended the Teacher's College, Columbia University, New York, felt they had adequate preparation for two-thirds of their teaching activities. The graduates felt inadequate in their preparation for teaching in the areas of food production, housing, home improvement, and community relationships.

Nichols (1961) conducted a follow-up study which included graduates from 1954 to 1959 from five state colleges and two universities that offered home economics in the state of Louisiana. The purpose of the study was to solicit opinions from past graduates concerning the goals toward which college and university home economics curricula was directed and the adequacy of the subject matter included in these programs. Of the 293 graduates who responded to the study, 218 were married, 238 had been employed in full-time positions and 23 had been employed in part-time positions. The graduates listed their most helpful courses in the order of priority. The courses were food preparation, clothing and home management. Courses other than home economics which the respondents felt contributed to their professional or personal life were social sciences, English, physical science,

psychology and speech. Nichols recommended that consideration be given to the dual role of the homemaker/wage earner in the education of women students.

Lea (1963) conducted a study of home economics graduates that was designed to solicit whether or not the curriculum for home economics students who planned to teach should differ from students in other home economics majors. The respondents of the study indicated that a strong subject matter background was paramount for all home economics areas, whether they be home economics education majors or those entering other home economics professions. The results of this Oregon State University study confirmed that regardless of the professional area selected, the same basic foundation of home economics knowledge was needed by all students. The graduates suggested that additional courses should be included in the curriculum for those preparing for specific professions.

Norton (1964) polled home economics graduates of the University of New Hampshire from 1953 to 1962 in a follow-up study. The investigation was concerned with the effectiveness of the university's program of home economics in preparing students for professional and family life. Sixty-seven percent of the graduates reported employment in some area of home economics while 22% were employed in occupations outside of home economics. Fifty-six percent rated their professional preparation as adequate and very helpful. Forty-seven percent rated their preparation for family living as adequate and very helpful. The graduates indicated a need for more emphasis on the practical aspects of the program, including more electives in child care, household finances, and furniture selection. Flexibility in the program was a need expressed.

Home economics education graduates from Kansas State University were polled by Eshbaugh (1965) regarding the adequacy of their college preparation. All of the respondents indicated that methods of teaching home economics was a functional course and 83% indicated that student teaching had provided adequate preparation. More emphasis being placed on the practical application of educational psychology and principles of secondary education was a recommendation that grew from the study.

Stevens and Osborn (1965) reported the findings of a survey of 256 graduates from the Department of Home Economics at the University of Iowa from 1953 through 1964. Descriptive data was collected from the questionnaire which was designed to gather information concerning personal data, professional work, community activities, and evaluation of education. The response rate was approximately 85%. Findings revealed that the majority of the graduates were married (79%). The mean number of children for the entire group was 1.9 children per marriage. Two-thirds of the total group had worked professionally since graduation, with the majority being employed in the field of education. The other two highest employment fields for individuals of this group were retailing and dietetics. Only 19.9% of the graduates had completed any educational work beyond their baccalaureate degree. The primary purpose for this additional education was to obtain teacher certification at the secondary level. A master's degree had been earned by 2.7% of the graduates. Graduates' participation in community activities was low and the possible reasons suggested for this low involvement could be the large number of young families in the child bearing and child rearing stages of family development and the short time period of residence for the graduate. The graduates valued food

and nutrition, textiles and clothing, and family development courses as being most helpful. In areas outside of home economics, additional business courses were listed as most desired. The results of the survey indicated that the majority of the graduates were both married and employed professionally. Stevens and Osborn concluded that this indicated a need for a woman's education to prepare her for both a marital and professional role.

Mississippi College was the location of an evaluation, conducted by McGuffee (1967), of the training received by 1960-1966 home economics graduates. Findings revealed 82% of the graduates were working in areas related to their college major, 6% were in the area of their college minor, and 11% were working in an area different from their major or minor. The following were reasons given for employment outside their professional preparation areas: 1) job opportunity restricted by the student's locality, 2) higher salary outside major area of study, and 3) family responsibility made a full-time job difficult. The graduates suggested curriculum changes to include an expansion of family life education, an honors program, research opportunities, and a more practical teacher training program. McGuffee reported that home economics had a significantly higher evaluation rating for professional preparation as compared to other areas of specialization.

Mullen (1968) conducted a follow-up study that was concerned with the adequacy of preparation in undergraduate home economics at the University of North Carolina for the years of 1958-1967. The participants suggested that extended observations and additional student teaching experiences be provided and that more emphasis be placed on curriculum building skills. The majority of the respondents rated their

college preparation as adequate. Mullen reported that the majority of the home economics graduates were employed full-time. No positions available and family responsibilities were the major reasons for those not employed in home economics positions.

Christian (1969) conducted a survey of graduates of the University of Southern Mississippi from the academic years 1959 through 1968. The sample included 407 graduates. The data collected revealed that the majority of the graduates were employed outside the home, combining marriage and family life with a professional life. The graduates were asked to rate their courses which had contributed toward their personal, professional, home, social, and civic life. Clothing and textiles was rated the highest (74%) of the graduates of any area of home economics. Field work was rated and received a 71% rating from the majors in clothing and textiles. The home economics education majors considered the student-teaching courses useful (56% of the graduates).

According to the Christian survey, three-fourths of the total graduates revealed they would seek the same major if they were starting a college career. Over half of the graduates had completed work beyond the bachelor's degree and indicated that professional advancement and the desire to update their knowledge were two primary reasons they sought additional education. Master's degrees had been attained by 10% of the graduates and two graduates had indicated beginning a doctoral degree. The highest leisure time activity noted by the graduates was sewing and the second highest ranked activity was reading. Graduates were involved to the greatest extent in religious organizations with social organizations ranking second, and service organizations third.

A survey was conducted by von dem Bussche (1969) of 389 individuals



who had graduated from the School of Home Economics at Florida State University from 1960 through 1964. Of the 389 questionnaires mailed, only 262 were returned and of these 260 were usable. The questionnaire was designed to develop a profile of characteristics of graduates for each department which offered degrees including clothing and textiles, food and nutrition, home and family life, and home economics education. A percentage analysis was used to compare differences among the graduates of the various home economics departments.

von dem Bussche (1969) developed the following profile of the 1960-1964 home economics graduate: 1) the average respondent was between 27-28 years old, 2) had a father who had completed one to three years of college and was classified as a proprietor, 3) had a mother who was a high school graduate and was not gainfully employed outside the home, 4) was residing in Florida in a population area of over 100,000, 5) was married and had one child, 6) had a husband who had completed more than four years of college and was employed in a professional occupation, 7) had not indicated participation in numerous community activities, 8) was not currently employed, and 9) had pursued no graduate studies.

Findings indicated that the majority of graduates in the major areas of clothing and textiles, home and family life, and home economics education were not employed in the area of their undergraduate preparation. Those with degrees in home economics education, employed at the time of the study, had the greatest diversity of current occupations. Those with degrees in food and nutrition had the greatest percentage of positions in one occupation. Overall, graduates who were currently employed were primarily employed in areas other than that of their undergraduate major.

Skipper (1970) conducted a follow-up study of those graduates who had received advanced degrees from the School of Home Economics at the Florida State University from 1947 through 1969. The data collected and investigated was the graduate's personal and marital characteristics, educational achievements, graduate experiences, and professional characteristics and experiences. The instrument used was a questionnaire with closed and open-ended responses, adapted from the one used by von dem Bussche (1969). Two hundred eight questionnaires were mailed; 180 returned questionnaires were usable. Findings indicated that the average graduate with an advanced degree had pursued graduate study to satisfy self-goals. The majority of the participants in the sample would select the same major area again. The average graduate was satisfied with the graduate program in home economics, and had found it to be very helpful and adequate. Most of the graduates were currently employed; those who were unemployed were at home with small children and planned to seek employment at a later date.

Clemens (1971) conducted a study of home economists currently employed in various business positions to evaluate the adequacy of their college preparation. Data was gathered through a questionnaire mailed to each of the home economists in the sample. The questionnaire was designed to gather information concerning adequacy of undergraduate education, professional roles and helpfulness of specified home economics and related subject-matter areas to professional work. The findings of the study pointed to a need for specialization in the home economics area related to the intended professional choice. Clemens recommended a need for a greater professional orientation within the home economics area and more emphasis on courses in business communications.

Conkin (1971) conducted a study at Iowa State University that was part of a larger study which focused on home economics graduates of the six years from 1963 to 1968. The study's aim was to obtain data about community, school, and professional participation of the graduates.

Questionnaires were mailed to 1,605 women who graduated from 10 departments and/or major curricula in the College of Home Economics. Male graduates were not included in the study. One thousand two hundred seventy-nine usable replies (81.3%) were received and used in the final data analysis. The findings included: 1) 70.5% indicated participation in some type of specific club, organization, or activity outside the home other than employment, 2) the number of children at home did not make a significant difference in the participation status of the respondents, 3) the ages of children at home, whether under two or over two, was an influence on the participation status of the married respondents, and 4) voluntary community participation was found to be an important activity of the graduates.

Gebo (1971) surveyed the graduates from the University of Montana to determine what additions should be made to the home economics program. The participants in the study suggested more practical application of the information and knowledge gained in all areas. A need was expressed by the graduates in home economics education methods courses for additional classroom observation and experience prior to student teaching. Work experience off campus with community involvement, up-to-date education courses and relevant consumer education course work were expressed as desirable additions by the graduates.

Hutchinson (1971) conducted a follow-up study of the occupational status of home economics graduates (1960-1970) who resided in Nashville,

Tennessee, and attended either Tennessee State University, David Lipscomb or Belmont Colleges. The purpose of the study was to give an account of the graduates' occupational status and achievements, in order to reveal if their college training had any relationship to the jobs they held. A survey questionnaire was devised and mailed to the graduates (120 total). Seventy-nine usable questionnaires were returned and used in the final data analysis. Findings indicated a total of 24 graduates who were single, 54 graduates married, and one divorced graduate. Twenty-nine of the graduates were teaching; six employed in clerical positions, two were in administrative capacities, and 11 were dietetic workers. Eight of the graduates were classified under an "other" category. In home economics and related areas there were 11 graduates teaching home economics; one was a school supervisor of home economics, two were dietitians, three were food supervisors, and six were nutritionists.

One of the graduates was a seamstress, another was an extension agent, one was a headstart teacher, and one was working as a kindergarten teacher. In the areas unrelated to home economics, there were eight graduates teaching other subjects, six graduates were substitute teaching, and teaching in elementary schools. Three graduates were secretaries. Other job classifications included a records clerk, a receptionist, a student union program director, and a librarian. Six graduates were working in clerical jobs. The remaining 23 graduates were unemployed. The study indicated that there were as many graduates working in areas unrelated to home economics, 34.18%, as there were in home economics and related areas, 36.71%, and almost as many were unemployed, 29.11%. Of the total 23 unemployed graduates, 10 volunteered

the information that they did not attend college for the purpose of preparing themselves for a career. A total of 50 graduates felt that their college training was beneficial in their work and six felt that their training was not beneficial.

Lantz (1971) conducted a study on the effectiveness of the college curriculum in fashion merchandising in preparing students for executive training programs in the retail clothing industry. A survey questionnaire, originating from Stout State University, Menomonie, Wisconsin, was sent out to 81 retailing stores throughout the United States. Replies were received from 52 stores. Forty-seven of the questionnaires were adequately completed to be used in the study. The majority of the stores used in the study were small organizations. Thirty-nine of the 47 stores had formed executive training programs. Forty-two stores had hired a fashion merchandising graduate in the past. The store, in general, noted that the home economics courses did not receive as high a rating as the general or business courses. The stores stated the college graduates are the preferred persons for executive training positions in the retail clothing industry but believed the fashion merchandising graduates should have a strong academic background in business, develop an aggressive philosophy and seek exposure to retailing as early as possible in their education.

Peterson (1971) evaluated the effectiveness of the curriculum being currently offered in the one year diploma clothing and textiles services program at the Madison Area Technical College. The objectives of the Peterson study included: 1) establishing the occupational status of the graduates of the clothing and textiles services program, 2) establishing a list of factors which caused graduates to change their vocation after

vocational training, 3) determining the average weekly wage of respondents, 4) ascertaining how many respondents continued their education, and 5) determining the opinion of the respondents in regard to the establishment of a two-year associate degree program in clothing and textiles. The program at M.A.T.C. had graduated three classes and no program evaluation had occurred. The study involved the 1968, 1969 and 1970 graduates of the clothing and textiles services program, a total of 41. Thirty-nine graduates completed and returned the questionnaire.

The data collected revealed that there was a total of 24 (60%) of the graduates who were currently working in occupations related to the clothing and textile field and 13 (33%) graduates that were currently working in fields not directly related to clothing and textiles. Two graduates were unemployed at the time of the study. Graduates rated the quality of training they received at M.A.T.C. highly. No graduate indicated that the training and education received was poor. The average weekly salary of graduates working full-time in the clothing and textiles field was \$73.22, which was above the minimum wage. Graduates working in the area of alterations received the lowest weekly salaries while those who demonstrated for sewing machine companies or conducted sewing classes received the highest salaries. Several of the respondents indicated that they also received a store discount which indirectly affected wages and earning power.

An exploratory study was conducted by Clausen (1972) to survey and compare students who chose a four-year university oriented textiles and clothing in business program and students who chose a two-year vocationally oriented fashion merchandising program. Comparisons were made between the two samples in selected demographic information. Comparisons

were also made in students' knowledge of current fashion awareness, interest in clothing, and values assigned to clothing.

Participants in the study were from a state university and a state area school. Twenty-eight junior and senior majors at the University of Northern Iowa and 54 first and second year students in fashion merchandising, Ellsworth-Community College, participated in the study. The findings indicated significant differences did occur for ages of students, location of the home community and for reasons for selecting an educational institution for career training. A significant difference was determined for the measurement of current fashion awareness of students who chose a university oriented career program and of students who chose a vocationally oriented career program.

Gentry (1972) conducted a follow-up study of East Carolina University home economics graduates. Two questionnaires were developed for the study. One of the questionnaires was designed to follow-up home economics graduates and the second was designed to determine how satisfied the principals were with the East Carolina University home economics graduates they had hired for their school systems. Findings indicated that half of the married respondents and all divorced and single respondents were employed. The majority of those employed held positions in some area of home economics, with public school teaching being the occupation most frequently mentioned. Self-evaluation by those respondents teaching home economics indicated that they enjoyed teaching and felt they were good teachers which correlated with the evaluations received from the principals of those teachers. The majority of the teachers were satisfied with their college education and teaching positions. The respondents did suggest that improvements could

be made offering additional adult education courses and more education methods and technique courses.

Bates (1973) conducted a study to determine the relevancy of the home economics and related courses as perceived by graduates from three Arizona universities. A random sampling of 297 home economics graduates from 1968 through 1972 participated in the study. Chi-square was used to test the hypotheses. Further analyses were made of frequencies and percentages of the open-ended questions. Findings indicated that graduates rated not more than 50% of the courses as "beneficial" or "adequate" for the development of the competencies needed professionally and personally. Bates concluded that home economics curricula need further in-depth experiences, individualized programs for specialized majors, and inclusion of independent study and differing methods of presentation.

Hively (1973), in a follow-up study of graduates of clothing and retailing at Kansas State University, secured information about the background, educational and cultural activities before and after graduation. Questions concerning current job responsibilities and titles, effectiveness of the curriculum as it contributed to job success, job history and long-range career expectations were included in the instrument.

Results showed that the curriculum, as evaluated by graduates, contributed to job success. The population of the respondents' home communities was found to have no significant relationship to staying in retailing. More of those majoring in the curriculum for four years were currently employed in retailing than either those majoring in it for two or three years. Participation in an in-store training program and



believing the curriculum had presented retailing realistically were factors which affected job success. More of the graduates who had left retailing did so before their three year work anniversary.

Peters (1973) conducted a study to report selected characteristics of persons presently employed in textiles and clothing related positions in business and industry and selected characteristics of the positions held by these persons so that implications could be derived and recommendations made for professional education in textiles and clothing at the undergraduate level. The American Home Economics Association (AHEA) was considered a logical source from which to select a population. Textiles and clothing was the subject matter section chosen from the years 1970-1971. The questionnaire was mailed to 448 members. A total of 217 were returned and usable. Textiles and clothing related positions were identified, with larger numbers of positions located in retailing and manufacturing. These work places were located in 36 of the 52 states, with 35.5% of these work places located in the state of New York. Slightly more than one-third of the work places provided training programs in which respondents participated. The sample was composed of 83% of the home economists being 39 years of age or younger, with 69% of them being 29 years of age or younger. Eighteen percent of the sample had earned a master's degree.

Shein (1973) conducted a follow-up study of the 1971 to 1972 home economics graduates of Florida State University. The study was concerned with determining how effectively the home economics curriculum was in fulfilling the personal and family related needs of the graduates of the school of home economics. Of the 196 graduates who were sent a questionnaire, 102 responded (52.3%). Although 50% of the graduates

were married, the majority of this group had no children. The study revealed that the graduates had been prepared for the type of work in which they found themselves employed, but had been limited in accepting employment due to geographic immobility. The majority of the graduates indicated they had steady employment. The largest percentage of graduates who were employed were child development majors and the smallest percentage of graduates steadily employed were food and nutrition majors. The graduates were asked to analyze the subject-matter areas pertaining to their usefulness. The subject-matter areas were divided into the specialized areas of child development, home management and family economics, family relations, housing and interior design, food and nutrition, and clothing and textiles. Findings indicated a definite tendency for the graduates to evaluate course usefulness in a positive manner. The results concluded that the highest rating in each subject-matter area did not always come from graduates who had majored in that particular area of home economics.

Cole (1974) reported a study which involved the appraisals of graduates of the fashion merchandising program at Florida State University who graduated between December 1969 and December 1973. There was a total of 227 graduates included, with a return rate of 101 questionnaires that were usable (50.5%). Frequency distribution tables and tables of percentages were used in the analysis. Findings indicated that most graduates were currently employed in retailing (54.4%). The respondents rated basic textiles, basic clothing construction, merchandising, and business as very important courses (62%).

Carlyle (1977) designed a study to identify components of educational curricula which influence student role expectations and to

identify the relationships between student role expectations and personnel executives' role expectations of newly hired graduates. The study was an extension of Howell's (1972) research in which an instrument was developed for measuring fashion merchandising students' expectations. The questionnaire was submitted to juniors and seniors majoring in fashion merchandising at three universities in Oklahoma and Texas; Oklahoma State University, Stillwater, Oklahoma, Texas Christian University, Ft. Worth, Texas, and The University of Oklahoma, Norman, Oklahoma. Sixty-five personnel executives from Dallas, Oklahoma City, and Tulsa were mailed questionnaires. The Merchandising Expectations Inventory (MEI) developed by Howell (1972) was defined into six clusters of occupational expectations including: job position, job tasks, achievement expectations, working hours, job performance as a function of personal competencies, specialized training and personality assets.

Twenty-nine students from the University of Oklahoma, 40 students from Oklahoma State University, and 20 students from Texas Christian University comprised the student samples. Fifty-six percent of the respondents were seniors. Sixty-nine percent of the respondents sampled planned to enter retailing in a large store after graduation.

Of the 65 personnel executives mailed the questionnaire, 29 executives responded. Thirteen of the 29 had executive training programs, 16 did not have executive training programs. Regardless of the existence of training programs, 15 of 29 executives said home economics majors were better prepared for their training programs than any other alternative which included business, liberal arts, retailing, and art majors.

Data from the Carlyle (1977) study measuring expectation of fashion merchandising students seemed to confirm statements by Hamilton (1963),

Sampson (1966) and Howell (1972) concerning curricula. The curriculum, as evaluated by the graduates, did contribute to job success. Carlyle (1977) confirmed statements by Scott (1952), La Grange (1957), Sampson (1966), and Hively (1973) about work experience. Executives did respond that home economics majors were better prepared for their training programs.

McClendon (1977) conducted a follow-up study of the clothing and home economics education graduates from Florida Agricultural and Mechanical University. Data was collected from 50 clothing and 105 home economics education majors who received a baccalaureate degree from the academic year 1965 through the academic year 1975. The instrument used was a questionnaire. The purpose of the study was to identify the professional positions held by the 1965-1975 clothing and home economics education graduates and to assess the effectiveness of the home economics courses in preparing the graduates for their professional positions. The study revealed that 64% of the 135 employed graduates were working in professional positions directly related to their major area of study. The clothing respondents were employed equally in professional, semi-professional, and non-professional positions. The education graduates were employed in professional positions as home economics teachers. Eighty-four percent of the currently employed education graduates indicated that they were educationally prepared for their current professional positions. Only 25% of the currently employed clothing graduates felt they were educationally prepared for their current job. Education graduates were found to have more job satisfaction with their current positions than were the clothing graduate. The home economics core courses were rated as beneficial to both the

education and clothing graduates. The results of the study indicated that graduates could assist with curriculum assessment which would provide information that might be used by academic personnel in curriculum planning and revision.

Seven institutions in Alabama which offered baccalaureate degrees in home economics from 1973 through 1977 were included in a follow-up study conducted by Yocum (1978). A questionnaire was designed to collect information concerning personal data, educational data, and opinions of the graduates toward their professional status and the role their institution played in preparing them to enter the competitive job market. The questionnaire was mailed to 491 graduates. A total of 264 graduates returned completed, usable questionnaires. Findings are listed as revealed: 1) the majority of the graduates were married but had no children, 2) thirteen percent of the graduates had earned a master's degree since graduation, 3) twenty-three percent of the graduates were currently teaching home economics, 4) the majority of the graduates felt "very well" or "extremely well" prepared in their major area of study, 5) the graduates stated their poorest preparation to have been in the areas of art, consumer economics, housing, and management of resources. These areas were identified as needing curriculum revision, and 6) the graduates recommended that future students be advised of supply/demand conditions in home economics teaching and to be prepared in more than one academic area in case they were unable to find employment.

Milbrodt (1982) conducted a follow-up study of the home economics graduates of Westmar College, Iowa, from 1964-1980, to gather demographic, employment, and educational and curriculum information from

past graduates. The instrument used was a mailed questionnaire and contained fixed alternative type and closed questions in all four sections. The initial sample included 134 graduates with 194 (79.4%) graduates in the final sample who returned the completed questionnaire.

From the collected data, it was found that 46.2% of the respondents had graduated from a high school in Iowa and 42.3% of the graduates still were residing in the state of Iowa. Seventy graduates indicated that they had children residing with them. Of the 104 graduates, 78.8% had worked in positions related to their home economics major and a total of 21.2% of the graduates had never sought employment or worked in a position related to their home economics major. Of the 82 graduates who had worked in positions related to home economics, 65% of them rated the program as excellent or good. Salaries for the currently employed graduates ranged from less than \$5,000 to more than \$30,000 annually. The largest percentage (29.5%) of the current employed graduates were receiving salaries of \$10,000 to \$14,999.

In summary, those departments of home economics which have conducted some form of follow-up have found the results to be very useful. The use of follow-up in home economics is important in the assessment of programs and in determining what directions the programs should pursue in the future in order to adequately and efficiently accommodate the needs of both present and future students. Follow-up is also an excellent means of keeping in touch with the departments' final product, the graduate.

Follow-Up Studies Conducted in Home Economics  
at Oklahoma State University

As early as 1947, Kuykendall conducted a study to locate the graduates from the Department of Home Economics Education of Oklahoma Agricultural and Mechanical College for a 20 year period, 1926-1945. The graduates were mailed a one page questionnaire divided into three phases: personal, training and study, and occupations and reasons. The initial sample included 606 graduates. It was later discovered that four graduates were deceased and 198 addresses were inadequate for mailing, thus leaving a total of 404 questionnaires mailed. Two hundred fifty-five graduates responded to the mailed questionnaire. The data collected showed a steady increase in enrollment for the 20 year period except for years 1929 and 1934. The decline in enrollment for 1934 was due to a drought year which was part of the depression years. Of the 255 respondents, 84% still claimed Oklahoma as their permanent address. Sixteen percent indicated they had left the state permanently. The experiences of the graduates were found to be average. Occupations included teaching, substitute teaching, club work and Red Cross work. Six of the respondents were serving the Wacss and Waves in the military service. Sixty-six percent of the graduates were married with 48% of these marriages having dependents. A recommendation by the researcher, at the conclusion of the study, was for the college to work out a system for keeping a record of the graduates after they leave the campus. It was also recommended that each school keep in contact with their graduates.

Sandlin (1952) conducted a study to obtain information from a selected group of Oklahoma high school girls and to make suggestions

for a short unit of study for inclusion in the homemaking program, based on the gathered information, with the view to helping girls make good adjustments in their homes and on their jobs. A questionnaire was designed and used to obtain information from 18 students who were interviewed. The information was summarized and suggestions were made for homemaking education in high schools. The selected findings are as follows: 1) the 18 girls interviewed engaged in 10 specific kinds of jobs, four of which related to office work, 2) over three-fourths of the girls engaged in work other than housework, 3) over one-third of the girls were married, 4) all of the unmarried girls had money to handle which they earned outside the home, 5) over one-half of the married girls earned money outside the home, 6) over half of the married girls lived in apartments. Less than one-third lived with "in-laws," 7) none of the girls was ashamed of her job, 8) only two-thirds of the group stated they had the skill needed for their jobs, 9) over half of the girls were satisfied with the wages paid them, and 10) over half of the girls believed they had too much work to do.

Greene (1971) conducted a study to identify and describe the job status of the 1961-1970 clothing, textiles and merchandising graduates of Oklahoma State University who were currently employed in merchandising. Job status data concerning these graduates were collected and analyzed. The sample, 230 women, included all Bachelor of Science, clothing, textiles and merchandising graduates from the College of Home Economics, Oklahoma State University. Each woman was mailed a postcard and asked to indicate her present employment status and correct her mailing address. A total of 126 usable postcards were returned. Of these women responding, 41 indicated they were currently employed in



a merchandising job. The final sample consisted of these 41 women.

From the collected data, it was found that most respondents were currently married, living outside the state of Oklahoma. The respondents were all fashion merchandising graduates employed seven years or less. The total yearly earnings for the group varied with the largest number falling in the range of \$6,000-\$8,000 per year. The researcher concluded that better opportunities for higher salaries and advancement in the field of merchandising seem to be found outside the state of Oklahoma. Job titles were found to be inconsistent. Progression on job title hierarchies in stores relied on length of employment as did salary. Salary earned by women in merchandising in stores with a training program was greater than salary earned by women in stores without a training program.

Gorrell (1974) investigated the job titles and activities of clothing, textiles and merchandising graduates of Oklahoma State University, 1964-1973. The purpose of the study was to identify those graduates employed in non-retailing and textiles-related positions and to secure reactions from these graduates concerning their undergraduate curriculum.

There were 329 graduates of clothing, textiles and merchandising during the years 1964-1973. Each of the graduates was mailed a questionnaire to confirm their employment and a total of 127 usable responses were returned. Of the graduates responding, 31 indicated that they were currently employed in non-retailing clothing and textiles related positions and the final sample consisted of these 31 graduates.

Twenty-two of the 31 graduates answered the second mailed questionnaire. More respondents were found to be employed in educational

positions than in any other. Thirteen of the 61 job activities listed were checked by one-half or more of the 22 respondents. At least six of these related to educational services. Twelve of the 14 concepts taught under the clothing and retailing degree option were considered essential or desirable by a majority of the respondents. The two concepts listed most often as beneficial to the present position were clothing construction and flat pattern design.

Johnson (1975) conducted a study which was to investigate the job satisfaction of fashion merchandising graduates and to study the relationship between certain job satisfaction factors and selected evidences of aptitude and achievement in the academic program at Oklahoma State University. For the purposes of the study, the respondents' academic records included scores on the General Clerical Test (GCT), as a measure of aptitude, and the over-all grade point and the grade point within the major field of study as a measure of achievement in college. The respondents' job satisfaction was measured by the Job Description Index (JDI). The investigation of job satisfaction was limited to a sample of fashion merchandising majors, between the years of 1962 and 1973, Oklahoma State University, who were employed in retailing at the time of the study.

Data obtained from the questionnaire indicated that a majority of the 38 respondents were employed in retailing firms in four major southwestern cities, Houston, Dallas, Oklahoma City, and Tulsa. The length of employment with a firm was 21 months. The average salary fell within a range of \$10,000 to \$12,499 a year. Twenty-two percent of the respondents reported an income of \$15,000 or above. The job title listed most frequently was that of buyer.

As measured by the JDI, job satisfaction was divided into five major scales of work, pay, promotion, supervision, and co-workers. The retail management personnel in this study expressed the greatest satisfaction with supervision, mean score of 46, and co-workers, mean score of 45.

The major correlations in the study were those between academic records and job satisfaction. The highest correlation was noted between aptitude, as measured by the General Clerical Test, and job satisfaction as measured by the JDI ( $r = .48$ ) which was significant at the .01 level. Among the JDI scales the pay and promotion factors indicated the strongest relationship to over-all job satisfaction ( $r = .83$ ).

A follow-up study of home economics graduates from the Nazarene College in Oklahoma was conducted by Abbott (1981) to provide a research base for decision making in home economics curriculum. The purpose of the study was to assess the graduates' personal characteristics and to analyze their perceptions of the importance of selected competencies as well as their perceptions of their ability to perform those competencies.

Two hypotheses for the study tested differences between graduates' self-assessed competence scores and their perceptions of the importance of selected competencies as well as test selected personal and professional variables that may be impacting on self-assessed competence scores. The following conclusions were drawn from the study: 1) there was a significant difference between self-assessed competence score and graduates' perceptions of the importance of selected competencies, 2) there was a significant difference between self-assessed competence scores and a part of the personal and professional variables selected

for the study. They were: major emphasis of bachelor's degree, current employment status when compared with the subject matter areas of clothing and textiles and family relations and child development, average hours per week devoted to volunteer services when compared with the subject matter area of family economics and home management.

The developed profile of home economics graduates from the four private colleges included: 1) majority of respondents were female (95.70%), 2) respondents were young (96.55%) under 30 years of age, 3) respondents were married (63.48%), without children (75.44%), holding only the bachelor's degree (96.47%), 4) the respondents were employed (80.17%), earning \$5,000-\$14,999 (53.98%) annual personal income, 5) the respondents were nonmembers of the American Home Economics Association (85.97%) and participated in volunteer services (76.79%).

Fain (1981) designed a study to initiate an annual follow-up of selected Oklahoma State University home economics graduates by developing an instrument to conduct the division-wide, cross-sectional survey. The sample consisted of 749 Bachelor of Science recipients from all six major subject matter areas of study in the Division of Home Economics for the academic years 1974 (260), 1976 (236), and 1979 (253). Information was obtained related to personal demographic data, current and past employment, professional preparation, and job satisfaction. Two first-class mailings yielded an overall 50% (N=377) response rate from the selected graduates. Variables examined, consistent with the stated objectives and hypotheses, were job satisfaction, major responsibility of current positions, opinions about professional preparation programs, selected demographic data, employment data, professional preparation data, selection of current careers, and number of year(s) since

graduation from Oklahoma State University. The Minnesota Satisfaction Questionnaire (MSQ) Short Form was used to assess the job satisfaction variable. Job titles and current careers were categorized into occupational groups using the Standard Occupational Classification Manual, 1977.

Descriptive statistics including demographic information and current and past employment were obtained using statistical frequencies. The majority of selected graduates were female, 25-29 years of age, Caucasian, married, and had no children, held current positions in 27 occupational groups, primarily in business/industry and public/private educational school systems with the major responsibilities of management and teaching. Overall job satisfaction of the graduates was satisfied to very satisfied for their current positions, while their intrinsic job satisfaction was satisfied to very satisfied and extrinsic job satisfaction was only slightly satisfied to satisfied.

Bivens (1982) conducted a study in which an educational profile of male home economists based on the 1979 AHEA Membership Survey was prepared. The analysis of the AHEA data identified associations among educational characteristics and selected variables. The sample included 150 male AHEA members who responded to the 1979 AHEA Membership Survey. The findings indicated that few males major in home economics. Proportionately, few males representing minority groups major in home economics or receive higher degrees in home economics. Ninety-five percent of the male respondents were white. Male AHEA members are predominately young. Forty percent of all respondents were 35 years of age or younger. Ninety percent of the male respondents had received degrees beyond the bachelor's, compared with about one-half of the women

(Bierbower, 1981). Forty-five percent of the respondents with a master's degree as the highest degree and 42% of those with a doctor's degree majored in the area of family relations and child development. The majority of respondents with doctor's degrees had two degrees with the same major and 47% had the same major for all three degrees. The researcher recommended utilizing the findings of the study to make and implement plans to attract more males to the field of home economics.

Dear (1983) conducted a study to prepare profiles of professional home economists engaged in part-time work using data from the 1979 AHEA Membership Survey. The respondents were 2002 female members of the AHEA who indicated extent of employment as three-fourths time or less. This represented 11.9% of the total responses of the AHEA Survey, in which female home economists indicated they worked part-time. The part-time employed home economist was found to be between 31 and 35 years old and married. She had one or two children in the six to twelve year age range and lived in the west coast region in a community over 499,999 population.

The part-time employed home economist had a bachelor's degree with a major in home economics education and was employed in secondary education one-half time. The part-time female home economist worked for 12 months in the year for an annual income under \$5,000. She contributed 10 to 40 percent to the support of the immediate household but did not contribute to the support of persons outside the immediate household.

The review of the selected literature confirms that various types of follow-up studies have been conducted at Oklahoma State University. The studies indicated that the follow-up method was successful in

collecting demographic, education, and employment data about graduates in the College of Home Economics, Oklahoma State University, Stillwater. Through the use of follow-up and research the College of Home Economics has an excellent means of keeping up with the graduate.

#### Summary

Five areas of research relative to follow-up studies and career patterns of home economics graduates have been discussed in this chapter. Included were: theoretical framework, definition of follow-up, purpose of follow-up, follow-up studies in home economics and follow-up studies conducted in home economics at Oklahoma State University.

The theoretical base of the study was derived from the career pattern theories related to career occupations. Follow-up research findings assisted the researcher in identifying the instrument used in the study to conduct a follow-up study and to develop profiles of graduates. Career patterns of selected graduates were identified.

Because little research has been initiated which relates to career patterns and profiles of graduates, the literature review also included reference to current home economics textbooks and articles relevant to the study.

## CHAPTER III

### METHODS AND PROCEDURES

The major focus of this descriptive study was to develop a profile of clothing, textiles and merchandising graduates (Bachelor of Science, Master of Science and Doctor of Philosophy), College of Home Economics, Oklahoma State University, Stillwater, Oklahoma, from the academic years of 1974 through 1984, and to identify career patterns of selected graduates from 1974 through 1978. To accomplish the objectives of the study, a follow-up study was conducted of clothing, textiles and merchandising graduates during the years of 1974-1984, to collect information about each graduate in terms of demographic, educational, employment and personal involvement characteristics. Career patterns of clothing, textiles and merchandising graduates, 1974-1978, were identified.

A detailed description of the methods and procedures used to conduct the study is presented in this chapter. The specific aspects included in the design of the study were: selection of the sample; instrumentation; data collection; and analysis of the data.

#### Selection of the Sample

The target population consisted of individuals receiving a Bachelor of Science in Home Economics with a major in Clothing, Textiles and Merchandising, or a Master of Science degree in Clothing, Textiles



and Merchandising, or a Doctor of Philosophy degree in Home Economics-Clothing, Textiles and Merchandising, College of Home Economics, from Oklahoma State University, 1974 through 1984. According to figures obtained from the official Oklahoma State University commencement bulletins, a total of 672 graduates from the Clothing, Textiles and Merchandising Department received these degrees during this period.

The sample was selected in order to receive the requested follow-up information by a most recent group of clothing, textiles and merchandising graduates. The researcher believed that by surveying a selected group of clothing, textiles and merchandising graduates, 1974-1978, some determination could be made about the participants' career patterns since leaving Oklahoma State University.

The eleven-year designated period of time was arbitrarily based upon the need for conducting follow-up within the Clothing, Textiles and Merchandising Department and trying to locate every clothing, textiles and merchandising graduate during this time frame. The total number of graduates by year and type of degree received is shown in Table I. The figures obtained from the official Oklahoma State University commencement bulletins indicate that during 1974-1984 there were 595 Bachelor of Science, 68 Master of Science and 9 Doctor of Philosophy degree graduates.

All of the 672 graduates were selected to participate in the study. Addresses of the graduates were obtained from the Clothing, Textiles and Merchandising Department files and the Oklahoma State University Alumni Association. Other sources used included the Oklahoma State University Home Economics Alumni Association and personal information obtained from individuals.

TABLE I  
NUMBER OF GRADUATES BY YEAR AND TYPE OF DEGREE  
(N = 672)

Year of Graduation	B.S. N	M.S. N	Ph.D. N	Total N
1974	38	6	-	44
1975	55	5	-	60
1976	41	6	-	47
1977	48	11	-	59
1978	61	13	-	74
1979	51	8	-	59
1980	77	6	-	83
1981	61	4	2	67
1982	62	2	2	66
1983	49	3	2	54
1984	<u>52</u>	<u>4</u>	<u>3</u>	<u>59</u>
Totals	595	68	9	672

Two similar follow-up studies conducted within the Clothing, Textiles and Merchandising Department provided the rationale for the selection of the sample for this research. Greene (1971) attempted to identify and describe the job status of the 1961-1970 clothing, textiles and merchandising graduates of Oklahoma State University who were currently employed in merchandising. Job status data concerning these graduates were collected and analyzed. Gorrell (1974) conducted a descriptive study to identify job titles and activities of clothing, textiles and merchandising graduates from Oklahoma State University, 1964-1973, employed in non-retailing clothing and textiles related positions and collected reactions from these graduates concerning their undergraduate curriculum. These past studies included selected

graduates within clothing, textiles and merchandising and covered the years of 1961 through 1973. This study continued with 1974 through 1984 and included all clothing, textiles and merchandising graduates from those years.

### Instrumentation

The instrument used to collect the data for this study was a survey questionnaire developed by the researcher, with adaptations from previous research conducted by Fain (1981). A survey of the literature revealed no instrument which was useful entirely for the purpose of this study. The questionnaire was designed to collect demographic, educational, employment and personal involvement information from the clothing, textiles and merchandising graduates, 1974-1984.

The development of the instrument was organized into three major phases consisting of: initial, reaction and approval, and pilot phases. In the initial phase, several home economics follow-up instruments from Oklahoma State University and other institutions were reviewed. Upon completion of this extensive review, the researcher had identified essential components to be included and developed items to obtain demographic data and employment information.

During the reaction and approval phase, the College of Home Economics Administrative Council acted as a panel of judges for reviewing the initial draft of the follow-up instrument and suggested additional areas for consideration. The resulting draft of the instrument was then shared with the researcher's thesis adviser for review and approval for a pilot test. (See Appendix A, p. 137.)

The self-administered questionnaire consisted of 26 questions categorized into four parts. The four parts were: A. Demographic Information; B. Educational Information; C. Employment Information; and D. Personal Involvement Data. It should be noted that a fifth part was developed and included in the instrument. Responses to this comment section indicated that the majority of the graduates were willing to periodically complete a questionnaire similar to this instrument.

In the pilot phase, the instrument was tested to evaluate the clarity of the cover letter, the format of the questionnaire and the clarity of the general directions and topic areas. Additional comments or suggestions were to be listed on the back side of the questionnaire. Pretesting of the instrument was done by conducting one pilot study, February 11, 1986, involving eight students (undergraduate and graduate) in two clothing, textiles and merchandising courses (CTM 4522, CTM 5653). The responses were analyzed and minor revisions were incorporated. (See Appendix B, p. 139.)

#### Data Collection

The initial first class mailing of the questionnaire included a cover letter to explain the purpose of the study, confidentiality of responses, an appeal to the respondent for cooperation and a requested date for returned response. A first class, business reply envelope was enclosed to encourage responses. A follow-up letter and questionnaire were sent to a random selection of participants who did not return the first mailing. The letter informed the nonrespondents that their questionnaires had not been received and included a restatement of the

basic appeals from the original cover letter. (See Appendix C, p. 141.)

### Analysis of Data

Treatment of the data involved the following:

1. As responses were received, an acquisition number and date of receipt were noted on each questionnaire.
2. Each questionnaire was reviewed to determine if the respondent completed the answers requested.
3. A master code sheet according to the questions on the questionnaire was developed.
4. The tabulation and analysis in the form of frequencies and percentages was conducted. Tables were constructed to allow profiles of the graduates to be seen and indicate career patterns the selected graduates had followed.

## CHAPTER IV

### FINDINGS AND DISCUSSION

The major purpose of the study was to develop profiles of clothing, textiles and merchandising graduates (Bachelor of Science, Master of Science and Doctor of Philosophy), College of Home Economics, Oklahoma State University, Stillwater, Oklahoma, from the academic years of 1974 through 1984. The specific objectives of the study were: 1) to conduct a follow-up study of clothing, textiles and merchandising graduates, 1974-1984, and collect information about each graduate in terms of demographic, educational, employment and personal involvement characteristics, and 2) to identify career patterns of selected clothing, textiles and merchandising graduates during the years of 1974-1978. The findings and discussions are presented under the following headings: Description of Sample, Demographic Data by Year, Education Data by Year, Employment Data by Degree, Personal Involvement Data by Year, Profiles by Degree, and Career Patterns of Selected Graduates.

#### Description of Sample

The sample consisted of all students who received a Bachelor of Science degree in Home Economics with a major in Clothing, Textiles and Merchandising, a Master of Science degree in Clothing, Textiles and Merchandising or a Doctor of Philosophy degree in Home Economics-Clothing, Textiles and Merchandising from Oklahoma State University, 1974-

1984. A cover letter and questionnaire were mailed to each of the 672 graduates.

Responses were received from 240 (35.71%) of the 1974-1984 graduates. After the first mailing, 180 questionnaires (26.79%) had been returned. After a second mailing 60 additional questionnaires (8.92%) had been returned. Table II indicates the record of returned questionnaires by dates.

Of the 640 questionnaires mailed, 240 were returned by the respondents for use in the study. A total of 109 (16.22%) questionnaires were returned by the post office due to incorrect addresses, or addresses being unknown. A second address, for most of the returned questionnaires by the post office, was not available. The categorization of responses to the questionnaire is shown in Table III.

Of the 240 respondents who completed the questionnaire 185 were Bachelor of Science graduates, 47 were Master of Science graduates and 8 were Doctor of Philosophy graduates as noted in Table IV. The body of data reported in this study concerns the responses of the 240 graduates who replied.

#### Demographic Data By Year

Table V presents the present location of graduates who responded to the questionnaire. The sample consisted of 185 Bachelor of Science respondents, 47 Master of Science respondents and 8 Doctor of Philosophy respondents.

Approximately two-thirds of the Bachelor of Science graduates were living within Oklahoma (Table V). Twenty-six of the graduates were living in Oklahoma City, Oklahoma. The largest concentration of

TABLE II  
RECORD OF RETURNED QUESTIONNAIRES BY DATES  
(N = 672)

Responses to Mailing Number	Responses Received by Week	Number of Responses	Percent	Cumulative Number of Responses	Cumulative Percent
1 (March 24, 1986)	March 27	28	4.17	28	4.17
	April 7	111	16.52	139	20.69
	April 11	41	6.10	180	26.79
2 (April 14, 1986)	April 18	13	1.93	193	28.72
	April 30	17	2.53	210	31.25
	May 2	7	1.04	217	32.29
	May 9	23	3.42	240	35.71



TABLE III  
CATEGORIZATION OF RESPONSES TO QUESTIONNAIRE  
(N = 240)

Responses	Frequency	Percentage
Total Usable Questionnaires	240	35.71
Total Non-Usable Questionnaires	0	0
Non-responses	323	48.07
Questionnaires Returned by Post Office	109	16.22
Total	672	100.00

TABLE IV  
RESPONDENTS BY DEGREE AND YEAR

Year of Graduation	<u>B.S.</u> n	<u>M.S.</u> n	<u>Ph.D.</u> n	<u>Total</u> n
1974	10	3	-	13
1975	14	2	-	16
1976	10	3	-	13
1977	17	8	-	25
1978	16	10	-	26
1979	22	8	-	30
1980	26	3	-	29
1981	15	3	2	20
1982	20	0	2	22
1983	14	3	2	19
1984	<u>21</u>	<u>4</u>	<u>2</u>	<u>27</u>
Totals	185	47	8	240
Percentage Returned (31.1)		(69.1)	(88.9)	(35.71)

n = Graduates who completed and returned questionnaire.

TABLE V  
PRESENT LOCATION OF GRADUATES

	Year of Graduation										Total			
	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	b	m	d
<u>Oklahoma (Cities)</u>														
Ardmore								b				1		
Bethany				b								1		
Bartlesville								b			b	2		
Bixby		b										1		
Blanchard							b					1		
Broken Bow						b						1		
Coalgate			b									1		
Cordell					b							1		
Covington							b					1		
Cushing	b								b			2		
Del City								b				1		
Duncan	m					b						1	1	
Durant						b	m					1	1	
Edmond	b		b			m	b		bd	b		5	1	1
El Reno			b									1		
Enid		b	m			b		bb		b		5	1	
Fairland							b					1		
Fargo							b					1		
Guthrie							bb					2		
Hominy		b										1		
Jones								b				1		
Kellyville									b			1		
Ketchum								m					1	
Lawton									b			1		
Leedey	m												1	
Luther					b							1		
Marietta		b										1		
Medford			b									1		
Miami							b					1		
Midwest City						b						1		

TABLE V (Continued)

	Year of Graduation											Total		
	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	b	m	d
Moore		m	b		m							1	2	
Norman				bm	m		b	b	bb			5	2	
Okarche		b										1		
Okemah									b			1		
Oklahoma City		b		bbbb	bb	mbbbbb	bbbb		bbbb	bbbb	bb	28	1	
Poteau						b						1		
Pryor					m								1	
Sallisaw			b									1		
Shawnee											b	1		
Stillwater	m	b	m	bb	bmm	bmm			bbd	mmd	bbbm	10	10	2
Tahlequah								b			m	1	1	
Terral							b					1		
Tulsa	b	b		bbbm	bb	bbbb	b		b	bbbb	bb	21	1	
Woodward						b		m				1	1	
Wynnewood						b						1		
Yale	b											1		
Yukon		b				m			b			2	1	
<u>Other States</u>														
Arizona				m							m		2	
Arkansas			bm	b	bm		b					4	2	
California	b						b	m				2	1	
Colorado		m				m		b			bd	2	2	1
Florida											b	1		
Illinois									b			1		
Iowa											d			1
Kansas						b						1		
Louisiana					b	m	bb	b				4	1	
Mississippi										d		1		1
Missouri				b		m						1	1	
New Jersey	b							b				2		
New Mexico	b			m			b					2	1	
New York											b	1		
North Carolina		b		m								1	1	
North Dakota								d						1
Ohio											m		1	
Pennsylvania					M			d					1	

TABLE V (Continued)

	Year of Graduation											Total		
	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	b	m	d
South Dakota								b				1		
Texas	b	bbbb	bbb	bbmm	bbbbbb	bb	bbbb	bb	bbbb	bbbb	bbbbbb	44	6	
Wisconsin					bbmm		bbm				bbbb	1		
Wyoming	b						m	b				1	1	
<u>Other Countries</u>														
S. E. Africa										m			1	

Note: b = One Bachelor of Science degree respondent (185)  
 m = One Master of Science degree respondent (47)  
 d = One Doctor of Philosophy degree respondent (8)

Bachelor of Science graduates living out of Oklahoma was in Texas; forty-four (23.78%) of the graduates were living in Texas. Of the eight Doctor of Philosophy graduates, six (75.0%) were living out of Oklahoma.

The demographic data are presented by year, beginning with 1974. It should be noted that the first graduate with a Doctor of Philosophy degree in Home Economics-Clothing, Textiles and Merchandising was in 1981. The study included the Doctor of Philosophy data beginning with graduates in 1981.

1974: Bachelor of Science and  
Master of Science Graduates

Ten female graduates (1974) with the Bachelor of Science degree returned the questionnaire. Nine of the females were between 30-34 years of age. One graduate was between 35-39 years of age. Seven graduates indicated they were married, with three graduates divorced. The ten females were all Caucasian. Four graduates indicated having no children. There was a total of 12 children reported between the ages of 1 and 18 among the remaining six graduates. Seven graduates lived in a metropolitan area of 50,000 or more. Two graduates lived in a town of 5,000-9,999 population and the remaining graduate lived in a town of 1,000-4,999 population. (See Table V.)

Three female graduates (1974) with the Master of Science degree returned the questionnaire. All of the respondents were between 35-39 years of age and Caucasian. One graduate was single, never married; one graduate was married and the other graduate was divorced. Two of the graduates reported having no children. One graduate indicated

having two children between the ages of 6-12 years. The community in which the three graduates lived included: 1) population center of 999 or under, 2) in a city of 10,000-24,999, and 3) in an urban area of 25,000-49,999. (See Table V.)

1975: Bachelor of Science and  
Master of Science Graduates

Fourteen female graduates (1975) with the Bachelor of Science degree returned the questionnaire. Twelve of the females were between 30-34 years of age. Two graduates were between 35-39 years of age. Ten graduates were married, one graduate single, never married, and three graduates divorced. Twelve of the graduates were Caucasian. Two of the graduates were American Indian. Three graduates indicated having no children. There was a total of 21 children reported between the ages of 1 and 18 among the remaining 11 graduates. Eight graduates lived in a metropolitan area of 50,000 or more. Two of the graduates lived in a town of 1,000-4,999 population. Two of the graduates lived in a town of 10,000-24,999 population. One graduate lived in a town of 5,000-9,999 and the remaining graduate reported living in an urban area of 25,000-49,999 population. (See Table V.)

Two female graduates (1975) with the Master of Science degree returned the questionnaire. The graduates were both married, Caucasian, reporting ages of 35-39 years and 40-44 years. One graduate had no children, the second graduate had two children between the ages of 13-18 years. The communities of the two graduates included a city of 10,000-24,999 and an urban area of 25,000-49,999. (See Table V.)

1976: Bachelor of Science and  
Master of Science Graduates

Ten female graduates (1976) with the Bachelor of Science degree returned the questionnaire. All of the graduates reported ages between 30-34 years, all were married and Caucasian. Three graduates had no children. There was a total of 12 children reported between the ages of 1 and 12 among the remaining seven graduates. Four graduates lived in a metropolitan area of 50,000 or more, two graduates lived in a town of 1,000-4,999 population, two graduates lived in a town of 5,000-9,999 population and the remaining two graduates lived in a city of 10,000-24,999 population. (See Table V.)

Three female graduates (1976) with the Master of Science degree returned the questionnaire. The graduates were married, Caucasian, reporting ages of 30-34 years (2) and 35-39 years (1) of age. Five children were reported among the three graduates. Two graduates lived in a city of 10,000-24,999, while the remaining graduate lived in a metropolitan area of 50,000 or more. (See Table V.)

1977: Bachelor of Science and  
Master of Science Graduates

Seventeen female graduates (1977) with the Bachelor of Science degree returned the questionnaire. Fifteen graduates reported ages between 30-34 years, one graduate between 25-29 years and one graduate 50 years or over. Thirteen of the graduates were married, three of the graduates were single and one graduate was divorced. Sixteen of the graduates were Caucasian and one graduate of a Spanish origin. Eight graduates indicated having no children, with a total of 13 children,

ages under 1 year - over 18 years, reported among the remaining nine graduates. Thirteen of the graduates lived in a metropolitan area of 50,000 or more, three graduates lived in a city of 10,000-24,999 and the one remaining graduate lived in an urban area of 25,000-49,999. (See Table V.)

Eight female graduates (1977) with the Master of Science degree returned the questionnaire. Five of the graduates were 30-34 years of age, two were 35-39 years of age and one was 40-44 years of age. Seven of the graduates were married and one graduate was single, never married. The eight graduates were Caucasian. One graduate indicated no children with a total of 14 children reported among the other seven graduates. Seven graduates lived in a metropolitan area of 50,000 or more and one graduate in a town of 5,000-9,999 population. (See Table V.)

1978: Bachelor of Science and  
Master of Science Graduates

Sixteen female graduates (1978) with the Bachelor of Science degree returned the questionnaire. Nine graduates reported ages between 25-29 years and seven graduates between 30-34 years. Thirteen of the graduates were married, two graduates were single and one graduate was divorced. Fifteen graduates were Caucasian and one graduate was black. Seven graduates indicated having no children, with a total of 12 children, ages under 1 year - 12 years, reported among the remaining nine graduates. Fourteen graduates lived in a metropolitan area of 50,000 or more, one graduate lived in a city of 10,000-24,999 population and one graduate in a town of 1,000-4,999 population. (See Table V.)



Ten female graduates (1978) with the Master of Science degree returned the questionnaire. Two of the graduates were 25-29 years of age, three of the graduates were 30-34 years of age, two of the graduates were 35-39 years of age and three graduates were 40-49 years of age. Four graduates were single, never married. Five graduates were married and one graduate was divorced. Nine graduates were Caucasian and one graduate was black. Five of the graduates had no children, with a total of 13 children, ages 1 - over 18 years, reported among the remaining five graduates. Four graduates reported living in a metropolitan area of 50,000 or more. Three graduates lived in an urban area of 25,000-49,999 and three graduates lived in a city of 10,000-24,999. (See Table V.)

1979: Bachelor of Science and  
Master of Science Graduates

Twenty-two female graduates (1979) with the Bachelor of Science degree returned the questionnaire. Twenty graduates reported ages between 25-29 years and two graduates with ages 30-34 years. Eight of the graduates were single, never married. Thirteen of the graduates were married and one graduate was divorced. Twenty of the graduates were Caucasian, one of the graduates was black and one graduate was an American Indian. Fourteen of the graduates had no children, with a total of 12 children, ages under 1 year - 12 years, reported among the remaining eight graduates. Thirteen graduates lived in a metropolitan area of 50,000 or more, five graduates lived in a city of 10,000-24,999, two graduates lived in an urban area of 25,000-49,999, one graduate in a town of 5,000-9,999 and one graduate in a town of 1,000-4,999. (See Table V.)

Eight female graduates (1979) with the Master of Science degree returned the questionnaire. Seven of the graduates were 30-34 years of age and one graduate was 45-49 years of age. Six graduates were married, one divorced and one widowed. The eight graduates were Caucasian. Five graduates indicated having no children, with a total of five children, ages under 1 year - over 18 years, reported among the remaining three graduates. Three graduates lived in a metropolitan area of 50,000 or more, four graduates lived in an urban area of 25,000-49,999 and one graduate in a city of 10,000-24,999. (See Table V.)

1980: Bachelor of Science and  
Master of Science Graduates

Twenty-six graduates (25 females, 1 male) with the Bachelor of Science degree returned the questionnaire. Twenty-one graduates reported ages between 25-29 years. Four graduates were 30-34 years and one graduate was 35-39 years of age. Ten of the graduates were single, never married, thirteen reported being married, two graduates were divorced and one separated. Twenty-five graduates were Caucasian and one was black. Seventeen graduates had no children, with a total of 12 children among the remaining nine graduates. Seventeen graduates lived in a metropolitan area of 50,000 or more. Four graduates lived in a city of 10,000-24,999 and one graduate in a town of 1,000-4,999. Four graduates lived in or near a population center of 999 or under. (See Table V.)

Three female graduates (1980) with the Master of Science degree returned the questionnaire. One of the graduates was 25-29 years of age, one was 30-34 and one graduate was 45-49 years. All three of the

graduates were Caucasian and married. One graduate had no children, with a total of four children, ages 1 - over 18 years, reported among the remaining two graduates. One graduate lived in a metropolitan area of 50,000 or more. Another graduate lived in a city of 10,000-24,999 while the third graduate lived in a town of 1,000-4,999 population. (See Table V.)

1981: Bachelor of Science, Master of Science  
and Doctor of Philosophy Graduates

Fifteen female graduates (1981) with the Bachelor of Science degree returned the questionnaire. All were between the ages of 25-29 years and Caucasian. Four graduates were single, never married, nine graduates were married and one was divorced. Nine graduates had no children, with a total of eight children among the remaining six graduates. Nine graduates lived in a metropolitan area of 50,000 or more, three graduates lived in an urban area of 25,000-29,999 and three lived in a city of 10,000-24,999. (See Table V.)

Three female graduates (1981) with the Master of Science degree returned the questionnaire. One of the graduates was 25-29 years of age and two were 30-34 years of age. One graduate was single, never married and two were married. All three graduates were Caucasian. One graduate reported having no children, with a total of four children among the remaining two graduates. Two graduates lived in a metropolitan area of 50,000 or more and one graduate lived in a city of 10,000-24,999. (See Table V.)

Two female graduates (1981) with the Doctor of Philosophy degree returned the questionnaire. One graduate was 25-29 years of age and one

was 35-39 years. Both graduates were Caucasian and married. One graduate reported having no children, and the other graduate having two children between the ages of 1-5 years. The community in which the graduates were residing included a metropolitan area of 50,000 or more and an urban area of 25,000-49,999. (See Table V.)

1982: Bachelor of Science, and  
Doctor of Philosophy Graduates

Twenty female graduates (1982) with the Bachelor of Science degree returned the questionnaire. Nineteen of the graduates were 25-29 years of age and one graduate was 35-39 years. Seven graduates were single, never married, 12 graduates were married and one divorced. All of the graduates were Caucasian. Eighteen of the graduates had no children, with a total of four children among the remaining two graduates. Fifteen graduates lived in a metropolitan area of 50,000 or more, two lived in an urban area of 25,000-49,999, one in a city of 10,000-24,999, one in a town of 5,000-9,999, and one in a town of 1,000-4,999. (See Table V.)

No data were available for the Master of Science degree graduates (1982).

Two female graduates (1982) with the Doctor of Philosophy degree returned the questionnaire. One reported an age of 40-44. The second graduate reported an age of 50 years or over. One graduate had three children over 18 years. The second graduate had two children (13-18 years and over 18 years). Both graduates were married, Caucasian and lived in an urban area of 25,000-49,999 population. (See Table V.)

1983: Bachelor of Science, Master of  
Science and Doctor of Philosophy  
Graduates

Fourteen female graduates (1983) with the Bachelor of Science degree returned the questionnaire. Six graduates were 24 years or under and eight graduates were 25-29 years. Nine graduates indicated being single, never married, four graduates were married and one divorced. All 14 graduates were Caucasian. Eleven of the graduates had no children, with a total of three children among the remaining three graduates. Eleven graduates lived in a metropolitan area of 50,000 or more and three graduates lived in an urban area of 25,000-49,999. (See Table V.)

Three female graduates (1983) with the Master of Science degree returned the questionnaire. The ages of the graduates included: 25-29 years (1), 30-34 years (1), and 35-39 years (1). One graduate was single and two graduates were married. Two graduates were Caucasian and one was African. One graduate reported having no children, with a total of four children among the other graduates. Two graduates lived in an urban area of 25,000-49,999 and one graduate lived in a town of 1,000-4,999. (See Table V.)

Two female graduates (1983) with the Doctor of Philosophy degree returned the questionnaire. One graduate was 30-34 years of age; the other graduate was 45-49 years. Both graduates were married and Caucasian. One graduate had no children; the other graduate had a child under 1 year. The communities of the graduates included an urban area of 25,000-49,999 and a city of 10,000-24,999. (See Table V.)

1984: Bachelor of Science, Master of  
Science and Doctor of Philosophy  
Graduates

Twenty-one female graduates (1984) with the Bachelor of Science degree returned the questionnaire. Seventeen of the graduates were 24 years or under and four were 25-29 years. Fifteen graduates were single, never married, five were married and one divorced. Twenty of the graduates were Caucasian and one was Asian American. All 21 graduates reported no children. Fourteen graduates lived in a metropolitan area of 50,000 or more. Five graduates lived in an urban area of 25,000-49,999. One graduate lived in a city of 10,000-24,999 and another in a town of 5,000-9,999 population. (See Table V.)

Four female graduates (1984) with the Master of Science degree returned the questionnaire. Three graduates were 25-29 years of age and one graduate was 30-34 years of age. One graduate was single and three were married. Two graduates were Caucasian and two were Asian. Three graduates had no children and one graduate had a child under one year. Two graduates lived in a metropolitan area of 50,000 or more, one in an urban area of 25,000-49,999 and one graduate in a city of 10,000-24,999. (See Table V.)

Two female graduates (1984) with the Doctor of Philosophy degree returned the questionnaire. One graduate was 30-34 years of age and one was 35-39 years. One graduate was single and one was married. Both graduates were Caucasian, had no children and lived in a metropolitan area of 50,000 or more. (See Table V.)

### Summary

After the demographic data were analyzed, the following tables were prepared. Table VI summarizes the Bachelor of Science respondents' demographic data. Table VII summarizes the Master of Science respondents' demographic data. Table VIII summarizes the Doctor of Philosophy respondents' demographic data.

All of the Bachelor of Science graduates (185) were female except for one. Approximately 85% of the graduates were between the ages of 25-34 years of age (84.32%). Most of the graduates were married (58.92%), about a third had children (37.84%) and almost all were Caucasian (95.68%). Two-thirds of the respondents were living in communities of 50,000 or more (67.57%).

The Master of Science graduates (47) were all females. Two-thirds of the graduates were between the ages of 30-39 years of age (68.09%). Almost three-fourths were married (72.34%), the majority had children (57.45%) and most were Caucasian (91.49%). Most of the respondents were living in communities of 10,000-24,999 (23.40%), 25,000-49,999 (27.66%) and communities with a population over 50,000 (38.30%).

The Doctor of Philosophy graduates (8) were all females. Most of the graduates were between the ages of 30-39 years of age (50.00%) and 40-50 years or older (37.50%). A large percentage of the graduates were married (87.50%), half had children (50.00%) and all were Caucasian (100.00%). The respondents were living in communities of 10,000-49,999 (50.00%) and 50,000 or more (50.00%).

TABLE VI  
DEMOGRAPHIC DATA -- BACHELOR OF SCIENCE  
(N = 185)

Item	Number	Percent of Respondents
<u>Sex of Respondents</u>		
Male	1	0.54
Female	184	99.46
<u>Current Age of Respondents</u>		
24 years or under	23	12.43
25-29 years	97	52.43
30-34 years	59	31.89
35-39 years	5	2.70
40-44 years	0	0
45-49 years	0	0
50 years or older	1	0.55
<u>Marital Status of Respondents</u>		
Single, never married	59	31.89
Married	109	58.92
Divorced	15	8.11
Separated	2	1.08
Widowed	0	0
<u>Ethnic Group</u>		
Caucasian white	177	95.68
Black American	3	1.62
American Indian	3	1.62
Asian American	1	0.54
Spanish origin/Hispanic	1	0.54
<u>Presence of Children</u>		
No	115	62.16
Yes	70	37.84
Total Number of Children		
Under 1 year	27	
1-5 years	53	
6-12 years	23	
13-18 years	2	
Over 18 years	3	
<u>Respondents' Size of Community</u>		
999 or under	4	2.16
1,000-4,999	9	4.86
5,000-9,999	8	4.32
10,000-24,999	22	11.90
25,000-49,999	17	9.19
50,000 or more	125	67.57



TABLE VII  
DEMOGRAPHIC DATA -- MASTER OF SCIENCE  
(N = 47)

Item	Number	Percent of Respondents
<u>Sex of Respondents</u>		
Male	0	0
Female	47	100.00
<u>Current Age of Respondents</u>		
24 years or under	0	0
25-29 years	8	17.02
30-34 years	22	46.81
35-39 years	10	21.28
40-44 years	3	6.38
45-49 years	4	8.51
50 years or older	0	0
<u>Marital Status of Respondents</u>		
Single, never married	9	19.15
Married	34	72.34
Divorced	3	6.38
Separated	0	0
Widowed	1	2.13
<u>Ethnic Group</u>		
Caucasian white	43	91.49
Black American	1	2.13
American Indian	0	0
Asian American	0	0
Spanish origin/Hispanic	0	0
Other	3	6.38
<u>Presence of Children</u>		
No	20	42.55
Yes	27	57.45
Total Number of Children		
Under 1 year	7	
1-5 years	19	
6-12 years	12	
13-18 years	7	
Over 18 years	9	
<u>Respondents' Size of Community</u>		
999 or under	1	2.12
1,000-4,999	2	4.26
5,000-9,999	2	4.26
10,000-24,999	11	23.40
25,000-49,999	13	27.66
50,000 or more	18	38.30

TABLE VIII  
DEMOGRAPHIC DATA -- DOCTOR OF PHILOSOPHY  
(N = 8)

<u>Item</u>	<u>Number</u>	<u>Percent of Respondents</u>
<u>Sex of Respondents</u>		
Male	0	0
Female	8	100.0
<u>Current Age of Respondents</u>		
24 years or under	0	0
25-29 years	1	12.5
30-34 years	2	25.0
35-39 years	2	25.0
40-44 years	1	12.5
45-49 years	1	12.5
50 years or older	1	12.5
<u>Marital Status of Respondents</u>		
Single, never married	1	12.5
Married	7	87.5
Divorced	0	0
Separated	0	0
Widowed	0	0
<u>Ethnic Group</u>		
Caucasian white	8	100.0
Black American	0	0
American Indian	0	0
Asian American	0	0
Spanish origin/Hispanic	0	0
Other	0	0
<u>Presence of Children</u>		
No	4	50.0
Yes	4	50.0
Total Number of Children		
Under 1 year	1	
1-5 years	2	
6-12 years	0	
13-18 years	1	
Over 18 years	4	
<u>Respondents' Size of Community</u>		
999 or under	0	0
1,000-4,999	0	0
5,000-9,999	0	0
10,000-24,999	1	12.5
25,000-49,999	3	37.5
50,000 or more	4	50.0

## Education Data By Year

The education data are presented by year, beginning with 1974. A description of the educational achievements has been included with a table summarizing the graduates' activities.

1974: Bachelor of Science and  
Master of Science Graduates

The Bachelor of Science graduates (1974) and Master of Science graduates (1974) responded to questions concerning their educational achievements since graduation from Oklahoma State University. (See Table IX.)

TABLE IX  
 EDUCATION DATA -- 1974 GRADUATES

Item	Number
Institution: Oklahoma State University (Bachelor of Science)	10
Age when degree was received:	
24 years or under	9
25-29 years	1
Major area of study: Clothing, Textiles and Merchandising	10
Plans to achieve advanced degree:	
Yes	3
No	7
Institution: Oklahoma State University (Master of Science)	3
Age when degree was received:	
24 years or under	2
25-29 years	1
Major area of study: Clothing, Textiles and Merchandising	3
Plans to achieve advanced degree:	
Yes	1
No	2

The majority of the Bachelor of Science graduates (90.0%) were 24 years or under when the degree was received. All of the graduates stated the major area of study as clothing, textiles and merchandising. Two graduates (20.0%) had earned advanced degrees. One was a Master of Science degree in vocational education and another was in clothing, textiles and merchandising. Ages reported when higher degrees were received were 25-29 years and 30-34 years. Three graduates (30.0%) reported plans to return to school for an advanced degree indicating accounting and guidance counseling as areas of study.

The majority of the Master of Science graduates (66.6%) were 24 years or under when the degree was received. All of the graduates stated the major area of study as clothing, textiles and merchandising. No graduate reported earning a higher degree. One graduate (33.3%) reported plans to return to school for a more advanced degree indicating education as an area of study.

1975: Bachelor of Science and  
Master of Science Graduates

The Bachelor of Science graduates (1975) and Master of Science graduates (1975) responded to questions concerning their educational achievements since graduation from Oklahoma State University. (See Table X.)

The majority of the Bachelor of Science graduates (85.7%) were 24 years or under when the degree was received. All of the graduates stated the major area of study as clothing, textiles and merchandising. Two graduates (14.3%) had earned a Master of Science degree in clothing, textiles and merchandising and merchandising management. Ages reported

when higher degrees were received were 24 years or under and 25-29 years of age. Four graduates (28.6%) reported plans to return to school for an advanced degree indicating accounting and home economics as areas of study.

TABLE X  
EDUCATION DATA -- 1975 GRADUATES

Item	Number
Institution: Oklahoma State University (Bachelor of Science)	14
Age when degree was received:	
24 years or under	12
25-29 years	2
Major area of study: Clothing, Textiles and Merchandising	14
Plans to achieve advanced degree:	
Yes	4
No	10
Institution: Oklahoma State University (Master of Science)	2
Age when degree was received:	
24 years or under	1
30-34 years	1
Major area of study: Clothing, Textiles and Merchandising	2
Plans to achieve advanced degree:	
Yes	0
No	2

The Master of Science graduates reported ages of 24 years or under and 30-34 years of age when receiving the degree. The major area of study was clothing, textiles and merchandising. No graduate reported earning a higher degree and no plans were reported for returning to school for an advanced degree.

1976: Bachelor of Science and  
Master of Science Graduates

The Bachelor of Science graduates (1976) and Master of Science graduates (1976) responded to questions concerning their educational achievements since graduation from Oklahoma State University. (See Table XI.)

TABLE XI  
 EDUCATION DATA -- 1976 GRADUATES

Item	Number
Institution: Oklahoma State University (Bachelor of Science)	10
Age when degree was received: 24 years or under	10
Major area of study: Clothing, Textiles and Merchandising	10
Plans to achieve advanced degree:	
Yes	2
No	8
Institution: Oklahoma State University (Master of Science)	3
Age when degree was received:	
24 years or under	2
25-29 years	1
Major area of study: Clothing, Textiles and Merchandising	3
Plans to achieve advanced degree:	
Yes	1
No	2

All of the Bachelor of Science graduates (100.0%) were 24 years or under when the degree was received. All of the graduates stated the major area of study as clothing, textiles and merchandising. Three graduates (30.0%) had earned advanced degrees including the Master of

Science (1) and the Master of Education (2). The areas of study for the advanced degrees included clothing, textiles and merchandising, occupational, educational and child development. Ages reported when higher degrees were received were 24 years or under and 25-29 years of age. Two graduates (20.0%) reported plans to return to school for teaching certification and paralegal training.

The majority of the Master of Science graduates (66.6%) were 24 years or under when the degree was received. All of the graduates stated the major area of study as clothing, textiles and merchandising. No graduate reported earning a higher degree. One graduate (33.3%) reported plans to return to school for a more advanced degree indicating home economics as an area of study.

1977: Bachelor of Science and  
Master of Science Graduates

The Bachelor of Science graduates (1977) and Master of Science graduates (1977) responded to questions concerning their educational achievements since graduation from Oklahoma State University. (See Table XII.)

The majority of the Bachelor of Science graduates (94.1%) were 24 years or under when the degree was received. All of the graduates stated the major area of study as clothing, textiles and merchandising. No graduate reported earning a higher degree. Six graduates (35.3%) reported plans to return to school for a more advanced degree indicating business (2), Master of Business Administration (2) and a Master of Science degree (2) as areas of study.

TABLE XII  
EDUCATION DATA -- 1977 GRADUATES

Item	Number
Institution: Oklahoma State University (Bachelor of Science)	17
Age when degree was received:	
24 years or under	16
50 years or over	1
Major area of study: Clothing, Textiles and Merchandising	17
Plans to achieve advanced degree:	
Yes	6
No	11
Institution: Oklahoma State University (Master of Science)	8
Age when degree was received:	
24 years or under	4
25-29 years	3
30-34 years	1
Major area of study: Clothing, Textiles and Merchandising	8
Plans to achieve advanced degree:	
Yes	3
No	5

Half of the Master of Science graduates (50.0%) were 24 years or under when the degree was received. All of the graduates stated the major area of study as clothing, textiles and merchandising. Two graduates (25.0%) reported earning a higher degree including a Doctor of Philosophy in clothing and textiles and a Master of Art in counseling. Ages reported when the higher degrees were received were 25-29 years and 40-44 years of age. Three graduates (37.5%) reported plans to return to school for a more advanced degree indicating merchandising as an area of study.



1978: Bachelor of Science and  
Master of Science Graduates

The Bachelor of Science graduates (1978) and Master of Science graduates (1978) responded to questions concerning their educational achievements since graduation from Oklahoma State University. (See Table XIII.)

TABLE XIII  
 EDUCATION DATA -- 1978 GRADUATES

Item	Number
Institution: Oklahoma State University (Bachelor of Science)	16
Age when degree was received:	
24 years or under	15
25-29 years	1
Major area of study: Clothing, Textiles and Merchandising	16
Plans to achieve advanced degree:	
Yes	3
No	13
Institution: Oklahoma State University (Master of Science)	10
Age when degree was received:	
24 years or under	4
25-29 years	1
30-34 years	3
35-39 years	2
Major area of study: Clothing, Textiles and Merchandising	10
Plans to achieve advanced degree:	
Yes	3
No	7

The majority of the Bachelor of Science graduates (94.0%) were 24 years or under when the degree was received. All of the graduates

stated the major area of study as clothing, textiles and merchandising. One graduate (6.25%) in the age range of 24 years or under reported earning a Master of Science degree in business. Three graduates (18.8%) reported plans to return to school for a more advanced degree indicating clothing, textiles and merchandising and education as areas of study.

Four of the Master of Science graduates (40.0%) reported ages of 24 years or under when the degree was received. All of the graduates stated the major area of study as clothing, textiles and merchandising. One graduate (10.0%) in the age range of 24 years or under reported earning a Doctor of Philosophy degree in clothing, textiles and merchandising. Three graduates (30.0%) reported plans to return to school for a more advanced degree indicating clothing, textiles and merchandising as the area of study.

1979: Bachelor of Science and  
Master of Science Graduates

The Bachelor of Science graduates (1979) and Master of Science graduates (1979) responded to questions concerning their educational achievements since graduation from Oklahoma State University. (See Table XIV.)

All of the Bachelor of Science graduates (100.0%) were 24 years or under when the degree was received. All of the graduates stated the major area of study as clothing, textiles and merchandising. Three graduates (13.64%) reported earning a Master of Science degree (2) and a Master of Education degree (1). Major areas of study included clothing, textiles and merchandising, applied behavioral studies education and vocational home economics education. Age ranges for the

advanced degrees included 24 years or under (2) and 25-29 years of age (1). Nine graduates (40.9%) reported plans to return to school for a more advanced degree indicating accounting, fashion merchandising, nursing, social work, business, elementary education, counseling and clothing, textiles and merchandising as areas of study.

TABLE XIV  
EDUCATION DATA -- 1979 GRADUATES

Item	Number
Institution: Oklahoma State University (Bachelor of Science)	22
Age when degree was received: 24 years or under	22
Major area of study: Clothing, Textiles and Merchandising	22
Plans to achieve advanced degree:	
Yes	9
No	13
Institution: Oklahoma State University (Master of Science)	8
Age when degree was received:	
24 years or under	5
25-29 years	2
35-39 years	1
Major area of study: Clothing, Textiles and Merchandising	8
Plans to achieve advanced degree:	
Yes	3
No	5

Five of the Master of Science graduates (62.5%) reported ages of 24 years or under when the degree was received. All of the graduates stated the major area of study as clothing, textiles and merchandising. One graduate (12.5%) in the age range of 25-29 years reported earning a Doctor of Philosophy degree in clothing, textiles and merchandising.

Three graduates (37.5%) reported plans to return to school for a more advanced degree indicating a Master of Science in Education (1) and the Doctor of Philosophy (2) as degrees to pursue.

1980: Bachelor of Science and  
Master of Science Graduates

The Bachelor of Science graduates (1980) and Master of Science graduates (1980) responded to questions concerning their educational achievements since graduation from Oklahoma State University. (See Table XV.)

TABLE XV  
EDUCATION DATA -- 1980 GRADUATES

Item	Number
Institution: Oklahoma State University (Bachelor of Science)	26
Age when degree was received:	
24 years or under	24
25-29 years	2
Major area of study: Clothing, Textiles and Merchandising	26
Plans to achieve advanced degree:	
Yes	8
No	18
Institution: Oklahoma State University (Master of Science)	3
Age when degree was received:	
24 years or under	1
25-29 years	1
35-39 years	1
Major area of study: Clothing, Textiles and Merchandising	3
Plans to achieve advanced degree:	
Yes	1
No	2

The majority of the Bachelor of Science graduates (92.3%) were 24 years or under when the degree was received. All of the graduates stated the major area of study was clothing, textiles and merchandising. Three graduates (11.5%) had earned Master of Science degrees (2) and a Master of Business Administration degree (1). Ages reported when higher degrees were received were 24 years or under and 25-29 years. Major areas of study in the advanced degrees were home economics education, home economics and business administration. Eight graduates (30.8%) reported plans to return to school for a more advanced degree indicating public administration, foreign language, religion, computer science, home economics, education and business administration as areas of study.

The Master of Science graduates reported ages of 24 years or under, 25-29 years and 35-39 years of age when receiving the degree. The major area of study was clothing, textiles and merchandising. No graduate reported earning a higher degree. One graduate (33.3%) reported plans to return to school for a more advanced degree indicating the Doctor of Philosophy degree and an undecided area of study.

1981: Bachelor of Science, Master of  
Science and Doctor of Philosophy  
Graduates

The Bachelor of Science graduates (1981), Master of Science graduates (1981) and Doctor of Philosophy graduates (1981) responded to questions concerning their educational achievements since graduation from Oklahoma State University. (See Table XVI.)

TABLE XVI  
EDUCATION DATA -- 1981 GRADUATES

Item	Number
Institution: Oklahoma State University (Bachelor of Science)	15
Age when degree was received: 24 years or under	15
Major area of study: Clothing, Textiles and Merchandising	15
Plans to achieve advanced degree:	
Yes	5
No	10
Institution: Oklahoma State University (Master of Science)	3
Age when degree was received:	
24 years or under	1
25-29 years	1
30-34 years	1
Major area of study: Clothing, Textiles and Merchandising	3
Plans to achieve advanced degree:	
Yes	1
No	2
Institution: Oklahoma State University (Doctor of Philosophy)	2
Age when degree was received:	
24 years or under	1
30-34 years	1
Major area of study: Clothing, Textiles and Merchandising	2
Plans to achieve advanced degree:	
Yes	1
No	1

The Bachelor of Science graduates (100.0%) were 24 years or under when the degree was received. All of the graduates stated the major area of study as clothing, textiles and merchandising. Three graduates (20.0%) had earned Master of Science degrees in marketing, housing, interior design and consumer studies and clothing, textiles and merchandising. Ages reported for the advanced degrees were 25-29 years. Five graduates (33.3%) reported plans to return to school for a more advanced

degree indicating business management, accounting, home economics and computer science as areas of study.

The Master of Science graduates reported ages of 24 years or under, 25-29 years and 30-34 years of age when receiving the degree. The major area of study was clothing, textiles and merchandising. No graduate reported earning a further degree. One graduate (33.3%) reported plans to return to school for a more advanced degree indicating the Doctor of Philosophy degree in education as the area of study.

The Doctor of Philosophy graduates reported ages of 24 years or under and 30-34 years of age when receiving the degree. The major area of study was clothing, textiles and merchandising. No graduate reported earning a further degree. One graduate (50.0%) reported plans to return to school for further study in the subject area of computer science, marketing and management.

1982: Bachelor of Science and Doctor  
of Philosophy Graduates

The Bachelor of Science graduates (1982) and Doctor of Philosophy graduates (1982) responded to questions concerning their educational achievements since graduation from Oklahoma State University. (See Table XVII.)

The Bachelor of Science graduates (100.0%) were 24 years or under when the degree was received. All of the graduates stated the major area of study as clothing, textiles and merchandising. Four graduates (20.0%) had earned advanced degrees in clothing, textiles and merchandising (Master of Science) and law (J.D.). Ages reported for the advanced degrees were 25-29 years. Nine graduates (45.0%) reported plans

to return to school for a more advanced degree indicating business administration, housing and design, and accounting as areas of study.

TABLE XVII  
EDUCATION DATA -- 1982 GRADUATES

Item	Number
Institution: Oklahoma State University (Bachelor of Science)	20
Age when degree was received: 24 years or under	20
Major area of study: Clothing, Textiles and Merchandising	20
Plans to achieve advanced degree:	
Yes	9
No	11
Institution: Oklahoma State University (Master of Science)	0
Institution: Oklahoma State University (Doctor of Philosophy)	2
Age when degree was received:	
40-44 years	1
45-49 years	1
Major area of study: Clothing, Textiles and Merchandising	2
Plans to achieve advanced degree:	
Yes	1
No	1

The Doctor of Philosophy graduates reported ages of 40-44 years and 45-49 years when receiving the degree. The major area of study was clothing, textiles and merchandising. No graduate reported plans for earning a further degree. One graduate (50.0%) reported plans to return to school for further study in the subject area of research and statistical methods.



1983: Bachelor of Science, Master ofScience and Doctor of PhilosophyGraduates

The Bachelor of Science graduates (1983), Master of Science graduates (1983) and Doctor of Philosophy graduates (1983) responded to questions concerning their educational achievements since graduation from Oklahoma State University. (See Table XVIII.)

TABLE XVIII  
EDUCATION DATA -- 1983 GRADUATES

Item	Number
Institution: Oklahoma State University (Bachelor of Science)	14
Age when degree was received:	
24 years or under	13
25-29 years	1
Major area of study: Clothing, Textiles and Merchandising	14
Plans to achieve advanced degree:	
Yes	6
No	8
Institution: Oklahoma State University (Master of Science)	3
Age when degree was received:	
25-29 years	2
35-39 years	1
Major area of study: Clothing, Textiles and Merchandising	3
Plans to achieve advanced degree:	
Yes	2
No	1
Institution: Oklahoma State University (Doctor of Philosophy)	2
Age when degree was received:	
25-29 years	1
40-44 years	1
Major area of study: Clothing, Textiles and Merchandising	2
Plans to achieve advanced degree:	
Yes	0
No	2

The majority of the Bachelor of Science graduates (92.9%) were 24 years or under when the degree was received. The graduates stated the major area of study as clothing, textiles and merchandising. No graduate reported earning a further degree. Six graduates (42.9%) reported plans to return to school for an advanced degree indicating teaching certification, clothing, textiles and merchandising and home economics education as areas of study.

The Master of Science graduates reported ages of 25-29 years and 35-39 years of age when receiving the degree. The major area of study was clothing, textiles and merchandising. No graduate reported earning a further degree. Two graduates (66.6%) reported plans to return to school for further study in the subject area of marketing.

The Doctor of Philosophy graduates reported ages of 25-29 years and 40-44 years of age when receiving the degree. The major area of study was clothing, textiles and merchandising. No plans were reported for earning a further degree or pursuing further study.

1984: Bachelor of Science, Master of  
Science and Doctor of Philosophy  
Graduates

The Bachelor of Science graduates (1984), Master of Science Graduates (1984) and Doctor of Philosophy graduates (1984) responded to questions concerning their educational achievements since graduation from Oklahoma State University. (See Table XIX.)

The majority of the Bachelor of Science graduates (95.2%) were 24 years or under when the degree was received. The major area of study was clothing, textiles and merchandising. No graduate reported

earning a further degree. Five graduates (23.81%) reported plans to return to school for an advanced degree indicating clothing, textiles and merchandising and business as the area of study.

The Master of Science graduates reported ages of 25-29 years and 30-34 years of age when receiving the degree. The major area of study was clothing, textiles and merchandising. No graduate reported earning a further degree. Two graduates (50.0%) reported plans to return to school for an advanced degree indicating the Doctor of Philosophy degree as the degree to pursue.

TABLE XIX  
EDUCATION DATA -- 1984 GRADUATES

Item	Number
Institution: Oklahoma State University (Bachelor of Science)	21
Age when degree was received:	
24 years or under	20
25-29 years	1
Major area of study: Clothing, Textiles and Merchandising	21
Plans to achieve advanced degree:	
Yes	5
No	16
Institution: Oklahoma State University (Master of Science)	4
Age when degree was received:	
25-29 years	3
30-34 years	1
Major area of study: Clothing, Textiles and Merchandising	4
Plans to achieve advanced degree:	
Yes	2
No	2
Institution: Oklahoma State University (Doctor of Philosophy)	2
Age when degree was received: 30-34 years	2
Major area of study: Clothing, Textiles and Merchandising	2
Plans to achieve advanced degree:	
Yes	0
No	2

The Doctor of Philosophy graduates reported ages of 30-34 years of age when receiving the degree. The major area of study was clothing, textiles and merchandising. No graduate reported plans for earning a further degree. No further study was indicated.

### Summary

After the education data were analyzed, the following tables were prepared. Table XX summarizes education data for the Bachelor of Science respondents; Table XXI summarizes education data for the Master of Science respondents; and Table XXII summarizes education data for the Doctor of Philosophy respondents.

The highest numbers of Bachelor of Science graduates were during the years of 1979, 1980, 1982, and 1984. Almost all (95%) of the graduates were 24 years or under when the degree was received. Eleven percent had earned advanced degrees, most during the period when they were 25-29 years of age. Only about a third had plans for advanced study.

The highest numbers of Master of Science graduates were during the years 1977 through 1979. Almost three-fourths of the graduates received the degree when they were 29 years of age or under. Only four had earned advanced degrees, and three of them were earned by graduates 29 years of age or under. Slightly more than one-third had plans for further study.

Two students graduated with the Doctor of Philosophy degree each year (1981 through 1984). The majority of them were 30-44 years of age when the degree was received. Only 25% had plans for further study.

TABLE XX  
EDUCATION DATA -- BACHELOR OF SCIENCE  
(N = 185)

Item	Number	Percent
<u>Years of Graduation</u>		
1974	10	5.41
1975	14	7.57
1976	10	5.41
1977	17	9.19
1978	16	8.65
1979	22	11.89
1980	26	14.05
1981	15	8.10
1982	20	10.81
1983	14	7.57
1984	21	11.35
<u>Age Range When Degree Was Received</u>		
24 years or under	176	95.13
25-29 years	8	4.32
50 and over	1	.55
<u>Advanced Degrees Earned (M.S., J.D., M.B.A., M. Ed.)</u>		
Number of degrees	21	11.35
<u>Age Range When Advanced Degree Was Received</u>		
24 years or under	6	28.57
25-29 years	14	66.67
30-34 years	1	4.76
<u>Plans for Advanced Degree or Further Study</u>		
Yes	60	32.43
No	125	67.57

TABLE XXI  
EDUCATION DATA -- MASTER OF SCIENCE  
(N = 47)

Item	Number	Percent
<u>Years of Graduation</u>		
1974	3	6.38
1975	2	4.26
1976	3	6.38
1977	8	17.02
1978	10	21.28
1979	8	17.02
1980	3	6.38
1981	3	6.38
1982	0	0
1983	3	6.38
1984	4	8.52
<u>Age Range When Degree Was Received</u>		
24 years or under	20	42.56
25-29 years	15	31.91
30-34 years	7	14.89
35-39 years	5	10.64
<u>Advanced Degrees Earned (Ph.D., M.A.)</u>		
Number of degrees	4	8.51
<u>Age Range When Advanced Degree Was Received</u>		
24 years or under	1	25.00
25-29 years	2	50.00
40-44 years	1	25.00
<u>Plans for Advanced Degree or Further Study</u>		
Yes	17	36.20
No	30	63.80

TABLE XXII  
EDUCATION DATA -- DOCTOR OF PHILOSOPHY  
(N = 8)

Item	Number	Percent
<u>Years of Graduation</u>		
1981	2	25.0
1982	2	25.0
1983	2	25.0
1984	2	25.0
<u>Age Range When Degree Was Received</u>		
24 years or under	1	12.5
25-29 years	1	12.5
30-34 years	3	37.5
40-44 years	2	25.0
45-49 years	1	12.5
<u>Advanced Degrees Earned</u>		
Number of degrees	0	0
<u>Plans for Advanced Degree or Further Study</u>		
Yes	2	25.0
No	6	75.0

### Employment Data by Degree

The employment data are presented by year, beginning with 1974. A description of the employment achievements has been included with a table summarizing the graduates' activities.

#### Bachelor of Science

The 185 Bachelor of Science respondents were asked to supply employment information which would identify characteristics of their positions.

Employment Related to Major. Respondents were asked to indicate if they had ever sought employment in an area of work related to clothing, textiles and merchandising. The majority of the graduates (85.95%) indicated that they had at some time sought employment in an area of work related to clothing, textiles and merchandising. Twenty-six graduates (14.05%) indicated never seeking work in an area related to clothing, textiles and merchandising. (See Table XXIII.)

Current Employment Status. More than two-thirds of the respondents (70.27%) worked full-time (40 hours per week or more). Twenty of the respondents (10.81%) worked part-time (less than 40 hours per week). Twenty-one of the respondents (11.35%) were not employed, not seeking work. Five of the respondents (2.70%) were not employed, seeking work. One respondent (0.55%) was retired. Eight respondents (4.32%) indicated homemaker, mother, self-employed, student and writing a newsletter from the home in an "other--please specify" blank. (See Table XXIV.)



TABLE XXIII  
 SOUGHT EMPLOYMENT RELATED TO MAJOR--BACHELOR OF SCIENCE  
 (N = 185)

	Year of Graduation											Total	
	74	75	76	77	78	79	80	81	82	83	84	Number	Percent
Yes	7	11	7	17	14	21	22	11	17	14	18	159	85.95
No	3	3	3	0	2	1	4	4	3	0	3	26	14.05

Job Title and Employer. Respondents were asked to indicate their job title and employer if presently working. The job title, employer and address of employer are listed in Appendix E.

Length of Employment. Most of the employed respondents (68.01%) had been working for less than three years. Twenty-four of the respondents (16.0%) had been employed for 3.0 - 4.9 years. Thirteen of the respondents (8.66%) had been employed 5.0 - 6.9 years. Five of the respondents (3.33%) had been employed 7.0 - 8.9 years. Six of the respondents (4.0%) had been employed 9.0 years and over. (See Table XXV.)

Annual Salary. Respondents were asked to indicate the approximate annual gross salary for the position they held if employed. The salaries ranged from less than \$6,000 to \$70,000 or over. The respondents were divided into categories of directly related job (full-time or part-time), indirectly related job (full-time or part-time) and not related job (full-time or part-time). (See Table XXVI.)

TABLE XXIV  
CURRENT EMPLOYMENT STATUS--BACHELOR OF SCIENCE  
(N = 185)

Item	Year of Graduation											Total	
	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	Number	Percent
Full-time	7	9	4	12	10	16	17	10	19	14	16	130	70.27
Part-time	1	1	0	2	2	2	2	4	0	0	1	20	10.81
Not employed (seeking work)	0	0	0	2	0	0	0	0	0	0	3	5	2.70
Not employed (not seeking work)	1	4	5	0	2	3	5	1	0	0	0	21	11.35
Retired	0	0	0	1	0	0	0	0	0	0	0	1	0.55
Other	1	0	1	0	2	1	2	0	1	0	1	8	4.32

TABLE XXV  
LENGTH OF EMPLOYMENT--BACHELOR OF SCIENCE  
(N = 150)

Years	Year of Graduation											Total	
	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	Number	Percent
Less than 1 year	1	2	1	3	6	3	7	3	11	7	6	50	33.34
1.0 - 2.9 years	3	3	2	3	3	4	5	5	7	6	11	52	34.67
3.0 - 4.9 years	2	4	0	2	0	4	7	3	1	1	0	24	16.0
5.0 - 6.9 years	0	0	1	1	2	6	2	2	1	0	0	13	8.66
7.0 - 8.9 years	0	0	0	3	2	1	0	0	0	0	0	5	3.33
9.0 years and over	2	1	0	2	0	0	0	1	0	0	0	6	4.00

TABLE XXVI  
ANNUAL SALARY FOR BACHELOR OF SCIENCE DEGREE RESPONDENTS

Annual Gross Salary	Directly Related (N=54)		Indirectly Related (N=26)		Non-Related (N=70)	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Less than \$6,000	1	2		2		4
\$ 6,000 - \$7,999				1		1
\$ 8,000 - \$9,999					5	
\$10,000 - \$11,999			1		4	
\$12,000 - \$13,999	3	1	4	1	10	1
\$14,000 - \$15,999	5	1	1		7	
\$16,000 - \$17,999	3				2	
\$18,000 - \$19,999	9		4		6	1
\$20,000 - \$24,999	14		3	2	10	
\$25,000 - \$29,999	7		3		8	1
\$30,000 - \$39,999	3		3		7	
\$40,000 - \$49,999		1	1		1	
\$50,000 - \$59,999	1				1	
\$60,000 - \$69,999	1	1			1	
\$70,000 - over	1					
Mean Salaries	\$23,844	\$25,000	\$22,700	\$12,833	\$21,403	\$11,313

The respondents (48) that were in a directly related job working full-time had a mean salary of \$23,844 annually. The respondents in a directly related part-time job (6) had a mean salary of \$25,000 annually. (The median salary was \$14,000 annually.)

The respondents (20) that were in an indirectly related job working full-time had a mean salary of \$22,700 annually. The respondents in an indirectly related part-time job (6) had a mean salary of \$12,833.

The respondents (62) that were in a non-related job working full-time had a mean salary of \$21,403 annually. The respondents in non-related part-time jobs (8) had a mean salary of \$11,313. (The median salary was \$6,000 annually.)

The respondent earning \$70,000 or over was employed as a sales representative in a position located in New York. One of the \$60,000-\$69,999 respondents had never sought employment in clothing, textiles and merchandising and was employed as staff consultant. Two respondents earning \$60,000-\$69,999 were owners of shoe stores.

Reasons for Employment in Current Position. Fifty-four of the employed respondents (36.0%) indicated that their positions had a direct relationship to clothing, textiles and merchandising. Ninety-six of the employed respondents (64.0%) indicated that their position was only indirectly related or not related to clothing, textiles and merchandising.

The three reasons most frequently indicated for employment in the position included 1) salary and fringe benefits, 2) prepared for this type of work, and 3) working conditions. If employment was not

directly related to clothing, textiles and merchandising, the one primary reason indicated for that was better salaries available in other fields.

Reasons for Not Being Employed. Thirty-five respondents (18.92%) indicated not being employed. The three reasons mentioned most frequently for not being employed included 1) children, 2) not interested in working outside the home, 3) salary not worthwhile/acceptable.

Effectiveness of Education. Respondents were asked to rate the effectiveness of their clothing, textiles and merchandising education in preparing them for positions held. Eighteen (37.5%) respondents that were in a directly related, full-time position indicated an excellent rating for the effectiveness of their clothing, textiles and merchandising education in preparing them for positions held. Twenty-two (45.83%) respondents indicated a good rating. Eight (16.67%) respondents indicated an adequate rating.

Four (66.67%) respondents that were in a directly related, part-time position indicated an excellent rating. Two (33.33%) respondents indicated a good rating.

Five (6.10%) respondents that were in an indirectly related or not related at all, full-time position, indicated an excellent rating. Thirty-five (42.69%) respondents indicated a good rating. Twenty-four (29.26%) respondents indicated an adequate rating. Eighteen (21.95%) respondents in the not related full-time position indicated a poor rating.

Three (21.42%) respondents were were in an indirectly related or not related at all part-time position indicated an excellent rating.

Six (42.86%) respondents indicated a good rating. Two (14.29%) indicated an adequate rating. Three (21.43%) respondents in the not related part-time position indicated a poor rating.

### Master of Science

The 47 Master of Science respondents were asked to supply information which would identify characteristics of their positions.

Employment Related to Major. Respondents were asked to indicate if they had ever sought employment in an area of work related to clothing, textiles and merchandising. The majority of the graduates (89.36%) indicated that they had at some time sought employment in an area of work related to clothing, textiles and merchandising. Five graduates (10.64%) indicated never seeking work in an area related to clothing, textiles and merchandising. (See Table XXVII.)

TABLE XXVII  
SOUGHT EMPLOYMENT RELATED TO MAJOR--MASTER OF SCIENCE  
(N = 47)

	Year of Graduation											Total	
	74	75	76	77	78	79	80	81	82	83	84	Number	Percent
Yes	2	1	3	8	8	8	3	3	0	3	3	42	89.36
No	1	1	0	0	2	0	0	0	0	0	1	5	10.64

Current Employment Status. More than half of the respondents (59.57%) worked full-time (40 hours per week or more). Seven of the respondents (14.89%) worked part-time (less than 40 hours per week). Five respondents (10.64%) were not employed, not seeking work. Two respondents (4.26%) were not employed, seeking work. Five respondents (10.64%) indicated full-time student, self-employed, free lance dress-maker in the home, maternity leave of absence and part-time student in an "other--please specify" blank. (See Table XXVIII.)

Job Title and Employer. Respondents were asked to indicate their job title and employer if presently working. The job title, employer and address of employer are listed in Appendix F.

Length of Employment. Over one-half of the respondents (62.86%) had been working for less than one year to 4.9 years. Five of the respondents (14.28%) had been employed 5.0 - 6.9 years. Four of the respondents (11.43%) had been employed 7.0 - 8.9 years. Four of the respondents (11.43%) had been employed 9.0 years and over. (See Table XXIX.)

Annual Salary. Respondents were asked to indicate the approximate annual gross salary for the position they held if employed. The salaries ranged from less than \$6,000 to \$70,000 or over. The respondents were divided into categories of directly related job (full-time or part-time), indirectly related job (full-time or part-time) and not related job (full-time or part-time). (See Table XXX.)

The respondents (15) that were in a directly related position working full-time had a mean salary of \$21,500 annually. The directly related part-time respondents (4) had a mean salary of \$11,625 annually.



TABLE XXVIII  
CURRENT EMPLOYMENT STATUS--MASTER OF SCIENCE  
(N = 47)

Item	Year of Graduation											Total	
	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	Number	Percent
Full-time	1	0	0	4	6	6	1	2	0	1	2	28	59.57
Part-time	2	1	0	3	1	0	0	0	0	0	0	7	14.89
Not employed (seeking work)	0	1	0	0	0	0	0	0	0	0	1	2	4.26
Not employed (not seeking work)	0	0	3	1	2	1	1	1	0	1	0	5	10.64
Retired	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	1	1	1	0	0	1	1	5	10.64

TABLE XXIX  
LENGTH OF EMPLOYMENT--MASTER OF SCIENCE  
(N = 35)

Years	Year of Graduation											Total	
	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	Number	Percent
Less than 1 year	0	0	0	2	0	1	0	0	0	0	1	8	22.86
1.0 - 2.9 years	1	0	0	1	3	3	0	1	0	0	1	10	28.57
3.0 - 4.9 years	0	0	0	2	0	1	0	0	0	1	0	4	11.43
5.0 - 6.9 years	1	0	0	1	2	1	1	0	0	0	0	5	14.28
7.0 - 8.9 years	0	0	0	1	2	0	0	1	0	0	0	4	11.43
9.0 years and over	1	1	0	0	1	0	1	0	0	0	0	4	11.43

TABLE XXX  
ANNUAL SALARY FOR MASTER OF SCIENCE DEGREE RESPONDENTS

Annual Gross Salary	Directly Related (N=19)		Indirectly Related (N=10)		Non-Related (N=6)	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Less than \$6,000	1	1				
\$ 6,000 - \$7,999		1				2
\$ 8,000 - \$9,999						
\$10,000 - \$11,999		1			2	
\$12,000 - \$13,999	1					
\$14,000 - \$15,999	2					
\$16,000 - \$17,999					1	
\$18,000 - \$19,999	4		2			1
\$20,000 - \$24,999	4	1	3			
\$25,000 - \$29,999	1		1			
\$30,000 - \$39,999	1		2			
\$40,000 - \$9,999	1		1			
\$50,000 - \$59,999			1			
\$60,000 - \$69,999						
\$70,000 - over						
Mean Salaries	\$21,500	\$11,625	\$30,300	0	\$13,000	\$11,000

The respondents (10) that were in an indirectly related job working full-time had a mean salary of \$30,300 annually. There were no respondents in indirectly related, part-time jobs.

The respondents (3) that were working full-time in an unrelated job had a mean salary of \$13,000 annually. The respondents in unrelated part-time jobs (3) had a mean salary of \$11,000.

The respondent earning \$50,000 - \$59,999 was a sales representative for an eyeglass company located in New York. The respondents earning \$40,000 - \$49,999 were territory managers for an optical company located in New Jersey.

Reasons for Employment in Current Position. Twenty-one of the employed respondents (60.0%) indicated that their position was directly related to clothing, textiles and merchandising. Fourteen of the employed respondents (40.0%) indicated an indirect relationship or no relationship at all with clothing, textiles and merchandising.

The three reasons most frequently indicated for employment in the position included: 1) prepared for this type of work, 2) salary and fringe benefits, 3) working conditions. If employment was not directly related to clothing, textiles and merchandising, the one primary reason indicated for that was that they preferred to work in another field.

Reasons For Not Being Employed. Twelve respondents (25.53%) indicated that they were not employed. The three most important reasons indicated included: 1) children, 2) not interested in working outside the home, and 3) no position available in related area.

Effectiveness of Education. Respondents were asked to rate the effectiveness of their clothing, textiles and merchandising education in preparing them for positions held. Five (33.33%) respondents that were in a directly related, full-time position, indicated an excellent rating for the effectiveness of their clothing, textiles and merchandising education in preparing them for positions held. Eight (53.34%) respondents indicated a good rating. Two (13.33%) respondents indicated an adequate rating.

Three (75.0%) respondents that were in a directly related, part-time position, indicated an excellent rating. One (25.0%) respondent indicated a good rating.

One (7.70%) respondent in the indirectly related or not related at all, full-time position, indicated an excellent rating. Six (46.15%) respondents indicated a good rating. Five (38.45%) respondents indicated an adequate rating. One (7.70%) respondent indicated a poor rating.

Two (66.67%) respondents that were in a not related, part-time position, indicated an adequate rating. There was one (33.33%) poor rating.

#### Doctor of Philosophy

The eight Doctor of Philosophy respondents were asked to supply information which would identify characteristics of their positions.

Employment Related to Major. Respondents were asked to indicate if they had ever sought employment in an area of work related to clothing, textiles and merchandising. The eight respondents (100.0%)

indicated that they had at some time sought employment in an area of work related to clothing, textiles and merchandising.

Current Employment Status. All of the respondents (100.0%) were employed full-time (40 hours per week or more).

Job Title and Employer. Respondents were asked to indicate their job title and employer if presently working. The job title, employer, and address of employer are listed in Appendix G.

Length of Employment. Five of the respondents (62.50%) had been employed for 1.0 - 2.9 years. One respondent (12.50%) had been employed 3.0 - 4.9 years. One respondent (12.50%) had been employed 5.0 - 6.9 years. One respondent (12.50%) had been employed 9.0 years and over.

Annual Salary. Respondents were asked to indicate the approximate annual gross salary for the position they held. Two respondents (25.0%) were earning \$20,000 - \$24,999. Three respondents (37.5%) were earning \$25,000 - \$29,999. Two respondents (25.0%) were earning \$30,000 - \$39,999. One respondent (12.5%) did not reveal salary. The average salary was \$28,214 annually.

Reasons for Employment in Current Position. The eight respondents (100.0%) indicated that their position had a direct relationship to clothing, textiles and merchandising. The three most important reasons indicated for employment in the position included: 1) prepared for this type of work, 2) working conditions, and 3) salary and fringe benefits.

Effectiveness of Education. Six respondents (75.0%) indicated an excellent rating for the effectiveness of their clothing, textiles and merchandising education in preparing them for positions held. Two respondents (25.0%) indicated a good rating.

#### Personal Involvement Data By Year

The graduates were asked to indicate whether or not they held current membership in the following professional organizations: American Home Economics Association, Association of College Professors of Clothing and Textiles, Oklahoma State University/College of Home Economics Alumni Association, Omicron Nu, Phi Upsilon Omicron, other.

Four Bachelor of Science graduates (2.16%), 12 Master of Science graduates (25.5%) and eight Doctor of Philosophy graduates (100.0%) held current memberships in the American Home Economics Association. Two Bachelor of Science graduates (1.08%), nine Master of Science Graduated (19.2%) and eight Doctor of Philosophy graduates (100.0%) held current memberships in Association of College Professors of Clothing and Textiles. Forty-six Bachelor of Science graduates (24.9%), seven Master of Science graduates (14.9%) and three Doctor of Philosophy graduates (37.5%) held current membership in the Oklahoma State University/College of Home Economics Alumni Association. Current membership in Omicron Nu and Phi Upsilon Omicron were held by 15 (8.11%) and 14 (7.57%) Bachelor of Science graduates, 12 (25.5%) and 12 (25.5%) Master of Science graduates and 5 (62.5%) and 6 (75.0%) Doctor of Philosophy graduates respectively. Fourteen Bachelor of Science graduates (7.5%), 12 Master of Science graduates (25.5%) and six Doctor of Philosophy graduates (75.0%) indicated other professional organizations in which they were current

members. (See Table XXXI.). The following is a list, by degree, of other professional organizations indicated:

Bachelor of Science - NHBA affiliate; ASID; Fashion Group, Dallas; National Association of Executive Females; American Nurses Association; ODSA; SWASAP; ABWA of Oklahoma City; HAE 4H-A; Phi Kappa Phi (3); ABA-OBA; Oklahoma County Bar Association; National Extension Home Economists; Home Economics Education Association; American Vocational Association; Business and Professional Women; American Management Association.

Master of Science - Epsilon Sigma Phi; Kappa Omicron Phi; Fashion Group, Inc.; Phi Kappa Phi; Home Economics Association for Africa; Southern Marketing Association; Southwest Marketing Association; American Marketing Association; AVA OVA; OEA NEA; Kappa Delta Pi; Kappa Omicron Phi; AATCC (2); University of Central Arkansas Home Economics Alumni Association.

Doctor of Philosophy - ACRA; NATHVE; HEEA; Fashion Group; ICSB; IHEA; AAUP; Kappa Omicron Phi (2); American Costume Society; Delta Kappa Gamma; Kappa Delta Pi (2); American Collegiate Retailing Association.

#### Profiles By Degree

After compiling the data, including demographic, education, employment and personal involvement, a profile was developed to show the most typical characteristics of the Bachelor of Science, Master of Science, and Doctor of Philosophy graduate who responded to the questionnaire. The totals represent the highest number in each category.

#### Bachelor of Science

The typical Bachelor of Science, Clothing, Textiles and



TABLE XXXI  
PERSONAL INVOLVEMENT DATA--MEMBERSHIP  
IN PROFESSIONAL ORGANIZATIONS

Organization	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	Number	Percent
American Home Economics Association	BS 0	BS 0	BS 0	BS 0	BS 1	BS 0	BS 1	BS 1	BS 1	BS 0	BS 0	4	2.16
	MS 2	MS 0	MS 0	MS 1	MS 5	MS 2	MS 0	MS 0	MS 0	MS 1	MS 1	12	25.50
								PhD 2	PhD 2	PhD 2	PhD 2	8	100.00
Association of College Professors of Textiles and Clothing	BS 0	BS 0	BS 0	BS 0	BS 1	BS 0	BS 0	BS 1	BS 0	BS 0	BS 0	2	1.08
	MS 1	MS 0	MS 0	MS 1	MS 3	MS 2	MS 0	MS 0	MS 0	MS 0	MS 2	9	19.20
								PhD 2	PhD 2	PhD 2	PhD 2	8	100.00
OSU/CHE Alumni Association	BS 0	BS 2	BS 2	BS 3	BS 4	BS 6	BS 5	BS 2	BS 10	BS 4	BS 8	46	24.90
	MS 2	MS 0	MS 1	MS 0	MS 0	MS 2	MS 0	MS 1	MS 0	MS 0	MS 1	7	14.90
								PhD 0	PhD 2	PhD 1	PhD 0	3	37.50
Omicron Nu	BS 0	BS 0	BS 1	BS 1	BS 0	BS 1	BS 1	BS 4	BS 1	BS 0	BS 5	14	7.57
	MS 1	MS 0	MS 0	MS 2	MS 4	MS 2	MS 0	MS 1	MS 0	MS 0	MS 3	13	27.70
								PhD 2	PhD 2	PhD 1	PhD 2	7	87.50
Phi Upsilon Omicron	BS 1	BS 1	BS 1	BS 0	BS 1	BS 1	BS 2	BS 3	BS 4	BS 0	BS 1	15	8.11
	MS 1	MS 0	MS 0	MS 0	MS 4	MS 3	MS 0	MS 1	MS 0	MS 0	MS 3	12	25.50
								PhD 1	PhD 2	PhD 1	PhD 1	5	62.50
Other	BS 0	BS 1	BS 0	BS 1	BS 0	BS 5	BS 2	BS 1	BS 2	BS 0	BS 2	14	7.57
	MS 2	MS 1	MS 1	MS 2	MS 2	MS 0	MS 0	MS 1	MS 0	MS 2	MS 1	12	25.50
								PhD 2	PhD 2	PhD 1	PhD 1	6	75.00

Merchandising graduate was a Caucasian female, 25 to 29 years of age and married. She had no children and lived in a community of 50,000 or more population.

The graduate was 24 years or under when the Bachelor of Science degree was received. She had earned no advanced degrees and had made no plans to pursue an advanced degree or further study.

The graduate had at some time sought employment in the related area of study. She was presently employed full-time and had been working between one year and three years in a position not related to clothing, textiles and merchandising. She had a mean salary of \$21,403 annually. She had a current membership in the Oklahoma State University College of Home Economics Alumni Association. (See Table XXXII.)

#### Master of Science

The typical Master of Science, Clothing, Textiles and Merchandising graduate was a Caucasian female, 30 to 34 years of age and married. She had children and lived in a community of 50,000 or more population.

The graduate was 24 years or under when the degree was received. She had earned no advanced degrees and had made no plans to pursue an advanced degree or further study.

The graduate had at some time sought employment in the related area of study. She was presently employed full-time in a position directly related to clothing, textiles and merchandising. She had been employed less than 2.9 years and had a mean salary of \$21,500 annually. The graduate had a current membership in Omicron Nu. (See Table XXXIII.)

TABLE XXXII  
 PROFILE OF THE BACHELOR OF SCIENCE DEGREE GRADUATE  
 (N = 185)

Item	Number	Percent
<u>Demographics</u>		
Female	184	99.46
25-29 years of age	97	52.43
Married	109	58.92
Caucasian white	177	95.68
No children	115	62.16
50,000 or more community	125	67.57
<u>Education</u>		
Oklahoma State University	185	100.00
Bachelor of Science degree	185	100.00
24 years or under when degree was received	176	95.13
Clothing, Textiles and Merchandising	185	100.00
No advanced degrees earned	164	88.65
No plans for advanced degree or further study	125	67.57
<u>Employment</u>		
Sought employment in related area	159	85.95
Full-time employment	130	70.27
Length of employment--1 year to 3 years	52	34.67
Mean annual gross salary		
Unrelated full-time \$21,403	62	33.51
<u>Personal Involvement</u>		
Oklahoma State University/College of Home Economics Alumni Association	46	24.90

TABLE XXXIII  
 PROFILE OF THE MASTER OF SCIENCE DEGREE GRADUATE  
 (N = 47)

Item	Number	Percent
<u>Demographics</u>		
Female	47	100.00
30-34 years of age	22	46.81
Married	34	72.34
Caucasian white	43	91.49
Children	27	57.45
50,000 or more community	18	38.30
<u>Education</u>		
Oklahoma State University	47	100.00
Master of Science degree	47	100.00
24 years or under when degree was received	20	42.56
Clothing, Textiles and Merchandising	47	100.00
No advanced degrees earned	43	91.50
No plans for advanced degree or further study	30	63.80
<u>Employment</u>		
Sought employment in related area	42	89.36
Full-time employment	28	59.57
Length of employment--less than 1 year to 4.9 years	10	28.57
Mean annual gross salary		
Directly related full-time \$21,500	15	31.91
<u>Personal Involvement</u>		
Omicron Nu	13	27.65

### Doctor of Philosophy

The typical Doctor of Philosophy, Clothing, Textiles and Merchandising graduate was a Caucasian female, 30 to 39 years of age and married. (Half had children; half had no children.) She lived in a community of 50,000 or more population.

The graduate was 30 to 39 years of age when the Doctor of Philosophy degree was received. She had earned no additional advanced degrees and had made no plans to pursue an additional advanced degree or further study.

The graduate had sought employment in the related area of study. She was presently employed full-time and had been working from 1.0 to 2.9 years. The graduate had a mean annual gross salary of \$28,214. The current position was related to clothing, textiles and merchandising. She had a current membership in American Home Economics Association and Association of College Professors of Textiles and Clothing. (See Table XXXIV.)

### Career Patterns of Selected Graduates

In a study by Super (1957) the career patterns of women were classified in the following outline:

1. The stable homemaking career pattern. This includes all women who marry while in or very shortly after leaving school or college, having expected to do so and having had no significant work experience.

2. The conventional career pattern. Clerical work, teaching, nursing, occupational therapy and secretarial work illustrate this type of occupation. This career pattern has the woman leaving school or college and going to work for a period of several months or several

TABLE XXXIV  
 PROFILE OF THE DOCTOR OF PHILOSOPHY DEGREE GRADUATE  
 (N = 8)

Item	Number	Percent
<u>Demographics</u>		
Female	8	100.00
30-39 years of age	4	50.00
Married	7	87.50
Caucasian white	8	100.00
Children	4	50.00
50,000 or more community	4	50.00
<u>Education</u>		
Oklahoma State University	8	100.00
Doctor of Philosophy degree	8	100.00
30-34 years when degree was received	3	37.50
Clothing, Textiles and Merchandising	8	100.00
No plans for advanced degree or further study	6	75.00
<u>Employment</u>		
Sought employment in related area	8	100.00
Full-time employment	8	100.00
Length of employment--1.0 to 2.9 years	5	62.50
Mean annual gross salary		
Directly related full-time \$28,214	8	100.00
<u>Personal Involvement</u>		
American Home Economics Association	8	100.00
Association of College Professors of Textiles and Clothing	8	100.00

years, in an occupation which is open to her without additional training. Marrying after this relatively brief work experience, the young woman becomes a full-time homemaker.

3. The stable working career pattern. The sequence in this type of career pattern is one of entering the work force on leaving school, college or professional school and embarking upon a career which becomes the woman's life work. The woman may first view her working career as a preliminary to marriage, whether as a stopgap job, a working career to continue with marriage or a working career to resume after a period of full-time homemaking.

4. The double-track career pattern. This is the pattern of the woman who goes to work after completing her education, marries and continues with a double career of working and homemaking. She may take occasional time out for childbearing. This pattern is most common near the upper and lower ends of the occupational scale.

5. The interrupted career pattern. The sequence of this pattern is one of the young woman working for some time, then marries, and then, when her children are old enough for her to leave them, when financial needs--including those resulting from being widowed or divorced--or interest in working becomes dominant, she returns to work. If children are involved, the age at which the mother decides they can be left depends upon her socioeconomic status: the higher the level of the family, the older and more independent the children must be before the mother believes she may leave the home for work. The work to which the married woman returns may be that of her original working career, or it may be different due to additional training and education obtained during the full-homemaking period.

7. The multiple-trial career pattern. "This pattern consists of a succession of unrelated jobs, with stability in none, resulting in the individual having no genuine life work" (Super, 1957, p. 77). The nature and content of the sequence of events in the life of an individual shape the career pattern of that individual.

Requested information related to the graduates' work history was included in Question 25 of the follow-up study questionnaire. Graduates who received the Bachelor of Science degree in Clothing, Textiles and Merchandising, College of Home Economics, Oklahoma State University, were requested to list positions held by year beginning with the year they received the Bachelor of Science degree. If they were unemployed, they were to check a reason for unemployment (marriage, birth of a child, divorced-widowed, no suitable employment, other--please specify). A total of 67 respondents, during the years of 1974 through 1978, were included in the career pattern study. This included 10 graduates from 1974 (26.32%), 14 graduates from 1975 (25.45%), 10 graduates from 1976 (24.40%), 17 graduates from 1977 (35.42%) and 16 graduates from 1978 (26.23%). The questionnaires received from the 1974-1978 graduates were from females only. No males were included in the career pattern study.

The placement of the females in the outline described by Super (1957) is shown in Table XXXV. Three graduates (4.48%) from the years of 1974-1978 were classified in the stable homemaking career pattern (Super, 1957). The females were married immediately after graduation from college and settled into homemaking full-time. No work experience was noted. The females indicated no interest in working outside the home.



TABLE XXXV  
CAREER PATTERN CATEGORIZATION OF GRADUATES  
(N = 67)

Item	1974	1975	1976	1977	1978	Number	Percent
Stable Homemaking Career Pattern	1	0	1	1	0	3	4.48
Conventional Career Pattern	0	0	2	0	0	2	2.98
Stable Working Career Pattern	5	5	3	6	9	28	41.79
Double- Track Career Pattern	1	0	0	2	1	4	5.97
Interrupted Career Pattern	1	7	2	1	4	15	22.39
Unstable Career Pattern	0	0	0	0	0	0	0
Multiple-Trial Career Pattern	<u>2</u>	<u>2</u>	<u>2</u>	<u>7</u>	<u>2</u>	<u>15</u>	<u>22.39</u>
Total	10	14	10	17	16	67	100.00

Two graduates (2.98%) from 1976 were classified in the conventional career pattern (Super, 1957). The females indicated employment for a short length of time in secretarial and clerical work, marriage and then full-time homemaking. The females indicated being unemployed, not seeking work and reasons for unemployment included the spouse preferring they do not work, children and not interested in working outside the home.

The largest number of graduates (41.79%) were classified in the stable working career pattern (Super, 1957). Twenty-eight females indicated continued employment after graduation from college. Eighteen of the females were married and ten were single. Twenty-two of the females had children and six indicated no children.

Four graduates (5.97%) were classified in the double-track career pattern (Super, 1957). The females indicated continuous work after graduation from college, then marriage and continued work. Two females were near the lower end of the occupational scale reporting gross salaries of \$12,000 - \$13,999 and \$18,000 - \$19,999. The other two females were near the upper end of the occupational scale reporting salaries of \$25,000 - \$49,999 and \$30,000 - \$39,000. All four females had children and indicated a brief period of time allowed for child bearing.

The interrupted career pattern (Super, 1957) seemed to categorize 15 females (22.39%) in the study. The females reported working for some time, marriage and child bearing. Children and no interest in working outside the home were the reasons for presently not being employed. One female indicated a change in marital status as a reason for returning to work after a period of homemaking and child bearing.

No graduates were classified as being in the unstable career pattern (Super, 1957).

The multiple-trial career pattern (Super, 1957) was characterized by 15 (22.39%) of the female graduates. The pattern of work indicated instability and the changing of unrelated jobs by year. Reasons for the instability included not being able to find a job in the field of preparation, only position available, follow spouse and work being close to home. The graduates had no related life work.

Super (1957) stated that the sex roles of women are socially and biologically determined, but women's careers and career motivations are likely to continue to differ. The differences become important as more women participate in the work force. Since adequate data on the career patterns of women are lacking, an attempt was made to observe women's careers and provide career pattern information related to the clothing, textiles and merchandising graduate.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study was designed to develop a profile of clothing, textiles and merchandising graduates (Bachelor of Science, Master of Science and Doctor of Philosophy), College of Home Economics, Oklahoma State University, Stillwater, Oklahoma, from the academic years of 1974 through 1984, and to identify career patterns of the graduates.

The specific objectives of this study were: 1) to conduct a follow-up study of clothing, textiles and merchandising graduates, 1974-1984, and collect information about each graduate in terms of demographic, educational, employment and personal involvement characteristics, and 2) to identify career patterns of selected clothing, textiles and merchandising graduates, during the years of 1974-1978.

A total of 672 graduates (595 Bachelor of Science, 68 Master of Science and 9 Doctor of Philosophy) were surveyed. Data obtained included personal demographic information, current and past employment, education levels, personal involvement in professional organizations, and career patterns of selected graduates. A total of 240 questionnaires were returned, representing an overall response rate of 35.71%.

The sample was selected in order to receive the requested follow-up information by a recent group of clothing, textiles and merchandising graduates. The researcher believed that by surveying a selected group of clothing, textiles and merchandising graduates, 1974-1978, that some

determination could be made about the participants' career patterns since leaving Oklahoma State University.

### Summary of Findings

The findings, consistent with the stated objectives, are reported as follows:

1. More females major in clothing, textiles and merchandising than males. Females represented 99.46 percent of the graduates responding to the questionnaire. The majority of the females were Caucasian and married. The largest minority group, Black American, accounted for only 2.16% of all respondents.
2. Female clothing, textiles and merchandising graduates were predominantly young. Approximately 52% of the Bachelor of Science graduates were 25-29 years of age. The Master of Science and Doctor of Philosophy graduates were in the age range of 30-34 years (approximately 46%). The majority of the graduates had no children. The graduates were living in a large community with a population of 50,000 or more.
3. More than half of the graduates were employed full-time.
4. The majority of Oklahoma State University, clothing, textiles and merchandising graduates were not seeking advanced degrees. The results indicated some interest in graduate work.
5. The largest group of graduates in the career pattern study were working in a career job, with or without marriage, and with or without children as outlined by Super (1957) in the stable working career pattern.

6. Clothing, textiles and merchandising graduates generally indicated being well prepared for positions from the education they had received.

#### Bachelor of Science

The Bachelor of Science graduates (185 total) were located in and out of Oklahoma. The highest concentration of graduates in Oklahoma was in Oklahoma City. The highest concentration of graduates out of Oklahoma was in Texas. The respondents that participated in the study were predominantly female since only one male returned the questionnaire. The majority of the graduates were 25-29 years of age, married, Caucasian with no children. The majority of the respondents were living in a community of 50,000 or more people.

The graduates received the Bachelor of Science degree in clothing, textiles and merchandising from Oklahoma State University during 1974-1984. The graduates were 24 years of age or less when the degree was received. A few graduates indicated that they were pursuing advanced studies or degrees. A variety of institutions and areas of study were noted.

The graduates had at some time sought employment in an area related to the major. More than half of the graduates were employed full-time. Salary and fringe benefits, preparation for this type of work and working conditions were reasons noted for employment in current position. The unemployed graduates indicated that they had children and were not interested in working outside the home. The majority of graduates did not belong to the professional organizations listed.

### Master of Science

The Master of Science graduates (47 total) were located in and out of Oklahoma. The highest concentration of graduates in Oklahoma was in Stillwater. The highest concentration of graduates out of Oklahoma was in Texas. The respondents that participated in the study were all females. The majority of the graduates (68.09%) were 30-39 years of age, married, Caucasian and had children. The majority of respondents were living in a community of 25,000 or more people.

The graduates received the Master of Science degree during 1974-1984. The majority of the graduates were 29 years of age or less when the degree was received. A few graduates indicated an interest in pursuing advanced studies or degrees. A variety of institutions and areas of study were noted.

The graduates had at some time sought employment in an area related to the major. Half of the graduates were employed full-time. Working conditions, salary and fringe benefits and preparation for this type of work were reasons noted for employment in current position. The unemployed graduates indicated that they had children and were not interested in working outside the home. Only about one-fourth of the graduates belonged to the professional organizations listed.

### Doctor of Philosophy

The Doctor of Philosophy graduates (8 total) were located in and out of Oklahoma. The highest concentration of graduates in Oklahoma was in Stillwater. Graduates out of Oklahoma were located in the states of Colorado, Iowa, Mississippi, Missouri, North Dakota and Pennsylvania. The respondents that participated in the study were female. The

majority of the graduates (50.0%) were 30-39 years of age, married and Caucasian. Four of the graduates had children and four of the graduates did not have children. The respondents were living in communities of 25,000 or more people.

The graduates received the Doctor of Philosophy degree in clothing, textiles and merchandising from Oklahoma State University during 1981-1984. The majority of the graduates were 30-44 years of age when the degree was received. Two graduates indicated an intention to pursue advanced studies. Oklahoma State University and North Dakota State University were institutions indicated for the further study and areas of study included statistics, computer science, management, marketing and research methods.

All of the graduates were employed full-time in a clothing, textiles and merchandising position. Professional advancement was the reason indicated for employment in current position. The majority of graduates did belong to the professional organizations listed.

### Career Patterns

Questionnaires of Bachelor of Science graduates from 1974-1978, a total of 67, were selected for a career pattern study. The graduates were asked to list positions held by year beginning with the year they received their degree (Question 25 on the questionnaire). Periods of unemployment were to be noted. An outline of career pattern categories (Super, 1957) was followed and the graduates were placed in one of seven designated career patterns.

Three of the graduates were placed in the stable homemaking career pattern. The females married directly after college and had no



significant work experience. Two graduates were placed in the conventional career pattern. The females had worked after college in secretarial and clerical positions, married and became full-time homemakers. The largest number of graduates were placed in the stable working career pattern. Twenty-eight graduates entered the work force after college and began a career. Over half of the graduates were married. Some graduates resumed their working career after a period of homemaking. Four graduates were placed in the double-track career pattern. The graduates went to work after college, married and continued with a double career of working and homemaking. The graduates were near the upper and lower ends of the occupation scale and salary scale. The continuance of the career was a determining factor in placing the graduates in the career pattern. The graduates had previously worked, then had children and were currently staying home with the children. Change in marital status was indicated as a reason to enter the work force again. Fifteen of the graduates were placed in the multiple-trial career pattern. The graduates indicated a succession of yearly, unrelated jobs, with stability in none. The individuals had no genuine life work.

### Conclusions

On the basis of the findings, some conclusions have been reached and are reported as follows:

1. Results indicate more than half of the graduates are employed and are capable of securing a variety of positions in the occupational field.

2. The graduates tended to have chosen those current careers which are directly related to their major subject matter areas, and in which previous graduates have sought positions or jobs.

3. The largest group of graduates participating in the career pattern study were working in the category labeled by Super (1957) as the stable working career pattern.

### Recommendations

After reviewing the literature, conducting the research and reporting the data, the following recommendations have been made by the researcher.

1. Use an adaptation of the questionnaire used in this study to maintain an active five year follow-up system to determine the number of graduates who are placed in their field of occupational preparation. When data reveal an oversupply, that is expected to continue for a period of years, efforts should be made to encourage students to broaden their educational background for a combination of experiences in related fields.

2. Replicate this study adding other four-year universities having the clothing, textiles and merchandising options for a cross comparison.

### Suggestions

1. Continue to encourage undergraduates to become responsible alumni and to communicate with their university and department.

2. Develop the questionnaire so that it is appropriate for use in all areas of home economics for systematic follow-up of graduates.

3. Continue the emphasis in the home economics curriculum on preparing students for a dual role of family life and professional life.

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## APPENDIXES

## APPENDIX A

### INSTRUCTIONS FOR EVALUATING THE FIRST DRAFT OF QUESTIONNAIRE

December 3, 1984

Dear Administrative Council Member:

You are being presented a survey instrument today and asked to participate in a pilot study.

I am a graduate student in the Clothing, Textiles and Merchandising Department, working toward the Master of Science degree. My thesis research involves developing a channel of communication with clothing, textiles and merchandising graduates, College of Home Economics, Oklahoma State University, through the development and implementation of a survey instrument. The overall goal of this research is to develop a survey instrument that could be adopted for implementation division-wide. I am particularly interested in the field of curriculum and have included questions dealing with this subject.

This research developed from the realization that follow-up studies of graduates from the Clothing, Textiles and Merchandising Department are presently not being conducted. This research will also benefit the College of Home Economics in the ten year accreditation plan. The American Home Economics Association is asking for this type of information.

Please spend a few minutes and evaluate the questionnaire. Check for word clarity, reading ease and questions that may need to be eliminated or added. The questionnaire is not the final size or format and is being presented to you in this form for ease of evaluation. Please feel free to write on the questionnaire.

Thank you for your time and help. Please return your suggestions and remarks by December 20 to Room 309, HEW.

Sincerely,

*Cheryl A. Colaw*

Cheryl A. Colaw  
Graduate Student

*Tana Stufflebean*

Tana Stufflebean, Ph.D.  
Major Thesis Adviser

## APPENDIX B

### INSTRUCTIONS FOR EVALUATING THE COVER LETTER AND SECOND DRAFT OF QUESTIONNAIRE

## OKLAHOMA STATE UNIVERSITY

Department of Clothing, Textiles and Merchandising  
Stillwater, Oklahoma 74078

## MEMORANDUM

DATE: February 11, 1986

TO: Students of Clothing, Textiles and Merchandising

FROM: Cheryl Colaw - graduate student

SUBJECT: Pretest - Research Questionnaire Review

Your participation in reviewing the enclosed cover letter and questionnaire designed to follow-up all clothing, textiles and merchandising graduates, 1974 through 1984 is needed. Your comments and suggestions will be used in making final revisions for the instrument.

DIRECTIONS:

1. Read the cover letter
2. Complete the written questionnaire
3. List any comments or suggestions for improvement of the cover letter or questionnaire in the following areas:
  - A. Clarity of the cover letter
  - B. Format of the questionnaire
  - C. Clarity of the general directions and topic areas
  - D. Any additional comments or suggestions (list on the cover letter, the questionnaire or on the back side of this page).

THANK YOU FOR YOUR ASSISTANCE!

APPENDIX C

QUESTIONNAIRE AND CORRESPONDENCE



## Oklahoma State University

DEPARTMENT OF CLOTHING, TEXTILES & MERCHANDISING  
COLLEGE OF HOME ECONOMICS

STILLWATER, OKLAHOMA 74078-0337  
HOME ECONOMICS WEST 312  
(405) 624-5034

March 17, 1986

Dear Clothing, Textiles and Merchandising Graduate:

Greetings!

The enclosed questionnaire constitutes an important segment of research being conducted in the Clothing, Textiles and Merchandising Department. It is designed to collect data of clothing, textiles and merchandising graduates, College of Home Economics, who graduated from Oklahoma State University during the years of 1974-1984. Career patterns of this group of graduates will be identified.

Your cooperation in answering the enclosed questionnaire will be greatly valued. The questionnaire should be answered as accurately as possible. Your answers will be treated as confidential material and remain anonymous.

A self-addressed, stamped envelope is enclosed for your convenience. Please return the questionnaire by April 4.

I appreciate your time and interest in completing the questionnaire. Thank you for your participation. If there is any way in which the Clothing, Textiles and Merchandising Department can assist you, please do not hesitate to contact us.

Sincerely,

*Cheryl Alred Colaw*  
Cheryl Alred Colaw  
Graduate Student

*Tana Stufflebean*  
Tana Stufflebean, Ph.D  
Major Thesis Advisor



  
CENTENNIAL  
DECADE  
1980 - 1990



Department of Clothing, Textiles and Merchandising  
College of Home Economics  
Oklahoma State University

Follow-Up Study of Clothing, Textiles and  
Merchandising Graduates: 1974 to 1984

DIRECTIONS: Place an appropriate answer or check (X) in the blank spaces provided. Please check (X) only one answer unless otherwise indicated.

A. DEMOGRAPHIC INFORMATION

1. Full Name: \_\_\_\_\_  
(First) (Middle) (Last) (Maiden)

2. Current Address: \_\_\_\_\_  
(Street/P. O. Box)

\_\_\_\_\_  
(City) (State) (Zip)

A/C: \_\_\_\_\_  
(Telephone)

3. Parent's name and address/permanent address (where you can always be contacted):

\_\_\_\_\_  
(Parent's Name)

\_\_\_\_\_  
(Street/P. O. Box)

\_\_\_\_\_  
(City) (State) (Zip)

A/C: \_\_\_\_\_  
(Telephone)

4. Sex: \_\_\_\_\_ Male \_\_\_\_\_ Female

5. Your Present Age: \_\_\_\_\_ 24 years or under \_\_\_\_\_ 40-44 years  
\_\_\_\_\_ 25-29 years \_\_\_\_\_ 45-49 years  
\_\_\_\_\_ 30-34 years \_\_\_\_\_ 50 years or over  
\_\_\_\_\_ 35-39 years

6. Your Current Marital Status:

\_\_\_\_\_ Single, Never Married \_\_\_\_\_ Separated  
\_\_\_\_\_ Married (Date: \_\_\_\_\_) \_\_\_\_\_ Widowed  
\_\_\_\_\_ Divorced

7. Your Ethnic Group: ☐ Caucasian White ☐ Asian American  
☐ Black American ☐ Spanish Origin/Hispanic  
☐ American Indian ☐ Other (Specify): \_\_\_\_\_

8. Please indicate the number of children you have in each age category:

☐ None ☐ 6-12 years  
☐ Under 1 year ☐ 13-18 years  
☐ 1-5 years ☐ Over 18 years

9. Please check (X) the size of community in which you now reside:

☐ In or near a population center of 999 or under  
☐ In a town of 1,000 - 4,999  
☐ In a town of 5,000 - 9,999  
☐ In a city of 10,000 - 24,999  
☐ In an urban area of 25,000 - 49,999  
☐ In a metropolitan area of 50,000 or more

#### B. EDUCATIONAL INFORMATION

10. Please list institution, degree and year of graduation for each of your degrees:

_____ (Name of Institution)	_____ (BS/BA)	_____ (Year of Graduation)
_____ (Name of Institution)	_____ (MS/MA)	_____ (Year of Graduation)
_____ (Name of Institution)	_____ (Ph.D./Ed.D.)	_____ (Year of Graduation)
_____ (Name of Institution)	_____ (Other)	_____ (Year of Graduation)

11. Your age range when degree was received:

	BS/BA	MS/MA	Ph.D./Ed.D.	Other (Specify Degree)
24 years or under	_____	_____	_____	_____
25-29 years	_____	_____	_____	_____
30-34 years	_____	_____	_____	_____
35-39 years	_____	_____	_____	_____
40-44 years	_____	_____	_____	_____
45-49 years	_____	_____	_____	_____
50 years or over	_____	_____	_____	_____

12. Please state major area of study at each level of education:

BS/BA: \_\_\_\_\_  
 MS/MA: \_\_\_\_\_  
 Ph.D./Ed.D.: \_\_\_\_\_  
 Other (Please Specify): \_\_\_\_\_

13. Are you planning to return to school for a more advanced degree or further study?

☐ Yes ☐ No

(If Yes, complete the following: if No, proceed to 14).

A. Expected degree and area of study: \_\_\_\_\_

B. Institution you plan to attend: \_\_\_\_\_

14. Please check (X) the most important reason (one) you have completed any work beyond the Bachelor's Degree:

☐ Bachelor Degree only

☐ Additional salary

☐ Preparation for professional work

☐ Professional advancement in employment

☐ Updating of knowledge

☐ Other (Please Specify): \_\_\_\_\_

#### C. EMPLOYMENT INFORMATION

15. Have you ever sought employment in an area of work related to your major?

☐ Yes ☐ No \_\_\_\_\_  
(Major)

16. Check (X) the appropriate blank indicating your current employment status:

☐ Employed full-time (40 hours or more per week)

☐ Employed part-time (less than 40 hours per week)

☐ Not employed, seeking work

☐ Not employed, not seeking work

☐ Retired

☐ Retired/employed part-time

☐ Other (Please Specify): \_\_\_\_\_

DIRECTIONS: A) If you have never been employed, proceed to Question 24;

B) If you are presently not employed and have been employed in a position related to your major, proceed to Question 23;

C) If you are employed, please proceed to the next Question 17.

17. Please provide current employment information:

Job Title: \_\_\_\_\_

Employer: \_\_\_\_\_  
(Name of Company, Institution, Agency, Etc.)

Address of Employer: \_\_\_\_\_  
(Street) (City) (State/Zip)

18. What relationship is your current job position to your clothing, textiles and merchandising major?

☐ Directly related  
☐ Indirectly related  
☐ Not related at all

DIRECTIONS: If you placed a check (X) by Directly related, proceed to Question 20. If you placed a check (X) by Indirectly or Not Related, proceed to next Question 19.

19. If your current employment is not directly related to your clothing, textiles and merchandising major, please check (X) the one primary reason that applies:

☐ Could not find a job in field of preparation  
☐ Better salaries than in my field of preparation  
☐ Better opportunities elsewhere for job advancement than in my field of study  
☐ Preferred to work in another field  
☐ Qualified for a new job by continuing my education  
☐ Did not learn enough in my major field  
☐ Other (Please Specify): \_\_\_\_\_

20. Rank the most important reason(s) why you have elected to be employed in your current position. (Limit to three reasons):

☐ Prepared for this type of work  
☐ Desire to work only part-time  
☐ Working conditions  
☐ Salary and fringe benefits  
☐ School age children at home  
☐ Only position available  
☐ Follow spouse  
☐ Supplement family income  
☐ Change in marital status  
☐ Other (Please Specify): \_\_\_\_\_

21. Your annual gross salary in your current job position:

<input type="checkbox"/> Less than \$6,000	<input type="checkbox"/> \$20,000 - \$24,999
<input type="checkbox"/> \$6,000 - \$7,999	<input type="checkbox"/> \$25,000 - \$29,999
<input type="checkbox"/> \$8,000 - \$9,999	<input type="checkbox"/> \$30,000 - \$39,999
<input type="checkbox"/> \$10,000 - \$11,999	<input type="checkbox"/> \$40,000 - \$49,999
<input type="checkbox"/> \$12,000 - \$13,999	<input type="checkbox"/> \$50,000 - \$59,999
<input type="checkbox"/> \$14,000 - \$15,999	<input type="checkbox"/> \$60,000 - \$69,999
<input type="checkbox"/> \$16,000 - \$17,999	<input type="checkbox"/> \$70,000 - Over
<input type="checkbox"/> \$18,000 - \$19,999	

22. How long have you worked for the company/organization with whom you are now employed?

☐ Less than 1 year    ☐ 3.0 - 4.9 years    ☐ 7.0 - 8.9 years  
☐ 1.0 - 2.9 years    ☐ 5.0 - 6.9 years    ☐ 9.0 years and over

23. How would you rate the effectiveness of your clothing, textiles and merchandising education in preparing you for the position(s) you have held?

☐ Excellent    ☐ Good    ☐ Adequate    ☐ Poor

24. If presently not employed, please check (X) the most important reason(s) for not being employed. (Limit to three reasons): If employed, omit.

☐ No position available in my related area    ☐ Children  
☐ Cannot work hours required for a position in my related area    ☐ Spouse prefers I do not work  
☐ Salary not worthwhile/acceptable    ☐ Health disorder  
☐ Lost interest in profession    ☐ Full-time student  
☐ Not interested in working outside the home    ☐ Part-time student  
☐ Other (Please Specify): \_\_\_\_\_

DIRECTIONS: If you received the Bachelor of Science degree in Clothing, Textiles and Merchandising please answer the following question. Otherwise, omit and proceed to Question 26.

25. List positions held by year beginning with the year you received your B. S. degree For those years you were unemployed give reasons for unemployment.

Reasons for Unemployment

Positions	Married	Birth Child	Divorce Widow	No Suitable Employment	Other: Please Specify
1974					
1975					
1976					
1977					
1978					
1979					
1980					
1981					
1982					
1983					
1984					
1985					

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D. PERSONAL INVOLVEMENT DATA

26. Please check (X) if you are presently a member of the following organizations:  
(Check as many as apply)

☐ American Home Economics Association  
☐ Association of College Professors of Textiles and Clothing  
☐ Oklahoma State University Alumni Association/College of Home Economics Alumni Association  
☐ Omicron Nu  
☐ Phi Upsilon Omicron  
☐ Others (Please Specify: \_\_\_\_\_)

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## E. YOUR COMMENTS

27. Would you be willing to fill out this questionnaire every 3 to 5 years?
- ☐ Yes    ☐ No
28. Please feel free to make any comments and/or suggestions which might assist the Clothing, Textiles and Merchandising Department in keeping current addresses of their graduates:
- 
- 

Help us locate these clothing, textiles and merchandising graduates!! If you know the whereabouts of any graduate listed below, please share it with us on the back of this paper. Thank you.

Susan Adamson (84)	Susan Lynn Jeter (77)	Renee Peters (76)
Jean Ann Barker (79)	Kelly Dean Johnson (78)	Mary Rizley (75)
Brenda Sue Blecha (79)	Carolyn K. Jones (75)	Stephanie Rummel (78)
Lisa Lynett Burris (79)	Laurie Dee Jones (78)	Linda Scarbrough (80)
Rebecca Jo Burris Reuter (76)	Paula Glasgow (82)	Stephanie Seaman (78)
Michele Ann Caldwell (77)	Vicki Lou Jones (80)	Betsy Sherwood (74)
Janet Sue Cassidy (79)	Laura Schwake Kendrick (80)	Lillie Simmons (78)
Nancy Larae Cox (79)	Susan Zelle Kite (78)	Janis Sparks (79)
Susan Lee Davenport (74)	Janet Leslie Knox (82)	Janna Jo Stroup (77)
Margaret R. Dillman (82)	Mary Karen Kretzer (75)	Sheryl Taylor (76)
Ellen Marie Donahue (74)	Mary Elizabeth Mayer (82)	Linda Kay Turner (75)
Paula J. Flippen (77)	Monica Miller (84)	Cheryl Lee Uish (76)
Rhonda Ellen Forbau (75)	Margaret McCarthy (75)	Deborah Vargas (75)
Mary Elizabeth Fries (76)	Mary Ann McKerley (74)	Leslie Woods (80)
Kenneth Graham (80)	Kathleen McLeod (84)	
Jerri Griffeth (83)	Donna Lynn Oller (77)	
Delana Haley (83)	Deidra Partridge (82)	
Donna Lee Hammock (76)	Mary Elizabeth Peige (77)	
Vicki Elaine Harris (81)	Jani Peters (83)	
Donnetta Ann Henry (75)		

THANK YOU for completing this questionnaire! Please return the completed questionnaire in the stamped envelope provided.

Return to: Central Mailing Services  
 Stillwater, Oklahoma 74078-9988  
 1-1-36100-CAC

LET'S KEEP IN TOUCH!

**OKLAHOMA STATE UNIVERSITY • STILLWATER**

Department of Clothing, Textiles and Merchandising  
(405) 624-5034 Home Economics West 315

74078

April 18, 1986

Dear Clothing, Textiles and Merchandising Graduate:

Your assistance is urgently needed to complete this research now in progress within the department.

Please take a few minutes to fill out the enclosed questionnaire and return it in the self-addressed, stamped envelope.

The department has heard from several hundred graduates and we want to include YOU in our follow-up study.

Thank you for your prompt response to this request. Please return the questionnaire by April 30, 1986.

Sincerely,

*Cheryl Alred Colaw*

Cheryl Alred Colaw

*Tana Stufflebean*

Tana Stufflebean

APPENDIX D

COMMENTS MADE BY RESPONDENTS



The following are direct quotes made by the respondents when asked how to keep current addresses of graduates.

#### Bachelor of Science Comments

1. Just what you are doing. Keep track of their parents.
2. Sent out a postcard for current address, name change, etc. a year after the graduate leaves school. Do so every 2 years thereafter.
3. I have taught clothing construction and textiles parttime at the University of New Mexico for the past six years but since my husband went back to school I had to find a better paying full time job.
4. Put an ad in WWD.
5. Would be interested in Home Economics Alumni Association material.
6. Once a year sent out some kind of mailing with the envelope stamped: "Please Do Not Forward - Address Correction Requested." The post office keeps forwarding orders for 1 year and they will send you the new address back with the letter.
7. Twice yearly mailings.
8. Need more business courses in fashion merchandising degree area.
9. I feel you need to offer more business classes with your CTM majors.
10. If a directory were published on an annual basis, for networking purposes for graduates, it might encourage graduates to stay in touch.
11. Strong emphasis made to students before they leave OSU upon graduation to keep in touch with department (communication and loyalty).
12. Include up-to-date computer programming classes in curriculum.
13. Sent out address confirmation/change forms every 6 months to a year. Have graduates submit a permanent address of parents (etc.) if possible.
14. I did not enjoy the Home Economics College or any of my professors except for one.
15. Professors need to be more aware of the \$ end of it! All I ever heard was you didn't need your degree for this or that! I got 10¢ more an hour than someone with no degree in retail.
16. Probably the best method is as you have done in this questionnaire--parent's address or address that could be reached through in, say, 3-5 years (in case parents retire and move, as mine will do).
17. Periodically send change of address cards to current or permanent addresses.
18. Send out questionnaires more often. This is the first I have gotten since I graduated in December of '81.
19. Please send current newsletters to me if you print them. Thanks.
20. Semi-annual newsletters? Seminars in Tulsa & Ok City. Ask alums to guest speak in CTM classes about their experiences. Good luck!
21. More business classes
22. I would love to have a directory of CTM graduates!
23. Please send information on how to become a member of AHEA and OSU/CHE alumni ass'n.
24. I think it would be interesting to see the results of this study, the fields and interests of fellow grads.
25. Persuade more companies to come interview on campus.
26. I think this questionnaire is a wonderful idea. How about including married names if known?
27. Have graduates fill out a follow-up questionnaire before graduation.

#### Master of Science Comments

1. Yearly (or more) newsletters with update post cards to return.
2. Once a year on traditional spring graduation send a return postcard inside newsletter for update.
3. I would be interested in receiving the results of your study, especially info. about career patterns of CTM grads.

#### Doctor of Philosophy Comments

1. Send a yearly newsletter--tell about who won scholarships--start an "outstanding CTM leader," scholarship & ask for donations in newsletter. Tell about CTM club activities & speakers (ask for volunteers). Tell about new courses & professors, research, etc.

APPENDIX E

JOB TITLES--BACHELOR OF SCIENCE

Museum Secretary-Woolaroc Museum  
 Divisional Merchandise Manager-Sanger-Harris Department Stores  
 Extension 4-H Agent-OSU Extension Service  
 Staff Attorney-Oklahoma Tax Commission  
 Manicurist-Salon Espirit  
 Bookkeeper-Jordan, Dunlap & Prather Law Firm  
 Fashion Merchandising (M/DE) Teacher-J.J. Pearce High School  
 Communications Consultant-Southwestern Bell Telephone  
 Merchandise Manager-J.C. Penney  
 Realtor-Ebley Halliday Real Estate, Inc.  
 Co-Owner recep./bookkeeper-Veterinary Services  
 Corp. Personnel Mgr.-GRC Assoc. Co.  
 Store manager-Country Corner  
 Pumper (in the oil field)-Texaco Inc.  
 Director of Sales-Tokyo Sptswr.  
 Toll Booth Attendant-Oklahoma Turnpike Authority  
 Store Manager-T.J. Michael  
 Sales Manager- R.H. Macy, Co.  
 Account Executive-Motorola Communications, Inc.  
 Designer/Merchandiser-Mary Drawers Inc., Jeremy Stevens Div.  
 Executive Secretary-Globe Life & Accident Insurance Co.  
 Teller Supervisor-Brookhollow National Bank  
 Fashion Merchandising Instructor-Houston Community College  
 Collector-Collections, Inc.  
 Manager-J.C. Penney Company  
 Bookkeeping/Accting-MSI (Advertising Agency)  
 Sportswear Buyer-Street's  
 Loan Processor for Heritage Mortgage Company  
 Service Representative-AT&T  
 S. Directory Assistance-Southwestern Bell  
 Manager in Training-Pier I Imports  
 Assistant Manager-Bealls Department Stores  
 Buyer-Goudchaux/Maison Blanche  
 Ladies Manager-Harold's  
 Administrative Assistant/Loan Processor-The Baer Co.  
 Assistant Manager-Brownies Dress Shop  
 Department Manager-Foley's  
 Merchandiser-J.C. Penney  
 Assistant Manager-Cache  
 Contract Analyst-Anson Corporation  
 Area Sales Manager-Dillard Dept. Store, Inc.  
 Operations Manager- Prudential-Bache Securities  
 Hans Barbecue, Inc.  
 Director of Data Processing-Stillwater Milling Company  
 Administrative Assistant-Met First Financial Co.  
 Account Executive-Stockbroker-Dean Witter Reynolds  
 Buyer-Mervyn's  
 Ladies Manager-Harold's  
 Secretary-Jim Quigley Custom Homes, Inc.  
 Childrens Buyer-Dillards  
 Sales Manager-Sanger Harris Dept. Stores

Pharmacy Technician-Wal-Mart Pharmacy  
 Kindergarten Teacher-Hallsville ISD  
 First Assistant Manager-Famous Footwear, Inc.  
 Sr. Asst. Buyer-County Seat Stores, Inc.  
 Manager-J.C. Penneys Co.  
 Sales Rep.-Norman Rudman & Associates  
 Teller-Commercial National Bank  
 Store Manager-Tender Sender/CPI Corp.  
 M/S Quality Specialist-Citibank, S.D.  
 Account Payable, Receivable, Payroll Clerk-Mirick Industries, Inc.  
 Sr. Merchandise Clerical-County Seat  
 District Manager-Linens'n Things  
 Buyer-Mens Sportswear & Athletic Shoes-Monnig's Dept. Store  
 Home Ec. Teacher-Calhan High School  
 Partner/Owner-Wagner-Grahf, LTD  
 Extension Home Economist-OSU-Okemah, OK  
 Nurse  
 Manager-Wooden Nickel  
 Manager-Hit or Miss  
 Computer Operator/Secretary-Inter-Varsity Christian Fellowship  
 Senior Associate-MSPI  
 Medical Logistics Specialist-United States Air Force  
 Receptionist/Loan Closer-BancPlus Mortgage Corp.  
 Unit Control Analyst-Mervyn's  
 Secretary-Parker Drilling Company  
 Dept. MDSR-Burdines Dept. Store  
 Assistant Buyer-Mervyn's  
 Sr. Clerk Typist-Family Housing, OSU  
 Counselor-YMCA  
 Co-Manager- The Limited Express  
 Sr. Landman-Bogert Oil Company  
 Grant Claims Secretary-District Attorneys Training Coordination Council  
 Social Worker II-DHS-Pauls Valley State School  
 Territory Sales Manager-Plough Sales Corp.  
 Consultant-Mary Kay Cosmetics  
 Flight Attendant-Transtar  
 Director of Marketing-Fontana Shopping Center  
 Secretary/Receptionist-Delta Dental Plan of Oklahoma  
 Salesperson-Dillard's Dept. Store  
 Manager-Buyer-Ernestine's, Inc.  
 Sales-Orbach's Mens Store  
 Safe Deposit/New Accounts-Stillwater National Bank  
 Graduate Assistant-Oklahoma State University  
 Graduate Student  
 Marketing Director-self-employed  
 Legal secretary-Smith & Shaw  
 Southwestern Bell Yellow Pages-Directory Rep.  
 Tutor Coordinator Upward Bound-Carl Albert Junior College  
 Key Account Manager(Pharmaceutical Sales)-Smith, Kline, Beckman  
 Accessories sales manager-Sanger Harris  
 Flight Attendant-American Airlines  
 Cash Office Manager-Sanger Harris  
 Instructor-Fashion Merchandising-Northeastern State University

Store Manager-JoAnn Fabrics  
 Administrative Assistant-OU Health Science Center  
 Development Clerk-Social Security Adm.  
 Accounts Payable Secretary-Kathy Varley, County Clerk  
 Manager-Community Relations-Southwestern Bell Telephone  
 Homemaker and mother  
 Buyer (Lingerie)-Dillard's Dept. Store  
 Senior Account Representative-Burroughs Corp.  
 "Girl Friday"-House of Pet Supplies  
 Manager-Ask Mr. Foster Travel  
 Bank Investment Officer-First National Bank  
 Staff Accountant-Interein Corporation  
 Outside sales rep. giftware business-Waller Sales Corp.  
 Executive Secretary-American Fidelity Insurance  
 Production Coordinator-Haggar Women's Wear  
 Senior Manufacturing Technology Engineer-Northrop-Advanced Systems  
 Merchandising Assistant-J.C. Penney Co.  
 Billing Info. Representative-Hertz Data Center  
 Manager-Discovery Toys  
 Mother's Day Out Teacher-Wesley Methodist Church  
 Buyer, Sales, Receptionist-Steinmeyer Designs  
 Substitute Teacher-Yukon School District  
 Retail Manager-Botticellino, Inc.  
 Dept. Manager Health and Beauty Aids-Wal-Mart  
 President & Co-Owner-Ceramic Surfaces  
 Assistant Store Manager-Ross Dress for Less  
 Career Services Counselor-Francis Tuttle Vo Tech Center  
 Chiropractic Assistant-Reddell Clinic of Chiropractic  
 Sales-KYCN Radio  
 Loan Review Analyst-Utica National Bank  
 Manager-Laura Ashley, Inc.  
 Owner-The Shoe Bank  
 Asst. Marketing Director-Kensington Galleria  
 Store Owner-Alice of Kensington  
 V.P./Loan Officer-1st National Bank  
 Consumer Services Secretary-Fleming Co.'s Inc.  
 Communications Specialist-EDS-Electronic Data System  
 District Home-Economist-Hancock Fabrics  
 Consumer Service Representative-ONG  
 Teller-Weokie Credit Union  
 Own business out of home-write newsletter  
 Chairman, Mid-Management Program-Murray State College  
 Claims Analyst-The Houck Agency  
 Teacher-Foster-Estes Vo-Tech  
 Associate General Counsel-Oklahoma Securities Commission  
 Home Ec. Teacher-High School-Terral Public Schools  
 Regional Sales Representative-Tahari, Ltd.  
 Retail Manager-The Desk Set. Inc.  
 Secretary-Stifel, Nicolaus and Co.  
 Bookkeeper-W. B. Johnston Grain  
 Admin. Coordinator-Howard, Weil, Zaborisse, Friedrichs

APPENDIX F

JOB TITLES--MASTER OF SCIENCE

Dist. H.E. Program Specialist  
 Sales Rep. - Avant-Garde Optics  
 Lecturer-Oklahoma State University  
 Home Ec. Teacher-Dover Area School District  
 Graduate Assistant-Oklahoma State University  
 Research Associate-Oklahoma State University  
 Assistant Professor-Oklahoma State University  
 Visiting Instructor-School of Human Development-OU  
 Student-Ohio State Univ.  
 Buyer-Foley's  
 Graduate Student  
 Coordinator/Ext. Programs-Oklahoma State University  
 Marketing Educ. Teacher/Coordinator-Edmond High School  
 Instructor-Fashion Merchandising-Northeastern State University  
 Director of Preschool Ministries-Skelly Drive Baptist Church  
 Instructor, Fashion Merchandising-Oklahoma University  
 Vice-President-Harrell Oil Co., Inc.  
 Lecturer-University of Swaziland  
 Receptionist/Loan Closer-BancPlus Mortgage Corp.  
 Territory Manager-Starlin Optical  
 Jeweler-Bratcher's Jewelry  
 Vocational Home Ec. Teacher-Pryor Public School  
 Co-Owner-Pins and Needles Fabric Store  
 Free lance dressmaking in home  
 Medical Records Clerk-Santa Barbara Medical Foundation Clinic  
 Vocational Homemaking Teacher-Cooperative Ed.  
 Buyer-Diamon's Division of Dillard Dept. Stores  
 Store Manager/Art Gallery & Custom Frame Shop-Frame Factory and Gallery  
 County Extension Agent-Home Ec.-University of Ark. Coop. Ext. Services  
 Instructor-UNC-G-Dept. of CTX-School of Home Economics  
 H.S. Voc. Home Ec. Teacher-Ketchum Public Schools  
 Com'l Loan Assistant-Central Nat'l Bank  
 Extension Program Coordinator-Homebased-Univ. of Wy., Ext. Service  
 Sales Consultant & Specialized Instructor-Eunice Farmer Fabrics  
 Instructor-Fashion Merchandising-Stephen F. Austin State University  
 Accounting Supervisor-Winward Moody Garvey, Inc.

APPENDIX G

JOB TITLES--DOCTOR OF PHILOSOPHY



Associate Professor-Delta State University University, Mississippi  
Assistant Professor-Colorado State University  
Assistant Professor-Oklahoma State University  
Assistant Professor-Oklahoma State University  
Home Ec. Teacher-Dover Area School District, Pennsylvania  
Extension Clothing Specialist-Oklahoma State University  
Assistant Professor T/C & Merc. - North Dakota State University  
Assistant Professor-The University of Iowa, Dept. of Home Ec.

VITA 2

Cheryl Alred Colaw

Candidate for the Degree of

Master of Science

Thesis: PROFILES AND CAREER PATTERNS OF CLOTHING, TEXTILES AND  
MERCHANDISING GRADUATES, COLLEGE OF HOME ECONOMICS,  
OKLAHOMA STATE UNIVERSITY, 1974-1984

Major Field: Clothing, Textiles and Merchandising

Biographical:

Personal Data: Born in Tulsa, Oklahoma, October 10, 1954, named  
Cheryl Anne Alred, the daughter of Carl and Margaret Alred;  
married to Lee M. Colaw in 1975; two children, Christopher,  
born in 1979, Benjamin, born in 1983.

Education: Graduated from East Central High School, Tulsa,  
Oklahoma, in May, 1972; attended Oklahoma State University  
in 1972, 1973, 1974 and 1975; attended the University of  
Louisville, Louisville, Kentucky, 1976 and 1977; received  
the Bachelor of Science degree in Home Economics (Clothing,  
Textiles and Merchandising) from Oklahoma State University  
in May, 1978; completed requirements for the Master of Science  
degree in Clothing, Textiles and Merchandising at Oklahoma  
State University in May, 1988.

Professional Experience: Dillard's Department Store, Tulsa,  
Oklahoma, summer of 1974, student work experience; Sears,  
Roebuck and Company, Tulsa, Oklahoma, summer of 1975;  
Stewart's Department Store, Louisville, Kentucky, 1975 and  
1976; Montgomery Ward, Lawton, Oklahoma, 1977 through 1979,  
executive management training program; United States Organi-  
zation (USO), Frankfurt, West Germany, 1981 and 1982, tour  
guide; Murphy's/Potpourri, Stillwater, Oklahoma, 1983, 1984,  
and 1985.

Professional and Honorary Organizations: Phi Upsilon Omicron,  
American Home Economics Association, Oklahoma Home Economics  
Association, Association of College Professors of Textiles  
and Clothing.