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GRADUATE COLLEGE

AN EVALUATION OF THE BUSINESS EDUCATION PROGRAM AT SOUTHWESTERN STATE COLLEGE

A DISSERTATION

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BY

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AN EVALUATION OF THE BUSINESS EDUCATION PROGRAM

AT SOUTHWESTERN STATE COLLEGE

APPROVED BY

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DISSERTATION COMMITTEE

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AN EVALUATION OF THE BUSINESS EDUCATION PROGRAM AT SOUTHWESTERN STATE COLLEGE

CHAPTER I

THE PROBLEM

Introduction

Only in recent years have there been attempts to analyze the history of business education. Actually, less than a quarter of a century ago it was not uncommon for collegiate subjects relative to the history of education to be offered in which no reference was made to business education. Even the business teachers of today are not generally aware that business education was a highly developed field long before business subjects appeared in the high school curriculum. From the earliest of times the apprenticeship system was relied upon to prepare individuals to accomplish tasks in business enterprises. It was not until during the industrial revolution that extensive amounts of formal instruction in business subjects were offered in various types of schools.

According to Knepper, there are three distinct periods in the development of formal business education in the United States: (1) the formative era, (2) the business college era, and (3) the

subsidized business education era.[1] It was during the formative era, beginning about 1635 and continuing until approximately 1850, that private schools, and in some instances academies, offered instruction in bookkeeping, business law, and penmanship. The teachers, who taught these subjects, acquired their business skills through practical experience on the eastern seaboard or were educated in Europe. The instruction they offered was not well organized and literature in the field was limited.

The second period in the development of business education, extending only from about 1850 to 1890, was a period in which many significant advances in business education occurred. In the preparation of business workers, private business schools played the dominant role. However, it was during this business college era that business education began to gain recognition in the secondary schools of the United States. The business college era has special significance because it was during this time that mass production techniques and improved transportation facilities began to develop. The industrial growth of the nation, coupled with the invention of the typewriter and improved systems of stenography, resulted in an increase in the number of office positions available in business enterprises. With business college backgrounds, young men and women could take positions in business beside those individuals, who in many instances, had served several years in apprenticeship

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[1]Edwin C. Knepper, History of Business Education in United States (Ann Arbor: Edwards Brothers, Inc., 1941), p. 1.

circumstances. As a result of improvement in leadership in business education during the business college era, the subject matter of the field was expanded and some improvement in methods of instruction was accomplished.

Early in the third period of the history of business education, 1890 to the present, subsidized business education was established and students no longer paid the entire cost of their education for business. Although bookkeeping was first taught on the secondary school level in 1823 in the English Classical School for Boys in Boston, it was not until about 1875 that bookkeeping, shorthand, and typewriting became recognized as secondary school subjects. By the beginning of the twentieth century, instruction in business subjects was commonly offered in the secondary schools of the United States. In general, because there was no organized program of teacher preparation, the early instruction in business subjects was ineffective as compared with that currently offered.

Although the public secondary schools by 1910 had begun to enjoy the major role in education for business, they continued to rely upon the private business schools to provide them with business teachers. Because these teachers with business college backgrounds commonly possessed substantial amounts of general information and business skill, they were able to exert some educational leadership.

There were a number of developments between 1910 and 1920 that gave impetus to the expansion of business education in secondary schools. Student enrollment at the secondary school

level increased substantially; World War I greatly extended business activity; and technological progress was such that the schools were unable to meet the demands for adequately prepared business employees. By 1920 numerous developments were taking place within the field of business education itself: studies were being made of curriculum, teacher preparation, and other factors; business teachers were organizing within the framework of the National Education Association; and numerous books and magazines containing information relative to problems of teaching business subjects were being published. It was evident that business education, as a major field of study at the secondary school level, was beginning to mature.

The first successful collegiate school of business, the Wharton School of Finance and Commerce at the University of Pennsylvania, was founded in 1881. The purpose of this school was twofold: (1) to enable students to gain knowledge of principles underlying successful civil government; and (2) to provide students with an opportunity to acquire information and experience which would enable them to engage in business or to undertake the management of property. It was not until 17 years later, in 1898, that additional schools of business were established at the University of Chicago and the University of California.

By the end of 1900 there were seven colleges and universities maintaining instructional units for the purpose of preparing students for occupations in the business world. Slow but continuous growth in the number of colleges establishing

departments or schools of business continued until the beginning of World War I. Immediately following the War, however, there was a decided acceleration in the number of business education programs inaugurated. It is significant that in almost all cases programs of education for business at the college level stemmed from or developed out of economics departments in liberal arts schools and colleges. The common goal of the early programs of education for business at the collegiate level was to offer men the opportunity to study the professional aspects of business enterprise. Women did not pursue programs of study in business in large numbers until after World War I.

An effective vehicle for organizational unity in business education at the college level has been the American Association of Collegiate Schools of Business, organized in 1916 for the promotion and improvement of higher education for business in North America. In 1931 Bossard and Dewhurst reported that the purposes of business instruction in colleges which were members of the Association were: (1) to develop understanding of the general fundamentals of business and business administration; (2) to provide preparation for certain specialized business activities; (3) to provide preparation for business leadership; and (4) to provide a cultural and ethical foundation for business occupations.[2]

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[2]James H. S. Bossard and J. Frederic Dewhurst, University Education for Business (Philadelphia: University of Pennsylvania Press, 1931), pp. 267-79.

Prior to 1920, the collegiate schools of business made no attempt to prepare business teachers for the secondary schools, nor did their students seem to desire such preparation.[3] One report indicates that in the two decades following 1900, only 37 colleges offered subjects constituting preparation for teachers of business subjects. Most of the 37 colleges were of the "normal school" type and, in the opinion of Frederick G. Nichols, only six were making serious efforts to prepare business teachers.[4] The six schools were: State Normal School, Salem, Massachusetts; State Normal School, Whitewater, Wisconsin; State Normal School, Plattsburg, New York; State Normal College, Trenton, New Jersey; State Normal College, Albany, New York; and State Normal School, Willimantic, Connecticut.[5]

With only a limited amount of teacher preparation at the collegiate level, a shortage of teachers for the rapidly growing secondary school departments of business education developed. After 1922, as a result of the shortage, a substantial number of collegiate institutions began to provide preparation for teachers of business subjects. Within ten years most of these institutions were following a rather definite pattern in offering such subjects

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[3]Frank V. Thompson, Commercial Education in Public Secondary Schools (Yonkers, New York: World Book Company, 1915), p. 31.

[4]Jay D. Runkle, "Better Trained Teachers Needed," Vocational Educational Magazine, I (March, 1923), p. 512.

[5]Leverett S. Lyon, Education for Business (Chicago: University of Chicago Press, 1922), p. 536.

as typewriting, shorthand, accounting, salesmanship, business law, office practice, economic geography, business mathematics, money and banking, and office machines. These subjects constitute today the major offerings of instruction in business skills and knowledges in programs of business teacher preparation.

In recent years the movement to provide adequate preparation for teachers of business subjects has been implemented by means of educational programs at the graduate level. Opportunities for gaining advanced knowledge of both subject matter and methods of teaching have been made available to ever increasing numbers of business teachers. Thus, the colleges of the United States have had a wholesome influence upon the development of instructional methods and the philosophy of business education. With business demanding adequately prepared workers, with students demanding preparation for business employment, and with teacher preparation institutions exerting leadership, an effective instructional program in business education at the secondary school level has gradually unfolded.

Out of the developments in connection with collegiate schools of business, and from the evolution of "normal schools" into "state colleges," have emerged collegiate programs of business education which enable various students to: (1) extend their general education, (2) prepare for specific occupations in business, or (3) prepare to teach business subjects in secondary schools and colleges. These three elements of business education exist in the program currently offered by the Department of

Business Education at Southwestern State College, Weatherford, Oklahoma. The growth and development of business education at that institution has been typical of business education in many other colleges.

Southwestern State College was established by an Act of the Legislature of the Territory of Oklahoma in 1901, under the name of "Southwestern State Normal School."[6] It was one of six normal schools established by the territorial legislature between 1889 and the time that Oklahoma became a state in 1907. To aid the development of Southwestern State Normal School, the city of Weatherford donated forty acres of land as a building site; appropriated $5,000 to be used for landscaping; and agreed to furnish water to the school at $5.00 per year for a period of twenty years. The Legislature of the Territory of Oklahoma appropriated $52,000 for the school, of which $37,500 was expended for buildings and the balance for equipment. The first building to be constructed on the present site was completed in 1904, although the first session of school began in September, 1903, in temporary quarters located in a church and a business building.

The original instructional program at Southwestern State Normal School consisted of four years of high school work and two years of instruction at the college level. The high school

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[6]"History of Southwestern State Teachers College" Prepared by J. L. McConkey, Southwestern State Teachers College, Weatherford, Oklahoma, 1925 (Duplicated).

offering was necessary to prepare many of the early matriculants for study at the collegiate level. The Southwestern State Normal School program was typical of the normal school movement in that its primary objective was to prepare teachers for the public schools. To accomplish this objective, the instructional program was established in accordance with the philosophy expressed in an early bulletin:

> Normal schools are not highschools, colleges, or universities. They are broader in their scope than highschools and more specific than colleges and universities. They teach the content of the textbook generally and professionally. When the subject matter has been thoroughly mastered, the student is taught to use the same by teaching others. By this process he not only acquires knowledge but assimilates it. He makes it his own. This double process develops the whole being and fits the student to go into the schools and train the minds of the children according to well-established laws of mental growth.[7]

Provision was made for students with widely diverse educational backgrounds to enter Southwestern State Normal School. Among those who attended the College in its formative years were: (1) the graduates of rural schools with eight years of educational experience at the elementary level, (2) the graduates of high schools with twelve years of educational experience, (3) teachers with no previous college training, and (4) teachers with a limited amount of previous normal school training. Graduates of the elementary schools enrolled in work which approximated the first year of high school; graduates of the secondary schools enrolled for instruction which most nearly coincided with their needs.

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[7] Southwestern State Normal School Bulletin, 1907-08 (Weatherford: Southwestern State Normal School, 1907), p. 16.

A wide range of instructional units was developed to offer the variety of subject matter which was necessary because of the diversity of educational backgrounds. Thus, within the first four years after the establishment of the Southwestern State Normal School, the curriculum consisted of the following: philosophy and science of education, psychology and education, physical science, agriculture, natural science, history, civics and political science, ancient languages, modern languages, mathematics, English, expression, drawing, manual training, physical training, and music.[8] The first indication that any business subjects were offered was in the Bulletin of 1907-08 when bookkeeping, Graham system of stenography, and typewriting were listed. Instruction in these subjects was offered at the secondary school level by an instructor in the Department of Mathematics. An interesting statement relative to "touch" typewriting appears in the 1908-09 Bulletin.

> Typewriting is taught by the "Touch System." Under this system students learn the keyboard by the sense of touch and position. The eyes of "touch" operators follow their shorthand notes while their fingers play accurately upon the keyboard just as the pianist finds the keys of that instrument while reading the music. The "touch" operator thus writes continuously, and gets a wonderful result in increased speed and the great amount of work turned out as compared with the "sight" writer, whose eyes are strained from the keyboard to the copy, and then from the copy back to the keyboard. By these frequent changes of position much valuable time is lost, and for this reason the "sight" method is growing obsolete.

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[8] Southwestern State Normal School Bulletin, 1907-08 (Weatherford: Southwestern State Normal School, 1907), pp. 54-110.

> This course includes instruction in business letter writing, letter press copying, carbon duplicating, mimeographing, etc.
>
> The typewriting department is supplied with an ample number of new machines of the best makes on the market, and the student has the privilege of selecting a machine of the single or double keyboard as may be preferred.[9]

Typewriting, stenography, and bookkeeping were offered at the secondary school level until 1912. At that time instruction in typewriting and stenography was discontinued and did not appear again until offered at the college level in 1925. Commercial geography and business law were added to the business education program as college subjects in 1912. In 1915 bookkeeping was upgraded to college status and the three subjects constituted the total offering in business until 1925.

With the cessation of hostilities at the end of World War I, there was a greatly expanded demand for education at the secondary school level and a corresponding growth in secondary school enrollments throughout the country. It became imperative that additional pre-service education be provided for teachers, and that less college preparatory training be given students in the normal schools. Thus, many normal schools throughout the country became four-year colleges, and in some cases dispensed with their preparatory school programs. Education in Oklahoma followed the pattern established in other states and in 1920 the normal schools were granted the right to add two years of college

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[9] Southwestern State Normal School Bulletin, 1909 (Weatherford: Southwestern State Normal School, 1909), pp. 89-90.

work to their programs and to confer the degrees of bachelor of arts and bachelor of science. As a result of action taken by the Oklahoma State Board of Education in 1920, Southwestern State Normal School became Southwestern State Teachers College.[10] From 1920 to 1925, Southwestern State Teachers College offered an eight-year program of instruction. In 1925, instruction at the ninth- and tenth-grade levels was discontinued and in 1930 work at the eleventh- and twelfth-grade levels was eliminated.

By 1925 the instructional offering at Southwestern State Teachers College had begun to mature as a collegiate program. The primary function of the college in preparing teachers and its secondary role in providing general education were made apparent in the following statement:

> Southwestern State Teachers College is primarily a college for training teachers for the public schools of the State of Oklahoma. The rapidity with which the educational profession has developed of late years has made it necessary for teachers to have better training than ever before, and it is the purpose of the college to meet the growing demand. Southwestern offers the courses of study needed by grade, rural school and high school teachers, as well as superintendents and principals of consolidated and city schools. As a secondary purpose the school offers a thorough training in the collegiate subjects for those who desire a general education.[11]

The development of secondary education in the southwestern portion of Oklahoma and the lessening of need for college

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[10] Southwestern State Teachers College Bulletin, 1920-21 (Weatherford: Southwestern State Teachers College, 1920), p. 7.

[11] Southwestern State Teachers College Bulletin, 1925-26 (Weatherford: Southwestern State Teachers College, 1925), p. 6.

preparatory instruction in the colleges were pointed up in another statement in the Bulletin of 1925-26:

> The high schools in the district are gradually raising their standards so that now nearly every high school is fully accredited. Most teachers have completed at least part of their high school work and do not need the first two years of high school. Hence, only the junior and senior years of high school will be continued this year for the benefit of teachers who have not had the opportunity to finish their high school work and for students from high schools which are accredited for only two or three years of work. These high school classes will be taught by seniors in the College. This teaching will be under careful supervision and the teachers will receive college credit for the work.[12]

It is interesting to note in the above quotation that student teaching was emphasized in the early programs of teacher preparation. The need for preparatory schools in connection with the early colleges perhaps aided in the development of the student teaching facilities in existence today.

The Bulletin of 1925-26 listed a Commercial Department for the first time, the aims of which were:

> . . . (1) to prepare teachers to organize and conduct business courses in high schools, and (2) to offer elective courses to those who wish to obtain some knowledge of business subjects as a part of their general education.[13]

The subjects in the department included: methods of teaching business subjects, salesmanship, business English, accounting, business law, typewriting, shorthand, and office

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[12] Ibid., p. 6.

[13] Ibid., p. 31.

practice.[14] A total of 38 semester hours of instruction was offered with certain of the subjects open to both secondary school and college students in the same classes.

Mr. K. B. Cornell served as chairman of the Department from 1925 to 1931 and was primarily responsible for its rapid growth and development. In an interview with the author, Mr. Cornell indicated that his chief goal through the years was to prepare students to teach business subjects in the secondary schools of Oklahoma. However, he achieved a secondary goal as he prepared many students to take positions in the business world. Mr. Cornell reported that as the demand for teachers of business subjects began to taper off about 1930, he was able to devote a greater proportion of his time to preparing students for business positions.

In 1930, instruction at the secondary school level was completely eliminated at Southwestern State Teachers College and attention was devoted exclusively to the four-year college program which had been offered since 1920. For a number of years the demand for teachers and workers in other areas decreased as a result of the abnormal conditions brought on by the depression. Whether or not an individual had attended college was the determining factor in his being accepted for employment in many types of work; thus, increasing numbers of people became aware of the need for education at the collegiate level. The name of the

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[14] Ibid., pp. 32-34.

College was again changed in 1939 to "Southwestern State College of Diversified Occupations."[15] Even though teacher preparation continued to be the major objective of the College, emphasis was placed upon the education of individuals in other fields of endeavor as indicated in the following statement of purposes from the 1939-40 Bulletin:

> . . .Southwestern will not only continue to train teachers with a strong Division of Education, but will also train students for the business, commercial, and industrial world, as well as give a general college course for those who do not desire the special training.
>
> Southwestern is now organized into a Division of Arts and Sciences, a Division of Education, and a Division of Technology. Liberal arts and science work including pre-professional training is offered in the Division of Arts and Sciences. The primary purpose of the Division of Education is the training of teachers.
>
> . . .The Division of Technology has technical and vocational departments. Programs leading to a Bachelor of Science degree in technical training in various fields are offered. In addition short vocational and technical training programs are available for those who cannot attend the full four years.[16]

By 1939 the depression era was over and there was a return to what might be considered normal economic conditions. Increasing numbers of individuals began to take advantage of the opportunity to attend college. Enrollment in the College increased; additional members were added to the teaching staff; and an expanded program of instruction was offered. The vocational nature and scope of the educational program was

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[15] Southwestern State College of Diversified Occupations Bulletin, 1939-40 (Weatherford: Southwestern State College of Diversified Occupations), p. 9.

[16] Ibid., p. 6.

extended in 1941. At the same time the name of the College was changed to "Southwestern Institute of Technology."[17] Certain non-credit courses were revised to permit offering of them under standard academic credit procedures. Likewise the highly specialized instructional programs in pharmacy and horology were offered for the first time.

With the United States'participation in the world-wide conflict in 1941, the Institute began a policy of retrenchment in the number of faculty members and the instructional offering. The policy of retrenchment was necessary because large numbers of young men were drafted into the armed services and the number of students enrolled decreased drastically.

Limited enrollment prevailed until the end of hostilities in 1945. Beginning with the school year, 1946-47, large numbers of young men attended the Institute under the veterans' benefits program. As a result, it was necessary to again expand both the faculty and the instructional offering. There was a continuing expansion in all phases of the college program throughout the next three or four years with a corresponding increase in student enrollments.

By 1949, the number of students in college had become somewhat stabilized. Interest in some of the technical fields began to lag; and courses in radio, refrigeration, and cosmetology were

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[17] Southwestern Institute of Technology Bulletin, 1941-42 (Weatherford: Southwestern Institute of Technology, 1941), p. 15.

eliminated from the instructional program st Southwestern Institute of Technology. Students were indicating much interest in the four-year teacher education program, the four-year liberal arts program; and programs of shorter duration such as some of the pre-professional programs and terminal courses in business. Because of the trend away from some of the technical fields the name of the college was changed to "Southwestern State College."[18]

During the five years since 1949, there has been a gradual expansion in the over-all college program. In an attempt to keep pace with the demands made of it, the Department of Business Education has undergone expansion in terms of: number of faculty members, course offerings, and the number of students enrolled. A statement relative to the purposes of the Department of Business Education appears in the 1954-55 Bulletin:

> The aim of the Department of Business Education is to meet the demands of a liberal education, to assist in preparing the student to teach business subjects, and to assist in preparing the student to enter business or advanced business training.[19]

Instruction provided by the Department currently includes multiple subject offerings in: accounting, 27 semester hours; business law, 6 semester hours; shorthand, 12 semester hours; and typewriting, 9 semester hours. The instruction also includes single courses in: business English, introduction to business,

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[18]Southwestern State College Bulletin, 1949-50 (Weatherford: Southwestern State College, 1949), p. 7.

[19]Southwestern State College Bulletin, 1954-55 (Weatherford: Southwestern State College, 1954), p. 92.

business mathematics, office machines, civil service problems, retail selling, principles of advertising, business communications, office practice, filing, secretarial training, teachers course in business education, salesmanship, consumer problems, and principles of marketing.[20] Currently, 91 semester hours of business education are offered at Southwestern State College.

Actually only 29 years have elapsed since a business education department was organized at the College. During that time great strides have been made in terms of the nature and scope of the business education program. It is interesting to note that during approximately 20 of the 29 years, economic and social conditions in the country have been far from normal. The period from 1930 to 1949 was one of great fluctuation in the basic elements pertinent to education. During this period the number of students attending the college varied greatly.

In addition to a comprehensive instructional program in business education at the under-graduate level, there is offered at present a limited amount of instruction at the graduate level. While business education was first offered only as preparation for teachers of business subjects, today its multiple purposes are much more broad and inclusive. It is apparent that since 1901, business education has gone through various stages of development in terms of purposes, content, and methods of instruction. Business education, which grew out of the offering of the

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[20] Ibid., pp. 92-95.

Department of Mathematics at Southwestern State College, has developed into a Department of Business Education with a faculty of nine people.

The information presented in the foregoing section concerning development of Southwestern State College and the history of business education was designed to provide a background for the reader of this research report. However, there is much to indicate that while the development of the college and growth of business education within it have been rapid, that both the institution and the business education program have now reached that stage of maturity which calls for further evaluation of the program. The extent of the subject matter offering, the number of students enrolled, the size of the faculty, the amount of space occupied, and the machines and equipment involved are sufficient evidence that business education is significant. It appears that the almost phenomenal growth of business education and its potential for future development necessitates at this time critical analysis of elements in the program and a careful appraisal of the total contribution made by the Department of Business Education.

Statement of Problem

The problem involved in this investigation is to determine the effectiveness of the program of business education offered at Southwestern State College. The problem consists of two parts: (1) a critical departmental self-evaluation by the members of the

faculty of the Department of Business Education, and (2) a follow-up survey of the effectiveness of business education as reported by former students. The study is concerned with the effectiveness of the curricula in business education and the total subject matter offering of the Department of Business Education, including its contribution to general education, preparation for business occupation, and preparation for teaching business subjects.

In this investigation the term "business education" is used to denote all elements of the offering of the Department of Business Education. Thus, it includes the subject matter of business and economics, as well as the subject matter pertaining to the teaching of business subjects in the secondary school.

This study involves only the circumstances surrounding business education at Southwestern State College and does not constitute evaluation of the effectiveness of the classroom instruction offered by individual instructors.

Source of Data

The data for this study were obtained from: (1) members of the faculty of the Department of Business Education at Southwestern State College as they completed a program of self-evaluation directed by the author, (2) former students in the Department of Business Education who completed follow-up questionnaires, (3) bulletins, catalogs, and permanent records of Southwestern State College, and (4) personal interviews with individuals who through the years have had direct experience with the Department and the College.

Procedure

The first step taken in this investigation was to determine the specific elements to be studied in evaluating the effectiveness of a business education program. This step involved a careful study, analysis, and interpretation of literature pertaining to collegiate programs in the field of business education. It also included detailed study of the self-evaluation and follow-up techniques as utilized in research.

The second step involved the development and application of criteria for departmental self-evaluation. The criteria as ultimately developed relate to: (1) organization, administrative practices, and objectives, (2) curriculum patterns, (3) professional laboratory experiences, (4) the library, (5) physical layout and equipment, (6) preparation of the faculty, (7) teaching load of the faculty, and (8) student personnel services (see the Business Education Evaluation Schedules in Appendix A).

The criteria for self-evaluation were utilized by the Dean of Instruction and the nine members of the faculty of the Department of Business Education individually and in group meetings. The entire process of self-evaluation was coordinated by the author who is the Chairman of the Department of Business Education. Four group meetings were conducted over a period of three months.

The third step taken in this study was to develop the student follow-up questionnaire (see Appendix C) and utilize it in an attempt to evaluate the effectiveness of the business education program. The questionnaire was sent to individuals who were

enrolled as business students at Southwestern State College during the period September, 1945 to August, 1954.

The tabulation and summarization of departmental self-evaluation and student follow-up data constituted the fourth step in the investigation.

The final step involved interpretation of the data and preparation of this report relative to the effectiveness of business education at Southwestern State College.

CHAPTER II

RELATED STUDIES

In the last twenty years, numerous follow-up investigations concerning graduates of various kinds of college programs have been completed. Most of these investigations have been reported in theses for master's degree programs. Few of the studies have been comprehensive and seldom have they involved large numbers of graduates.

After extensive search of the literature in the field of business education, the author reached the conclusion that to date there have been no follow-up or self-evaluation investigations dealing intensively or extensively with the evaluation of the effectiveness of specific programs of business education. The information presented in this chapter concerns the few master's theses and doctoral dissertations which are more or less directly related to this study.

Only two doctoral studies appear to be especially significant in relation to this research report. The first of these is an investigation that was completed by Trentham[1] in 1933. His

[1]Orin Paul Trentham, "A Teacher-Training Study of Commercial Graduates" (Unpublished Ph.D. dissertation, Southeast Missouri State Teachers College, Cape Girardeau, 1933).

study dealt with the preparation of business teachers at Southeast Missouri State Teachers College. Trentham attempted to present facts that would be helpful in constructing curricula and in developing guidance programs for prospective teachers of business subjects. The data for his study were obtained from permanent records in the registrar's office and from questionnaires sent to business teacher graduates of the years, 1925 to 1932 inclusive. On the basis of data collected, Trentham recommended that further study be made of the occupational activities of business teachers to determine specifically the subjects essential to their preparation.

In 1952, Dellasega[2] made a study of the history and current status of education for business at the University of Oklahoma. His investigation is directly related to only certain portions of this study in that it dealt almost exclusively with the preparation of college students for business occupations. Dellasega traced the development of education for business at the University of Oklahoma in terms of objectives, course offerings, methods of instruction, allocation of funds, auxiliary services, and physical plant. As a result of his comprehensive study and extensive findings, Dellasega reached several conclusions which constitute sound principles of education for business in a college of business administration.

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[2]Charles Joseph Dellasega, "The Development and Present Status of Education for Business at the University of Oklahoma" (Unpublished Ph.D. dissertation, University of Oklahoma, Norman, 1952).

Eight master's theses are sufficiently related to this study to be worthy of consideration here. In 1939, Deblieux[3] made a follow-up study of the graduates of the business teacher preparation program at Louisiana State Normal College from 1932 to 1939. The purpose of his study was to determine the nature and the duties of initial and later occupations of the graduates, and to solicit constructive criticism regarding the business education curriculum based upon their working experiences. Information for the study was secured through use of a questionnaire which was mailed to 166 business teacher graduates. Deblieux found that sufficient numbers of business teacher graduates entered the field of business to justify the broadening of the teacher-preparation curriculum to include certain terminal courses needed by the graduates as they entered business occupations instead of taking teaching positions. He also found that there was a decided trend for graduates to secure positions in business following initial employment as business teachers.

A study involving the graduates of the business teacher preparation program at Kansas State Teachers College at Emporia was made by Byers[4] in 1948. Byers' primary purpose was to provide

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[3]John Clarence Deblieux, "A Follow-Up Study of the Commercial Graduates of the Louisiana State Normal College" (Unpublished Master's thesis, Louisiana State University and Agricultural and Mechanical College, Baton Rouge, 1939).

[4]Marvin E. Byers, "A Follow-Up Study of All Commerce Graduates of the Kansas State Teachers College at Emporia Directed Toward Curriculum Development" (Unpublished Master's thesis, Kansas State Teachers College at Emporia, 1948).

information as to the location, occupation, and professional status of former students. Although his study was concerned only with the status of business teachers, Byers reached the conclusion that more detailed follow-up study techniques should be utilized in revising business education programs so that they would better meet the needs of graduates.

Only one study was found relative to business students who dropped out of college before completing requirements for a degree. This study was made by McCoy[5] at the School of Intensive Business, Oklahoma Agricultural and Mechanical College, and involved individuals who attended the school from 1945 to 1950. The activities of the drop-out students were studied for only six months after the students left college. The data consisted of information compiled from the students' permanent records in the Office of the Dean of the Division of Business and from questionnaires sent to the drop-out students.

On the basis of the data collected, the findings of McCoy's study appear to warrant the following conclusions which he reached:

1. Many of the students who drop out of college are those who did not intend to complete a program when they entered.
2. The securing of employment is the greatest single cause for high drop-out rates.
3. A majority of the students who drop out of college do not continue their formal education.

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[5]Carl McCoy, "A Follow-Up Study of Students Who Dropped Out of School of Intensive Business Training, Oklahoma Agricultural and Mechanical College, Between September 1, 1945 and January 31, 1950" (Unpublished Master's thesis, Oklahoma Agricultural and Mechanical College, Stillwater, 1950).

4. The factor of part-time work does not appear to have any particular relationship to the grade-point averages of drop-out students.
5. Most individuals who work during the first six months after leaving college are employed in types of jobs for which colleges offer preparation.[6]

Coke[7] made an investigation of educational and vocational activities of business education majors from 1944 to 1949 at Northeastern State College, Tahlequah, Oklahoma. His study was based upon information from relatively few individuals. However, he did present several conclusions pertinent to the business education program at Northeastern State College.

1. Since the majority of the graduates teach business subjects in the public schools, the college should include professional and content courses essential for effective teaching of the business subjects on the high school level.
2. Since approximately one-fourth of the graduates have at one time or another performed secretarial and/or stenographic duties, the training for such positions should be thorough, realistic and practical.
3. Typewriting should be offered, not only for direct vocational value, but for personal use and indirect vocational value as well.
4. Some attempt should be made to bring about a closer working relationship among and between the placement service, graduating students, and prospective employers.[8]

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[6] Ibid., pp. 61-62.

[7] Jack E. Coke, "A Follow-Up Study of Selected Business and Business Education Graduates of Northeastern State College for the Years 1944 to 1949, Inclusive" (Unpublished Master's thesis, Oklahoma Agricultural and Mechanical College, Stillwater, 1950).

[8] Ibid., pp. 93-97.

In 1951, Wyatt[9] made a study of the graduates of Tennessee Polytechnic Institute. Her study was concerned with the program, activities, and status of 435 graduates of business education programs between 1929 and 1950. The data for the early history, the development, and the status of the school of business at Tennessee Polytechnic Institute were secured from college catalogs, reports, statistics, and interviews in various offices on the campus. Personal data concerning the graduates were obtained from permanent record cards in the registrar's office and from questionnaires that were mailed to the graduates. Wyatt's study provided information relative to:

1. Historical development of the school of business
2. Positions graduates have held since leaving college
3. Personal opinions of graduates as to effectiveness of the business education program and suggestions for improving it
4. Courses which should be required of business education majors[10]

In 1950, Scholtus[11] sought information that would be helpful in evaluating the effectiveness of the Secretarial Science Department of Oregon State College. To obtain essential data, he sent follow-up questionnaires to 564 individuals who graduated between 1938 and 1948. Though Scholtus's study deals with only

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[9]Virginia Wyatt, "A Follow-Up Study of the Business Administration Graduates, Tennessee Polytechnic Institute, Cookeville, 1929-1950" (Unpublished Master's thesis, University of Tennessee, Knoxville, 1951).

[10]Ibid., pp. 5-9.

[11]Jay Liberty Scholtus, "A Follow-Up Study of Oregon State College Secretarial Science Graduates, 1938-1948" (Unpublished Master's thesis, Oregon State College, Corvallis, 1951).

one phase of business education, his findings have implications for business education programs in general. Scholtus recommended that:

1. In the future, close contact be established and maintained between graduates and the college.
2. Training for the development of desirable secretarial traits should be strengthened in the curriculum.
3. The staff, in its guidance activities, should encourage students to take classes where training may be had that would reduce deficiencies experienced by the graduates following graduation.
4. That women be encouraged to take courses in liberal arts and home economics as preparation for the time when they are no longer working but instead are homemakers.[12]

In 1951, Boege[13] made a follow-up study of the teacher-training students who were enrolled in the Department of Office Management and Business Education in the College of Commerce at the State University of Iowa during the regular sessions and the summer sessions for the years, 1946 through 1949. The questionnaire method of research was used in this investigation. His study was rather narrow in that it was primarily a status study involving only 53 students; however, he was able to present information of some significance in planning a business education program. Boege found that the most frequently appearing type of work experience listed by the correspondents was secretarial work,

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[12] Ibid., p. 83.

[13] Donald Amos Boege, "A Follow-Up Study of the Business Education Graduates of the State University of Iowa for the Years 1946, 1947, 1948, and 1949" (Unpublished Master's thesis, State University of Iowa, Iowa City, 1951).

and the most frequently taught courses were typewriting, bookkeeping and shorthand.

A study of the graduates of Whitewater State Teachers College from 1945 to 1950 was made by Teitgen[14] in 1952. His investigation was designed to make available information that would be helpful to graduates in making intelligent choices of teaching positions. Teitgen relied primarily upon the questionnaire method of research in his investigation and succeeded in obtaining replies from 228 graduates.

Teitgen concluded that preparation for the handling of extra-curricular activities is an essential element in business teacher preparation and that students should be encouraged to avail themselves of the opportunity to participate in extra-class activities while in college. His study indicates that much of the dissatisfaction experienced by teachers in initial teaching positions would decrease if teachers were better prepared to handle extra-curricular activities.

There are two bulletins published by the National Association of Business Teacher Training Institutions that can be considered as somewhat related to this study. The first bulletin, "Criteria for Certification of Business Teachers," was published

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[14]John Lionel Teitgen, "A Follow-Up Study of the Business Education Graduates of Whitewater State Teachers College, 1945-1950, with Particular Emphasis of Factors Affecting the Adjustment of the Initial Teaching Position" (Unpublished Master's thesis, State University of Iowa, Iowa City, Iowa, 1952).

in 1952.[15] The author of this bulletin was concerned with setting up certain minimum standards as a guide which departments of education in the various states could follow in the issuance of certificates for teaching business subjects in the secondary schools. He made no attempt to suggest what business subjects should be taught on the local level beyond what would be necessary to meet the certificate requirements, nor was he concerned with any phase of the business education program other than that of teacher education.

The second bulletin, "Evaluating Business Teacher Education," was published in 1953.[16] The authors of this bulletin, recognizing the need for evaluating business teacher education programs, suggested various methods by which business teacher education programs may be evaluated.

Although there have been numerous studies in the nature of follow-up of graduates of various kinds of college programs, most of them have been master's theses limited in scope. The few studies made by doctoral students have been restricted to narrow phases of business education. It is interesting to note that there is little information to be found concerning evaluation, and that the author could locate no published report of a study of the effectiveness of instruction made by college faculty members.

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[15] Pineault, John L. Jr, "Criteria for Certification of Business Teachers." National Association of Business Teacher-Training Institutions Bulletin, No. 56 (1952).

[16] "Evaluation of Business Teacher Education Programs," The National Business Education Quarterly, XXII, No. 2 (Winter 1953).

The succeeding chapters of this report are devoted to an analysis of the effectiveness of the business education program at Southwestern State College by means of a dual approach. In Chapter III information concerning the effectiveness of the program is presented from the point of view of the Dean of Administration and the business education faculty. In Chapter IV the analysis is based upon information obtained from follow-up questionnaires that were returned by former students in business education at Southwestern State College. Through comparison of the analyses of the effectiveness of the business education program by both the faculty and former students, implications for improvement as well as the summary and conclusions are developed in Chapter V.

CHAPTER III

EFFECTIVENESS OF BUSINESS EDUCATION AS DETERMINED BY MEANS OF DEPARTMENTAL SELF-EVALUATION

Introduction

The problem involved in this investigation is to determine the effectiveness of the program of business education offered by the Department of Business Education at Southwestern State College. A dual approach to the problem is taken in that the effectiveness of the program is evaluated by means of departmental self-evaluation and by means of a follow-up survey of opinions of former students. It is the first approach to the evaluation of the effectiveness of business education at Southwestern State College with which this chapter is concerned.

As indicated in the statement of the problem in Chapter I, this study pertains to the effectiveness of the total offering of the Department of Business Education including its contribution to general education, preparation for business occupations, and preparation for teaching business subjects. It is apparent that this study is extremely broad in scope. It includes consideration of every facet of business education as offered at Southwestern State College.

The procedure for carrying out the departmental self-evaluation portion of this investigation involved five major steps. In the first step, the author made a detailed and careful study of the significant factors in the self-evaluation technique. The second step involved analysis of specific studies in which the self-evaluation technique was employed by other researchers. In this connection it was discovered that relatively few formal studies of this type have been completed. It is true that individual teachers and instructional units frequently engage in self-evaluation. It is significant that seldom do such activities constitute formal research studies with published results.

To facilitate the collection of information involved in the opinions of the members of the faculty of the Department of Business Education, it was necessary to develop a comprehensive evaluation guide. Fulfillment of this task constituted the third step in the self-evaluation procedure. Important sources of information and aid in this step were the materials secured from four groups engaged in the development of self-evaluation programs. These materials were:

1. The tentative guide of the American Association of Colleges of Teacher Education for the evaluation of business teacher-preparation programs.[1]

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[1] "American Association of Colleges of Teacher Education Evaluation Schedule; Business Education Supplement" (Tentative) Prepared by National Association of Business Teacher Training Institution Committee on Accrediting, Evaluation, and Standards, April, 1952 (Duplicated).

2. The guide of the State Department of Education used for the evaluation of teacher-preparation programs in Oklahoma.[2]
3. The tentative guide prepared by Tau Chapter of Delta Pi Epsilon for the evaluation of programs in business teacher-preparation institutions.[3]
4. The evaluation criteria developed by means of the Cooperative Study of Secondary-School Standards.[4]

Although most of the ideas and information in the above source materials pertain to business teacher preparation, it was possible for the author of this report to adapt many ideas to the general education and occupational preparation aspects of the total program of business education. As a result of careful analysis of available guides and the isolation of essential elements in them, it became apparent that a need existed for the development of a really comprehensive type of self-evaluation instrument which could be used in any college or university where programs of education for business and/or business teacher preparation existed. Recognizing this need, the author proceeded to develop such a guide.

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[2]"The Evaluation of Teacher Education in Oklahoma Colleges and Universities" (A Report of Plans and Procedures adopted by the State Board of Education, February 19, 1952) Issued by the Division of Teacher Education and Certification, State Department of Education, Oklahoma City, Oklahoma, March, 1952 (Duplicated).

[3]"Business Education Evaluation Criteria" (Tentative) Prepared by members of Tau Chapter, Delta Pi Epsilon, Columbia University, New York, 1953 (Duplicated).

[4]"Business Education" (Section D-4 of Evaluative Criteria, 1950 Edition) Prepared by Cooperative Study of Secondary-School Standards, Washington D. C., 1950.

The first draft of the comprehensive guide for self-evaluation was developed by the author with the aid of the chairman of his doctoral committee. Copies of the first draft were then distributed to the Dean of Instruction and nine members of the faculty in the Department of Business Education at Southwestern State College. Each of these individuals studied the guide and indicated their suggestions and criticisms in connection with it. The guide was then carefully revamped and duplicated for use in this study.

The complete self-evaluation guide is presented in Appendix A, pages 180 through 235. Analysis of it indicates that there are certain phases which do not apply to the business education program at Southwestern State College. This is true because the guide was designed and developed so that it might be applied in a self-evaluation program at any college or university. The complete guide is presented with the hope that other business educators will find it valuable in evaluating the effectiveness of their offerings in business education.

The fourth step in the procedure for departmental self-evaluation involved making specific use of the guide for the evaluation of the business education program at Southwestern State College. The individuals, constituting the self-evaluation group, were the Dean of Instruction and nine members of the faculty of the Department of Business Education. Of the nine faculty members, six were full-time teachers in the Department of Business Education; one was the supervisor for the business students engaged in

student teaching; the remaining two were teachers of business subjects in the department on a half-time basis. To ensure that each member of the group understood and interpreted correctly the various questions in the evaluation guide, three meetings were held before the teachers actually began to indicate their opinions of the business education program.

Each teacher was then requested to complete the evaluation schedule, without consultation with other faculty members, and to indicate in detail his opinions regarding the various elements of the program of business education. The cooperation of the teachers in this phase of the investigation was excellent. The teachers displayed interest in the project and willingly devoted large amounts of time to it. Reports concerning the time utilized in completing the evaluation schedules indicated that the teachers individually devoted an average of 15 hours to that task. The completeness of the information and data submitted by the faculty attest to the fact that the time was well spent. When the ten separate evaluation schedules were complete, it was possible to proceed with the development of composite statements of the opinions and points of view of the ten people who rendered individual judgments. Individual opinions of the ten members of the Department of Business Education took on significance only when compared with the opinions of the others. The opinions and statements became most significant when they could be combined into composite statements representing the consensus of the ten people. Thus, the task of the author was to analyze and interpret

individual statements and to use various means to determine with the faculty the single point of view which most appropriately indicated the joint thinking of the faculty members. The composite statements of evaluation were developed by means of interpretation and analysis of the information provided on the individual guides submitted. Where there was unquestioned uniformity, composite statements were derived directly from the documents. To facilitate development of composite statements where differences of opinions existed, the author held individual conferences with teachers to understand their points of view more clearly. In addition, the entire group of ten teachers met at length on two occasions to reach decisions as to the composite statements which most appropriately reflected their individual opinions concerning factors in business education at Southwestern State College. The presentation and discussion of the various aspects of business education in the remaining portions of this chapter are based upon the individual ideas and opinions of the ten people involved in the evaluation. For the most part, the information is presented in terms of evaluations reached in joint consultations wherein the composite opinions were developed. The complete composite evaluations with which the members of the group concurred are presented in the evaluation schedule which constitutes Appendix A of this report.

Analysis and study indicates that there are eight major phases of education which must be considered separately in evaluating any total program of business education. Therefore,

the comprehensive evaluation schedule used in this study consists of eight parts designated as "Standards." These parts are:

1. Organization, Administrative Practices, and Objectives
2. Curriculum Patterns
3. Professional Laboratory Experience
4. The Library
5. Physical Layout and Equipment
6. The Preparation of the Faculty
7. Teaching Load of the Faculty
8. Student Personnel Services

Each standard of the evaluation schedule is divided into two parts (see Appendix A). Part I in each standard consists of questions concerning the elements being evaluated in that standard. In some cases detailed explanations are sought. Part II in each standard consists of specific indications concerning the extent to which the various criteria within the standard are fulfilled. The remainder of this chapter is devoted to discussion of the effectiveness of business education at Southwestern State College in terms of each of the eight major standards. Certain authentic data from bulletins of the College and from other permanent records are presented occasionally to supplement the information obtained by means of the self-evaluation schedule.

Organization, Administrative Practices, and Objectives

Southwestern State College was established by an Act of the Legislature of the Territory of Oklahoma in 1901. Along with other institutions of higher education supported wholly or in part by direct legislative appropriations, the college is a part of a unified system known as "The Oklahoma State System of

Higher Education." A coordinating board for the Oklahoma State System of Higher Education was appointed in accordance with provisions adopted on March 11, 1941. This group, composed of nine members, is known as "The Oklahoma State Regents for Higher Education." The duties and responsibilities of The Oklahoma State Regents for Higher Education are as follows:

1. They shall prescribe standards of higher education applicable to each institution.
2. They shall determine the functions and courses of study in each of the institutions to conform to the standards prescribed.
3. They shall grant degrees and other forms of academic recognition for completion of the prescribed courses in all of the institutions.
4. They shall recommend to the State Legislature the budget allocations to each institution.
5. They shall have the power to recommend to the Legislature proposed fees for all such institutions, and any such fees shall be effective only within the limits prescribed by the Legislature.[5]

The Oklahoma State Regents for Higher Education were delegated powers in 1941 that were formerly exercised by the State Legislature. Other powers, including the management of certain state colleges, (including Southwestern State College) continued to be exercised by The State Board of Education until July 6, 1948, when the "Board of Regents of Oklahoma Colleges" was established. The membership of the Board consists of nine persons including the State Superintendent of Public Instruction.

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[5]"A Handbook for Teachers" Prepared by Clarence McCormick, Dean of the College, Southwestern State College, Weatherford, Oklahoma, 1951 (Duplicated), p. 3.

The Board has responsibility for the supervision, management, and control of the six state colleges at Weatherford, Alva, Edmond, Tahlequah, Ada, and Durant.

Internal Organization for Instruction

The President is the chief administrative officer of Southwestern State College at Weatherford. He is ultimately responsible for the determination of policies which are not established by higher authority, and for the execution of all policies. He may take any action which he believes is for the good of the College, provided it is within the limits of the power delegated to him by superior authority. The President has an administrative staff of five people to aid him in the operation of the College (see Figure 1, page 42).

The Dean of Instruction at Southwestern State College has numerous specific duties assigned to him by the President. His duties include the following:

1. To supervise the registration of students
2. To have general direction and to supervise, if necessary, all instruction
3. To see that the curriculum is properly followed, to consider how it may be improved and to make recommendations to the President or other proper authority
4. To publish class schedules and annual catalogues with the assistance of other staff members, and to assign classrooms, laboratories and offices in conformity with the plans of the President
5. To counsel with the Director of the Laboratory School and the Chairman of the Department of Education as to how teacher education might be improved
6. To cooperate with the Director of Student Affairs in all matters needing the consideration of both

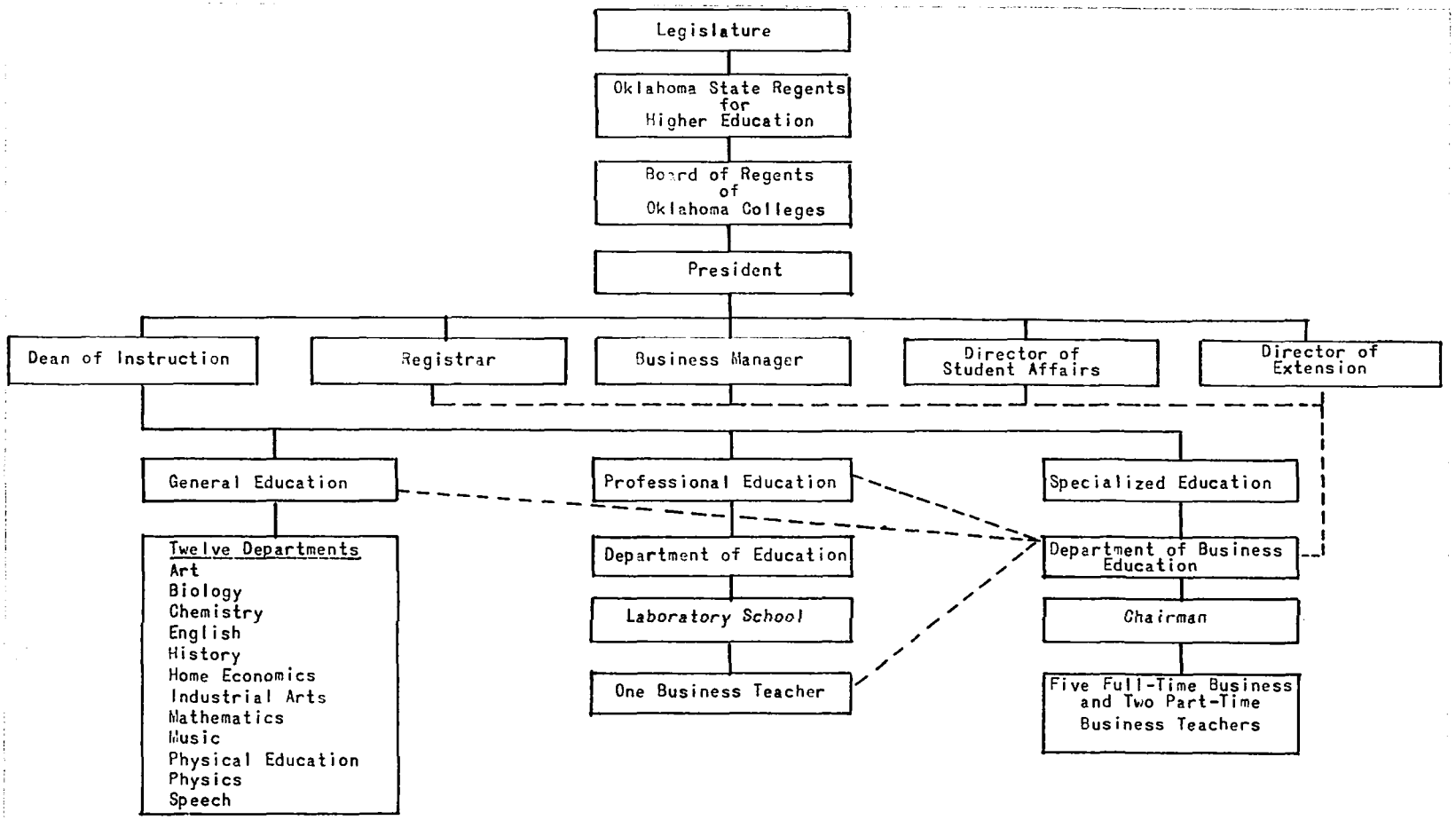

Fig. 1.--Chart of the Organization and Administration of Business Education at Southwestern State College

(The broken lines indicate indirect or informal lines of authority.)

7. Whenever the President may direct, to consider persons for appointment in cooperation with Chairmen of Departments, and to recommend suitable candidates to the President
8. To attempt to keep all faculty relations on a cooperative basis so that there will be no friction between the departments and the personnel
9. To publish administrative bulletins when necessary and to authorize all announcements made to classes, and
10. To operate a teacher placement bureau.

Administrative members of the staff of Southwestern State College other than the President and the Dean of Instruction are: Registrar, Business Manager, Director of Student Affairs, and Director of Extension. These individuals are directly responsible to the President. The nature of their duties is such that they are discussed in the sections which follow only as they directly affect the functioning of the Department of Business Education.

Academic instruction at Southwestern State College is offered through fourteen departments. There are three phases of academic instruction that have significance for business students. These phases are general education offered in twelve departments, specialized education offered by the Department of Business Education, and professional education offered in the Department of Education. The Department of Business Education has since 1925 been an independent department. It is interesting to note here that for a considerable period of time, though some business subjects were taught, there was no independent department of business education. The first instruction in business subjects at the collegiate level was offered at Southwestern State College in

1912-13. The subjects were commercial geography and business law. In 1915, accounting was added to the course offering. These three subjects constituted the total offering until 1925 when an independent Department of Business Education was organized. The business education program developed in 1925 was initiated primarily for the purpose of preparing business teachers for the secondary schools of Oklahoma. It was not until approximately three years later that any attempt was made to prepare individuals for positions in business and then only on a limited scale. In the years since 1928, the business education program has been expanded so that it now includes extensive preparation of students for business occupations as well as preparation of prospective business teachers.

The number of teachers constituting the business education faculty increased from one in 1925 to six full-time and three part-time teachers as of September, 1955. These teachers are currently attempting to meet the needs of more than 200 students enrolled in business education programs and numerous other students who study business subjects while majoring in other fields. Approximately 130 of these business students are preparing for business occupations by taking the 45-week courses or four-year bachelors' degree programs.

The Department of Business Education maintains a relationship with other departments whereby business students are provided opportunities to study subjects in the area of general education. Likewise, it maintains a relationship with the Department of

Education so that prospective business teachers may obtain knowledge and practice in methodology. It is through the Department of Education that student teaching activity is provided in the Weatherford High School with a business teacher employed to supervise student teaching in the subject matter of business education.

The foregoing pages constitute an explanation of the internal organization of Southwestern State College which is pertinent to business education. Internal organization for instruction constitutes the first self-evaluation standard to be considered by the faculty involved in this study. Although there were minor variations in the opinions held by the individual teachers, it appeared that they had very similar opinions regarding most elements of the internal organization for instruction. In general, the faculty of the Department of Business Education believe that the present organizational structure and lines of authority are satisfactory. They made no recommendations that changes be made in the basic organizational arrangement. They believe further that authority is properly placed. The members of the faculty know to whom they should go for aid in the solution of their problems. It is their belief that there is no overlapping of authority. The business education faculty believe that the organizational and administrative procedures allow for recognizing the individual personal and professional worth of staff members. This they believe tends to maintain a desirable "tone and climate" in the business education unit.

They believe, too, that the chairman of the business education unit keeps open the lines of communications with his faculty.

The business teachers believe that perhaps some improvement could be made in the policies relative to promotion of teachers. It is their opinion that the channeling of inter-unit business is perhaps more satisfactory than unsatisfactory. In general, the faculty does not believe that sufficient attention is given to helping students to understand the role of the faculty and administration in the formulation of unit policies. Most of the faculty believe that the Department of Business Education is not allocated a proper proportionate share of the over-all budget for equipment and supplies.

Administrative Practices

As previously indicated, the Dean of Instruction has the responsibility for academic instruction in the fourteen departments of Southwestern State College. However, in actual practice many important decisions are made by the department chairmen. In effect, they actually assume responsibility for the making of certain decisions. Each department chairman has general responsibility for the administrative activities of his department. His duties include:

1. Planning the work of the department with the other members so that there will be the most effective teaching of subject matter
2. Recommending revisions of the curriculum to Curriculum Committee of the college

3. Choosing the textbooks to be used in the various courses with the assistance of other members of the faculty
4. Assisting the President and Dean of Instruction in securing suitable candidates to fill vacancies in the department
5. Recommending teaching personnel for promotions in rank
6. Preparing class schedules for the department and submitting them to the Dean of Instruction
7. Making estimates of types and amounts of equipment and supplies for the department to be submitted to the Business Manager, and
8. Representing the Department in all inter-departmental meetings.

As indicated in the preceding paragraph, the department chairman is responsible for the immediate supervision of instruction within his department. Other administrative officers perform certain duties in relation to the various departments, including the Department of Business Education. An example occurs in the case of the preparation of business teachers. The Chairman of the Department of Business Education, the Chairman of the Department of Education, and the Registrar compose the teacher certification committee to examine applications for certificates where prospective business teachers are involved.

Though the recommendations as to the amount and types of equipment to be purchased for the Department of Business Education come from the members of the Department, it is the duty of the chairman to actually request such equipment. He must make his request through the Business Manager who finally places the orders for all equipment and supplies.

Another administrative officer of the College is the Director of Student Affairs. He has the task of assigning the

advisers for all freshmen and sophomore students. He generally assigns the business teachers as advisers in those instances where students have indicated business education as their major interest. The Director of Student Affairs also does some specific counseling and guidance of students as the need arises.

The Department of Business Education cooperates with the Director of Extension in a number of ways. The Director of Extension is responsible for organizing all Saturday and evening classes on the campus and all off-campus classes. He cooperates with the chairmen of the various departments and the Dean of Instruction in choosing faculty members to teach the classes. The Director of Extension has charge of the college film library. It is through his office that faculty members requisition films for showing to various classes. In addition to maintaining the film library, he arranges for the provision of projectors and operators.

The Chairman of the Department of Business Education relies upon the faculty of the Department to assist him in making many departmental decisions. Some of the decisions in effect become recommendations for action to be taken at a higher level of authority. Matters regarding which decisions or recommendations are reached by the faculty as a whole are:

1. Recommendations concerning the initiation of new business programs
2. Recommendations relative to the addition or deletion of courses in the business education curriculum or the revision of existing programs in the curriculum

3. Determining specific subjects, writing descriptions of them, and determining prerequisites
4. Determining the textbooks that will be used, subject to the approval of the Chairman of the Department of Business Education and the Dean of Instruction
5. Developing the schedule of classes to be taught, and
6. Making recommendations relative to equipment and supplies required for instruction.

At Southwestern State College it is clearly the responsibility of individual faculty members to aid in the administration of the departments in which they are employed. The business teachers appear to recognize their responsibility in this regard. They are concerned with the establishment of sound programs in business education in that they consider and reach decisions relative to specific subjects, subject sequences, prerequisites, and subject descriptions. They are continually working out curriculum revisions and improvements. They are concerned each semester with class schedules and teaching assignments. The business education faculty is involved with various extra-class activities such as advising and counseling students. They sponsor and enthusiastically support a chapter of "Future Business Leaders of America."

The members of the business education unit make limited use of groups such as civic clubs and the Weatherford Chamber of Commerce in implementing the business education program. They are not currently providing service to business relative to employee testing, job analysis, and performance standards. They do not attempt to provide in-service training for employees in business

occupations. The Department of Business Education keeps in contact with business teachers in the area surrounding Weatherford by attending county, district, and state teachers' meetings. High school teachers often avail themselves of various services of the Department when visiting Southwestern State College. Members of the Department of Business Education impart information desired by the teachers and frequently provide them with teaching aids and materials. Through adult education courses both on and off the campus, the business education unit helps individuals to further their education in basic business information and office skills. The unit helps to strengthen its educational program by availing itself of the services provided by civic clubs, chambers of commerce, and individual businessmen.

The Department of Business Education annually sponsors interscholastic contests in bookkeeping, shorthand, and typewriting for high school students. During Senior Day activities for high school seniors on the Southwestern State College campus, the Department of Business Education provides guides who show high school students the physical facilities of the Department and the operation of various types of business equipment not commonly found in the high school. The Department of Business Education distributes brochures containing the names of business courses taught, the types of positions for which individuals may prepare themselves, the approximate costs of attending school; and names, addresses, and types of positions which some former business students of Southwestern State College hold.

The Chairman of the Department of Business Education does only a minimum amount of supervising through observation of actual instruction in the classroom. Through individual conferences with members of the business education unit and through contacts with business education students he does keep informed concerning the instruction offered. Coordination of the work in the business education unit is handled primarily through group discussion in departmental meetings.

Use is made by the business education faculty of many materials provided by agencies such as the Oklahoma State Department of Education, the American Association of Colleges for Teacher Education, the National Association of Business Teacher Training Institutions. These materials are used primarily for the purpose of keeping the instruction current. Individual members of the faculty, in a number of instances, have attended some meetings of the American Association of Colleges of Teacher Education, the National Association of Business Teacher-Training Institutions, the Mountain-Plains Business Education Association, and the National Business Teachers Association. They have regularly attended meetings of the Oklahoma Business Education Association. Members of the business education unit encourage students to join such organizations as the United Business Education Association, the Mountain-Plains Business Education Association, and the Oklahoma Education Association. They also encourage students to participate in the activities of the Future Teachers of America.

As indicated in the data accumulated by means of the evaluation schedule, it is the opinion of the faculty of the Department of Business Education that revision and expansion of the business education curriculum have been conducted in a manner consistent with prevailing practice. It appears that the present business education curriculum is very similar to what exists in other state colleges in Oklahoma and throughout the other mountain-plains states.

It was the consensus that the programs for providing professional laboratory experiences and guidance to prospective business teachers can be improved. The laboratory supervisor has too many business students to supervise under present circumstances. Improvement in supervision of professional laboratory experiences for student teachers can be accomplished either by reducing the teaching load of the laboratory school supervisor or by making arrangements with neighboring public schools to provide laboratory experiences for some of the students. The relationships with civic clubs and chambers of commerce of the area, as well as other business teacher preparation units of the State, are predominantly satisfactory. The teachers believe that the services provided by the business education unit to business teachers and schools of the area are adequate, but believe that services provided business firms are certainly not complete. An example of an additional service that could be provided businessmen is to offer courses for bank employees which are sponsored by the American Institute of Banking. Requests for this service have been

received. It is the belief of the teachers that the business education unit could be strengthened by greater utilization of business resources and advisory committees from the community.

The teachers believe that there is opportunity for improvement of the business education unit in terms of sponsoring projects for the advancement of professional interest on the part of students, increased cooperation between faculty and businessmen, as well as in the publication of materials for furthering business education. Though the business education unit sponsors only one organization for business students, "Future Business Leaders of America," and encourages student membership in the organization "Future Teachers of America," the teachers believe this to be adequate. It is the opinion of the teachers that supervision of teaching within the unit and the coordination of instructional materials are satisfactory in most aspects.

Objectives

As stated in the quarterly bulletin of Southwestern State College,

> "The aim of the Department of Business Education is to meet the demands of a liberal education, to assist in preparing the student to teach business subjects, and to assist in preparing the student to enter business or advanced business training."[6]

In addition to providing all students with an opportunity to develop an understanding of basic business information and

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[6] Southwestern State College Bulletin, 1954-55 (Weatherford: Southwestern State College, 1954), p. 92.

concepts, the business curriculum is designed to prepare business students for the following specific occupations: office service (general clerical, typewriting, stenography, recordkeeping, machine operation); management and control (accounting and junior executive preparation); operation of a small business; government civil service; and teaching of business subjects at the secondary school level.

In regard to the above statements, it should be noted that the program of education for business at Southwestern State College, at least in part, meets the needs of four groups of students: (1) those who need a knowledge of business as general education to supplement their work in another major field, (2) those who need short courses in business as preparation for office positions, (3) those who need preparation for business positions and desire to complete four-year degree programs prior to employment, and (4) those who want and need preparation for becoming business teachers.

To date, complete statements of the specific objectives of the Department of Business Education have been developed only in connection with the preparation of business teachers. This task was accomplished in 1952 as a required part of obtaining approval of business teacher preparation programs for certification purposes. The general objectives of the programs of business education as understood by the faculty are:

1. To provide individuals with the opportunity to acquire an understanding of our economic system

2. To provide individuals with the opportunity to acquire knowledge of the problems confronting the consumer
3. To provide individuals with the opportunity to become competent in specific business skills and to develop occupational intelligence, and
4. To provide individuals with the opportunity to acquire a knowledge pertinent to the teaching of business education subjects at the secondary school level.[7]

In completing the departmental self-evaluation schedules, each of the members of the faculty of the Department of Business Education considered carefully a number of items relative to the objectives of programs of preparation and of instruction. It was the consensus that statements of objectives as they appear in bulletins of the College and in brochures are too brief to be of much value to students or to faculty members. Likewise, it was pointed up by a few faculty members that the statements are not written in a satisfactory manner and are even misleading.

In making their evaluations, the business teachers were made aware of the fact that they had not formulated adequate lists of competencies, characteristics, and abilities which should be cultivated in business education students. Only in connection with the preparation of business teachers have any attempts been made to prepare such lists and as yet they have not been developed in written form. The self-evaluation program involved in this

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[7] "Certification Programs in (1) Business Education and (2) Bookkeeping and Clerical Practice." Prepared by members of the faculty of the Department of Business Education, Southwestern State College, 1952 (Duplicated).

study has made it apparent that no formal continuous effort has been made by the Department of Business Education to improve its stated objectives.

The composite evaluation of the objectives phase of business education reached by the business teachers was that the formulated objectives are incomplete and are not presented in the proper manner in published materials regarding the Department of Business Education.

Composite Evaluation of Organization, Administrative Practices, and Objectives

In completing each of the eight standards of the self-evaluation schedule utilized in this study, each member of the faculty of the Department of Business Education indicated an over-all opinion of the effectiveness of the factors involved in the standard. Thus, in connection with the organization, administrative practices, and objectives of business education, there were ten separate over-all opinions indicated. These opinions were analyzed by the author, discussed with individual faculty members, and considered further in group discussion.

Indicative of the point of view of the faculty of the Department concerning organization, administrative practices, and objectives is the composite evaluation which they ultimately agreed upon. It was the consensus of the ten faculty members that organization, administrative practices, and objectives applicable to the business education program should be rated

as "predominantly adequate." The faculty indicated certain strengths and weaknesses and their final evaluation indicates that this phase of business education is more adequate than inadequate.

It was the composite view of the business teachers that the organizational structure and lines of authority are satisfactory and that authority is properly defined and placed. They indicated the belief that the department chairman fulfills his duties satisfactorily and keeps open the lines of communication with his faculty. However, their opinions indicated that faculty promotions and tenure arrangements do not always reflect individual merit; that the Department of Business Education does not generally receive its proper proportionate share of budgeted funds; and that students do not have an adequate understanding of the relationship of the faculty and administration.

It was the composite view of the business teachers that the administrative practices connected with curriculum development, off-campus business and civic activities, teaching load assignments, advisement and counseling, supervision of instruction, and so forth are, in general, satisfactory. However, their opinions indicate that curriculum practices might readily be improved somewhat; that the chairman should be provided with more time for supervision of instruction, and that relationships with businessmen and business teachers probably should be extended.

In connection with objectives of the Department, it was the composite view that the formulated objectives are more

inadequate than adequate. Opinions were expressed to indicate that more comprehensive published statements of objectives should be circulated and that teachers and students should be encouraged to participate in the formulation of objectives to a degree not now present.

Curriculum Patterns

Standard II of the schedule used for faculty evaluation of the effectiveness of business education at Southwestern State College (see pages 192 through 198 of Appendix A) pertains to curriculum patterns. It involves consideration of the fundamental characteristics of business education, the general education of business education students, the preparation of students in the elementary phases of business and economics, the preparation of business students in the technical phases of business, and the professional phases of business teacher preparation.

Through the years, the program of business education at Southwestern State College has developed in a manner quite similar to that experienced in other state colleges throughout the country. The business program grew out of the offerings in arts and sciences. In the 1920's a department was developed and business offerings were extended. The greatest expansion in business education occurred immediately following World War II. In general, the curriculum patterns have been developed in relationship to recognizable needs of students and business. In addition, the curriculum patterns reflect the influence of

practices in other state colleges in Oklahoma, teaching certificate requirements, and points of view expressed in the literature in the field of business education. The success of students in gaining and holding business and education positions indicates that the business education programs at Southwestern State College have been developed with at least some degree of care in planning.

Currently the business education program includes five curricula, three of which terminate in bachelors' degrees. The curricula are:

General Business - short course
Secretarial Science - short course
Bachelor of Science - major in general business
Bachelor of Science - major in secretarial science
Bachelor of Science in Education - major in business teacher preparation

Both the general business short course and the secretarial science short course are of 45 weeks duration. Their basic purpose is to prepare individuals for bookkeeping, clerical, and secretarial positions. The curricula leading to the Bachelor of Science degree, with a major either in general business or secretarial science, are four-year programs. The fundamental purpose of each of these programs is to provide individuals with thorough preparation for positions in the business world which require high levels of ability and the assumption of responsibility. The curriculum terminating in the Bachelor of Science in Education degree with a major in business teacher preparation has for its purpose the preparation of individuals for the teaching of business subjects in the secondary schools.

General Education

General education is a phase of education which is of much significance to business students. In this study the general education subjects are construed to be those that are liberal arts in nature and commonly completed by students during the first two years of college. General education thus constitutes the base for specialized education in business and enriches that portion of the student's program. As is true for all college students, the primary purpose of general education for business students is to provide educational experiences essential for all persons. In 1950 a statement relative to general education was prepared by members of the faculty of Southwestern State College. This statement was prepared in the process of gaining accreditation by the American Association of Colleges of Teacher Education. A portion of the statement concerning general education read as follows:

> The personnel of Southwestern State College believe that no individual can be well educated who has not learned to adjust his life to the complex world in which he lives. With this idea in view, five broad areas have been set up for all students in the Division of Arts and Sciences and the Division of Teacher Education. They are English, humanities, social studies, natural science, mathematics, health, and physical education.[8]

In 1952 a resolution was passed by the Oklahoma State Regents for Higher Education which states that the minimum general education requirements at each of the six state colleges in

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[8]"Purposes of Southwestern State College." Prepared by the Committee on Objectives and Internal Organization, Southwestern State College, 1952 (Duplicated).

Oklahoma in all degree programs must include at least 50 semester hours of general education subjects. In accordance with the accreditation requirements and the requirements developed by the Oklahoma State Regents for Higher Education, all students in business education degree programs complete a minimum of 50 semester hours of college subjects in the area of general education. For the most part, these subjects involve English usage, the humanities, social studies, natural science, mathematics, health and physical education. Students frequently elect to take subjects in other fields to supplement the basic general education requirements.

Specialized Business Education

General education constitutes the primary foundation on which study of specialized subjects in business is based. In addition, there are basic subjects in business education which are considered more or less as prerequisites for study in the specialized phases of business. Typical of such subjects are those in economics, business mathematics, and business communications. It is recognized that students can perform satisfactorily in the technical business subjects only if they are familiar with economic concepts and understandings, with the mathematics of business, and with the vocabulary and English usage typical of business activities.

For the most part, the development of specialized business education at Southwestern State College has been reflected in

regulations developed by the Oklahoma Regents for Higher Education. That body has been instrumental in establishing minimum requirements for the areas of general education, specialized business education, and professional education for business teachers. The program in business education at Southwestern State College is basically the same as the programs in the other five state colleges in Oklahoma. Minor variations in programs occur only as attempts are made from time to time to meet the specific needs of students in the area surrounding Weatherford, Oklahoma. As indicated previously, the Oklahoma Regents for Higher Education approved in 1952 a resolution regulating the curricula in arts and sciences as well as teacher education in the six state colleges. Requirements were formalized for three degree curricula pertinent to business education. These are the curricula leading to the Bachelor of Science in Education degree with a major in business teacher preparation, the Bachelor of Science degree with a major in general business, and the Bachelor of Science degree with a major in secretarial science.

For those individuals preparing for the teaching profession, two certificate programs are offered by the Department of Business Education: (1) bookkeeping and clerical practice certificate and (2) business education (all business subjects) certificate. The bookkeeping and clerical practice certificate entitles an individual to teach the business subjects commonly offered in grades 7 through 12 with the exception of shorthand, and the business education certificate entitles an individual to

teach all business subjects in grades 7 through 12. According to the regulations of the Oklahoma Regents for Higher Education, the following pattern is to be followed in completing business subjects in the program leading to a Bachelor of Science in Education degree with a major in business teacher preparation:

> Minimum total 30 hours, including 6 hours each in typewriting, shorthand, and accounting and one course each in business mathematics, business law, and business communications. Requirements in typewriting and shorthand reduced 3 hours for each high school unit completed (with corresponding college course waived), provided that in every case at least one advanced course in each field must be completed in college, and provided that total college credit in major may not be less than 24 hours. Students not wishing to qualify to teach shorthand in high school may take elective business instead of shorthand in major.[9]

It should be noted here that these basic degree requirements in business subjects specified by the Oklahoma State Regents for Higher Education are in accord with certification requirements for business teachers as developed by the Oklahoma State Board of Education.

The basic requirements in business subjects for an individual pursuing a program of study leading to a Bachelor of Science degree with a major in secretarial science as specified by the Oklahoma Regents for Higher Education are as follows:

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[9]"A Resolution Regulating the Curricula of the Six State Colleges located at Ada, Alva, Durant, Edmond, Tahlequah, and Weatherford; Prescribing Requirements for Graduation Therefrom; Authorizing the Issuance of Certain Degrees Through These Colleges; and Regulating Courses to be Offered Therein." These regulations and requirements for the six colleges approved February 29, 1952, at joint meeting of Council of Presidents and intercollege curriculum committee, adopted by Oklahoma State Regents, April 26, 1952 (Duplicated), p. 4.

accounting, 3 hours
shorthand, 12 hours (less 3 hours for each high school unit with work not repeated in college)
typewriting, 9 hours (with allowance as for shorthand)
business law, 3 hours
business communications, 3 hours
office practice, 2 hours
secretarial training, 2 hours
minimum total, 34 hours, if no deductions[10]

The requirements in business subjects for an individual pursuing a program of study leading to a Bachelor of Science degree with a major in general business are as follows:

accounting, 12 hours
business law, 6 hours
typewriting, 3 hours (or equivalent)
economics, 6 hours
minimum total, 32 hours[11]

As indicated above, the number of hours in specialized business subjects that an individual must complete for graduation ranges from 30 to 34 hours unless reduced by equivalent units of shorthand or typewriting taken in high school. In none of the degree programs is it possible to have less than 24 semester hours of actual credit in business subjects to meet the requirements for a degree.

Miscellaneous Factors Pertaining to Curricula

The general requirements for completing degree programs in business education at Southwestern State College are basically the same as the requirements in other state colleges. This is due

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[10] Ibid., p. 4.

[11] Ibid., p. 3.

primarily to the necessity for conforming to the minimum requirements that have been prescribed by the Oklahoma Regents for Higher Education. In addition to the basic requirements in the areas of general education and specialized education, indicated in the foregoing pages, there are certain additional requirements that must be met by students in pursuing degree programs in business education at Southwestern State College.

Students pursuing a program of study leading to the Bachelor of Science degree with a major in general business or secretarial science must complete 16 semester hours in each of two minor fields of study or approximately 32 semester hours in an additional major field of study. The check-sheet used by the student's adviser to indicate the extent to which the student has completed the requirements for a degree in the areas of general education, specialized education, and the minor fields of study or an additional major field of study is shown on page 240 of Appendix B.

Students pursuing a program of study leading to the Bachelor of Science in Education degree with a major in business teacher preparation must complete work in one minor in an additional major field of study. They must also complete 21 semester hours of professional education. By proper selection of subject matter in the minor field or additional major field of study, a student may secure a certificate that qualifies individuals for the bookkeeping and clerical practice certificate. It qualifies an individual to teach all business subjects except shorthand in grades 7 through 12 in Oklahoma. The check-sheet used by advisers to determine the

extent to which individuals have completed the requirements in general education is shown on page 237 of Appendix B. The second program leads to the business education certificate. This certificate entitles an individual to teach all business education subjects, including shorthand, in grades 7 through 12 in Oklahoma. The check-sheet used by advisers to determine the extent to which individuals have completed the requirements for degrees and certificates to teach all business subjects is presented on page 241 of Appendix B.

As indicated previously, there are two programs in business education at Southwestern State College which can be completed in 45 weeks. These are the secretarial science and general business short course programs. These programs are almost exclusively vocational in nature. The only non-vocational requirements for the completion of these programs are three semester hours of physical education. The check-sheets used by advisers in the business education unit to determine the status of individuals in the secretarial science and general business short courses are presented on pages 238 and 239 in Appendix B.

Mere fulfilling of semester hour requirements does not ensure an adequate education for a college student. In the field of business education it is necessary that certain competencies be developed and maintained. In accounting it is essential that an individual have an understanding of the basic principles underlying accounting and the ability to interpret bookkeeping records of less complicated business organizations. A study of economics,

business law, and related subjects should provide an individual with the knowledge essential to consumer activity and basic information concerning our nation's economy. Proficiency in the area of written communications is developed through courses in business communications, typewriting, shorthand, and related subjects. Teachers who have the responsibility for teaching these subjects set standards of performance which they believe to be sufficient for the development of these competencies.

Although actual part-time work experience in business for prospective business teachers and for students who intend to take positions in business is desirable, no formal provisions are made for it in the business education program. Attempts are made to prepare students for future professional relationships with fellow workers by encouraging membership and active participation in extra-curricular activities. The members of the business education unit encourage cooperative effort in working out certain classroom assignments as another means of preparing business students for future professional relationships with fellow workers. Desirable personal traits, attitudes, and work habits are necessary attributes which help to ensure success in business or in the teaching profession. These attributes are developed in the classroom through the time limits set on assigned work, through working problems individually or in groups, and the meeting of standards which are set regarding acceptability of assignments.

Regardless of the care used in developing a business education program, the full potentialities of the program are not realized unless means are devised to explain and interpret it to other people. Individuals to whom the business education faculty involved in this study attempt to explain and interpret the business education program are: businessmen, school administrators, business teachers, and business students. The program of business education is explained and interpreted to these individuals by means of talks to their respective professional groups, by personal contacts both on and off the campus, and by means of occasional radio programs. In addition to these means, school administrators, business teachers, and business students are kept informed of the business education program through the college newspaper, bulletins, and announcements. College faculty members who assume the duty of recruiting students explain the business education program to school administrators, business teachers, and business students through their recruiting activities at high schools in the area. Students who are attending college at Southwestern State College learn about the business education program through the freshman orientation course and through their college advisers. The students are advised of the types of business programs that are available to them and are given guidance in the subjects they should take to fulfill their needs.

Evaluation of Curriculum Patterns

As evidenced in the data accumulated by means of the evaluation schedules, it is the opinion of the faculty of the Department

of Business Education that the basic curriculum patterns in business education at Southwestern State College are satisfactory. The minimum requirements for general education and business education, as established by the Oklahoma Regents for Higher Education, tend to ensure a degree of balance between these two elements. The 50 semester hours of general education appear to be sufficient. The members of the business education unit believe that 30 to 34 semester hours in the specialized area of business education is insufficient. The concensus was that the addition of six semester hours of economics, as a requirement for the completion of degree programs in business education, would definitely strengthen the curricula in the Department of Business Education. Concerning factors selected by the business education unit for consideration in the development of the business education curricula, the faculty believe that suggestions of businessmen and former students can be used more effectively in the future.

Recognition of individual differences of students, coordination of subject matter, presentation of subject matter in a logical sequence, provision for continuity of subjects, and the integration of subject matter are, in the opinion of the members of the business education unit, given adequate consideration. Efforts to secure and maintain coordination between practices in business and content of the business education courses are satisfactory in most respects. However, the consensus is that some type of formal part-time work experience in business should be provided for students. The business education faculty believe

that the methods employed to explain and interpret the business education curriculum to school administrators, business teachers, and business students are adequate; but they believe that more contacts should be made with businessmen in an attempt to gain more widespread support for the business education program.

The members of the business education unit believe that the required and elective courses in general education provide the educational experiences considered to be essential to all persons. It is recognized that certain elementary courses in business and economics provide the basic foundation in business and economics information and concepts for business students. It is the belief of the business education faculty that if courses in economic principles or economic problems and consumer problems were required instead of being merely electives, that more students would have strong foundations in business and economic information and concepts. It is the opinion of the business education faculty that, in general, there is adequate preparation of the business education student in the area of his major emphasis in terms of providing occupational knowledge and competencies in the technical areas of business.

It is the opinion of the business education faculty, as a result of group consideration of the data accumulated by means of the evaluation schedules, that the evaluation standard of curriculum patterns is met in a predominantly adequate manner. The major recommendation made by the faculty was that six semester

hours of principles of economics be required of each student majoring in the Department.

Professional Laboratory Experiences

Standard III of the schedule used for faculty evaluation of the effectiveness of business education at Southwestern State College (see pages 199 through 201 of Appendix A) pertains to professional laboratory experiences. It is generally recognized that professional laboratory experiences constitute an essential element in the preparation of individuals for any profession. Analysis of literature in the field of business education indicates that the common types of laboratory experiences provided for college students include such activities as practicum courses, part-time work experience, participation in workshops and conferences, and student teaching.

In general, the professional laboratory experiences provided for students in the Department of Business Education are limited both in variety and in scope. The most significant organized laboratory experience is that involved in student teaching. This activity is appropriate for and available to only those students who are preparing to teach business subjects. Student teaching is offered for eight semester hours of credit. It requires three hours of the student's time each school day throughout one semester. During the semester, the student observes the teaching of the laboratory supervisor and of other students for approximately 75 per cent of his scheduled time. He

actually teaches secondary school students during approximately 25 per cent of his scheduled time. The student teaching activity is provided in the Weatherford High School and occasionally in other high schools in nearby communities.

A statement provided by the supervisor of student teaching in business subjects, in completing the self-evaluation schedule, sums up the specific details concerning this laboratory experience:

> All students pursuing a degree in preparation for teaching must take student teaching. Students observe the supervising teacher in actual classroom procedures at the beginning of semester. After a period of observation gradual participation is provided. Experiences are provided according to the student-teacher's ability and his rate of growth. Tasks assigned during this phase are: checking the roll, making lunchroom reports, checking heat and ventilation, checking condition of equipment in the classroom, checking papers, and giving individual assistance to students. Sometime during the semester, each student teacher is given the full responsibility of teaching one class per day for a period of 5 to 10 days depending on the unit chosen. Before the close of the semester, the student teacher teaches at least two classes per day for at least one week.

In courses offered by the Department of Business Education such as typewriting, shorthand, accounting, and office machines, students engage in considerable laboratory work. Their work assignments often simulate office circumstances and involve office practices and procedures. This activity in many ways is comparable to practicum work.

The Department of Business Education does not offer a formal program of part-time work experience. However, large numbers of the business students do engage in part-time work activity while attending college. Some of the students locate part-time

positions with the aid of members of the faculty of the Department. Part-time work experience is not a requirement for the completion of any education program nor is it an organized activity.

By means of extra-class activities such as organizing and promoting career days, participating as members of the Future Business Leaders of America organization, participating in conferences and workshops, and participating in field trips, certain students gain considerable professional experience. Actually, these activities are available to all students but relatively few take advantage of them to the fullest possible extent. Most business students participate to some extent in one or more of these activities.

It should be noted that Chapter 1057 of Future Business Leaders of America organized in 1954 at Southwestern State College is quite active. Members of this group engage in substantial professional projects and participate in numerous local, state, and even national programs. The officers of the chapter undoubtedly profit most from this professional laboratory experience. Thus, relatively few profit to a great extent in any one year.

Evaluation of Professional Laboratory Experiences

It was the opinion of the business education faculty, as a result of group consideration of the data accumulated by means of the evaluation schedules, that the professional laboratory experiences phase of the business education program, although somewhat limited, is predominantly adequate.

Although excessive numbers of students are sometimes involved, it was the consensus that student teaching facilities are well organized and constitute a satisfactory source for that type of laboratory experience. The faculty of the Department of Business Education is aware that part-time work experience in business occupations is a neglected phase of the business education program. However, they believe that with most students independently engaging in part-time jobs the lack of an organized cooperative work experience plan is not a significant detriment to the over-all program.

In terms of availability to students, the extra-class activities such as field trips to business firms, membership in Future Business Leaders of America, and other activities available to all students in the College appear to be adequate. It is undoubtedly true that attention should be centered upon methods by which greater numbers of students can be encouraged to actively engage in these activities of a professional nature.

The members of the faculty of the Department believe that much could be done to extend the scope of professional laboratory experience. At the same time, they are certain that the laboratory experiences provided at Southwestern State College are at least comparable to those offered at other colleges with similar objectives. On the basis of demonstrated needs of students, the teachers are firm in their belief that the professional laboratory experiences provided for students are more adequate than inadequate.

The Library

Standard IV of the schedule used for faculty evaluation of the effectiveness of business education at Southwestern State College (see pages 202 through 206 of Appendix A) pertains to the library. It involves consideration of the library organization and housing; books, periodicals, and other collections; use of the library; and expenditures for library materials.

An important factor in connection with any library is whether or not it is conveniently located for those who use it. All books and reference materials for business education at Southwestern State College are housed in the central library, which is conveniently located and easily accessible. Other factors of significance involve the number, nature, and content of the reference materials within the library. Since the business education curricula involves a multiplicity of subject matter, information is presented here relative to library holdings in each of the areas most significant to business students.

The library holdings pertinent to general education consist of 797 volumes of books consisting of 401 different titles. Most of these books have been acquired since 1949. It is generally recognized throughout the College that there should be more books in the area of general education; therefore, a greater portion of the budget for library books during the next year is to be used for the purchase of general education books.

There are approximately 500 volumes of books in the library (350 different titles) dealing with the subject matter of economic

principles and applied economics. The subject matter in these reference materials pertains primarily to economic principles, economic problems, consumer relations, labor problems governmental relations, and finance. The books in the area of economics have been acquired over a period of many years with not more than 30 per cent of them acquired since 1949-50. The practice of obtaining each year some reference books relative to economics had been followed in a consistent manner. The periodicals available in this area are somewhat limited. The American Economic Review has been obtained each year since 1934 but the subscriptions to other magainzes date only from 1949-50. The periodicals pertinent to economics which are currently being received include The American Economic Review, Fortune, U. S. News and World Report, Consumer Reports, Consumers Research Bulletin, Business Week, and Time.

The area of business administration, which consists of such subject matter as accounting, business law, business management, and marketing, has approximately 250 volumes of books (150 different titles) available in the library. These books have been acquired since 1930 with some new acquisitions in each year. The only periodicals in the library which are pertinent to this area are The Journal of Accountancy and The Accounting Review. The subscriptions to these two periodicals date from 1952.

In the area of secretarial science and office management there are approximately 75 volumes of books available in the

library. Approximately 50 titles are included in the holdings, and the books are representative of the entire area. Today's Secretary, dating from 1950, is the only periodical available in this area.

The library holdings of significance to the preparation of business teachers include approximately 75 volumes of books with few multiple copies. Most of these books have been acquired since 1950. However, it should be noted that very few such books were published prior to 1940. The periodicals dating from the fall of 1950 include the UBEA Forum, Business Education World, and The Journal of Business Education. The Balance Sheet has been available since 1939. The American Business Education Yearbook has been acquired each year since 1949. The holdings of monographs published by the Southwestern Publishing Company include 46 of the 91 issues.

There are in the library relatively few materials pertaining to business research. Likewise, the number of government reports and other miscellaneous bulletins and pamphlets is limited. It is significant to note here that the central library does not constitute the only source of reference materials available to students in the Department of Business Education. All of the teachers in the Department have had numerous years of teaching experience and have individually accumulated substantial holdings of books and periodicals. Although these materials are housed in the offices of the teachers, they are available for use by

students. Students in business education are encouraged to use the materials and many avail themselves of the privilege.

Funds are allocated to the Department of Business Education each year for the purchase of new materials to be placed in the College Library. Eighty per cent of the budget for the purchase of library materials is allocated to the various departments based upon the prior year's expenditures in each of the departments; twenty per cent is allocated to the librarian for miscellaneous items. In the event that an actual need is present, the librarian utilizes the twenty per cent allocation in ordering materials for departments that have used all of their allocation. In the school year 1954-55, a total of $106.43 was expended for library books in business education and $48.75 was spent for periodicals. All of the books and magazines actually requested by the members of the Department of Business Education were purchased in that year. For each of the years since 1952 there has been a slight increase in the funds made available.

Every three months, the librarian requests from the departments in the College information regarding needs for library materials. Individual members of the Department of Business Education then indicate the materials needed and, if funds are available, orders are placed and the items obtained within a short time.

As a supplement to the central library, the College maintains an audio-visual center apart from the library. Nine

films and twelve film strips constitute the audio-visual holdings pertinent to business education. The audio-visual center, under the supervision of the Director of Extension, is readily accessible. Two rooms are available for the showing of films and their use may be scheduled by the Department of Business Education. Films and film strips not owned may be rented from other film libraries and are secured through the Director of Extension. During 1954-55, the rental cost of films and film strips ordered by the Department of Business Education amounted to $35.

During the first semester of their attendance at Southwestern State College, all students are required to enroll in "Freshman Orientation." This subject is offered for one semester hour of credit and approximately 25 per cent of the time involved is devoted to study of the library and the acquisition of ability to use library facilities to best advantage.

Evaluation of the Library

It was the consensus of the business education faculty, as a result of group consideration of the data accumulated by means of the evaluation schedule, that the organization and housing of the library is satisfactory. The library is centrally located and readily accessible to students in business education. The location and arrangement of business education materials within the library is likewise satisfactory.

With regard to the number, nature, and content of the reference materials in the library, it was the opinion of faculty

members that the holdings pertinent to business education are more satisfactory than unsatisfactory. The needs of business students appear to be primarily for library materials published recently. The holdings in the areas of general education, economic principles, business administration, secretarial science, and the preparation of business teachers include many volumes acquired since 1950. Only in the area of secretarial science did the teachers indicate the belief that the holdings recently acquired were inadequate. The needs of faculty members often involve library materials extending far into previous years. However, while the library holdings are limited in this regard, the individual libraries of the teachers appear to partially compensate for this deficiency. It was the opinion of the group that library holdings of magazines and other periodicals published in past years should be extended in every way possible.

The faculty ratings of practices and procedures followed in making acquisitions to the library holdings indicate that these factors are adequately handled. Expenditures for materials applicable to business education were deemed to be proportionate but not entirely adequate.

It was recognized by the faculty members that the library holdings of materials published prior to 1950 are limited in several areas. However, this was not considered to be a serious detriment to the program in business education because of the nature of the needs of the undergraduate students.

After careful consideration of all elements involved, the composite opinion reached by the faculty of the Department of Business Education was that library facilities are predominantly adequate for the offering of an effective program of instruction in business education.

Physical Layout and Equipment

Standard V of the schedule used for faculty evaluation of the effectiveness of business education at Southwestern State College (see pages 209 through 215 of Appendix A) pertains to physical layout and equipment. It involves location, classroom utilization, classroom facilities, special equipment, office facilities, and expenditures for physical facilities.

The offices of the members of the faculty of the Department of Business Education, with the exception of the supervisor of student teaching, are located in the Administration Building. Thus, they are conveniently located in terms of all phases of the college program. The Chairman of the Department occupies an office with one other man. Three of the women faculty members occupy a second office. The teacher of office machines has office space in the machines room and the two additional members of the staff occupy office space jointly with members of other departments in the College. While the offices are quite large, joint occupancy places restrictions on the use of the space available.

The seven classrooms used for business education classes are located in two buildings, the Administration Building and the

relatively new Education Building. The campus of Southwestern State College is not extensive. Although the classrooms are in two buildings, they are not widely separated. The three rooms used for typewriting, shorthand, and office machines are all located in the Administration Building. All of the business machines utilized by the Department are, thus, in one building and their use can be closely supervised. The three rooms constitute approximately 40 per cent of the classroom space available to the Department. The four rooms used for instruction in such subjects as accounting, business law, economics, and business mathematics are located in the Education Building. Two of these rooms will comfortably accommodate 70 students; one of them will accommodate 40 students, and the accounting room with large desks will accommodate 45 students. The seven rooms, in the two buildings, are utilized approximately 90 per cent of the time assigned to class periods. Only one of the seven classrooms is ever used for classes offered by other departments.

There are chalkboards at the front of each of the classrooms with cork display areas above them that are 16 inches in width. The shorthand, accounting, and typewriting rooms have bulletin boards. The rooms located in the Administration Building are lighted by incandescent bulbs, while those located in the Education Building have fluorescent lighting. Natural light is provided through south windows in four of the rooms and through north windows in three of them. Ventilation of the classrooms is

accomplished only by opening doors and windows. All rooms are heated by steam radiators connected to a central heating plant. There are no storage facilities provided in any of the classrooms.

All rooms used for instruction in economics, business law, business mathematics, salesmanship, advertising, and marketing are equipped with armchairs. The accounting room is equipped with 45 desks, each with a working area of 24 x 40 inches and two drawers for storing of materials. The shorthand room has 25 desks with dictation slides and adjustable typewriter wells. The typewriting and office machines rooms are equipped with standard typewriter tables ranging in height from 26 to 32 inches. The accounting, shorthand, typewriting, and office machines rooms have chairs that are conducive to good posture.

Since 1952 substantial purchases of new equipment have been made for the Department of Business Education. During 1954-55, $2,500 was spent for new equipment either by outright cash purchases or cash and an exchange of old equipment. One third of the typewriters in the typewriting room are traded each year.

It is contemplated that in the near future a number of new machines will be acquired of the following types: key driven calculator, electric typewriter, tape recorder, and dictaphone.

Supplies are purchased for the college as a whole by the Business Manager. Members of the business education unit requisition supplies as needed. When requisitioned, the cost

of the supplies is charged against the Department of Business Education.

Evaluation of Physical Layout and Equipment

It is the opinion of the business education faculty, as a result of group consideration of the data accumulated by means of the evaluation schedule, that the location of the business education unit and classroom utilization tend to have more unsatisfactory aspects than satisfactory. Several teachers have offices in one building and teach in another. Instructional materials must be transported back and forth as there are no storage facilities in the classrooms. Such general features of individual classrooms as light, color, ventilation, and heating are in most instances relatively satisfactory.

The members of the business education unit believe that classroom facilities such as bulletin boards, chalkboards, display spaces, and so forth, are in most aspects satisfactory. In four of the seven classrooms, bulletin board space is limited. The consensus is that, in general, the special equipment for typewriting, shorthand, accounting, filing, and office machines classes is up-to-date and fairly adequate.

In regard to office facilities, it is the belief of the members of the business education unit that they are inadequate. Office space for approximately one half of the personnel is somewhat limited or is inaccessible to students and faculty personnel

except by first going through a classroom. There is little storage space in the offices.

In terms of expenditures for physical facilities, the faculty believe that budget allotments to the business education unit for replacing present equipment are satisfactory. However, they believe funds are inadequate for the acquisition of the additional equipment for which there is a definite need.

The composite evaluation developed as a result of group consideration of the data accumulated by means of the evaluation schedule indicates that the physical layout and equipment phase of the business education program is only partially adequate. Perhaps the reason for this is best summarized by the comments made by one member of the faculty.

> Artificial lighting is very poor on dark days in the typewriting and shorthand rooms. There is a need for additional storage space and filing cabinets in the offices. Office space is limited and is inaccessible in the secretarial science division when a class is in session in the typewriting room. There is considerable inconvenience where the teacher has an office in one building and all of his classes are in another building. There is a definite need for an additional classroom.

The Preparation of Faculty

Standard VI of the schedule used for faculty evaluation of the effectiveness of business education at Southwestern State College (see pages 216 through 221 of Appendix A) pertains to the preparation of the faculty. It involves consideration of educational and professional experience and activities.

All members of the business education unit have master's degrees. The Dean of Instruction, one full-time teacher, and one part-time teacher possess Doctor of Education degrees. Two members of the faculty have nearly all of the course work completed for Doctor of Education degrees. With the exception of one individual, the other five members of the business education unit have completed from one and one-half to two years of graduate work.

Other educational and professional experiences that have contributed to the preparation of the members of the business education unit for teaching at the collegiate level are somewhat varied in nature. Four members of the business education unit have attended workshops in business education; one has attended six workshops. Four members of the business faculty have attended short courses in business education for periods ranging from two to nine weeks in length. Two of the short courses were in the area of secretarial science and two were in the areas of bank bookkeeping and economics. Two instructors have had experience in making occupational surveys and job analyses in connection with their work as teachers of business education in high schools. One of the part-time business education teachers, in his capacity as secretary of the local Chamber of Commerce, engaged in an occupational survey and job analysis of the local community in 1954. Most members of the business education unit have engaged in some research in business education, much of it has related to the preparation of theses for master's degrees.

All of the business education teachers have had some work experience in business. Two of the teachers have each worked one year as secretaries to high school superintendents. Another has had approximately two years' experience in each of the following areas: general clerical work, bookkeeping, accounting, and office management. Another member of the business education unit has had six months' experience as an assistant administrator in a hospital and six months' experience as an accountant for an automobile agency. He was also a government economist for a period of fourteen months. Another faculty member has had a number of years' experience in municipal accounting work and the preparation of income tax returns for individuals. He has also worked as a clerk for the Agricultural Adjustment Administration during the summer months in two different years. One of the part-time business education teachers has had one and one-half years' experience as owner and manager of an appliance store. The other part-time teacher has had two years' experience as Secretary of the Chamber of Commerce. He has also had many years' of experience as correspondent for the Daily Oklahoman. Experience in these areas has been concurrent with his teaching at the college level.

All members of the Department of Business Education at Southwestern State College have engaged in professional activities that have contributed to their preparation for teaching at the collegiate level. Each of the teachers in the business education unit is a member of the Oklahoma Education Association and the

Southwestern Oklahoma Education Association. All full-time business education teachers are members of the Oklahoma Business Education Association, the National Business Teachers' Association and the United Business Education Association. Five of the teachers are members of the National Education Association. One teacher of accounting is a member of the American Institute of Accountants and the other is a member of the American Accounting Association. The teacher of economics is a member of the American Economic Association.

Evidence of academic ability is indicated in the number of memberships held in honor societies. Five members of the business education unit are members of the graduate business education fraternity, Delta Pi Epsilon, and two belong to Pi Omega Pi, the undergraduate business education fraternity. Other honor societies to which various members belong are: Delta Kappa Gamma, Kappa Kappa Iota, Phi Delta Kappa, Beta Alpha Psi, and Pi Kappa Delta.

Magazines in the area of business education that were listed as being read regularly by members of the business education unit were: UBEA Forum, National Business Education Quarterly, Balance Sheet, Collegiate News and Views, Business Teacher, American Business Education Quarterly, Business Education World, Journal of Business Education, American Economic Journal, Journal of Accountancy, The Accounting Review, Nations Business, Changing Times, and Time.

Community, civic, and business activities in which members of the Department of Business Education participate include: Chamber of Commerce, Knife and Fork Club, Kiwanis, Rotary, Business and Professional Womens' Club, Toastmasters' International, and Wesleyan Service Guild.

Evaluation of the Preparation of the Faculty

It was the opinion of the business education faculty, as a result of group consideration of the data accumulated by means of the self-evaluation schedule, that the factor consisting of the preparation of faculty is predominantly adequate.

It was the opinion of the business education faculty that their preparation in terms of education was in most aspects satisfactory, and that there were proper attempts on the part of individual members to continue their educational preparation. The business education teachers believe that the previous teaching experience of all members of the business education unit is adequate. Although there are indications that individual teachers might well attend more workshops, it was the consensus that special educational and professional experiences of the business education faculty are satisfactory. All members of the business education unit indicated that they had had work experience in business. It was the belief of the members that their experience should be rated as more adequate than inadequate.

The composite opinion of the business education faculty was that business education members identify themselves with

local, state, regional, and national honorary and professional associations in a most satisfactory manner. The members of the faculty believe that they read professional magazines rather extensively. Each of the members of the business education unit has identified himself with one or more local, community, civic, or business groups. Some of the teachers have identified themselves with several of these groups. In general, the members of the Department of Business Education are of the opinion that as a faculty they are alert to current economic issues, have the ability to make learning situations meaningful, and possess adequate knowledge regarding recent developments in business education.

Teaching Load of the Faculty

Standard VII of the schedule used for faculty self-evaluation of the effectiveness of business education at Southwestern State College (see pages 222 through 226 of Appendix A) pertains to teaching load of the faculty. It involves consideration of matters such as number of hours taught, rotation of teaching assignments, adjustments in teaching load for extra-class duties, and the percentage of time allocated to the various types of duties.

Analysis of data relative to the hours of instruction offered reveals that the average teaching load of the faculty of the business education unit at Southwestern State College is 15 credit hours. Laboratory practice activity in subjects such as typewriting, accounting, shorthand, and office machines

necessitates that each teacher spend from two to three additional hours supervising such activities.

The average credit hour teaching load in the Department of Business Education is approximately one hour per week higher than in other departments; the clock hour teaching load is approximately three hours higher. The teaching assignments of individual business teachers are clearly defined during the regular school term. Teaching assignments during the summer months are rotated and only one third of the business education staff is employed each summer session. Although rotation of summer teaching assignments is necessary, teachers do not teach outside their fields of preparation. An individual teaching in the bookkeeping and clerical practice area is not expected to teach in the secretarial science area.

When it is necessary for a business education teacher to conduct an extension class, he does so on an overload basis without a reduction in his regular teaching assignment. He does, however, get additional remuneration for teaching the extension class. Only two courses are offered by correspondence in the Department of Business Education. These are the two courses in business law, each of which is offered for 3 credit hours. The teacher offering these courses does not have his teaching load reduced. He is paid extra remuneration for the additional work. The teaching load of individual faculty members is not reduced for such extra-class activities as research, public relations work,

and counseling of students. The teaching load of the Chairman of the Department of Business Education is generally two hours less than the load of other members of the staff.

There are no restrictions relative to members of the faculty doing remunerative work outside the scope of their employment at Southwestern State College when the work does not interfere with their regular duties. Only one member of the business education unit actually participates in remunerative work outside the scope of his employment. In addition to their regular duties in the classroom, members of the business education unit are expected to attend district and state teachers' meetings. They are not reimbursed for travel expenses connected with attending these meetings. However, classes are dismissed, and the teachers receive their regular pay as though they had taught. Appropriations for out-of-state travel are such that only one professional meeting outside of Oklahoma each year can be attended by one member of the Department of Business Education. When attending the out-of-state meeting, the teacher is paid an amount ordinarily sufficient for expenses of travel, food, and lodging.

Although the primary duties of the faculty of the Department of Business Education have been enumerated in the foregoing paragraphs, there has been no indication of the allocation of time spent in performing these duties. The business teachers were asked to estimate the percentage of total working time consumed in the discharge of their various duties. While there were variations in the amounts of time that each teacher estimated that he

used in carrying out his duties, the types of duties are very much alike. After analysis of their statements and group discussion of this matter, the teachers reached the conclusion that, in general, they spend approximately 40 per cent of their time in classroom teaching, 30 per cent in preparation for teaching, 25 per cent in the counseling and guidance of students, and 5 per cent in committee assignments. The chairman of the business education unit has administrative duties which consume about 30 per cent of his time. However, he has a two-hour reduction in classroom teaching to partially off-set the time devoted to administrative duties. The chairman devotes approximately the same amount of time to duties connected with counseling and committee assignments as the other teachers in the business education unit. The business teacher who supervises student teaching in business education believes that her time is about equally divided between actual teaching of high school students and the supervision of student teachers at the laboratory school.

Other duties in which the members of the business education unit engage, but for which they did not indicate a percentage of their time, are: research, public relations, extension teaching, and correspondence teaching. The teachers believe that most of the research in which they engage is informal and related to their preparation for teaching. Although each teacher, to a greater or lesser degree, does work in the area of public relations, the group believed their public relations activities were not

significant in relation to total load. Other than an occasional visit to civic clubs as representatives of the college, the primary public relations activity is in the area of student recruitment. Recruitment is carried on through visits to high schools in the area and providing graduating seniors with information regarding what Southwestern State College has to offer them. Approximately one-half of the business education faculty engage in recruitment activity. They are each assigned annually approximately seven schools to visit. Approximately two days a year are utilized by each individual for this purpose. The recruitment trips are taken during the regular school days and classes are either dismissed or other members of the business education staff teach them.

Evaluation of the Teaching Load

It is the opinion of the business education faculty, as a result of group consideration of the data accumulated by means of the evaluation schedules, that the factor of teaching load is predominantly adequate. Recognizing certain weaknesses in regard to teaching load, they reached the conclusion that in terms of specific details the teaching load situation is currently more adequate than inadequate.

With regard to actual classroom teaching, the business teachers expressed concern about the fact that they commonly teach more hours per week than do the teachers in other departments within the College. It was the consensus that twelve to

fourteen hours of teaching per week should constitute the maximum. Analysis of data relative to size of classes, revealed to the teachers that, in general, the classes in business subjects are not too large. However, enrollments in such subjects as business communication, business law, business arithmetic, economics, and accounting frequently are excessive; ranging in number from 25 to 75 students.

Most of the members of the business education staff believe that some adjustment should be made in teaching loads for counseling of students. Each teacher has from 30 to 50 students as advisees. Likewise, the teachers believe that supervision of laboratory activities should be reflected in load. No attempt was made to actually determine what the adjustments or reductions should be. For the most part, the teachers were not concerned about the extra assignments involving extension teaching, handling of correspondence courses, public relations activities, and committee work.

It was the consensus that the department chairman does not have a reduction in teaching load commensurate with the administrative duties involved in his position. Likewise, there exists the belief that the supervisor of student teaching in business education is overloaded in terms of both classes to teach and numbers of student teachers to supervise. The teachers were much concerned by the fact that funds for in-state and out-of-state travel are inadequate to enable them to represent the Department

at professional meetings to the extent essential to proper development of the program of business education.

One statement provided by a business teacher in completing the self-evaluation schedule appears to summarize the opinions held relative to needed improvements in connection with work assignments and teaching loads:

> Some of the classes in the Department of Business Education are much too large. The department chairman should be provided with adequate time to properly carry on his duties and provide leadership to the Department. Additional time should be provided for teachers to make an increased number of contacts with businessmen and business teachers in the secondary schools. We business teachers should be encouraged to attend more conferences, conventions, and other meetings related to teaching assignments. This encouragement should be in the form of more adequate funds for in-state and out-of-state travel.

Student Personnel Services

Standard VIII of the schedule used for faculty evaluation of the effectiveness of business education at Southwestern State College (see pages 227 through 235 of Appendix A) pertains to student personnel services. Specifically, it involves consideration of such matters as admission and retention of students in the program of business education, guidance and counseling of those students, placement in business occupations and business teaching positions, and follow-up services.

Responsibility for student personnel services at Southwestern State College is shared by numerous individuals. The Dean of Instruction is primarily responsible for enrollment of students and for ultimate placement in jobs. The Registrar

processes and maintains custody of most of the academic and other records. The Director of Student Affairs is responsible for guidance and counseling of students, the administering of entrance examinations, coordination of extra-class activities, and various other related duties.

In the case of business students, the faculty of the Department of Business Education maintains constant personal contacts with individual students and in a practical manner provides many student personnel services. The members of the business education faculty are the students' advisers; they interpret test results; they work out study programs with individual students; they sponsor and encourage extra-class activities, and play a major role in placement.

Student Services Provided

For the most part, only informal student recruitment activities are engaged in by members of the Department of Business Education. During each school year, the majority of the faculty members of Southwestern State College are assigned a number of secondary schools which they are expected to visit with the intention of imparting information to secondary school students concerning the college. The visitation assignments are generally made by the Director of Public Relations. The faculty member making the visitation distributes bulletins and brochures of the college and attempts to answer questions asked by the secondary school students. The business education faculty members impart

information concerning all phases of education provided by the college. They do not restrict their activity to the recruitment of business students only. In addition to participating in this visitation program, the teachers in the Department of Business Education answer letters of inquiry concerning business education and consult with prospective business students who come to the campus.

The guidance and counseling of business students by the members of the faculty of the Department of Business Education begins as soon as a student comes to the campus with the intention of enrolling in a business program. Two members of the faculty are assigned the task of advising all freshmen and sophomores who enter the programs of business education leading to the bachelor's degree. Two other faculty members have responsibility for advising the students who engage in the 45-weeks short course programs. Two additional faculty members concern themselves with the advisement and counseling of the juniors and seniors in the four-year programs of study.

Initial advisement of freshmen is based primarily upon the results of entrance tests involving intelligence, academic achievement, and aptitude. Each freshman completes a battery of tests during the four-day orientation period prior to the beginning of the semester in which he first enrolls. Grades in work completed, extra-class activities, and part-time work assignments are additional factors considered in the advisement of

business students enrolling for the second and succeeding semesters. As information is accumulated concerning individual students, such factors as personality, character, and health take on significance in the guidance and counseling program. It should be noted here that no entrance or retention standards are applied to students of business which are not also utilized with the students in other fields of education at Southwestern State College.

In general, passing grades constitute the only standard relative to retention of students in programs of business education. A 2.0 average (equivalent to a grade of "C") is required for graduation and students are expected to maintain this average throughout their residence. If a student falls below a 1.5 average in any particular semester, his case is referred to the Scholarship Committee of the College. He may then be placed on probation and his academic load reduced until his status is improved. Students may be dismissed from the college if they have an average below a 1.5 for two consecutive semesters. The evidence indicates that not more than five per cent of the students in business education fail to maintain satisfactory academic records. Periodic review of students' records occurs only in connection with advisement by faculty members. Only in the case of prospective business teachers is any evaluation made for retention purposes of such factors as personality, character traits, or work experience. The final evaluation of each student's

achievement prior to graduation is made by the Registrar who certifies that the student should be granted a degree.

At the time of their first enrollment, students are informed concerning the programs of study they contemplate completing. Required subjects and desirable electives are clearly indicated. The student in a 45-weeks short course knows from the outset exactly what he must do to complete that course. Students in the four-year programs constituting preparation for business occupations quickly learn what subjects make up the common core of work and the combinations of subjects which constitute major and minor segments of programs. The programs of business teacher preparation are set forth in published materials in such a way that students can readily determine with their advisers what constitutes the most advantageous plan of study for each semester in residence. As members of the faculty of the Department of Business Education and as members of advisery committees in the College as a whole, the business teachers have opportunities to become well-acquainted with the counseling program and can gain skill in the advisement process. Likewise, in these capacities the teachers have opportunity to participate in the review and formulation of the larger policies that have to do with the guidance and counseling of students.

It is significant that Southwestern State College is not, relatively speaking, a large college. Likewise, the number of students in the Department of Business Education is not excessive. Thus, students are afforded many opportunities to work together in

small groups and to become well-acquainted with one another. This in turn encourages participation in social activities and extra-class activities in general. Business students are generally urged to participate and most of them do so. Records of student participation in extra-class activities are maintained in the Office of the Director of Student Affairs. On the basis of the records maintained, students are from time to time urged to participate more extensively, or in certain cases, to reduce the amount of participation, when it appears advisable in terms of the academic record attained.

The responsibility for placement of the graduates of Southwestern State College resides in the Office of the Dean of Instruction. However, in actual practice much of the placement activity occurs outside of that office. The relationship between the placement office and the Department of Business Education appears to be good. The Dean of Instruction relies upon the faculty of the Department for information and advice concerning the placement of business students. The members of the Department of Business Education play a major role in the recommending of students for various positions. Frequently requests for employees to fill business and business-teacher positions have exceeded the number of persons available to fill the vacancies. Thus, it appears that the placement service, at least in relation to business students, is functioning effectively.

Placement practices at Southwestern State College may be assumed to be somewhat informal. Not all graduates obtain jobs

through the established facilities. Many obtain positions entirely on their own initiative. However, approximately fifty per cent are well-informed concerning employment opportunities, demands, salaries, and so forth, as a result of the efforts of faculty members. It appears that a somewhat smaller percentage are informed concerning how to apply for a position, proper conduct during an interview, and what may be expected in an interview. The instructional program makes no specific provision for this type of information being imparted to business students. It is likewise true that periodic surveys of the employment possibilities are not made to facilitate accurate estimates of future opportunities for students.

There is no formal follow-up program in relation to business students at Southwestern State College. It is doubtful if the faculty of the Department of Business Education is aware of what happens to more than twenty-five per cent of the graduates. Follow-up activities of faculty members consist of occasional correspondence with former students and infrequent personal contacts with them. Former students do sometimes return to the campus to visit faculty members or to attend conferences of various types. Thus, information is gained concerning the occupational experiences of approximately one-fourth of all graduates.

Evaluation of Student Services

As evidenced in the data accumulated by means of the evaluation schedule, it is the opinion of the faculty of the

Department of Business Education that the selective admission and progressive retention of business students is for the most part satisfactory. The teachers are concerned because more specific standards are not applied in the appraisal of student progress. However, they believe that the current demand for business employees and for business teachers is such as to justify the operation of a program with somewhat limited standards for retention of students.

With regard to advisement and counseling of students, the teachers believe that an adequate program is provided. Because each adviser can become well acquainted with his advisees and provide advice on the basis of extensive information, it was the consensus that the counseling program functions effectively. There was no indication that teachers believed they gave advice without sound basis. Because few students do unsatisfactory work or encounter difficulty in finding employment, it appears that the advisement and counseling program is effective.

The opinions expressed by the faculty relative to placement of students indicates that this phase of business education at Southwestern State College is not entirely satisfactory. The faculty members believe that the placement program lacks organization and could be administered in a better manner. They do not believe that the informational aspect is satisfactory. They believe that students should have more information concerning employment opportunities, demands, and salaries as well as instruction concerning how to apply for a job, being interviewed,

and ethical practices. Members of the faculty pointed out that surveys of employment and employment opportunities have not been made although they probably are needed. Indicative of the common point of view is the statement of one business teacher:

> It is my opinion that the placement service should not be in the Office of the Dean of Instruction; that a faculty or administrative person should be in actual working charge of it; that the person in charge should have enough time for the job so that he could make studies, contacts, and so forth, and do instructional work with the students.

In general, however, the business teachers recognize that graduates do obtain employment with apparent ease and for the present, at least, their criticisms may not have merit.

It was the consensus of the faculty that follow-up services are not adequate at Southwestern State College. No formal program of follow-up exists and, in the opinion of the business teachers, attempts should be made immediately to remedy this situation. Actually, the investigation involved in this report is the only formal follow-up study of business students that has been made to date. Typical of the statements of the teachers in this connection is the following:

> The Department of Business Education should probably engage immediately in follow-up studies concerning: (1) planned formuli for checking the success of students in their work, (2) what improvements students in the field believe can be made in the Department of Business Education regarding offerings, presentation of subject matter, and the like, (3) why students drop out of business education programs, and (4) positive uses of such follow-up information in the Department.

Indicative of the point of view of the faculty of the Department concerning student personnel services is the composite

evaluation which they agreed upon. It was the consensus of the ten faculty members that student personnel services applicable to business education students could be rated only as "partially adequate." At the same time, they indicated that the student personnel services were probably more inadequate than adequate and should be much improved to meet satisfactorily the needs of students in the Department in future years.

Summary

Basically this chapter is an analysis and interpretation of opinions of the business education faculty at Southwestern State College relative to eight facets of business education. The elements involved are:

1. Organization, Administrative Practices, and Objectives
2. Curriculum Patterns
3. Professional Laboratory Experience
4. The Library
5. Physical Layout and Equipment
6. Preparation of the Faculty
7. Teaching Load of the Faculty
8. Student Personnel Services

Each of the above elements has been presented and evaluations of each are indicated. Six of the factors in business education were regarded as "predominantly satisfactory." Two factors, student personnel services and physical layout and equipment, were rated as "partially adequate." In these two cases the teachers noted that more aspects were adequate than inadequate.

Elements of strength in the business education program as reported by the teachers include:

1. Organizational structure and lines of authority are satisfactory.

2. Individual personal and professional worth of staff members is recognized by organizational and administrative procedures.

3. The Chairman of the Department of Business Education keeps open the lines of communication with his faculty.

4. Business teachers are continually working on minor curriculum revisions and improvements.

5. The business education faculty keeps in contact with business education teachers in the area by attending county, district, and state teachers' meetings.

6. The business education program is strengthened by utilizing occasionally the services of civic clubs, local chamber of commerce, and individual businessmen.

7. Supervision of staff teaching within the unit and coordination of instructional materials are satisfactory.

8. Curriculum patterns have been developed in relationship to recognizable needs of students and business.

9. Members of the business education unit encourage cooperative effort in working out certain classroom assignments as a means of preparing business students for future professional relationships with fellow-workers.

10. Students are advised of the types of business programs that are available to them and are given guidance in the subjects they should take to fulfill their needs.

11. The basic curriculum patterns in business education are satisfactory.

12. Required and elective courses in general education appear to provide the educational experiences essential to all persons.

13. Business teachers through numerous years of teaching experience have individually accumulated substantial holdings of books and periodicals which are available to students.

14. Organization and housing of the library is satisfactory.

15. The library holdings in business education in terms of number, nature, and content are, in general, satisfactory.

16. Practices and procedures followed in making acquisitions to the library holdings are adequately handled.

17. Special equipment for typewriting, shorthand, accounting, filing, and office machines classes is up-to-date.

18. All of the business machines utilized by the Department of Business Education are located in one building and their use can be closely supervised.

19. Preparation of the business education faculty in terms of education is in most aspects satisfactory.

20. Special educational and professional experiences of the business education faculty are in most aspects satisfactory.

21. Work experiences of business education faculty in most aspects are adequate.

22. Previous teaching experiences of all members of the business education unit are adequate.

23. Business education faculty members identify themselves with local, state, regional, and national honorary and professional associations in a satisfactory manner.

24. Members of the business education unit have identified themselves with one or more local community civic or business groups.

25. Members of the business education unit are alert to current economic issues, have the ability to make learning situations meaningful, and possess adequate knowledge regarding recent developments in business education.

26. An adequate program for the guidance and counseling of students is provided.

Weaknesses in the program of business education as indicated by the teachers include:

1. Some improvement could be made in the policies relative to promotion of teachers.

2. The business education unit is not currently providing services to business such as employee testing, development of job analyses, and performance standards.

3. The business education unit does not attempt to provide in-service training for employees in business occupations.

4. The supervisor in charge of professional laboratory experiences is overloaded in terms of both classes to teach and numbers of student teachers to supervise.

5. No formal continuous efforts have been made by members of the Department of Business Education to improve the stated objectives of the business education programs.

6. No formal provision is made for part-time work experiences for students who intend to take positions in business.

7. The subject of economics, which provides the basic foundation in business and economic concepts, is not required but is merely an elective in the majority of the business education programs.

8. There are no storage facilities in the classrooms.

9. Office facilities of business education faculty are inadequate (space is limited, and in one case inaccessible to students and faculty except by entering through a classroom).

10. Certain classes in business subjects are too large.

11. No adjustment is made in teaching load for counseling and guidance activities.

12. Follow-up services for business students are not adequate.

In an effort to evaluate adequately the effectiveness of business education at Southwestern State College, additional data

and information obtained from former students is presented in Chapter IV. Thus, the dual approach involving faculty self-evaluation and student opinion is maintained.

CHAPTER IV

EFFECTIVENESS OF BUSINESS EDUCATION AS DETERMINED BY MEANS OF STUDENT EVALUATION

Introduction

As indicated in previous sections of this report, this evaluation of the effectiveness of business education at Southwestern State College was accomplished by two different means, namely, faculty evaluation and student evaluation. In Chapter III data were presented relative to the value judgments provided by the faculty of the Department of Business Education. In this chapter data are presented in terms of the value judgments rendered by former students at Southwestern State College.

The data for faculty evaluation were accumulated by means of conferences between individual faculty members and the author, group discussions with the faculty, records maintained at Southwestern State College, and a comprehensive evaluation schedule completed by faculty members. In contrast, the data for student evaluation were obtained by means of questionnaires completed by former students (see Appendix C). A total of 719 students engaged in study programs in business education between 1945 and 1954, terminating their work prior to September, 1954. Students who began programs during the nine-year period and who remained in

school after September, 1954, are not included in this study. The data presented here are based on replies from 444 of the 719 students.

The first step in acquiring data for the student evaluation phase of this investigation was the development of a comprehensive questionnaire. The author devoted much time to careful study of the questionnaire technique as it applies in research. In addition, he analyzed in detail many questionnaires used by other individuals in completing follow-up studies. Following consideration of the numerous elements involved in the evaluation of any program of instruction, eight major elements were selected for inclusion in the follow-up questionnaire. The eight basic factors selected for student evaluation of the effectiveness of business education at Southwestern State College were:

1. Extent of the study program pursued.
2. Type of study program pursued.
3. General education aspects.
4. Business administration aspects.
5. Specific professional preparation.
6. Extra-class activities in which students engage.
7. Work experience after leaving college.
8. Effectiveness of education for meeting family and community life problems.

To ensure satisfactory structure and format, ten students completed the first draft of the questionnaire and raised questions concerning parts of it. On the basis of the questions raised and incompleteness of responses to parts of the questionnaire, the document was revised and then multigraphed for distribution to former students. The degree of completeness of information obtained by using the questionnaire attests to its adequacy.

From permanent records in the Office of the Registrar, the names and certain other data were obtained concerning the 719 students who engaged in programs of study in business education between September, 1945 and August, 1954. The follow-up questionnaires were mailed to the 719 former students in February of 1955. In March of 1955, a second questionnaire was mailed to each of the former students who had not responded. A third mailing of the questionnaire was made in June, 1955.

As a result of the foregoing procedure, completed questionnaires were received from 444 of the 719 former students. This number constitutes 61.7 per cent of the individuals who might have replied. Of the 444 respondents to the student opinion questionnaire, 286 were women and 158 were men. In general, the data presented and analyzed in this chapter pertains only to the 444 persons who responded to the questionnaire.

In the remaining sections of this chapter, the data obtained by means of the questionnaire are presented under two main headings. Presented first is background information relative to the extent and nature of the programs of study in which the 444 former students engaged, reasons why some of them dropped out of school before completing programs, and the pattern of work experience after leaving school. The second major portion of this chapter is devoted to consideration of the value judgments made by students regarding the effectiveness of business education.

Background Information

To interpret adequately the questionnaire responses of the former students involved in this study, it is necessary to understand the nature of the programs of study they pursued. Also, consideration must be given to the extent of the work completed by the former students and reasons why some of them did not complete the programs upon which they embarked. Analysis of the work experience patterns of former students likewise may be of value in interpreting their opinions of the effectiveness of business education at Southwestern State College.

Types of Study Programs Pursued

Five types of education programs were available to students in the Department of Business Education during the nine-year period with which this study is concerned. Two of the programs are of the short course type involving generally a minimum of 45 weeks to complete. Most students complete these programs in one regular school year plus one summer session. Three of the programs involve work toward the Bachelor of Science degree. To fulfill the requirements for a Bachelor of Science degree at Southwestern State College, a student must complete work in one of the three somewhat specialized phases of business education, namely, general business, secretarial science, and business teacher preparation.

In the nine-year period between September, 1945 and August, 1954, 719 students engaged in and terminated their study in the

five programs indicated above. Of these 719 students, 222 or 31.0 per cent actually completed the requirements for a bachelor's degree in business education. In contrast, 497 students, or 69.0 per cent of the total, completed short course programs only, transferred to and completed degree programs in other fields, or dropped out of school before finishing the work involved in the programs which they originally planned to complete. The nature of the short course programs is such that it is almost impossible to determine exactly the number of students who completed such programs before leaving school. Some students all but have the program complete, and then take positions in business. Other students actually complete the program and take positions immediately. Still other students re-enroll following completion of the program with the intention of taking a position as soon as one becomes available.

The five types of study programs pursued by students at Southwestern State College are indicated in Table I, page 115. The data presented in Table I reveal the numbers of students who entered each type of program during the nine-year period, 1945-1954. Also indicated is the distribution of the 444 respondents to the questionnaires among the five types of study programs.

Analysis of the data in Table I indicates that 71.2 per cent or 512 of the 719 students, began four-year programs of study leading to a bachelor's degree. The evidence in this investigation clearly indicates that the program of study leading to a Bachelor of Science in Education with a major in business

TABLE I

BUSINESS EDUCATION PROGRAMS PURSUED BY 719 STUDENTS AT SOUTHWESTERN STATE COLLEGE, 1945-54

Type of Program	Number of Students Starting Each Program	Respondents to Questionnaire		Former Students Who Did Not Respond	
		Number	Per Cent	Number	Per Cent
General Business - short course	95	72	75.8*	23	24.2
Secretarial Science - short course.	112	69	61.6	43	38.4
Bachelor of Science - major in general business	117	80	68.4	37	31.6
Bachelor of Science - major in secretarial science. . . .	21	13	61.9	8	38.1
Bachelor of Science in Education - major in business teacher preparation	374	210	56.2	164	43.8
Total	719	444	61.7	275	38.3

*The percentages here are determined on the basis of the total number of former students who began each type of program.

teacher preparation is the most popular program in the field of business education at Southwestern State College. Between 1945 and 1954, 374 students, or 52 per cent of those entering the business education study programs, were preparing to become teachers of business subjects. Through the years, Southwestern State College has been predominantly a teacher-preparation institution. Thus, it was anticipated that a large percentage of the responses to the questionnaire in this study would be from individuals who had prepared for teaching. Actually 210, or 47.3 per cent of the 444 respondents, were people who entered the program culminating in the Bachelor of Science in Education degree with a major in business teacher preparation.

The second most popular program in business education at Southwestern State College is that leading to the Bachelor of Science degree with a major in general business. Between 1945 and 1954, 117 students or 16.3 per cent of the 719 students entering the field of business education were preparing themselves for general positions in the business world. Since 1950, the number of students preparing for business occupations has been increasing. This is in keeping with the general trend throughout the College to prepare individuals for occupations other than teaching. It appears likely that the Department of Business Education will continue to prepare increasing numbers of individuals for office service occupations even though the demand for business teachers is also steadily increasing. Of the 444 respondents to the

questionnaire, 80 or 18.1 per cent, began their work at Southwestern State College in the program leading to the Bachelor of Science degree with a major in general business.

Only 21 of the 719 students entering the field of business education began programs leading to the Bachelor of Science degree with a major in secretarial science. This number is rather insignificant when compared with the numbers of students in the other two bachelor's degree programs. Thirteen of the 444 respondents to the questionnaire were people who had engaged in study in this type of program.

Short courses in general business and secretarial science constitute the remaining two of the five programs offered in the Department of Business Education at Southwestern State College. They are the only programs which do not culminate in bachelor's degrees and are designed to be completed within a 45-weeks period. There is nothing to prevent students in these programs from transferring to degree programs within the Department of Business Education. No loss of college credit is incurred by students who do transfer.

As has been indicated before, the primary purpose of these programs is to prepare students to take positions in business after a period of approximately 45 weeks of college work. Analysis of the data in Table I indicates that 28.8 per cent, or 207 of the 719 former students, entered the short course programs. The evidence indicates that interest in secretarial science is somewhat greater than that in general business. A total of 112

students entered the secretarial science short course program while 95 students entered the general business program. Actually, 141, or 31.8 per cent of the 444 respondents to the questionnaires, were people who entered the short course type of program.

To summarize briefly, 719 students began and terminated study programs in the Department of Business Education in the nine-year period, 1945-54. Sixty-nine per cent of these students began four-year programs of study and 31.0 per cent actually obtained bachelor's degrees in business education. The data presented in the sections of this chapter which follow involve the 444 former students who responded to the questionnaire. Of these 444 former students, 303 began study programs leading to bachelor's degrees. In contrast, 141 of the former students entered programs of the short course type in secretarial science and general business.

Extent of Study Programs Pursued

In the preceding section, data are provided to indicate the number of students who entered each of the types of programs in business education, as well as the number and percentage of those students who responded to the questionnaire. During the nine-year period, September, 1945 to August, 1954, 719 students entered and terminated their business education study programs. This study is concerned with the opinions rendered by means of questionnaires from 444 of these 719 former students. During the last three years of the nine-year period considered in the study, certain students began programs of study which they are still in

the process of completing. These students who are attending Southwestern State College are not involved in this study.

In any type of educational program there will be certain students who will not complete the program, but instead leave college for one reason or another. Others frequently become dissatisfied with the programs of study which they began and transfer to other programs. Still others abide by their original educational choices and complete the programs of study which they began. Data are presented in Table II, page 120, concerning the extent of the programs pursued by the 444 students who responded to the questionnaire. Table II does not indicate the transfers from one program of study to another, nor does it clearly reveal the number of students who completed short courses in general business and secretarial science.

Clearly indicated in Table II are the numbers of students who entered each of the programs of study, the extent of that study, and the numbers of students who completed degree programs. It is interesting to note the extent to which the respondents to the questionnaire pursued the various programs of study leading to degrees in the Department of Business Education. Analysis of the data presented in Table II indicates that 19, or 6.3 per cent of 303 students entering degree programs, terminated their study at the end of two semesters. Another 24, or 8.0 per cent of the 303 students, terminated their study at the end of four semesters. There were 36, or 11.9 per cent of the students, who terminated their study during the junior year. Only 14, or 4.6 per cent of

TABLE II

EXTENT OF PROGRAMS OF STUDY IN BUSINESS EDUCATION COMPLETED BY 444 STUDENTS AT SOUTHWESTERN STATE COLLEGE, 1945-54

Type of Program	Number of Students Beginning Each Type of Program	Extent of Programs Completed by Students Who Were Not Granted Degrees								Number of Students Who Received Degrees			
		1	2	3	4	5	6	7	8	Bachelor of Science - General Business	Bachelor of Science - Secretarial Science	Bachelor of Science - Business Teacher Preparation	Degree in Other Fields
General Business - short course.	72	12	23	13	5	1	-	1	2	3	-	5	7
Secretarial Science - short course.	69	7	24	17	8	2	1	-	1	-	-	6	3
Bachelor of Science - major in general business.	80	1	10	6	6	10	3	2	-	28	-	12	2
Bachelor of Science - major in secretarial science	13	-	1	1	2	1	2	-	-	-	6	-	-
Bachelor of Science - major in business teacher preparation .	210	1	6	4	5	10	10	9	3	1	-	123	38
Total	444	21	64	41	26	24	16	12	6	32	6	146	50

the 303 students, terminated their study in their senior years but without receiving a bachelor's degree. A total of 170, or 56.1 per cent of the 303 students, entering degree programs, completed requirements for degrees in business education.

When the different degree programs are considered separately, data presented in Table II indicates that 124, or 59.0 per cent of 210 students, entering the program leading to the Bachelor of Science in Education degree with a major in business education completed the requirements for the degree. Eighty students entered the program leading to a Bachelor of Science degree with a major in general business; 40, or 50.0 per cent, completed the requirements for the degree. Only 13 students entered the program leading to the Bachelor of Science degree with a major in secretarial science. Six students, or 46.1 per cent, completed the requirements for the degree.

Analysis of data in Table II concerning the short courses in general business and in secretarial science indicates the extent to which the students pursued these programs of study. Although only a limited number of responses to the questionnaire came from people who remained in school for a relatively short time, the data concerning the short course programs are significant. A total of 141, or 28.8 per cent of 444 respondents, entered the short course programs in general business and secretarial science. The tendency is clearly indicated for more individuals to engage in the study of secretarial science than in the study of general business. This is undoubtedly true because

the program in secretarial science constitutes specific job preparation and job placement is more readily accomplished.

Sixty-six, or 46.8 per cent, of the 141 students beginning short courses terminated their programs of study at the end of two semesters. The short course in secretarial science was established on the premise that a student would enter the program with no previous training in either typewriting or shorthand. Many students, however, do enter the program with the equivalent of 9 hours of work in these two subjects; thus, they reduce the time required to complete the short course to 36 weeks or one year. In effect these students are as well qualified as those who enter college with no previous work in the skills and use the full 45 weeks to complete their programs of study. In most instances, students who terminate the program of study in the short course in general business at the end of two semesters, are not adequately prepared to perform the duties of the specific kinds of business positions for which the preparation is designed.

The data in Table II, page 120, do not reveal the number of students transferring from one type of business education program to another; nor do they reveal clearly the number of students completing the short course programs. However, by supplementing Table II with additional information, evidence concerning these elements is presented in the paragraphs which follow.

The number of students originally entering the program leading to the Bachelor of Science in Education degree with a major

in business teacher preparation was 210. The number of students who actually received the degree was 146. The data presented here reveal the educational shifts made by students which resulted in the significant difference in the number of students entering and completing the degree program.

Number of students originally beginning the program leading to a Bachelor of Science in Education with a major in business teacher preparation.		210
Number of students who transferred to the business teacher preparation program:		
From short course in general business.	15	
From short course in secretarial science	12	
From Bachelor of Science degree program with a major in general business	14	41
Total number of students entering the business teacher program.		251
Number of students leaving college, transferring to another program in business education, or to a program in another department of the college.		105
Number of students completing the program leading to a Bachelor of Science in Education with a major in business teacher preparation (nine-year period, 1945-'54)		146

The data in the above tabulation makes it apparent that 15 students, or 20.8 per cent of the 72 originally starting the short course in general business, transferred to the Bachelor of Science in Education program with a major in business teacher preparation. Twelve students, or 17.4 per cent of 69 originally starting the short course in secretarial science program, transferred to this degree program. Fourteen, or 17.5 per cent of

the students in the Bachelor of Science with a major in general business, transferred to the Bachelor of Science in Education program; 146 students received a Bachelor of Science Degree in Education with a major in business teacher preparation.

The number of students originally entering the program leading to the Bachelor of Science in general business was 80. The number of students who actually received the degree was 32. The data presented here reveal the educational shifts made by students which resulted in the significant difference in the number of students entering and completing the degree program.

Number of students originally beginning the program leading to a Bachelor of Science with a major in general business.		80
Number of students who transferred to the degree program in general business:		
From short course in general business	5	
From Bachelor of Science in Education program with a degree in teacher preparation.	1	6
Total number of students entering bachelor's degree program in general business		86
Number of students leaving college, transferring to another program in business education, or to a program in another department of the college.		54
Number of students completing the program leading to a Bachelor of Science in general business . . .		32

The data in the above tabulation make it apparent that five, or approximately 7.0 per cent of the 72 originally starting the short course in general business, transferred to the program leading to a Bachelor of Science degree in general business. Only

one student in the program leading to a Bachelor of Science in Education with a degree in teacher preparation transferred to the program leading to a Bachelor of Science degree in general business. As a result of these transfers, 32 students received a Bachelor of Science degree with a major in general business.

Data taken from Table II and additional information concerning students transferring from other programs in business to the Bachelor of Science degree program with a major in secretarial science may be summarized as follows:

Number of students originally beginning the program leading to a Bachelor of Science degree in secretarial science.		13
Number of students who transferred to the degree program in secretarial science:		
From short course in general business.	1	
From short course in secretarial science	6	7
Total number of students entering bachelor's degree program in secretarial science.		20
Number of students leaving college, transferring to another program in business education, or to a program in another department of the college.		14
Number of students completing the program leading to a Bachelor of Science degree with a major in secretarial science.		6

In the nine-year period with which this study is concerned, only 13 students entered the program leading to a Bachelor of Science degree with a major in secretarial science. As indicated in the tabulation, 7 students transferred from other programs of study to the secretarial science program. One of these students

transferred from the short course in general business program and the other students transferred from the short course in secretarial science program. A total of 72 respondents to the questionnaire were people who entered the short course in general business. There is nothing in Table II to clearly indicate the actual number of these respondents who completed that program of study. However, through analysis of the college transcripts of the 72 persons involved, it was found that 31, or 43.5 per cent, had completed all of the subjects specifically required for the short course program in general business. Twenty-one of these individuals, as was indicated earlier, changed their objectives and entered advanced programs of study leading to degrees in business education.

Of the 69 respondents who entered the short course in secretarial science, 29 or 41.3 per cent, completed that program of study. Eighteen of these individuals entered advanced programs of study leading to degrees in business education.

Activities of Students Following Termination of Programs of Study

As indicated in a previous section of this chapter, 234 of the 444 former students involved in this study completed four-year degree programs at Southwestern State College. In addition, 60 of the 444 former students completed 45-week short courses. Thus, a total of approximately 66.2 per cent appear to have achieved the goals they set for themselves in attending the College. The

information in the remainder of this section is designed to indicate the types of activities in which former students engaged following their experiences in the Department of Business Education.

A substantial number of the former students continued their education beyond that which they obtained at Southwestern State College. Thirty-two individuals, who terminated their programs of study prior to completing the requirements for the bachelor's degree, have completed or are now pursuing degree programs at other educational institutions. Twenty-two of these people have continued to study in the field of business education; ten shifted to other educational fields.

Forty-seven former students reported that they had completed, or were in the process of completing, educational programs at the graduate level. Most of these people are in educational work involving teaching or school administration. Thirty-four of the 47 persons had engaged in graduate study leading to the Master of Education degree; five, the Master of Teaching; and four, the Master of Arts. Four of the 47 people had completed master's degree programs and were studying at the doctoral level.

In addition to those students who continued formal educational programs after leaving Southwestern State College, a number of people have engaged in adult study activity. In general, the adult study was designed to fulfill specific occupational needs. Seven individuals have completed courses offered by the American Institute of Banking; four have engaged in correspondence

study in accounting; and one has completed an accounting program in a private business school. Five persons have engaged in workshop activities involving tax problems or phases of business teacher preparation. One individual has studied machine shorthand and now is proficient in the use of a Stenograph. In addition, fourteen persons have completed short courses in as many different areas of trade and industry apart from the area of business.

Of the 444 former students involved in this study, 234 completed degree programs. Thus, 210 of the students terminated their programs at Southwestern State College prior to completion of degree requirements. However, it should be noted that many completed the 45-weeks short courses in accordance with their original intent. In the questionnaire used for the student opinion portion of this study, information was sought concerning reasons for termination of programs of study prior to completion of four years. Table III, page 129, constitutes a summary of the information gained.

The data in Table III reveal that two thirds of the 210 students who terminated their study programs prematurely did so to accept employment or to fulfill family obligations. A total of 91 persons moved directly into occupations, 38 women left school to be married, and 11 women terminated their educational activity to rear families. Twenty-one students transferred from Southwestern State College to other colleges to continue their educations. During the period 1945-54, with which this study is concerned, only 13 individuals, of the 210 involved, dropped out of school to

TABLE III

REASONS FOR STUDENTS TERMINATING STUDY PROGRAMS

PRIOR TO COMPLETION OF DEGREE REQUIREMENTS

Reasons Given for Discontinuing Business Education Programs Prior to Completion of Four Years of Study	Number of Students	Per Cent of 210 Former Students
Accepted Employment.	91	43.3
Marriage (women)	38	18.0
Lack of Funds.	23	11.0
Transferred to Another College	21	10.0
Joined the Armed Forces.	13	6.2
Rear Family (women).	11	5.2
Inadequate Health.	5	2.4
Change of Residence.	5	2.4
Dislike for College Life	2	1.0
No Reply	1	0.5
Total.	210	100.0

join the Armed Forces. However, 23 students terminated business education programs because of lack of funds required to continue. It is probably significant to note that only two persons reported that they did not like college activity and simply dropped out because of lack of interest. The answers to this portion of the questionnaire appeared to indicate that most of the students wanted to stay in school and dropped out only when absolutely necessary.

Of the 444 former students in business education at Southwestern State College, 433 engaged in a variety of occupational activities following the termination of their study programs; 11 former students failed to reply to this portion of the questionnaire. The student opinion questionnaires were completed during the school year, 1954-55. Thus, the work experience reported was that acquired after leaving college but not later than the spring of 1955. The data accumulated regarding occupations is summarized in Table IV, page 131. It should be noted that no attempt was made to gain information relative to the amount of time spent in each occupation.

Two major types of occupational activity predominate in the work experience of the former students involved in this study. The first type includes specific occupations in business such as secretarial, accounting, general clerical, office management, and sales. Actually, 355, or 50.2 per cent, of the 707 occupations listed were in the field of business. The second predominant type of occupational activity was that involving education. It

TABLE IV

WORK EXPERIENCE OF 433 FORMER STUDENTS IN BUSINESS EDUCATION AT SOUTHWESTERN STATE COLLEGE*

Occupations in Which Former Students Engaged	Number of Former Students	Per Cent of 433 Former Students
Business Teacher (Secondary School)	107	15.1
Secretary	87	12.3
General Clerical Worker	67	9.5
Elementary School Teacher	65	9.2
Bookkeeper	51	7.2
Stenographer	37	5.2
Clerk Typist	32	4.5
High School Teacher (Other Than Business)	26	3.7
High School and Junior High School Principal	25	3.5
Housewife	24	3.4
Armed Services	22	3.2
Accountant	15	2.2
Athletic Director (Secondary School)	13	1.8
Elementary School Principal	13	1.8
Office Manager	21	3.0
Sales Clerk	10	1.4
Salesman	9	1.3
Cashier	9	1.3
Junior High School Teacher	8	1.1
Secondary School Superintendent	8	1.1
Farming	8	1.1
Receptionist	7	1.0
Operator of Small Business	6	0.8
College Teacher	5	0.7
Telephone Operator	4	0.6
Miscellaneous Occupations in No Way Related to Business	28	4.0
Total	707	100.0

*Eleven of the 444 former students made no reply to this portion of the questionnaire.

included specific occupations such as teaching business subjects, teaching in the elementary school, school administration, and directing athletics. A total of 270, or 38.2 per cent of the occupations listed were in this area of endeavor. In addition to the two major types of occupations, three others were significant. Twenty-four individuals indicated that they had engaged in the occupation of housewife; 22 were or had been members of the Armed Forces; and 8 had engaged in farming. The 22 persons who listed membership in the Armed Forces as an occupation were people who had engaged in no other occupation. Twenty-eight persons indicated miscellaneous occupations which were in no way related to their college programs in business education. The data in Table IV indicate conclusively that, while Southwestern State College continues to be primarily a teacher preparation institution, students utilize their educations from the College in many other occupational areas.

It is generally recognized that one responsibility of any college is to aid students in locating positions. The Dean of Instruction is in charge of the placement service at Southwestern State College. By means of the student opinion questionnaire, information was sought from former students concerning the extent to which they had utilized the placement service in acquiring positions. Analysis of the statements of the 444 former students indicated that approximately 100, or 22.5 per cent, had utilized the placement service in obtaining positions.

World circumstances prevailing during the period involved in this study were such that individuals who engaged in the study of business education at Southwestern State College from 1945 to 1954 did so in many cases by means of the Veterans' Administration aid program. Some of these individuals experienced military service prior to entering college, while others had their college educations temporarily interrupted by military service. Involvement of the United States in the Korean conflict was responsible for many individuals having their college educations interrupted during the nine-year period. Still other individuals had their military experience following the completion of their college education. A total of 121 of the 444 former students involved in this study acquired military experience. Fifteen of these individuals served as officers in the Army, Air Force, or Marines; 105 individuals served as enlisted men in the Army, Navy, Air Force, Marines, and Coast Guard. One woman served in an enlisted capacity in the United States Navy. The manner in which the military service of these individuals was affected by their college experience is considered in the section of this chapter pertaining to student evaluation of the effectiveness of business education.

To this point the material in this chapter has consisted of background information relative to the 444 former students who returned questionnaires indicating opinions relative to the effectiveness of business education at Southwestern State College. The information presented has been concerned with the types of study programs pursued by former students, the extent of programs

pursued, and the activities of the students following termination of their study programs in the Department of Business Education. The remainder of this chapter is devoted to an analysis of the opinions expressed about business education.

Student Evaluation of the Effectiveness of Business Education

In Chapter III of this study, comprehensive data and information are presented concerning the effectiveness of business education at Southwestern State College from the point of view of the faculty of the Department of Business Education. The purpose of this section of this chapter is to analyze and interpret similar information and data from the point of view of former students in the Department. The material presented here is based on the statements of 444 former students who completed the student evaluation questionnaires (see Appendix C).

Two phases of education are especially significant for all students pursuing programs of business education which culminate in the bachelor's degree. These phases are general education and specialized education. For students pursuing a program of study in the area of business teacher preparation a third phase, that of professional education, is of significance. Only specialized business subjects have significance in the short course programs in general business and secretarial science as offered at Southwestern State College.

In addition to the formalized instructional offerings, numerous other elements of the collegiate program are of importance

to business students. Most of these elements can be appropriately grouped under the heading of extra-class activities. To facilitate the presentation of information in the remainder of this section, the general education, specialized business education, professional education, and extra-class activities pertinent to business education at Southwestern State College are presented under separate headings.

General Education

General education at Southwestern State College is commonly considered to consist of those subjects that are liberal arts in nature and completed by students during the first two years of college. The purpose of general education is believed to be primarily to provide those educational experiences essential for all college students. Substantial amounts of general education have been required of students in the Department of Business Education in past years. Since 1952, a specific minimum requirement of 50 semester hours of general education subjects has been enforced. The general education subjects have generally consisted of work in the fields of English, social science, science, physical education, and the humanities. However, in this section consideration is given to each of eleven areas studied other than business and professional education.

In completing the questionnaire for this study, 444 former students indicated their opinions of the general education portion of their study programs. A summary of the opinions indicated is presented in Table V, page 136. Analysis of the data in Table V

TABLE V

OPINIONS OF 444 FORMER STUDENTS REGARDING THE VALUE OF THE VARIOUS TYPES OF SUBJECT MATTER IN GENERAL EDUCATION

Subject Matter Areas of General Education	Total Number of Responses	Considerable Value		Limited Value		Little or No Value	
		Number	Per Cent	Number	Per Cent	Number	Per Cent
English (written and oral).	356*	302	84.8#	49	13.8	5	1.4
Social Studies (history, government, economics, sociology, and geography). .	337	176	52.2	140	41.5	21	6.3
Health and Physical Education	307	138	45.0	121	39.4	48	15.6
Natural Science (biology, botany, and zoology).	254	92	36.2	129	50.8	33	13.0
Literature (English and American)	250	77	30.8	116	46.4	57	22.8
Mathematics	238	149	62.6	68	28.6	21	8.8
General Psychology.	222	142	64.0	70	31.5	10	4.5
Fine Arts (art, music, and drama)	221	91	41.2	94	42.5	36	16.3
Physical Science (physics, chemistry) . .	138	49	35.5	61	44.2	28	20.5
Practical Arts (home economics and industrial arts).	80	51	63.8	21	26.2	8	10.0
Foreign Language.	66	9	13.6	24	36.4	33	50.0

*Each of the 444 former students engaged in some study of general education. However, in no subject matter area were all involved.

#The percentages in each case are based on the total number of reponses for the subject matter area involved.

makes it apparent that English, social studies, and health and physical education are the areas most frequently constituting general education for business education students. In the opinions of 302 former students, or 84.8 per cent of those evaluating the subject matter of English, work in the area of English usage is of considerable value. In contrast, 49 students, or 13.8 per cent, believed that the study of English at the college level is of limited value; five students rated it as of little or no value. A total of 337 former students rendered opinions relative to the value of social studies subjects. Approximately one half of them believed that the study of social science is of considerable value; 41.5 per cent rated it as of limited value; and 6.3 per cent reported that it had been of little or no value to them. Forty-five per cent of the students responding with regard to health and physical education reported that it was of considerable value to them. In contrast, 39.4 per cent and 15.6 per cent rated it as of limited value or little value, respectively.

Of the remaining eight subject matter areas of general education, three areas were reported to be of considerable value by more than 62.0 per cent of the respondents. These areas were those involving the study of mathematics, psychology, and practical arts. Rated as of considerable value by approximately 40.0 per cent or less of the respondents were the subject matter areas of natural science, literature, fine arts, physical science, and foreign language. Only in the case of foreign language was there a significant indication of opinion that the subject matter was of

little or no value. Only 66 of the former business students had studied a foreign language; 86.4 per cent of them expressed doubt regarding its value to them.

While it is commonly recognized by most laymen and educators that general education is an essential part of any college program, the evidence in this study indicates that former business students have a high degree of regard for relatively few phases of general education. The former students involved in this study appear to appreciate most the study of written and oral English, general psychology, practical arts, and mathematics. Perhaps it is reasonable to assume that these subject matter areas have the greatest amount of direct application to the occupations in which the former students are engaged.

Specialized Business Education

Not all of the subjects offered in the Department of Business Education are sufficiently technical in nature to warrant classification in all cases as specialized business education subjects. Such subjects as principles of economics, typewriting, and elementary accounting are frequently studied by students who are not majoring in the Department. These subjects are sufficiently general in nature that they might in some circumstances be classified as general education. This distinction, however, is not of significance in this section of this investigation report. All of the former students who completed the questionnaire had the opportunity to study economics, typewriting, and elementary accounting;

and, in addition, numerous other business subjects. They were asked to evaluate the effectiveness of the total offering of business subjects. The total offering of the Department of Business Education during the years, 1945-54, included approximately 85 semester hours of instruction in the following subject matter areas:

economics (principles of economics, money and banking, labor relations)
salesmanship and advertising
accounting
business law
business English and communications
business mathematics
typewriting
shorthand and transcription
office practice (secretarial training, filing, office machines)

The number of semester hours of business subjects required of students completing requirements for degrees in the Department of Business Education has remained relatively constant through the years. The minimum semester hour requirements for degree programs in general business, secretarial science, and business teacher preparation currently range from 30 to 34 semester hours. However, the specific subjects studied may differ substantially in terms of the needs of individual students in the various programs. Approximately one half of the business subjects in the secretarial science degree program differ from those studied by a student in the general business program. During the years 1945-54, with which this study is concerned, students commonly completed 40 to 45 semester hours of study in business subjects as they fulfilled their major and minor requirements or exercised their own

judgment in choosing elective subjects. The 45-weeks short courses involved the completion of 45 semester hours of study, only three hours of which was outside of the Department of Business Education. Thus, it may be reliably assumed that most of the 444 former students who responded to the questionnaire had engaged in programs of study involving substantial numbers of semester hours in business subjects.

In completing the student evaluation questionnaire for this study, the 444 former students indicated their opinions relative to the subject matter areas of business in which they had studied. There was no area in which all of the students had completed work. For example, 358 former students had studied typewriting in the Department of Business Education. Eighty-six students had not taken typewriting for a variety of reasons, one of which is that they had studied typewriting for two years in high school. The number of responses ranged from 116 relative to salesmanship and advertising to 358 relative to instruction in typewriting. Table VI, page 141, constitutes a summarization of the points of view held by the 444 former students regarding the value of the various areas of subject matter in which instruction was offered.

Typewriting, business English and communications, accounting, and office practice are the areas of subject matter in business which were most consistently considered to be of considerable value. In the opinions of 329, or 91.9 per cent of those making the evaluations, typewriting was considered to be of

TABLE VI

OPINIONS OF 444 FORMER STUDENTS REGARDING THE VALUE OF

THE VARIOUS TYPES OF SUBJECT MATTER IN SPECIALIZED BUSINESS EDUCATION

Subject Matter Areas of Specialized Business Education	Total Number of Responses	Considerable Value		Limited Value		Little or No Value	
		Number	Per Cent	Number	Per Cent	Number	Per Cent
Typewriting.	358*	329	91.9#	25	7.0	4	1.1
Accounting	344	287	83.4	48	14.0	9	2.6
Business English and Communications. . .	330	291	88.2	33	10.0	6	1.8
Business Mathematics	330	227	68.8	75	22.7	28	8.5
Shorthand and Transcription.	325	220	67.7	70	21.5	35	10.8
Business Law	311	175	56.3	121	38.9	15	4.8
Office Practice (secretarial training, filing, office machines)	294	214	72.8	64	21.8	16	5.4
Economics (principles of economics, money and banking, labor relations). .	150	89	59.3	46	30.7	15	10.0
Salesmanship and Advertising	116	47	40.5	36	31.0	33	28.5

*Each of the 444 former students engaged in considerable study of specialized business subjects. However, in no subject matter area were all involved.

#The percentages in each case are based on the total number of reponses for the subject matter area involved.

considerable value. Only four persons held the opinion that typewriting was, or had been, of little or no value to them. Business English and communications was rated as having considerable value by 88.2 per cent of 330 former students. It was considered to be of limited value by 10.0 per cent and of little or no value by 1.8 per cent. Of 287 former students indicating the value of accounting, 83.4 per cent rated it as of considerable value; 14.0 per cent, limited value; 2.6 per cent, little or no value. The subject matter of office practice was evaluated by 294 former students; 72.8 per cent indicated considerable value; 21.8 per cent, limited value; 5.4 per cent, little or no value.

It is interesting to note that 68.8 per cent of 330 former students believed that the study of business mathematics had been of considerable value to them. Similarly, 67.7 per cent of 325 former students held the subject matter of shorthand and transcription in high esteem.

The subject matter areas of economics, salesmanship and advertising, and business law were not studied as extensively as the other areas. In the case of economics, 59.3 per cent believed that it has considerable value, whereas 10.0 per cent believed that it is of little or no value. Business law was rated as having considerable value by 56.3 per cent and in contrast, only 4.8 per cent held that it is of little or no value. Salesmanship and advertising was the subject matter considered least valuable by the former students. Only 40.5 per cent indicated considerable value for this area and 28.5 per cent believed it was little or no value.

Careful analysis of Table VI indicates that, in general, the former students of business education believed that the specialized business subjects are valuable. For the most part, the ratings of little or no value appear to be insignificant. It is apparent that the subject matter involving types of skills is most frequently rated at a high level. This is undoubtedly true because former students utilize these aspects of business education most frequently and in a tangible manner in their everyday occupational activities.

Professional Education

It is necessary at Southwestern State College for all individuals preparing for the teaching profession to complete subjects in the area of professional education. The subject matter of professional education includes study of such elements as educational psychology, the curriculum, methods of teaching, measurement and evaluation, and guidance. Prior to July 1953, there was only one program for the preparation of business teachers. Currently prospective business teachers may prepare to teach only the bookkeeping and clerical practice subjects in the secondary schools or they may prepare to teach all of the commonly offered business subjects including shorthand. The professional education requirements are identical for the two certificate programs now offered by the Department of Business Education.

The information on page 123 of this report indicates that a total of 251 of the 444 former students involved in this investigation engaged in study in the program for preparation of business

teachers. Of the 251 engaging in business teacher preparation, 146 completed the requirements for degrees and certification; 105 did not. The evaluation data presented here are based upon the responses of the 251 people in business teacher preparation who completed a sufficient amount of the program to engage in the professional education aspects of it. Their opinions are summarized on page 145 in Table VII. It should be noted that the opinions relative to professional education do not regard work actually offered by the Department of Business Education although the professional education is basic to the program of that Department. All of the courses in professional education were offered in the Department of Education during the years 1945-54. Currently, one subject, Teachers Course in Business Education, is offered by the Department of Business Education for three semester hours of credit.

The data presented earlier in this chapter indicate that most of the graduates of the business teacher preparation program actually engaged in educational types of occupations after terminating their work at Southwestern State College. Thus, their opinions relative to professional education probably reflect their use of that subject matter in teaching or other educational positions. It is significant to note that a majority of the former students responding to this section of the questionnaire believed that the subject matter of educational psychology, educational methods, and educational tests and measurements was of considerable value to them. This opinion was reported by 149

TABLE VII

OPINIONS OF FORMER STUDENTS REGARDING THE VALUE OF

SUBJECT MATTER IN PROFESSIONAL EDUCATION

Subject Matter Areas of Professional Education	Total Number of Responses	Considerable Value		Limited Value		Little or No Value	
		Number	Per Cent	Number	Per Cent	Number	Per Cent
Educational Psychology (general psychology, mental hygiene, psychology of adolescence). . . .	219	149	68.0*	57	26.0	13	6.0
Educational Methods and Procedures (introduction to teaching, principles of secondary education, methods of teaching)	193	114	59.1	64	33.2	15	7.7
History and Philosophy of Education	153	31	20.3	74	48.4	48	31.3
Educational Tests and Measurements	134	69	51.5	49	36.6	16	11.9

*The percentages in each case are based on the total number of responses for the subject matter area involved.

former students, or 68.0 per cent, in the case of educational psychology; 114 former students, or 59.1 per cent in the case of educational methods and procedures; and 69, or 51.5 per cent in the case of educational tests and measurements. A total of 122, or 79.8 per cent, indicated that study in the area of the history and philosophy of education had been of limited value or little or no value to them.

The information in Table VII makes it apparent that a substantial majority of the former students involved in this study considered the subject matter of professional education to be of value. However, the percentages of favorable responses are somewhat lower than those relative to general education and significantly lower than those relating to specialized business education.

Extra-Class Activities

Extra-class activities are commonly considered to be a necessary element in a collegiate education program. Such activities are usually sufficiently varied that most students participate actively in one or more of the activities while attending college. In this study the opinions of the 444 former students were sought concerning the value of nine types of extra-class activity. The failure of many former students to indicate a response perhaps is an indication that their participation was negligible. The number of responses relative to each of the nine types of extra-class activity ranged from 64 to 154. The nine types of extra-class

activity and the responses indicated concerning each of them are presented in Table VIII, page 148.

It is apparent that religious organizations are considered valuable by former students. No individual indicated that they are without value, whereas 86.0 per cent reported them to be of considerable value and 14.0 per cent, limited value. In terms of percentages, the college newspaper, the college yearbook, and music organizations activities rate relatively high. The numbers of former students who apparently engaged in each of these activities while in college are small. The all-school dances, social fraternities and sororities, and intra-mural athletics are activities in which substantial numbers of the former students appear to have engaged. However, in each case less than one half of the former students responding to this section of the questionnaire regarded them as having considerable value.

Because approximately 90.0 or more per cent of the former students responding indicated ratings of considerable value or limited value for each of the nine types of extra-class activity, it may be assumed that such activities are significant and worthwhile. It should be recognized, however, that only in the case of religious organizations do the former students demonstrate a consensus that the activity has considerable value.

Miscellaneous Aspects of Student Evaluation

Student opinions relative to general education, specialized business education, and extra-class activities have been presented and discussed in the preceding sections. These are undoubtedly

TABLE VIII

OPINIONS OF FORMER STUDENTS REGARDING THE VALUE OF EXTRA-CLASS ACTIVITIES

Types of Extra-Class Activity	Total Number of Responses	Considerable Value		Limited Value		Little or No Value	
		Number	Per Cent	Number	Per Cent	Number	Per Cent
All-school dances	154	70	45.5*	68	44.2	16	10.3
Religious organizations	150	129	86.0	21	14.0	--	--
Social fraternities and sororities	145	65	44.8	66	45.5	14	9.7
Intra-mural athletics, (basketball, volleyball, tennis, pingpong, softball)	135	64	47.4	58	43.0	13	9.6
Music organizations (choir, chorus, band)	92	57	62.0	31	33.7	4	4.3
Intercollegiate athletics (football, basketball, baseball, tennis, wrestling, track)	77	44	57.1	26	33.8	7	9.1
Student government	65	38	58.5	24	36.9	3	4.6
College newspaper	65	44	67.7	16	24.6	5	7.7
College yearbook	64	40	62.5	19	29.7	5	7.8

*The percentages in each case are based on the total number of responses for the area involved.

the major phases of the education of students in the Department of Business Education. However, to round out this investigation, a number of miscellaneous questions were included in the student opinion questionnaire in an attempt to gain information concerning the points of view of former students toward the total program rather than segments of it.

Subject matter offered in college from which former students could have profited. -- One section of the questionnaire pertained to problems encountered by former students which could not be solved on the basis of their educational experiences at Southwestern State College. The question asked was: "In your opinion, is there subject matter offered in college that you could have profited from but which you did not study?" Of the 444 former students involved, 273, or 61.5 per cent, answered "yes"; 171, or 38.5 per cent, answered "no." Thirty-one of the students, indicating an affirmative answer, made comments to the effect that they could have profited from merely extending their college careers. They did not indicate specific subjects that they needed. In contrast, 242 of the former students indicated specifically the subject matter which they believed would have been beneficial to them but which they had not studied or had studied insufficiently. Actually, the subject matter which the former students specifically indicated was from practically every department in the College. The range was from 87 who indicated business education to 1 who indicated library science. The subject matter areas in which need was indicated are:

Subject Matter Area(s)	Number of Former Students
Business	87
Professional Education	35
Speech and Drama	24
Home Economics	16
Music and Art	15
Psychology	15
Mathematics	11
Physical or Natural Science	10
Foreign Language	9
History and Government	9
English	8
Journalism	2
Library Science	1

Since most of the respondents to the questionnaire utilized in this study were employed in occupations at least somewhat related to business, it is understandable that their major emphasis in terms of need was in the subject matter area of business. Eighty-seven former students reported that they could have profited from initial study of business or more extensive work in business subjects. Three phases of business education were pointed up in their comments. Forty former students believed that the study of economics or other general business subjects would have been most helpful to them. Secretarial science subjects, especially typewriting and shorthand, were indicated as being needed by 28 former students. Advanced accounting subjects constituted the area of greatest need for 20 individuals.

Professional education was reported to be the second most needed area of subject matter. The individuals involved were employed in educational positions and appeared to need additional study in the methods of teaching, guidance, and school

administration. A total of 35 individuals reported that they could have profited from additional study of the subject matter of this area.

The remaining indications of needed subject matter from 121 persons involved study in general education. The 121 former students reported that they could have profited principally from study in the areas of speech and drama, home economics, music and art, psychology, mathematics, and physical and natural science.

Major handicaps of former students in accomplishing the duties involved in their present occupations. -- One section of the student evaluation questionnaire concerned the recognizable shortcomings of individuals in performing the duties of their occupations. The question asked of the former students was: "What is the major handicap you have in accomplishing the duties involved in your present occupation?" A total of 222 former students responded to the question. Sixty-four individuals made rather extensive statements concerning the point of view that they had no handicaps. The statements made by other individuals were classified in terms of the nature of the handicaps reported. The classified list of handicaps is as follows:

Major Handicaps	Number of Former Students
Lack of specific occupational skill. . .	97
Lack of time to accomplish duties. . . .	19
Lack of leadership ability	17
Lack of experience in the occupation	12
Lack of ability to meet people readily.	4

The above tabulation makes it apparent that the most common major handicaps of former students involves lack of specific occupational skill. Fifty-nine of the 97 indications of this handicap were reported by teachers in elementary and secondary schools. These teachers stated that they lacked the occupational knowledge and skill required to enable them to teach effectively, to cope with discipline problems, and to supervise extra-class activities in the public schools. They indicated that they believed that the professional education courses offered in college might be revamped to prepare teachers better to meet such problems. Many of the teachers indicated the belief that they should have had more work in the specific methods of teaching. Thirty-eight people employed in business occupations reported that they lacked skill in performing tasks which involved typewriting, shorthand, business mathematics, finance information, or the ability to compose business letters. They did not criticize the collegiate programs which they had completed at Southwestern State College. Instead, they merely pointed up their need for more study in the subjects of business education which were and are now being offered in the Department of Business Education.

Lack of leadership ability was reported as a handicap of 17 former students. These individuals appeared to lack ability to speak effectively before groups of people or to supervise the work of others. Lack of experience in positions held was reported by 12 former students and four individuals stated that they could not meet people with ease. None of these respondents made statements

indicating the belief that specific elements of their collegiate programs could have been improved to alleviate the handicaps.

Preparation for community and family living. -- It is commonly recognized today that one goal of education is preparation for community and family living. A collegiate program in business education should undoubtedly attempt to fulfill this objective. The following question was asked of the former students: "In your opinion, did your program of study at Southwestern State College prepare you adequately for solving the problems of family and community life?" The nature and number of the responses to this question appear to indicate that it was midunderstood by many of the former students. Only 83 former students indicated yes or no answers with adequate explanatory comments to make possible interpretation of their points of view. In general, the opinions of the 83 individuals are summarized in the statement of one person:

> My program of study did not prepare me for meeting the cold realities of everyday living and adjusting to the innumerable problems of marriage. College life is too easy. The transition is one for which people should be prepared.

Numerous statements were made by the former students to the effect that instruction in college did not prepare them for family living and for parenthood. Other statements indicated lack of preparation for the consumer activities of life. Several students indicated that they could use knowledge of family budgeting and installment buying but had not gained much knowledge in college. A few of the statements of former students indicated

that personality is an important factor in community and family living and that their college programs had not been effective in this regard. Self-discipline was mentioned as something the collegiate program should help students to develop. It is interesting to note that several men indicated that their college program had not properly conditioned them for life in the Armed Forces. One woman reported that her program of study did not prepare her for life as the wife of a United States Marine.

Effect of college experiences upon military service. -- Information is presented in an earlier section of this chapter relative to the number of individuals who served in the Armed Forces and the ranks or ratings they achieved. In the questionnaire each of the former students was asked, "How was your military service affected by your college experiences?" Of a total of 121 responses to the question, approximately 90.0 per cent indicated that college activity was helpful to them in military life. Most of the statements made expressed the opinion that college was helpful in a general way to an individual who later engaged in military activity. Only three means by which college work is helpful were specifically stated. Twenty-four respondents stated that college study had provided them with a means for gaining rapid promotions and engaging in highly satisfying work. Five individuals regarded college work as an aid to them in understanding the military procedures and working effectively with others. Five other men reported that their college experiences

had provided them with confidence in their own ability which enabled them to serve as effective military personnel.

Summary

The information and data included in this chapter are based on the responses of 444 former students in the Department of Business Education. These former students were engaged in study programs during the years 1945-54. Actually, 719 students engaged in study programs during the nine-year period in business education. Five different study programs of the short-course type and four-year type are involved. Data are presented to show the numbers of students who were engaged in each program and the extent to which they studied in each. In the sections devoted to background information there is data relative to the activities in which the former students engaged following the termination of their study programs.

The opinions of the former students relative to various phases of business education are indicated in tabular and descriptive forms. The evidence in this chapter indicates that former business students have a high degree of regard for relatively few phases of general education. They appear to appreciate most the study of written and oral English, general psychology, practical arts, and mathematics. Careful analysis of the information in this chapter reveals that, in general, the former students in the program of business education believe that the specialized business subjects are valuable. Subject matter involving business skills and occupational information were

consistently rated as of considerable value. A substantial majority of the former students in the program of business teacher preparation believe that the subject matter of professional education is valuable. However, professional education did not receive wholehearted endorsement as did the area of specialized business education. Extra-class activity involving religious organizations was considered to be of value by more than 90.0 per cent of the respondents. Other extra-class activities were believed to be of value by a majority of the respondents but relatively few former students rated them as of considerable value.

The former students in the Department of Business Education indicated the business subjects were those offered from which they could have profited most if they had had the opportunity to study more extensively. In this connection, it should be noted that most of the former students were employed in business-related occupations when they completed the questionnaires. Professional education subjects and a variety of general education subjects were also listed as subjects which many of the former students would have liked to have had the opportunity to study further.

The major handicap listed by the former students was that of lack of specific skills for the occupations in which they were employed. Individual responses indicated that general preparation for occupations had been adequate but that one or two specific elements had not been emphasized to the necessary degree. Although asked to make comments about their preparation for community and

family living, few significant comments were provided and no reliable generalization can be made here based on the comments.

The last section of the student evaluation questionnaire consisted of three questions: (1) "How effective was instruction in business and economic information?", (2) "How effective was skill development?", and (3) "What is your evaluation of the over-all effectiveness of the business education program?". Many students answered this section of the questionnaire by merely stating that they had been in the business education program for a period of time too short to justify their providing an answer. A total of 279 individuals responded to the three questions by indicating ratings ranging from fair to excellent. No adverse statements were made although certain students isolated specific subjects and reported that instruction was not entirely adequate. In general, the former students reported that their experiences indicated that instruction in business, economics, and skill development was thorough and up-to-date; that teachers were interested in the work of individual students; and that standards of achievement in the Department were high. Analysis of the comments relative to the over-all effectiveness of the business education program indicates that the former students believe that it constituted for them excellent preparation for employment.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

This study constitutes an attempt to determine the effectiveness of the program of business education offered at Southwestern State College. The problem consists of two parts: a critical departmental self-evaluation by the members of the faculty of the Department of Business Education and a follow-up survey of the effectiveness of business education as reported by former students. The study concerns the effectiveness of the curricula in business education and the total subject matter offering of the Department of Business Education. One purpose of the study is to reveal information which may be used to strengthen the program of business education in the future.

The first step taken in this study involved a careful analysis and interpretation of the literature pertaining to collegiate programs in the field of business education. It also included detailed study of the self-evaluation and follow-up techniques as utilized in research. The second step involved the development and application of criteria for self-evaluation. The criteria as utlimately developed related to: (1) structure and

objectives of the program in business education, (2) curriculum patterns, (3) professional laboratory experiences, (4) library, (5) physical layout and equipment, (6) preparation of the faculty, (7) teaching load of the faculty, and (8) student personnel services.

The criteria for departmental self-evaluation were utilized, individually and in group meetings, by the Dean of Instruction at Southwestern State College and the nine faculty members in the Department of Business Education. The entire process of self-evaluation was coordinated by the author who is currently the Chairman of the Department of Business Education.

The third step taken in this study was to develop a student follow-up questionnaire and utilize it in an attempt to evaluate the effectiveness of the business education program. The questionnaire was sent to individuals who were enrolled as business students at Southwestern State College during the period September, 1945 to August, 1954. The tabulation and summarization of self-evaluation and follow-up data constituted the fourth step in the investigation. The final step involved interpretation of the data and preparation of this report relative to the effectiveness of business education at Southwestern State College.

Findings Resulting from Departmental Self-Evaluation

As an outcome of the departmental self-evaluation procedure, comprehensive information and data were accumulated and presented in Chapter III of this study. The material analyzed

and interpreted is based on the eight standards which constitute the self-evaluation schedule provided in Appendix A. Each standard of the evaluation schedule is divided into two parts. Part I includes information relative to the elements involved in the standard and Part II consists of actual evaluations of the extent to which the various criteria are fulfilled. Chapter III contains detailed information and evaluations obtained from faculty members regarding the criteria involved in the eight standards which constitute the self-evaluation schedule utilized in this investigation. Summary statements of the findings resulting from the self-evaluation procedure are presented in the paragraphs which follow.

Organization, administrative practices, and objectives. -- The organizational structure and lines of authority at Southwestern State College appear to be established in a manner conducive to an effective program of business education. Authority is properly placed, and administrative procedures permit business education personnel to function in a desirable atmosphere. The business teachers appear to recognize their responsibilities in administrative affairs. However, there is evidence to indicate that the members of the faculty do not believe that present policies relative to tenure and promotion properly reflect individual merit of teachers. The evidence also indicates that students do not adequately understand the role of the faculty and the administration in the formulation of departmental policies. It appears that the Department of Business Education does not receive an adequate or

proportional share of appropriated funds for the purchases of equipment and instructional supplies. Complete statements of the specific objectives of the Department of Business Education are lacking. They have been developed in part only in connection with preparation of business teachers. Statements of objectives in bulletins of the College and other published materials are too brief to be of value. Adequate lists of the competencies, personal characteristics, and abilities to be developed in students have not as yet been formulated.

Curriculum patterns. -- The evidence in this study indicates that the five curricula in business education, involving short courses and bachelor's degrees, provide adequate preparation for employment in business and education occupations. A balance is maintained between general education and specialized business education in accordance with requirements established by the Oklahoma Regents for Higher Education. Required and elective courses in general education are provided as educational experiences essential to all persons. The offering in specialized business education subjects is designed to prepare students to fulfill the duties of office service employees and business teachers. The curriculum patterns in business education have, in general, been developed in relationship to recognizable needs of students and business. Thus, the curricula offered appear to be formulated in a manner that contributes to an effective program of business education at Southwestern State College. However, there is evidence to indicate that if courses in economic principles and

business problems were required for the completion of degree programs in business education, the program of the Department of Business Education would be definitely strengthened. Also, the suggestions of businessmen and former students could be used more effectively in developing specific curricula. Likewise, more adequate contacts should be made with businessmen in an effort to gain support for the programs on business education.

Professional laboratory experiences. -- The professional laboratory experiences provided for business students at Southwestern State College are not entirely adequate for an effective program in business education. The student teaching facilities are well organized, although excessive numbers of students are sometimes involved. Part-time work experiences in business occupations is not a formal phase of the business education program. However, since many students independently engage in part-time jobs, the lack of an organized cooperative work experience plan may not be a significant detriment to the over-all program. There is evidence to indicate that the numbers of students who avail themselves of opportunities to participate in extra-class activities is relatively small. There is no doubt that the scope of professional laboratory experiences is limited. However, the laboratory experiences provided are probably comparable to those at other colleges with similar objectives.

The library. -- The library at Southwestern State College is organized and housed adequately to contribute to the effectiveness of the business education program. Satisfactory practices

and procedures are followed in making acquisitions to the library. The number and nature of the holdings in the areas of general education and business education are for the most part adequate. However, there are insufficient holdings relative to secretarial science. Periodicals published prior to 1950 are lacking in several subject matter areas. This may not be a serious detriment to the program in business education because, in general, the needs of the undergraduate students are for periodical literature of a current nature. There is a scarcity of films and film strips available in the area of business education. The members of the faculty in business education maintain adequate and up-to-date personal libraries.

Physical layout and equipment. -- The evidence in this study indicates that budget allotments are adequate for the replacement and maintenance of business machines currently used for instruction. Adequate funds for the acquisition of needed additional machines and equipment are not available. All of the business machines utilized by the Department of Business Education are located in one building, and their use can be closely supervised. Bulletin boards, chalkboards, and display areas in the seven classrooms are, in general, adequate. Joint occupancy of faculty offices places restrictions onthe use of the space available and hampers student counseling activities. Inconveniences are incurred by teachers who occupy office space in one building and teach classes in another. One of the offices is accessible

only by an entrance through an adjacent classroom. Storage facilities provided in classrooms and offices are inadequate.

The preparation of the faculty. -- The educational background, professional experiences, and activities of the business education faculty contribute effectively to the program of business education at Southwestern State College. The members of the business education unit are well-qualified in terms of education. They recognize the need for in-service training in connection with their teaching and avail themselves of opportunities to acquire such training. Work experience in business, a significant factor for teachers of business subjects, has been engaged in by all members of the Department. The business teachers are members of professional organizations on district, state, and national levels, and all of them subscribe to professional magazines. Evidence of academic ability is indicated in the number of memberships in honor societies. The teachers do not have an opportunity to attend numerous workshops and conferences, nor do they engage in research activities to an appreciable extent. Although the teachers have identified themselves with certain civic and business groups, their participation is generally limited in extent.

Teaching load of the faculty. -- Not all of the members of the Department of Business Education teach during the summer months. Teaching assignments are rotated and the members who do not teach often attend summer school. This procedure is conducive to continual extension of educational backgrounds. The business teachers commonly teach more hours per week than do the teachers

in other departments within the College. Occasionally they offer instruction to very large classes. Adjustments are not made in teaching loads for counseling of students, nor for supervision of laboratory activities. Extra assignments involving extension teaching, handling of correspondence courses, public relations activities, and committee work are not considered by the teachers to be excessive. It appears that the department chairman does not have a reduction in teaching load commensurate with the administrative duties involved in his position. The supervisor of student teaching in business education is somewhat overloaded in terms of both classes to teach and numbers of student teachers to supervise. Insufficient funds are provided for faculty members to attend an adequate number of professional meetings in and out of state.

Student personnel services. -- The guidance and counseling of students at Southwestern State College is handled in a manner which appears to be conducive to an effective program of business education. A 2.0 average (equivalent to a grade of "C") is required for graduation and students are expected to maintain this average throughout their residence. Only in the case of prospective business teachers is any evaluation made for retention purposes of such factors as personality, character traits, or work experience. The placement program appears to lack organization. Students do not receive sufficient information concerning employment opportunities, demands, and salaries; nor do they receive

adequate instruction concerning how to apply for a position. Follow-up services to former students are lacking.

Findings Resulting from Student Evaluation

The information and data which constitute Chapter V of this study are based upon expressions of student opinion. The specific material analyzed and interpreted was gained from responses to the questionnaire from 444 former students of the Department of Business Education who attended Southwestern State College during a nine-year period, September, 1945 to August, 1954. The information gained from the former students supplements that obtained from the business education faculty in the over-all process of evaluating the program of business education.

Types and extent of study programs pursued. -- A total of 719 students engaged in five business education study programs during the nine-year period involved in this investigation. Two of the programs consisted of short courses in secretarial science and general business; three were bachelor's degree programs in secretarial science, general business, and business teacher preparation. Approximately 72.0 per cent of the 719 persons engaged in programs of study leading to Bachelor of Science degrees as contrasted with approximately 28.0 per cent who undertook work in the 45-weeks short course programs. Of the 719 persons who entered the various programs in business education, 233 completed the requirements for Bachelor of Science degrees and approximately 60 completed short course programs. The number of individuals who

terminated their programs of study prior to achieving their original educational goals constitutes approximately 50.0 per cent of all who engaged in study in the Department. The evidence indicates that the program leading to a Bachelor of Science in Education degree with a major in business teacher preparation is the most popular; 374 persons entered this program and 182 graduated. Since 1950, however, the number of students preparing for business occupations has been increasing in comparison with the number preparing to teach.

By the end of five semesters of study, approximately 51.0 per cent of the 444 former students involved in this study had terminated their stay in the Department of Business Education either by leaving college or, in the case of a few students, transferring to other departments. Approximately 8.0 per cent of the 444 former students completed six to eight semesters of study but did not complete degree requirements. The remaining 41.0 per cent of the 444 persons involved in this study were awarded bachelor's degrees in business education. Sixty students completed the 45-weeks short course programs in accordance with their original intent.

Activities of students following termination of their programs of study. -- The data concerning reasons for termination of programs of study by 210 persons prior to completion of degree requirements reveals that approximately two thirds of these individuals accepted employment or left school to fulfill special family obligations. Of the 158 men who responded to the

questionnaire, 120, or 75.3 per cent, had experienced military service. Following termination of their programs of study, and between the dates, June, 1946 and October, 1954, the 444 former students held a cumulative total of 707 different jobs, exclusive of military service. Two major types of occupational activity predominate. Occupations in business such as secretarial, accounting, general clerical, office management, and selling constitute 355, or 50.2 per cent, of the 707 occupations listed. Occupations in the public schools such as the teaching of business subjects, teaching in elementary grades, administration, and direction of athletic programs constitute 270, or 38.2 per cent, of the 707 occupations listed. Only 28 individuals indicated that they had been employed in occupations not to some extent related to their programs of study in business education. These data make it apparent that, while Southwestern State College functions primarily as a teacher preparation institution, many students utilize the education they obtain in many occupational areas.

Student evaluation of the effectiveness of general education. -- General education subjects are ordinarily completed by students during the first two years of college at Southwestern State College. The purpose of the general education phase of the college program is primarily to provide educational experiences essential for all students. Fifty semester hours of general education are required of all persons completing requirements for degrees in the Department of Business Education. The fifty semester hours commonly consist of study in the fields of:

English, social science, science, physical education, and the humanities. Analysis of the data obtained from the 444 former students relative to general education reveals that they appear to appreciate most the study of written and oral English, general psychology, practical arts, and mathematics. The analysis of individual responses provides a basis for the assumption that these subject matter areas have the greatest amount of direct application to the occupations in which the former students have engaged.

Student evaluation of the effectiveness of specialized business education. -- The total offering of the Department of Business Education during the years, 1945-54, included approximately 85 semester hours of instruction in the subject matter areas of: economics, salesmanship and advertising, accounting, business law, business English and communications, business mathematics, typewriting, shorthand and transcription, and office practice. Some subjects such as principles of economics, typewriting, and elementary accounting were frequently studied by persons not majoring in the Department of Business Education. These subjects are sufficiently general in nature that they may, in most instances, be classified as general education for non-business majors. Individuals who completed short course or degree programs of study completed approximately 40 to 45 semester hours of work in business subjects.

The data concerning the opinions of the 444 former students reveal that, in general, former students believe that

knowledge gained by means of the specialized business subjects is of considerable value to them. Only an insignificant number of students considered study of business subjects to be of little or no value. Typewriting, business English, accounting, and office practice are the areas involving special types of skills, and the high assessments of value relative to these subjects are perhaps a reflection of the fact that business employees and business teachers utilize such skills frequently in their everyday occupational activities.

Professional education. -- A total of 251 of the 444 former students pursued programs of study leading to the Bachelor of Science degree with a major in business teacher preparation. The professional education subject matter requirement of approximately 20 semester hours was identical for all of the individuals who prepared to teach the business subjects offered in the secondary schools. The data in this investigation indicate that, in general, the 251 former students believe that study of educational psychology, instructional methods, and educational tests and measurements has been of considerable value to them. The enthusiasm expressed for the subject matter of professional education was considerably less than that for specialized business education and somewhat less than that for general education.

Student evaluation of extra-class activities. -- Nine types of organized extra-class activities are available to students at Southwestern State College. The extra-class activities include participation in religious organizations,

social fraternities and sororities, intercollegiate athletics, intra-mural athletics, music organizations, student government, all-school dances, publication of the college newspaper, and publication of the college yearbook. The extra-class activities are sufficiently varied that every student should be able to find some area of interest to him and thus participate in an active manner. However, the number of responses from the 444 former students to this section of the questionnaire were so limited that it appears their participation in extra-class activities must have been limited in extent.

Although the number of responses was relatively small, the data indicate that participation in the activities of religious organizations is considered valuable by all of the former students who had experienced such participation. Other extra-class activities rated as being of considerable value by the majority of former students who responded include music organizations, intercollegiate athletics, student government, and publication of the college newspaper and yearbook.

Student evaluation of the effectiveness of miscellaneous activities. -- The evidence in this study indicates that many of the former students believe that they could profit from more education at the college level. Approximately 44.0 per cent of the respondents in this regard believed that they could profit most from subject matter of a general nature and approximately 32.0 per cent believed that additional study of specific business subjects would be of great benefit to them.

The most common major handicap encountered by former students involved in the study involved lack of specific occupational skill. The lack of occupational skills which constituted handicaps were related to performance of tasks in business occupations and to the handling of instructional discipline problems by business teachers. Actually, relatively few of the former students indicated any specific handicaps. Numerous statements made by former students indicated that instruction they received in college had not prepared them adequately for meeting the problems involved in family living and parenthood. Approximately 90.0 per cent of the former students who had engaged in military service reported that college activity had been helpful to them in military life because it enabled them to engage in satisfying work and to gain more rapid promotions. A majority of the 444 former students reported that the instruction they had received in the Department of Business Education ranged in effectiveness from fair to excellent. No adverse comments were indicated concerning the instruction program, although a few students isolated specific subjects and reported that instruction was not entirely adequate.

Conclusions

The conclusions presented here are based upon data given subjectively by the 10 members of the faculty of the Department of Business Education and 444 former students at Southwestern State College. It may reasonably be assumed that programs of business

education similar to the one considered in this study exist in other colleges. However, no claim is made that the data upon which these conclusions are based are applicable to other than the program of business education represented in this study.

On the basis of a careful analysis of all the data obtained in this study and 10 years of teaching and administrative experience in the Department, the author presents the following conclusions concerning phases of the business education program.

1. The organizational structure and administrative practices affecting the program of business education at Southwestern State College are, in general, satisfactory. Increased expenditures for equipment and supplies to be utilized in instruction would have a salutary effect upon the program.

2. Comprehensive and carefully formulated statements of objectives of the program of business education do not exist. A need for such statements is indicated in this study and immediate steps should be taken to develop them.

3. As a result of study in the various curricula offered by the Department of Business education, individuals encounter little or no difficulty in obtaining satisfactory employment in business occupations and business teaching positions. Apparently, the program of business education is most effective in terms of developing the proficiency required for employment in initial jobs. However, the evidence indicates that the effectiveness of certain specific required and elective subjects in the general business, and professional education phases of the curricula should be questioned. Adequate lists of the competencies, characteristics, and abilities to be cultivated in business education students should be prepared as soon as possible. These lists should serve as criteria in a process of evaluating the contribution which the doubtful subjects actually do make to the preparation of students for occupations and community living. In the future at least six semester hours of subjects pertaining to economic and related business problems should undoubtedly be required in all business education curricula. A plan should be developed to extend to students in the Department an opportunity to gain cooperative work experience within the framework of an organized and carefully supervised program.

4. The extent of the participation of business students in extra-class activities is limited. Those extra-class activities which are of direct benefit to business students should be developed further with increased faculty and student participation.

5. Library holdings are adequately housed and readily accessible to business education students and members of the faculty of the Department of Business Education. However, library acquisitions pertaining to business education have been adequate only since 1950. A detailed analysis of the books and periodicals pertinent to business education now in the library should be made so that significant items published prior to 1950 can be acquired.

6. The amount of space and the general characteristics of the classrooms and offices utilized by the Department of Business Education are adequate. Immediate steps should be taken to install adequate storage facilities in the classrooms and offices. Additional purchases of electric typewriters, calculating machines, transcribing equipment, and duplicating equipment should be made for instructional purposes.

7. In terms of academic knowledge, experience, and professional attitude, the faculty of the Department appears to be adequately prepared. The instructional ability of the faculty as a whole is respected by former students. There is evidence to indicate that the effectiveness of the program of business education could be increased if individual teaching loads were reduced. In addition, faculty members should be encouraged and aided in participating to a greater extent in regional and national professional associations.

8. Because the number of business education students is not excessive, the personal relationships maintained between students and advisers in counseling and guidance are good. However, the effectiveness of business education undoubtedly would be increased if more extensive standards involving academic achievement and personal characteristics were developed and applied in recruitment, retention, and placement circumstances.

The primary purpose of this study has from the outset been to determine the effectiveness of the over-all program of business education at Southwestern State College. The evidence collected indicates that, in general, in the opinions of faculty and former

students alike, the program is extremely effective. As is true of all educational programs, elements of strength and weakness exist. A sincere and genuine attempt has been made in this investigation to reveal such strengths and weaknesses in the hope that business education can continue in the future to be even more effective.

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APPENDIX A

Departmental Self-Evaluation Schedules*

		Page
Standard I	-- Organization, Administrative Practices, and Objectives.	181
Standard II	-- Curriculum Patterns	192
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Standard V	-- Physical Layout and Equipment	209
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*The bold face type in the Standards which follow constitutes the information by which the members of the Department of Business Education evaluated the business education program. The elite type in the Standards, with the exception of Standard VI, constitutes the composite opinions of the members of the Department concerning the business education program at Southwestern State College. The elite type in Standard VI constitutes the information as provided by one faculty member.

BUSINESS EDUCATION EVALUATION SCHEDULE

Standard I -- Organization, Administrative Practices, and Objectives of a Collegiate Program of Business Education

Part I

Name of Institution Southwestern State College Date June 20, 1955

Persons supplying data for this schedule:

Name	Rank	Primary Teaching Assignment
Joseph E. Williams	Professor	Dean of Instruction
Louis H. Morris	Professor	Business Math. (part-time)
William W. Ward	Assoc. Prof.	Accounting and Business Law
John E. Binnion	Assoc. Prof.	Accounting and Economics
Miss Fern Lowman	Asst. Prof.	Economics and Typewriting
Mrs. Cora Herzog	Asst. Prof.	Typewriting and Shorthand
Walter H. Crouch	Asst. Prof.	Business English (part-time)
Louis O. Folks	Instructor	Accounting and Economics
Miss Hazel Evans	Instructor	Office Practice, Office Machines
Mrs. Pauline Johnson	Instructor	Laboratory School Supervisor

A. Organization

1. How is the department of business education organized within the institution?

   a. Independent department. x
   b. Department in the school of business . . . . .
   c. Department in the school of education . . . . .
   d. Dual relationship with the schools of business and education.
   e. Other arrangement (describe)_____

2. Date the institution first offered a program of business education 1908

3. Number of majors currently enrolled in the business education department

   One-year certificate. 58
   Two-year certificate . . . . .
   Four-year business administration degree. 73
   Master's degree. 70
   Doctor's degree. . . . .
   201

4. Outline or diagram on this sheet the organization of the business education unit. Show relationships between boards, administrative offices, advisory groups, committees, and service units such as clinics, counseling units, placement offices, teaching aids units, library, and remedial instructional units.

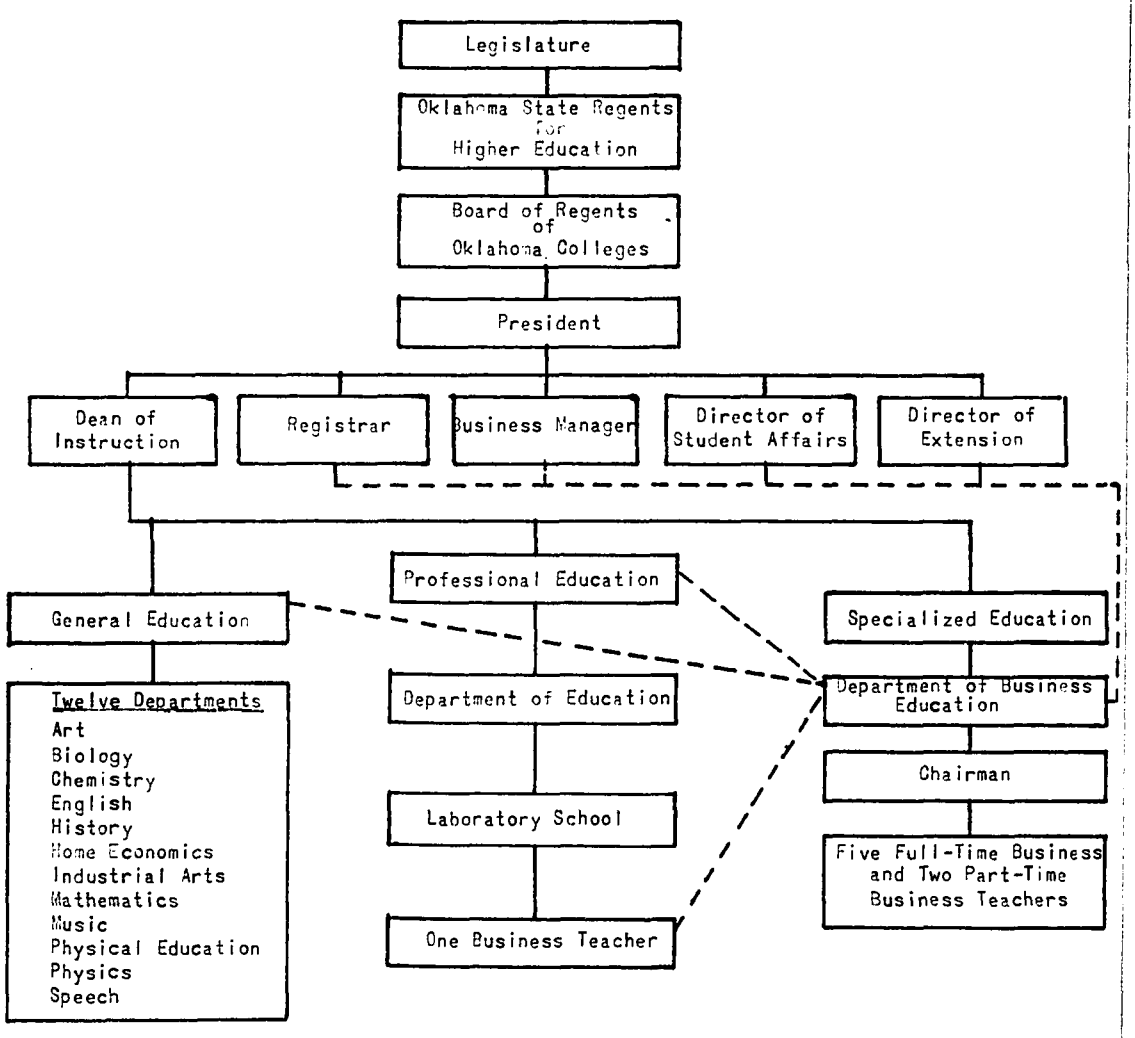

Chart of the Organization and Administration of Business Education at Southwestern State College

(The broken lines indicate indirect or informal lines of authority.)

B. Administrative Practices

1. What types of decisions are regularly made

   a. By the business education faculty as a body?

   Recommend new business programs
   Recommend addition or deletion of courses in the business education curriculum
   Develop specific subjects in which instruction is to be offered, and write descriptions of courses
   Determine prerequisites for all courses in bus. educ.
   Determine textbooks that will be used with the approval of the Dean of Instruction and Chairman of Department
   Develop schedules of classes to be taught
   Make recommendations concerning equipment and supplies

   b. By the executive officer of the business education unit?

   Plan the work of the Department with the faculty so that there will be most effective teaching of subject matter
   Recommend revisions of the curriculum to the Curriculum Committee of the College
   Choose textbooks with assistance of members of Department
   Assist administrative officers in securing suitable candidates for vacancies in the Department
   Recommend teaching personnel for promotions in rank
   Prepare class schedules for Department and submit them to the Dean of Instruction
   Represent the Department in inter-departmental meetings

2. Status of the business education unit

   a. Receives its fair share of the institutions' budget. . . . . Yes__ No_x_
   b. Has adequate facilities. . . . . Yes__ No_x_
   c. Is fairly represented in institutional policy-making groups. Yes_x_ No__
   d. Receives adequate help from various institution-wide services such as the library, research bureau, placement offices, and public relations office . . . . . Yes_x_ No__
   e. Co-operates fully with other units of the institution . . . . Yes_x_ No__

3. Does the administrator of the business education unit have an established policy of keeping open the lines of communication between himself and his faculty? Yes_x_ No___ If Yes, what devices are used?

   Maintains frequent personal contacts with individuals (teachers)
   Conducts departmental staff meetings as the necessity arises (approximately one meeting a month)
   Encourages individual staff members to discuss problems

4. Research for self-improvement

   a. Have any studies been made recently concerning the business education unit? Yes___ No_x_

b. If such studies have been made, have they had as their purpose the improvement of:

(1) The business education curricula ? . . . . . Yes__No__
(2) Guidance of business education students? . . . . . Yes__No__
(3) Professional laboratory experiences for business students? . . . . . Yes__No__
(4) Follow-up of business education graduates?. . . . . Yes__No__
(5) Self-evaluation of the business education program? . . Yes__No__

c. What changes have been made in courses, curricula, procedures, or facilities as a result of each of these studies?

5. Do political, economic, or other groups ever attempt to influence policies, appointments, salaries, tenure, curricula, or other matter affecting the standards or stability of the business education unit? Yes____No_x__ If Yes, please explain fully.

6. Have relationships been established with any of the organizational groups below for the purpose of improving the business education program? (Please check)

a. Industrial.	_____	e. Social.	_____
b. Labor.	_____	f. Political . . .	_____
c. Personnel	_____	g. Religious. . .	_____
d. Economic.	x	h. Other.	x

Cite examples and explain effectiveness of such relationships.
Local businessmen have made lectures to classes; they have also been used on panel discussions; students get a broader understanding of business in general; they also get an opportunity to learn what is to be expected of them when they are ready to take jobs

7. Services of the business education unit.

a. What services does the unit make available to business firms in such matters as employee testing, establishment of performance standards, job analyses, and in-service training of employees?
Nearest approach to service of this type is in terms of adult education programs and job placement efforts

b. What services and contacts does the unit maintain with the business teachers in the area? Although the placement bureau is in the Dean of Instruction's office, members of the business education staff are frequently called on to help teachers find jobs and to help administrators find teachers; encourage teachers to visit campus, and visit teachers occasionally

c. **What services does the business education unit make available to schools in the area served?** Holds interscholastic meet for high school students in bookkeeping, shorthand, and typewriting; furnishes information to teachers occasionally; offers services in helping to establish F.B.L.A. organizations

d. **What additional services does the unit offer the local community and/or the geographical area?** Directs adult education classes in business education; provides teachers for extension classes in outlying areas; registers all teachers at district teachers' meetings at S.W.S.C.

8. **Community resources utilized by the unit.**

a. **What business resources of the community are used to implement the business education program?** Obtains cooperation of businessmen's clubs, Kiwanis International, Rotary International and Chamber of Commerce in getting speakers; occasionally calls on local businessmen to speak to classes; members of classes occasionally visit local business establishments

b. **What advisory committees does the unit have -- of local, state or national membership -- for the purpose of improving the program?** None

9. **Projects, clubs, and publications of the unit.**

a. **What types of projects does the unit sponsor annually for the advancement of professional interest on the part of high school or college students, its own faculty, businessmen in the area, or other groups?** Sponsors interscholastic contests for high school students in typewriting, shorthand, and bookkeeping; during annual senior day activities guides are furnished by the Department to show the high school seniors the physical facilities and equipment that the Department has

b. **What clubs or fraternities relating to business education does the unit sponsor?**

Sponsors the "Future Business Leaders of America" organization

c. **Describe the types of publications distributed under the supervision of the administrator of the business education program. (Include samples)**

Distributes brochure of short course programs

10. **Supervision and co-ordination.**

a. **How does the administrator of the unit supervise the classroom instruction?** Personal visits and discussion with members of the bus. educ. unit and personal contacts with students pursuing program in business education

b. How is co-ordination of subject matter in the business education program achieved?

By consulting with members of the Department individually and in departmental meetings
By using all members of the Department in developing schedules

11. How are educational agencies and organizations (i.e. state department of education, American Association of Collegiate Schools of Business, American Association Colleges of Teacher Education, etc.) involved in the development of the business education unit?

a. Plans? _____

b. Procedures? _____

c. Programs? Standards set up by such agencies as: North Central Association, AACTE, NBTTI, and Oklahoma State Department of Education

d. Policies? State Department of Education, Oklahoma Regents for Higher Education, and Oklahoma Board of Regents for Oklahoma Colleges

e. Certification? State Department of Education

12. Professional growth

a. In what national associations does the business education unit as a whole participate?
None

b. To what extent does the unit as a whole and the faculty individually participate in the professional activities of these associations?
Six members of the business education faculty have attended meetings of the National Business Teachers Association and the National Association of Business Teacher Training Institution.

c. Does the unit encourage student participation in professional associations? Yes____ No____ If Yes, how?

C. Objectives

1. What are the types of business occupations for which the business education unit prepares students? (Please check)

a. Office Service (general clerical, typewriting, stenography, recordkeeping, machine operations, etc.) Yes x No__

b. Management and Control (office management, personnel management, credit management, industrial management, accounting, business research, etc.) Yes__ No_x_

c. Distribution (selling, merchandising, sales promotion, sales analysis, sales control, etc.) Yes__ No_x_

d. Operation of Small Business Yes_x_ No__

e. Government Service Yes_x_ No__

f. Teaching business subjects at secondary school and/or college level Yes_x_ No__

g. Other (Indicate)_____ Yes__ No_x_

2. Are the general objectives or goals of the business education unit set forth in written statements? Yes__ No_x_
(If Yes, submit a copy of objectives)

3. Has the faculty formulated a list of competencies, characteristics, and abilities to be cultivated in business education students? Yes__ No_x_
(If Yes, submit a copy with the date of adoption.)

4. What type of continuous effort does the business education unit make to evaluate its objectives and improve the business education program?

By reading professional magazines, attending professional meetings, and by pursuing graduate study programs

BUSINESS EDUCATION EVALUATION SCHEDULE

Standard I -- Organization, Administrative Practices, and Objectives of a Collegiate Program of Business Education

Part II

Name of Institution Southwestern State College Date June 20, 1955

Explanation of column headings

O - Item not present in business education unit -- does not apply
N - No opinion or no basis for a judgment
1 - All or nearly all aspects unsatisfactory
2 - More aspects unsatisfactory than satisfactory
3 - More aspects satisfactory than unsatisfactory
4 - Most aspects satisfactory
5 - Nearly all or all aspects satisfactory

The above 5 point progressive scale can be used to answer the questions below. Place an (x) in the column which indicates the judgment of the person(s) making the evaluation.

	N	O	1	2	3	4	5
A. Organization and Administrative Practices							
1. How satisfactory are the intra-unit organizational and administrative procedures with respect to							
a. Placing responsibilities?						x	
b. Avoiding overlapping of authority?						x	
c. Providing for faculty participation in policy decisions?						x	
d. Determining business teacher promotions?					x		
e. Setting a desirable "tone and climate of living" in the unit?						x	
2. How satisfactorily do the organizational and administrative procedures allow for recognizing the individual personal and professional worth of staff members in order to encourage optimum development?						x	

	N	O	1	2	3	4	5
3. How satisfactory is the faculty's understanding of the duties and responsibilities of the administrative officer(s) of the unit?						x	
4. How satisfactorily are students helped to understand the role of the faculty and administrators in the formulation of unit policies?				x			
5. How satisfactory are the organizational and administrative procedures with respect to:							
a. Channeling of inter-unit business?						x	
b. Facilitating communication between units?						x	
c. Obtaining fair budgetary treatment?			x				
d. Securing adequate facilities?			x				
6. How effectively does the chief administrative officer of the unit keep open the lines of communication with his faculty?			x				
7. To what extent has the unit improved as a result of recent studies?							
a. In curriculum development?			x				
b. In guidance of students?			x				
c. In providing professional laboratory experiences?			x				
d. In self-evaluation of the unit?			x				
8. How successful has the unit been in avoiding "pressure groups"?	x						
9. How satisfactorily has the unit established relationships with							
a. Various groups and organizations for the improvement of business education?					x		
b. Other business teacher training units in the state or area?						x	
10. How effective has the unit been in serving							
a. The business teachers of the area?						x	
b. The schools in the area?						x	

	N	O	1	2	3	4	5
c. Business firm needs?					x		
d. Other needs? (Specify)_____	x						
11. How satisfactorily has the unit utilized							
a. The business resources of the community?					x		
b. The assistance of advisory committees?					x		
12. How satisfactorily does the unit recognize the need for encouraging professional development through							
a. Participation in groups and associations of businessmen?					x		
b. Participation in civic activities?						x	
c. Encouraging and developing faculty members professionally?						x	
d. Participation in national associations of business teachers?						x	
e. Encouraging student participation in professional associations?						x	
13. How effective has the unit been in sponsoring							
a. Projects for advancement of professional interest on the part of students, faculty and businessmen?					x		
b. Clubs or fraternities relating to business education?						x	
c. Publications for furthering business education?					x		
14. How effectively are the administrative functions performed relative to							
a. Supervision of staff teaching within the unit?					x		
b. Co-ordination of instructional materials?					x		
B. Objectives							
1. How satisfactorily have the business education objectives for the unit been formulated?					x		
2. How effectively are the objectives regularly evaluated by the business education faculty?					x		
3. How satisfactorily does the unit recognize through its objectives the need for developing in the student desirable knowledges, competencies, traits, and attitudes?						x	

	N	O	1	2	3	4	5
4. How effectively is student opinion utilized in the formation and evaluation of the objectives for the unit?					x		

C. Indicate a composite evaluation of the organization, administrative practices, and objectives of the business education unit.

1. ( ) Inadequate.

2. ( ) Partially adequate (more inadequate than adequate).

3. (x) Predominantly adequate (more adequate than inadequate).

4. ( ) Fully adequate.

D. Comments and Recommendations

(Please submit comments and recommendations regarding the organization, administrative practices, and objectives of the business unit.)

1. Students should be helped to understand the role of the faculty and administrators in the formulation of unit policies.
2. Departmental meetings should be held at least once a semester to identify objectives.
3. A list of competencies, characteristics, and abilities should be formulated to be cultivated in business education students.
4. Some improvement possibly should be made concerning promotion of teachers.
5. There is need for a larger share of the budget for equipment and supplies in the Department of Business Education.
6. Classroom facilities are somewhat limited.
7. Efforts of the Department are somewhat limited in the extent to which they serve the needs of business firms.
8. More study should be made in connection with curriculum practices.

BUSINESS EDUCATION EVALUATION SCHEDULE

Standard II -- Curriculum Patterns

Part I

Name of Institution Southwestern State College Date June 20, 1955

Persons supplying data for this schedule:

Name	Rank	Primary Teaching Assignment
Joseph E. Williams	Professor	Dean of Instruction
Louis H. Morris	Professor	Business Math. (part-time)
William W. Ward	Assoc. Prof.	Accounting and Business Law
John E. Binnion	Assoc. Prof.	Accounting and Economics
Miss Fern Lowman	Asst. Prof.	Economics and Typewriting
Mrs. Cora Herzog	Asst. Prof.	Typewriting and Shorthand
Walter H. Crouch	Asst. Prof.	Business English (part-time)
Louis O. Folks	Instructor	Accounting and Economics
Miss Hazel Evans	Instructor	Office Practice, Office Machines
Mrs. Pauline Johnson	Instructor	Laboratory School Supervisor

A. Fundamental Characteristics of the Business Education Program

1. What business education curricula are offered? (Indicate)

Specialized	Degree or certificate programs
Accounting.	B. S. Major in General Bus.
Business Law	
Business Management.	
*Business Teacher Preparation . . .	Business Educ. Teaching Certificate
Economics.	Minor
Finance	
Marketing.	
Secretarial Science.	B.S. Major Sec. Science

*Also bookkeeping and clerical practice teaching certificate.

Specialized Degree or certificate program

Other (Specify) 45 weeks short course, sec. science (none)

45 weeks short course, gen. bus. (no certificate)

2. Is the proper balance maintained in the business education curricula between general education and specialized business education? Yes x No____ If No, indicate reasons for lack of balance.

3. What are the primary and secondary factors considered in business education curricula development? (Please place an (x) in appropriate column.)

	Primary	Secondary	Notconsidered
Needs of students.	x		
Suggestions of businessmen		x	
Follow-up of graduates.			x
Certificate requirements.	x		
(teachers, accountants, etc.)			
Practices in other colleges	x		
Points of view expressed in literature and conferences.		x	
Continuous evaluation and experimentation.		x	
Other (Designate)_____			

4. What means are employed to explain and interpret the business education program to:

a. Businessmen? Radio programs twice a semester, through local service organizations, personal contact, and newspaper publicity

b. School administrators? Visits to high schools and school administrators' organizations

c. Business teachers? College newspaper, college bulletins, announcements by college, school visitation, teachers meetings and radio programs

d. Business students? Counseling service, school visitation, brochures, personal letters, district interscholastic meets, and career days

e. Others (Designate)_____

B. General Preparation of Business Education Students

1. In what general education areas is study commonly required of business education students? (Indicate)

Area	Approximate Number Of Semester Hours
English (written and oral). . . . . ___	8
Literature (English and American). . . . . ___	
Natural Science (biology, botany, zoology, etc.) ___	4
Physical Sciences (physics, chemistry, etc.). . ___	4
Social Studies (history, government, economics sociology, geography, etc.). . . . . ___	9
Health and Physical Education . . . . . ___	6
Foreign Language. . . . . ___	6 or
5 hours of the following areas (2) Mathematics. . . . . ___	
Psychology. . . . . ___	
Fine Arts (art, music, drama, etc.). . . . . ___	
Practical Arts (home economics, industrial arts, etc.). . . . . ___	

2. Approximately how many semester hours of electives in general education does the business education student have in a typical bachelor's degree program? _____ semester hours

C. Preparation of business education students in elementary phases of business and economics

1. What business and economic courses are required of ALL business education students? (Indicate number of semester hours.)

Courses Required of All	Number of Semester Hours
Economic Principles.	
Economic Problems.	
Consumer Economics	
Business Law.	3
Accounting.	6
Typewriting	6
Business Mathematics	2
Business Communications	3

2. In addition to required courses indicated above, what business and economics courses are studied by MOST business education students?
   Economics, Filing, and Office Machines

D. Preparation of Business Education Students in Special Phases of Business Education

1. Do the business education programs include stipulated major and minor requirements? Yes x No___

   a. If Yes, approximately how many semester hours are required for a major? 30-40 hours

   b. If No, describe the conditions under which a student develops a concentration of work in a specialized field for a degree or certificate.

2. Describe means by which you insure that students will have adequate competency in specific business skills?
   By means of tests and seeing that they meet certain specified standards.

3. What provision does the business education unit make for actual work experience in business for prospective business teachers?
   None except in on-campus students jobs not of formal nature

4. Describe means which are employed for preparing business education students for future professional relationships with

   a. Employers "Future Business Leaders of America" and "Future Teachers of America" organizations. Through counseling and class visits to business firms.

   b. Fellow workers As in 4 (a) and through encouraging membership and active participation in extra-curricular activities, cooperative effort encouraged in working out some class room assignments.

   c. Others (Indicate)_____

5. What provisions are made for development of desirable personal traits, attitudes, and work habits See 4 above and through time limits set on assigned work, working problems individually and in groups.

   a. In the curriculum Secretarial Science and related courses, Business Communications, etc.

   b. By means of extra-class activities
      See #4 above.

BUSINESS EDUCATION EVALUATION SCHEDULE

Standard II -- Curriculum Patterns

Part II

Name of Institution Southwestern State College Date June 20, 1955

Explanation of column headings

O - Item not present in business education unit -- does not apply
N - No opinion or no basis for a judgment
1 - All or nearly all aspects unsatisfactory
2 - More aspects unsatisfactory than satisfactory
3 - More aspects satisfactory than unsatisfactory
4 - Most aspects satisfactory
5 - Nearly all or all aspects satisfactory

The above 5 point progressive scale can be used to answer the questions below. Place an (x) in the column which indicates the judgment of the person(s) making the evaluation.

	O	N	1	2	3	4	5
A. Fundamental Characteristics of the Business Education Program							
1. How satisfactory is the procedure by which the balance in the business education program between general education and specialized business education is continuously scrutinized and maintained?					x		
2. How adequate is the diversification of the curricula of the business education unit?					x		
3. How adequate are the primary and secondary factors selected by your unit for consideration in business education curriculum development?					x		
4. How adequate is the consideration given, in curriculum construction, by the business education unit to							
a. Recognition of individual differences of students?					x		
b. Co-ordination of subject matter?						x	
c. Logical sequence of subject matter?						x	
d. Provision for continuity of subjects?						x	
e. Integration of subject matter?						x	

	O	N	1	2	3	4	5
5. How effective are the means employed to secure and maintain co-ordination between practices in business and content of the education courses?					x		
6. How effective are the means employed to explain and interpret the business education curriculum to							
a. Businessmen?					x		
b. School administrators?					x		
c. Business teachers?					x		
d. Business students?					x		
B. General Preparation of Business Education Students							
1. How satisfactorily do the required and elective courses in general education meet the needs of the business education students?						x	
C. How adequate is the preparation of business education students in elementary phases of business and economics?					x		
D. Preparation of Business Education Students in Special Phases of Business Education							
1. How adequate is the preparation of business and education students in the business area of major emphasis?					x		
2. How satisfactory are the unit's means for insuring a demonstrable competence in skill areas of business?					x		
3. How adequate is the business education unit's program for actual work experience prior to employment?	x						
4. To what extent are means provided for aiding the prospective business teacher in his future professional relationships with employers and fellow workers?					x		
5. How adequately has provision been made in the curriculum for development of desirable personal traits, attitudes, and work habits?					x		
6. How satisfactorily has the business education unit recognized and provided for the development of personal characteristics and traits through extra-class activities?					x		

E. Indicate a composite evaluation of the curriculum patterns of the business education unit.

1. ( ) Inadequate.
2. ( ) Partially adequate (more inadequate than adequate).
3. (x) Predominantly adequate (more adequate than inadequate).
4. ( ) Fully adequate.

F. Comments and Recommendations

(Please submit comments and recommendations regarding the curriculum patterns.)

1. Program is weak until 6 hours of economics required of all. This would increase the over-all hours requirements for a major in the business education degree program.
2. All teacher preparation students should take "teachers course in business education."
3. Suggestions of businessmen and former students would be helpful in developing curriculum.
4. Department of Business Education would be benefitted by better public relations with businessmen.

BUSINESS EDUCATION EVALUATION SCHEDULE

Standard III -- Professional Laboratory Experiences

Part I

Name of Institution Southwestern State College Date June 20, 1955

Persons supplying data for this schedule:

Name	Rank	Primary Teaching Assignment
Joseph E. Williams	Professor	Dean of Instruction
Louis H. Morris	Professor	Business Math. (part-time)
William W. Ward	Assoc. Prof.	Accounting and Business Law
John E. Binnion	Assoc. Prof.	Accounting and Economics
Miss Fern Lowman	Asst. Prof.	Economics and Typewriting
Mrs. Cora Herzog	Asst. Prof.	Typewriting and Shorthand
Walter H. Crouch	Asst. Prof.	Business English (part-time)
Louis O. Folks	Instructor	Accounting and Economics
Miss Hazel Evans	Instructor	Office Practice, Office Machines
Mrs. Pauline Johnson	Instructor	Laboratory School Supervisor

A. Nature of Professional Laboratory Experience

It is generally recognized that professional laboratory experience is an essential element of preparation for any profession. Some of the more common professional laboratory experiences are listed below. Place an (x) in the appropriate column for each item listed.

	available to most	available to few	not available
1. Practicum courses.			
2. Editing and publishing materials, etc. .			x
3. Organizing and promoting business education on career days		x	
4. Part-time work experience		x	
5. Serving as an officer in business education fraternity or club		x	
6. Participation in conferences or workshops.		x	
7. Observation of teaching of business subjects.		x	

8. Student teaching. . . . . _____ _____ _____
9. Other (specify)_____. _____ _____ _____

B. Specific Details Concerning Professional Laboratory Experience

Describe in detail the professional laboratory experience which appears to be most significant for students in the business education unit.

All students in business teacher preparation programs must take practice teaching.

Students observe supervising teachers in actual classroom procedures at the beginning of semester. After period of observation, gradual participation is provided. Experiences are provided according to student teacher's ability and rate of growth. Tasks assigned during this phase are such as roll checking, making lunch room reports, checking heat and ventilation, checking machine conditions, checking papers, giving individual assistance to students. Following the above two periods, each student teacher has full responsibility of teaching one class per day for a period of five to ten days, depending on the unit chosen. Before the close of the semester, the student teacher teaches at least two classes per day for at least one week.

BUSINESS EDUCATION EVALUATION SCHEDULE

Standard III -- Professional Laboratory Experiences

Part II

Name of Institution Southwestern State College Date June 20, 1955

A. Indicate a composite evaluation of the adequacy of the overall program of professional laboratory experience within the business education unit.

1. ( ) Inadequate.
2. ( ) Partially adequate (more inadequate than adequate).
3. (x) Predominantly adequate (more adequate than inadequate).
4. ( ) Fully adequate.

B. Comments and Recommendations

(Please submit comments and recommendations regarding the professional laboratory experiences.)

1. Some students could profit by a cooperative work program with business firms. Weatherford is rather small for the support of such a program, however.
2. More students should be encouraged to become active in professional organizations.
3. The supervisor in charge of the practice teaching students in teacher preparation has too many students to supervise.

BUSINESS EDUCATION EVALUATION SCHEDULE

Standard IV -- The Library

Part I

Name of Institution Southwestern State College Date June 20, 1955

Persons supplying data for this schedule:

Name	Rank	Primary Teaching Assignment
Joseph E. Williams	Professor	Dean of Instruction
Louis H. Morris	Professor	Business Math. (part-time)
William W. Ward	Assoc. Prof.	Accounting and Business Law
John E. Binnion	Assoc. Prof.	Accounting and Economics
Miss Fern Lowman	Asst. Prof.	Economics and Typewriting
Mrs. Cora Herzog	Asst. Prof.	Typewriting and Shorthand
Walter H. Crouch	Asst. Prof.	Business English (part-time)
Louis O. Folks	Instructor	Accounting and Economics
Miss Hazel Evans	Instructor	Office Practice, Office Machines
Mrs. Pauline Johnson	Instructor	Laboratory School Supervisor

A. Library Organization and Housing

1. Which of the following types of organization best describes the library of the business education unit?

   a. All books in a central library for the institution. . . x

   b. Books in a business education branch library only. . _____

   c. Books in both a central library and a business education branch library. . . . . _____

   d. Other (describe) _____ . . . _____

B. Books, Periodicals, and Other Collections

1. Indicate in the chart that follows the adequacy for business education of the library provisions in each area.

Use the following code:

E -- Entirely adequate for the present and immediate future
A -- Adequate provision for the present program
I -- Inadequate provision for present needs
P -- Part of provisions adequate--part inadequate
V -- Very inadequate provisions

Areas	Number	Publication recency
a. Economic principles.	A	A
b. Applied economics (consumer, labor, governmental relations, federal finance, social helps, etc.).	A	A
c. Business administration (accounting, business law, business management, finance, marketing, etc.).	A	A
d. Secretarial and office management	P	P
e. Methods of teaching business subjects. . .	A	A
f. Research and government reports, pamphlets, etc.	P	P
g. Business education magazines and periodicals.	P	P
h. Yearbooks and bulletins of professional associations.	P	P

2. Indicate the years for which bound volumes and unbound issues of selected business education periodicals are available to the library.

Periodicals	Bound volumes	Current issues
UBEA Forum	1950-55	Yes
Journal of Accountancy		Yes
Business Education World	1950-55	Yes
Accounting Review		Yes
Journal of Business Education	1950-55	Yes
Balance Sheet	1939-54	Yes
American Business Education Year Book	1949-55	Yes
American Economic Review	1939-55	Yes
Fortune		Yes

Periodicals	Bound volumes	Current issues
Consumer Reports		Yes
Consumers Research Bulletin		Yes
Business Week		Yes
Time		Yes
United States News and World Report		Yes
Today's Secretary		Yes

3. Are films, slides, and other audio-visual materials available in a business education unit or institutional library? Yes x No_____ If No, is there adequate provision for renting such materials? Yes____ No____

4. Indicate the procedures within the unit for making acquisitions to the library and the readiness with which new and current materials are usually acquired.

   Requests for library materials are made by individual teachers. Librarian makes orders quarterly through department head.

C. Use

1. Do business education faculty members participate in the selection of materials for the library? Yes x No____ If Yes, what proportion participate in the selection of new books and other instructional materials regularly? 50 % occasionally? _____ % never? _____ %

2. What provision is made to aid students in business education in acquiring knowledge of the library and skill in its use?

   By means of freshman orientation class

3. What provisions are made for developing students into intelligent and habitual users of the library?

   Reports required for classwork. Also library assignments for regular classwork.

D. Expenditures for Library Materials

1. If available, give the total expenditures made by the library during the past year for business education materials classified as follows: Books $106.43 Periodicals $ 48.75 Visual Aids $ 35

2. Does the institution have a plan for adjusting during the fiscal year the expenditures of various units for library materials where necessary? Yes x No____ Explain. Library has fund of own which can be used for adjusting. (This amounts to 20% of entire budget.)

3. Has the annual budget for library expenditures for business education increased or decreased in the past three years? Increase x Decrease _____ Explain

   Available money has been increased slightly.

4. For what general classes of material are library expenditures for the unit contemplated in the near future?

   New books for economics and secretarial science.

5. Is the library budget provided for the business education program adequate to serve the program effectively? Yes _____ No x If No, elaborate.

   Short of business education materials prior to 1950 which do not have money to purchase. In general, current library materials are adequate.

BUSINESS EDUCATION EVALUATION SCHEDULE

Standard IV -- The Library

Part II

Name of Institution Southwestern State College Date June 20, 1955

Explanation of column headings

O - Item not present in business education unit--does not apply
N - No opinion or no basis for a judgment
1 - All or nearly all aspects unsatisfactory
2 - More aspects unsatisfactory than satisfactory
3 - More aspects satisfactory than unsatisfactory
4 - Most aspects satisfactory
5 - Nearly all or all aspects satisfactory

The above 5 point progressive scale can be used to answer the questions below. Place an (x) in the column which indicates the judgment of the person(s) making the evaluation.

	O	N	1	2	3	4	5
A. Library Organization and Housing							
1. How well is the type of library organization suited to serving the business education program?						x	
2. How satisfactory is the housing location of the business education materials with respect to accessibility to business education students?					x		
3. How satisfactory is the assembliage within the library of the various materials of special interest to business education students?					x		
4. How satisfactory are special shelves, files, alcoves, or seminar rooms devoted to business education materials?						x	
B. Books, Periodicals, and Other Collections							
1. How sufficiently are the textbooks for business education courses which students are not required to purchase provided by the library?						x	
2. How satisfactory for the present and immediate future are the collections of books and research reports on business and economic subjects?					x		

	O	N	1	2	3	4	5
3. How adequate are							
a. The historical files of business education periodicals?			x				
b. The current subscriptions?				x			
4. How adequate are the files of yearbooks and bulletins of professional associations?				x			
5. Audio-visual materials							
a. How satisfactory are the collections of films, slides, and other audio-visual materials appropriate for use in teaching economics, business administration, office training, distributive education, and special methods courses in business subjects?				x			
b. If the institution does not own these audio-visual materials, how adequate are the provisons for renting them?			x				
6. How satisfactory are the kinds and extent of pamphlets, leaflets, and brochures (government bulletins and reports, reports of business firms, product information, etc.) that are maintained for the use of business education students?			x				
7. Acquisition of business library materials							
a. How effective are the procedures within the unit for making acquisitions to the library?			x				
b. How quickly are new and current materials usually acquired?			x				
C. Use							
1. How satisfactory is the participation of faculty members in the selection of professional books and periodicals for the library?				x			
2. How effectively are the students in business assisted in acquiring knowledge of the library and skill in its use				x			
3. How effective does the relationships existing between the library staff and the instructional staff implement the business education program?				x			

	O	N	1	2	3	4	5
4. How satisfactory is the use of the library							
a. By the business education students?			x				
b. By the business education faculty?			x				
5. How satisfactory are the provisions made for developing students into intelligent and habitual users of the library?					x		
D. Expenditures for Library Materials							
1. How satisfactory has been the distribution of expenditures of the business education unit during the past year among books, periodicals, and visual aids?					x		
2. How satisfactory are the provisions, if any, for adjusting during the fiscal year the expenditures of various units of the institution for library materials?					x		
3. How satisfactory are the expenditures proposed for the unit in the near future?					x		
4. How sufficient has the progress of the library budget been during the past three years?					x		

E. Indicate a composite evaluation of the library organization and housing, books, periodicals, and other materials; use; and expenditures for library materials of the business education unit.

1. ( ) Inadequate.
2. ( ) Partially adequate (more inadequate than adequate).
3. (x) Predominantly adequate (more adequate than inadequate).
4. ( ) Fully adequate.

F. Comments and Recommendations

(Please submit comments and recommendations regarding the library.)

1. Could use more visual aids.
2. Shortage of library materials in business education prior to 1950.
3. Need more materials in secretarial science.
4. Need more yearbooks and periodical bulletins.

BUSINESS EDUCATION EVALUATION SCHEDULE

Standard V -- Physical Layout and Equipment

Part I

Name of Institution Southwestern State College Date June 20, 1955

Persons supplying data for this schedule:

Name	Rank	Primary Teaching Assignment
Joseph E. Williams	Professor	Dean of Instruction
Louis H. Morris	Professor	Business Math. (part-time)
William W. Ward	Assoc. Prof.	Accounting and Business Law
John E. Binnion	Assoc. Prof.	Accounting and Economics
Miss Fern Lowman	Asst. Prof.	Economics and Typewriting
Mrs. Cora Herzog	Asst. Prof.	Typewriting and Shorthand
Walter H. Crouch	Asst. Prof.	Business English (part-time)
Louis O. Folks	Instructor	Accounting and Economics
Miss Hazel Evans	Instructor	Office Practice, Office Machines
Mrs. Pauline Johnson	Instructor	Laboratory School Supervisor

A. Location

1. Is the business education unit conveniently located in relation to other units of the institution? Yes x No____

2. Are all rooms used for business education in the same building? Yes____ No x

B. Classroom Utilization

1. In general, are there sufficient classrooms and are they well suited to the types of classes held in them? Yes____ No x If No, explain.
   Typing and shorthand rooms have poor lighting. The accounting room is too narrow.

2. Approximately what per cent of the total classroom time of all classrooms is utilized by classes? 90 per cent

3. Are the rooms used for general instruction in such courses as economics, finance, and business law, well suited to the use being made of them? Yes x No____ Comment:

Are they constructed and arranged in such a manner that students can readily observe the instructor, the blackboard, and other instructional aids? Yes x No____Comment:
Blackboards are at front of the room; lighting facilities (natural and artificial) are relatively good.

4. Are there sufficient classrooms equipped for the conference and seminar types of courses? Yes____No x

5. Are classrooms adequate for laboratory types of classes where equipment is utilized such as accounting, filing, office machines, etc.? Yes____No x Comment:
Filing does not have adequate cabinet space. The office machines room is too small. The accounting room needs adding machines. More space is needed in the shorthand room.

6. Are classrooms used interchangeably for several curriculum areas? Yes____No____
Only in two instances are classrooms used for other curricular areas.

C. Classroom Facilities

Please check in the chart below the adequacy of each group of classroom facilities, the code being interpreted as follows:

E -- Entirely adequate
A -- Adequate provisions
P -- Part of provisions adequate--part inadequate
I -- Inadequate provision for present needs
V -- Very inadequate provision

Room Features	V	I	P	A	E
Blackboards: front, special, ruling, chalk trays, portable. . .			x		
Bulletin Boards: position, size, kind, accessibility, durability, numbers.	x				
Storage: files, closets, shelves--built-in, adjustable		x			
Classroom furniture: movable, adjustable, adaptable, conducive to good posture, condition . .			x		
Doors: number, position with relation to seating arrangement.				x	
Utilities: electrical outlets, clocks, washbowls, communication display area.	x				

D. Special Equipment

1. Is the equipment for teaching typewriting (typewriters, tables, chairs, etc.) adequate in terms of age, variety, quantity, etc? Yes x No_____ If No, explain.

2. Is the equipment for teaching accounting adequate in terms of age, variety, quantity, etc.? Yes x No_____ If No, explain.

3. Is the equipment for teaching business statistics and research adequate in terms of age, variety, quantity, etc? Yes_____ No x If No, explain.
   Does not apply.

4. Is the equipment for teaching miscellaneous subjects, filing, office practice, business management, marketing, etc. adequate in terms of age, variety, quantity, etc? Yes_____ No x If No, explain.
   Storage space is needed for filing.

5. Are audio-visual aids adequate in terms of quantity, variety, etc., of slides, strip films, films, charts, graphs, and flannel board? Yes_____ No x If No, explain.
   Inadequate - budget is not sufficient to get what is needed.

E. Office Facilities

1. Is there sufficient office space to accommodate faculty personnel? Yes_____ No x

2. Are offices easily accessible to students? Yes_____ No x

3. Is there a reception room or waiting area available for individuals who wish to confer with faculty personnel? Yes_____ No x

4. Is there a private office available for the administrator of the business education unit? Yes x No_____

5. Is there an intercommunication system? Yes_____ No x If No, how is communication facilitated?
   Personal contact.

6. Are office bulletin board facilities adequate? Yes_____ No x

7. Is there sufficient space for files and storage of records and supplies? Yes_____ No x

F. Expenditures for Physical Facilities

1. Please give the total expenditures for equipment and for supplies for the business teacher education unit during the past year.

Equipment: $2500 Supplies: Checked from Business Manager as needed

2. What equipment expenditures in the near future are contemplated?

Key driven calculators.

More electric typewriters.

Tape recorder.

Another dictaphone and transcribing unit.

BUSINESS EDUCATION EVALUATION SCHEDULE

Standard V -- Physical Layout and Equipment

Part II

Name of Institution Southwestern State College Date June 20, 1955

Explanation of column headings

O - Item not present in business education unit--does not apply
N - No opinion or no basis for a judgment
1 - All or nearly all aspects unsatisfactory
2 - More aspects unsatisfactory than satisfactory
3 - More aspects satisfactory than unsatisfactory
4 - Most aspects satisfactory
5 - Nearly all or all aspects satisfactory

The above 5 point progressive scale can be used to answer the questions below. Place an (x) in the column which indicates the judgment of the person(s) making the evaluation.

	O	N	1	2	3	4	5
A. Location							
1. How conveniently is the business education unit located in relation to other units of the institution?					x		
2. How compact is the unit?				x			
B. Classroom Utilization							
1. How adequate are the classrooms with reference to number and size?				x			
2. How effectively is classroom space utilized?						x	
3. How satisfactory is the procedure for room assignment?					x		
4. How satisfactory are the general features of the classrooms with respect to							
a. Light?				x			
b. Color?						x	
c. Acoustics?						x	
d. Ventilation and heating?					x		
e. Safety?					x		

	O	N	1	2	3	4	5
C. Classroom Facilities							
1. How adequate are the classroom facilities (blackboards, bulletin boards, storage, furniture, doors, utilities, display spaces, flexibility)?				x			
2. Layout							
a. To what extent does the layout of individual classrooms permit optimum use of facilities?				x			
b. How satisfactorily does the layout meet curricular and enrollment needs?				x			
D. Special Equipment							
1. How adequate is the equipment for teaching typewriting?						x	
2. How adequate is the equipment for teaching accounting?					x		
3. How adequate is the equipment for teaching business statistics and research?					x		
4. How adequate is the equipment for teaching miscellaneous courses such as filing, marketing, etc?		x					
5. Are audio-visual aids adequate?					x		
E. Office Facilities							
1. How sufficient is the office space							
a. For faculty personnel?					x		
b. For the administrator of the unit?						x	
2. How accessible are the offices to students?					x		
3. How satisfactory are the waiting areas?				x			
4. How effective is the intercommunication system?	x						
5. How adequate are office bulletin board facilities?			x				
6. How adequate are storage and filing facilities?				x			
F. Expenditures for Physical Facilities							
1. How adequate were budgetary allotments to the business education unit during the past year?					x		
a. For equipment?					x		
b. For supplies?					x		

2. After expenditures were made for equipment anticipated in the near future, how adequate is the equipment of the unit?

O	N	1	2	3	4	5
				x		

G. Indicate a composite evaluation of the physical layout and equipment of the business education unit.

1. ( ) Inadequate.
2. (x) Partially adequate (more inadequate than adequate).
3. ( ) Predominantly adequate (more adequate than inadequate).
4. ( ) Fully adequate.

H. Comments and Recommendations

(Please submit comments and recommendations regarding the physical layout and equipment.)

1. Artificial lighting is very poor on dark days.
2. Need storage space and cabinets.
3. Office space is limited. Entrance to office is inaccessible in secretarial science division when a class is in session.
4. No waiting room is available in any of the business department offices. Also need more classroom space.

BUSINESS EDUCATION EVALUATION SCHEDULE

Standard VI -- The Preparation of the Faculty*

Part I Section One

To be completed by each member of the faculty who teaches business subjects or is engaged in any phase of business teacher preparation.

Name of Institution Southwestern State College Date June 20, 1955

Name of Faculty Member John E. Binnion

Rank or Title Associate Professor of Business Education

Indicate below the percentage of working time you spend in each capacity.

Teaching business subjects.	45 %
Teaching business education methods . .	0 %
Supervising student teachers	0 %
Supervisory or administrative duties. . .	0 %
Research activities.	0 %
Counseling and Guidance	5 %
Other (designate) preparation; office hours .	50 %
Total Working Time. . .	100 %

A. Educational and Professional Experience

1. List here specific educational and professional experience which have contributed to your preparation for teaching at the collegiate level.

Experiences (Describe)	Length of Experience	Date Completed (Year)
Workshops.	2 days	
Short courses		
Practicum courses		
Economic education programs	2 hours	1949
Vocational guidance.	3 hours	1950
Occupational surveys.		
Job analyses.		
Follow-up studies.		
Research. .2. Theses.	6 hours	1949-53
Other (Describe) advanced degree work with collegiate work as goal		1949-53

*Standard VI was completed by each of ten individuals involved in the departmental self-evaluation in this study. The form for only one faculty member is presented here as an example.

2. List below all work experience you have had in business.

Length of Employment				Duties Performed
Year	Month	Part-Time (Check)	Full-Time (Check)	
1936-38	24		x	Clerical; bookkeeping
1938-40	24	x		Bookkeeping; clerical
1945-47	20		x	Accounting; office manager
1934-36	24	x		Clerical; selling adv.

3. Describe the business and/or professional activities in which you are currently engaging outside the range of your present responsibilities in connection with your employment by the college.

Director, Wesley Foundation (Methodist)
CPA (Oklahoma) Limited Activities

B. Professional and Personal Activities

1. To what local, state, regional, or national honorary and professional groups do you now belong? (Please indicate any offices you now hold in these organizations.)

Honorary: Phi Delta Kappa
Delta Pi Epsilon
Pi Omega Pi
Beta Alpha Psi

Prof: UBEA, NBTA, MP-BEA, NABTTI, OEA, OBEA, Okla. Society CPA's

2. What journals do you read regularly that relate particularly to business education or business?

Bus. Ed. Forum (UBEA)
Nat. Bus. Ed. Q. (UBEA)
Am. Bus. Ed. Q. (NBTA)
Journal of Accountancy
Journal of Bus. Ed.
Balance Sheet
Dictaphone Ed. Forum

3. Of what community, civic, and business groups, such as Chamber of Commerce, service clubs, and National Office Management Association, are you a member?

Chamber of Commerce
Toastmasters International

4. What resources of the community do you use in your work with students?

Chamber of Commerce and Churches

a. Do you invite business people to discuss problems or give talks to your classes? Yes x No ___ If Yes, how many such contacts have you had during the past 12 months? 12-15

b. Do you conduct visits to businesses in your community? Yes x No ____
If Yes, how many businesses have you visited during the past 12 months? 1

5. Indicate below by means of check marks whether you consider yourself, in comparison with your colleagues, below average, average, or above average in each ability or knowledge named.

	below average	average	above average
a. Knowledge of developments in business education.			x
b. Alertness to current economic issues confronting government and business.		x	
c. Ability to answer the WHY for students in an attempt to make the learning situation most meaningful.		x	
d. Ability to avoid monotony in classroom procedures, presentation, and mannerisms..		x	

6. What recent change or changes have been made in the business education program in your institution that, in your judgment, have strengthened it?
Methods courses on the graduate level.

7. What changes, in your judgment, still need to be made to strengthen it further?

A. Have our department supervise the practice teaching in business education.

B. Get permission for specific methods courses on the undergraduate level.

BUSINESS EDUCATION EVALUATION SCHEDULE

Standard VI -- The Preparation of the Faculty

Part I Section Two

Name of Institution Southwestern State College Date June 20, 1955

Name and position of person preparing this schedule John E. Binnion, Assoc. Prof. Bus. Educ.

The individual reports by faculty members on their preparation (Section One) should be summarized for self-evaluation purposes either by the department chairman or a committee of faculty members working under his supervision. Since a wide range of data will be submitted on the individual report forms, no form for the tabulation of data has been suggested, leaving the summarization to the faculty committees charged with the responsibility of evaluation of the preparation of the faculty as a whole.

A. Educational and Professional Experiences
   1. Economic education programs, vocational guidance
      Research--two thesis
   2. Clerical and bookkeeping job, 24 months
      Bookkeeping and clerical job, 24 months
      Accounting clerk and office manager, 20 months
      Clerical, selling and advertising, 24 months
   3. Director, Wesley Foundation
      CPA (Oklahoma) -- limited activities

B. Professional and Personal Activities
   1.

Honorary:	Professional:
Phi Delta Kappa	UBEA, MP-BEA
Delta Pi Epsilon	OEA, OBEA
Pi Omega Pi	NBTA, NABTTI
Beta Alpha Psi	Oklahoma Society of CPA's

   2. UBEA Forum
      National Business Education Quarterly
      American Business Education Quarterly
      Journal of Business Education
      Balance Sheet
      Business Teacher
      Journal of Accountancy
   3. Chamber of Commerce, Toastmasters International
   4. Chamber of Commerce, Churches
   5. (a) Above average
      (b, c, and d) Below average
   6. Methods courses on the graduate level
      Get permission for specific methods courses on the undergraduate level

BUSINESS EDUCATION EVALUATION SCHEDULE

Standard VI -- The Preparation of the Faculty

Part II

Name of Institution Southwestern State College Date June 20, 1955

Explanation of column headings

O - Item not present in business education unit--does not apply
N - No opinion or no basis for a judgment
1 - All or nearly all aspects unsatisfactory
2 - More aspects unsatisfactory than satisfactory
3 - More aspects satisfactory than unsatisfactory
4 - Most aspects satisfactory
5 - Nearly all or all aspects satisfactory

The above 5 point progressive scale can be used to answer the questions below. Place an (x) in the column which indicates the judgment of the persons(s) making the evaluation.

	O	N	1	2	3	4	5
A. Educational and Professional Experience							
1. How adequate is the educational preparation of the business education faculty?							x
2. How satisfactory are the evidences that members of the faculty are continuing to improve their educational preparation?							x
3. How adequate is the teaching experience of the business education faculty?							x
4. How adequate are the special educational and professional experiences (see III - A-1) of the business education faculty?							x
5. How satisfactory is the contribution to the business education program of the business and professional activities of the faculty outside the range of their employment by the institution?							x
B. Professional and Personal Activities							
1. How satisfactory are the evidences that business education members identify themselves with local, state, regional, and national honorary and professional associations?							x

	O	N	1	2	3	4	5
2. How satisfactory are the evidences that faculty members read widely in professional journals?							x
3. How satisfactorily do faculty members identify themselves with local, community, civic, and business groups?						x	
4. How effectively do they utilize community resources in instruction?					x		
5. How satisfactory are the evidences that members of the business education faculty possess							
a. Knowledge of developments in business education?						x	
b. Alertness to current economic issues?						x	
c. Ability to make the learning situation more meaningful?						x	
d. Ability to avoid monotony in classroom procedures, presentations, and mannerisms?						x	

6. Indicate a composite evaluation of the educational and professional experience as well as the professional and personal activities of the business education unit.

   1. ( ) Inadequate.
   2. ( ) Partially adequate (more inadequate than adequate).
   3. (x) Predominantly adequate (more adequate than inadequate).
   4. ( ) Fully adequate.

D. Comments and Recommendations

(Please submit comments and recommendations regarding the preparation of the business education faculty.)

BUSINESS EDUCATION EVALUATION SCHEDULE

Standard VII -- Teaching Load of Faculty

Part I Section One
General Characteristics

Name of Institution Southwestern State College Date June 20, 1955

Persons supplying data for this schedule:

Name	Rank	Primary Teaching Assignment
Joseph E. Williams	Professor	Dean of Instruction
Louis H. Morris	Professor	Business Math. (part-time)
William W. Ward	Assoc. Prof.	Accounting and Business Law
John E. Binnion	Assoc. Prof.	Accounting and Economics
Miss Fern Lowman	Asst. Prof.	Economics and Typewriting
Mrs. Cora Herzog	Asst. Prof.	Typewriting and Shorthand
Walter H. Crouch	Asst. Prof.	Business English (part-time)
Louis O. Folks	Instructor	Accounting and Economics
Miss Hazel Evans	Instructor	Office Practice, Office Machines
Mrs. Pauline Johnson	Instructor	Laboratory School Supervisor

1. **How many credit hours a week is considered a full teaching load in the business education unit?** 15 **How many class hours?** 17 **Explain the basis for computing teaching load.**
   North Central Association Standards
2. **Is the teaching load of the business education faculty comparable to the teaching load of other faculties of the institution? Yes** ___ **No** x **Explain any differences.**
   Heavier - Education and Pharmacy faculty have much lighter load
3. **Explain any plan in effect in the unit for rotating teaching assignments within a broad area or for concentration of teaching assignments within a limited field of specialization.** There is no plan - but teaching assignments have been rotated from time to time
4. **Explain the nature of adjustments made in the teaching load of the business education faculty for**
   a. **Classroom hours which exceed credit hours, such as typewriting classes which meet more hours a week than credit hours carried.**
      No adjustment in load. Typewriting laboratories not formally supervised. No adjustments in accounting labs.

b. **Extension classes**
Teaching load not affected but faculty extension teachers receive extra salary

c. **Correspondence courses**
As above (b)

d. **Evening classes**
As above (b & c)

e. **Administrative duties**
Has somewhat lighter teaching load

f. **Supervising professional laboratory experiences**
Receives additional increment

g. **Counseling students**
No adjustment

h. **Research**
No adjustment

i. **Public relations**
No adjustment

j. **Other (Explain)**_____

5. **What provision is made in the individual's teaching load for making business contacts and promoting community relationships?**
None

6. **Explain any limitations placed upon members of the business education faculty regarding remunerative work outside the scope of their employment by the institution.**
None

7. **In what ways are the business education teachers assisted and encouraged by the business education unit to attend conferences, conventions, and other meetings relating to their teaching assignments?**
Personal contacts on part of Head of Department. Portion of expenses paid.

BUSINESS EDUCATION EVALUATION SCHEDULE

Standard VII -- Teaching Load of Faculty

Part I Section Two

Name of Institution Southwestern State College Date June 20, 1955

Name of Faculty Member John E. Binnion

Rank or Title Associate Professor of Business Education

Please indicate approximately what per cent of your working time over a normal semester is devoted to each of the following:

	Per Cent of Time
1. Classroom teaching.	40
2. Preparation for teaching.	30
3. Supervision of professional laboratory experiences. Give kind of activity, location, regularly scheduled hours during a week, extra hours, number of students each hour, and related information.	20
4. Counseling and guidance of students. Indicate the office hours you keep regularly for each day of the week when students may see you.	25
5. Administrative Duties. (Chairman. Department. only.)	15
6. Committee Assignments	5
7. Research.	
8. Public Relations.	
9. Extensions and Correspondence Courses.	
10. Other (explain)_____	
Total Working Time	100%

BUSINESS EDUCATION EVALUATION SCHEDULE

Standard VII -- Teaching Load of Faculty

Part II

Name of Institution Southwestern State College Date June 20, 1955

Explanation of column headings

O - Item not present in business education unit--does not apply
N - No opinion or no basis for a judgment
1 - All or nearly all aspects unsatisfactory
2 - More aspects unsatisfactory than satisfactory
3 - More aspects satisfactory than unsatisfactory
4 - Most aspects satisfactory
5 - Nearly all or all aspects satisfactory

The above 5 point progressive scale can be used to answer the questions below. Place an (x) in the column which indicates the judgment of the person(s) making the evaluation.

	O	N	1	2	3	4	5
1. How satisfactory is the number of hours a week considered a full teaching load in the business education unit?					x		
2. How satisfactory is the teaching load of the business education faculty as compared with the teaching load of other faculties of the institution?					x		
3. How effective is the procedure in the business education unit for rotating teaching assignments within a broad area or for concentration of teaching assignments?						x	
4. How satisfactory are the adjustments made in the teaching load for							
a. Classroom hours which exceed credit hours?					x		
b. Extension or off-campus classes?	x						
c. Evening classes?					x		
d. Correspondence courses?					x		
e. Administrative duties?				x			
f. Supervising professional laboratory experiences?					x		

	O	N	1	2	3	4	5
g. Counseling students?					x		
h. Research?				x			
i. Public relations?				x			
j. Other? (Designate)_____							
5. How adequate are the adjustments made in the teaching load of business education teachers to allow them to make business contacts and to promote community relationships?				x			
6. How satisfactory are the limitations placed upon members of the business education faculty regarding remunerative work outside the scope of their employment by the institution?							x
7. How satisfactory are the considerations given teachers in the business education unit to attend conferences, conventions, and other meetings related to their teaching assignments?					x		

8. Indicate a composite evaluation of the teaching load of the faculty of the business education unit.

   a. ( ) Inadequate.

   b. ( ) Partially adequate (more inadequate than adequate).

   c. (x) Predominantly adequate (more adequate than inadequate).

   d. ( ) Fully adequate.

9. Comments and Recommendations

   (Please submit comments and recommendations regarding the teaching load of the faculty in the business education unit.

   1. More time needed for administrative duties
   2. More credit should be alloted for laboratory classes in accounting
   3. Classes too large in some instances
   4. More consideration should be given to allow for attendance at professional meetings

BUSINESS EDUCATION EVALUATION SCHEDULE

Standard VIII -- Student Personnel Services

Part I

Name of Institution Southwestern State College Date June 20, 1955

Persons supplying data for this schedule:

Name	Rank	Primary Teaching Assignment
Joseph E. Williams	Professor	Dean of Instruction
Louis H. Morris	Professor	Business Math. (part-time)
William W. Ward	Assoc. Prof.	Accounting and Business Law
John E. Binnion	Assoc. Prof.	Accounting and Economics
Miss Fern Lowman	Asst. Prof.	Economics and Typewriting
Mrs. Cora Herzog	Asst. Prof.	Typewriting and Shorthand
Walter H. Crouch	Asst. Prof.	Business English (part-time)
Louis O. Folks	Instructor	Accounting and Economics
Miss Hazel Evans	Instructor	Office Practice, Office Machines
Mrs. Pauline Johnson	Instructor	Laboratory School Supervisor

A. Selective Admission and Progressive Retention

1. What steps are taken by the business education unit for the guidance or direction of students who want to pursue a business education program?

   a. At the beginning of what year is the guidance or direction started?

   Freshman year x Junior year ____

   Sophomore year ____ Other time (when) ____

   b. On what basis is the direction given?

   Scholarship x Character x

   Intelligence x Health x

   Personality x Other (Designate) ____

   c. By whom is the direction given? Faculty advisors

   d. How many students were admitted to the business education unit last school year? ____ How many were denied admission? 0

2. To what extent do the business education administrator and the other business education faculty participate in student recruitment for the business education program?
   Visit schools throughout district on recruitment teams. Send brochures, post cards and letters to graduating seniors of the district.

3. Does the business education unit require an entrance examination not required of all new students? Yes____ No_x_ If Yes, explain the nature and use of the test.

4. Are there provisions for the continuing appraisal and progressive retention of students in business education programs. Yes_x_ No____

   a. If Yes, explain the minimum standard required for continuance in the business education program.

      Passing grade.

   b. If Yes, what proportion of students failed to meet this standard this last year? __5__ %

5. Before graduation, is a review made of the student's achievements? Yes_x_ No____

   If Yes: Indicate by a check mark (x) which areas are reviewed and who makes the review.

Areas	Checks	Persons Making Checks
General education.	x	Registrar
Subject field.	x	Registrar and Chairman
Scholarship.	x	Registrar
Personal traits and characteristics . . .	x	Placement Office
Understanding of business and economic conditions.		
Mastery of business practices and procedures.	x	Bus. Educ. Dept.
Work experience in business occupations.		
Other (Specify)		

B. Educational Guidance and Counseling

1. Do staff members of the business education unit serve as counselors? Yes x No ___ If Yes, please explain the process whereby student and counselor are assigned.

   Assigned by Director of Student Affairs. All business teachers are advisors to business students. Two business teachers are senior college and graduate advisors. The remainder are junior college and short course advisors.

2. What provision is made for counseling

   a. Lower division students? Four teachers are jr. college advisors

   b. Upper division students? See "1" above

   c. Graduate students? See "1" above, also graduate committee

3. Is a written program of required courses and desirable electives worked out for or with the individual student at any given time? Yes x No ___ If Yes, when and how often is this done?

   Before enrollment.

4. Is provision made for business education faculty participation in the review and formulation of larger policies that have to do with the guidance and counseling of students? Yes x No ___ If Yes, explain how.

   Departmental meetings and meetings with junior college advisors.

5. Is there provision in the guidance program for activities which will give students opportunities for social development? Yes x No ___

   a. Is participation in social activities encouraged? Yes x No ___

   b. Are records kept of the students' participation? Yes x No ___

6. What records are kept by the business education unit for use in guidance and counseling? Student guidance reports, check sheet, gen. educ. requirements of subjects, grades in each course, grade sheets for junior college students. The check sheet is a business education requirement.

C. Placement Services

1. What provision is made for placement of business education students and alumni wishing to secure employment?

   College Placement Service - Dean of Instruction's office
   Head of department contact with various companies.

   a. Is assistance given by the placement office of the institution, or by the business education unit? (Which)

      Both

b. Is the placement office located conveniently for students? Yes x No____

c. Is the placement office located conveniently for employing officials? Yes x No____

d. Please indicate your opinion of the effectiveness of the placement service in placing business education graduates. Give evidence to support your position.

The demand exceeds the supply.

e. Does a good relationship exist between the placement office and the business education unit? Yes x No____

2. What proportion of prospective business students are

a. Informed regarding

(1) Employment opportunities, demands, salaries?____%

(2) Policies of the placement bureau?____%

(3) What may be expected in an interview?____%

(4) Ethical practices involved in obtaining or leaving a position?___%

3. Are periodic surveys made of the employment field to ascertain

a. Demands for business education graduates? Yes____No x
If Yes, how and by whom was the last survey made?

b. Success of recent business education graduates? Yes____No x
If Yes, how and by whom was the last survey made?

D. Follow-up Services

1. Are follow-up services provided for beginning business students on the job? Yes____No x If Yes:

a. What proportion of beginning business students are followed up in their first positions? 20 %

b. By whom is the follow-up made? Primarily by personal interest in the student by the business education faculty

c. Is the follow-up by

Personal visits?	x	Questionnaire?	x
Correspondence?	x	Others	x

2. What disposition is made of the findings of follow-ups of former students?

   Advertising the department through publication of brochures.

3. Are follow-up services provided former business education students in new positions? Yes____ No_x_ If Yes:

   a. What proportion of former students are followed up? All____ Most____ Many____ Some_x_ Few____ None____

   b. What procedures are used in follow-up services? Personal visits_x_ Correspondence_x_ Conferences____ Providing instructional and informational materials_x_ Other____

4. Are periodic follow-up studies made of business education students in general? Yes____ No_x_ If Yes, how are the results of the studies used in evaluating the program of business education?

5. What provision is made for follow-up of drop-outs from the unit?

   None

6. Does the business education faculty participate in the review and formulation of larger policies of the unit that have to do with follow-up services? Yes____ No_x_ If Yes, how?

BUSINESS EDUCATION EVALUATION SCHEDULE

Standard VIII -- Student Personnel Services

Part II

Name of Institution Southwestern State College Date June 20, 1955

Explanation of column headings

O - Item not present in business education unit--does not apply
N - No opinion or no basis for a judgment
1 - All or nearly all aspects unsatisfactory
2 - More aspects unsatisfactory than satisfactory
3 - More aspects satisfactory than unsatisfactory
4 - Most aspects satisfactory
5 - Nearly all or all aspects satisfactory

The above 5 point progressive scale can be used to answer the questions below. Place an (x) in the column which indicates the judgment of the person(s) making the evaluation.

	O	N	1	2	3	4	5
A. Selective Admission and Progressive Retention							
1. How adequate are the evaluation policies governing admission of students to business education curricula?				x			
2. How effective is the participation of the administrator and the teaching staff in student recruitment for the business education program?						x	
3. How satisfactory are the provisions in the unit for the continuing appraisal and progressive retention of students?					x		
4. How effectively applied are the minimum standard requirements for continuance of studies in the various business education curricula?				x			
5. How adequate is the review of a student's record before recommendation for graduation?						x	
B. Educational Guidance and Counseling							
1. How efficient are members of the business education faculty in the counseling of students?					x		
2. How satisfactory are provisions for the counseling of business education students?					x		

	O	N	1	2	3	4	5
3. How effective is the program designed to help students preparing for business teaching to become competent counselors?				x			
4. How satisfactory are provisions for planning, in writing, students' programs of required courses and desirable electives?					x		
5. How satisfactory are provisions for business education faculty participation in the review and formulation of larger policies that deal with educational guidance and counseling?					x		
6. How adequate is the provision in the guidance program for sponsoring activities which give students opportunities for social development?					x		
7. How satisfactory is the testing program given prospective business majors to aid in their counseling and guidance?				x			
C. Placement Services							
1. How satisfactory are provisions for placement services with respect to							
a. Organization and administration?					x		
b. Location and physical facilities from both the student's and the employer's viewpoint?					x		
c. Effectiveness in placing business education graduates?						x	
d. Relationship between the placement office and the business teacher education unit?						x	
e. How satisfactory is the informational program of the placement office with regard to							
(1) Teaching and business opportunities, demands, and salaries?						x	
(2) Policies of the placement bureau?						x	
(3) Instruction concerning asking for a job application, making interviews, and developing ethical practices required in obtaining or leaving a position?				x			
f. How effective are the periodic surveys made of the employment field to ascertain							

	O	N	1	2	3	4	5
(1) Demands for business students?		x					
(2) Success of recent business education students?		x					
2. How satisfactory is the degree of responsibility for the placement of graduates assured by the business education unit?					x		
3. How effective are the contacts maintained by the business education unit with schools and business groups to aid in the placement of graduates?						x	
D. Follow-up Services							
1. How satisfactory are provisions for following up beginning workers relative to							
a. Proportion of workers followed up?		x					
b. Time of follow-ups?		x					
c. Procedures used in the follow-up services?		x					
d. Disposition made of the findings of follow-ups?		x					
2. How satisfactory are provisions made for following up former graduates in new positions relative to							
a. Proportion of former graduates followed up?		x					
b. Procedures used in the follow-up services?		x					
c. Disposition made of the findings of follow-ups?		x					
3. How effective is the use of the results of follow-up studies in the evaluation and improvement of the program of business education?		x					
4. How satisfactory are the provisions made for the follow-up of drop-outs from the program?		x					
5. How satisfactory are provisions for business education faculty participation in the review and formulation of larger policies of the unit dealing with follow-up services?		x					

E. Indicate a composite evaluation of the selective admission, guidance and counseling, placement services, and follow-up services of the business education unit.

1. ( ) Inadequate.
2. (x) Partially adequate (more inadequate than adequate).

3. ( ) Predominantly adequate (more adequate than inadequate).
4. ( ) Fully adequate.

F. Comments and Recommendations

(Please submit comments and recommendations regarding student personnel services.)

1. Prospective teachers of business subjects could be better prepared to become competent counselors.
2. Follow-up services are inadequate. There has been no organized plan or procedure.
3. Should have information from students in the field on course offerings, presentation of subject matter, and the like.

APPENDIX B

Check Sheets for Business Education Programs

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1.	Check Sheet for General Education Requirements. . .	237
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4.	Check Sheet for Bachelor of Science Major in General Business or Secretarial Science	240
5.	Check Sheet for Bachelor of Science in Education, Major in Business Teacher Preparation . . . . . (Business Education Certificate)	241
6.	Check Sheet for Bachelor of Science in Education, Major in Business Teacher Preparation . . . . . (Bookkeeping and Clerical Practice Certificate)	242

SOUTHWESTERN STATE COLLEGE
Check Sheet for General Education Requirements
For Junior College Advisors

Name_____ Date_____

	Hours Enrolled	Hours Completed	Final Grade
A. 101 Freshman Orientation (to be taken first semester)	(___)	(___)	(___)
B. English - 8 hours (to be taken in freshman year)			
1st semester: 103E, 103 or 113	(___)	(___)	(___)
2nd semester: 113, or 123	(___)	(___)	(___)
112 Oral Communications	(___)	(___)	(___)
C. Natural Science (and Math) 7-8 hours			
104 General Physical Science	(___)	(___)	(___)
104 General Biology	(___)	(___)	(___)
104 General Chemistry	(___)	(___)	(___)
Mathematics	(___)	(___)	(___)
D. Social Studies - 9 hours			
103 American Government (during freshman year)	(___)	(___)	(___)
123 Contemporary Problems (during freshman year)	(___)	(___)	(___)
223 American History	(___)	(___)	(___)
E. Health and Physical Education - 6 hours			
102 Personal Hygiene (freshman year)	(___)	(___)	(___)
101 or 201 Physical Education	(___)	(___)	(___)
111 or 201 Physical Education	(___)	(___)	(___)
121 or 201 Physical Education	(___)	(___)	(___)
131 or 201 Physical Education	(___)	(___)	(___)
Veteran Credits		(___)	
F. Humanities (three of the following) 6 or 7 hours			
222 Intro. to Literature	(___)	(___)	(___)
232 Art in Life (can't be used in G if used in F)	(___)	(___)	(___)
242 Music in Life (can't be used in G if used in F)	(___)	(___)	(___)
203 General Psychology (can't be used in G if used in F)	(___)	(___)	(___)
Transfer Credits (specify)	(___)	(___)	(___)
G. Group G Requirements - 5 or 6 hours			
Foreign Language - 6 hours OR 5 hours in 2 of the following:	(___)	(___)	(___)
Mathematics, General Psychology,	(___)	(___)	(___)
Fine Arts (Music, Art, Speech)	(___)	(___)	(___)
Practical Arts (Ind. Arts, Bus. Educ., Home Ec.) Specify course.	(___)	(___)	(___)
H. Special Requirement			
322 Oklahoma History or ½ unit completed in h.s., required of all students taking Education Degree	(___)	(___)	(___)

SOUTHWESTERN STATE COLLEGE

Check Sheet for General Business Short Course

(For Bookkeeping, Clerical and General Business Training)

Name_____ Date_____

	Hours Enrolled	Hours Completed	Final Grade
A. Required Subjects - (31 hours)			
113 Business English	(___)	(___)	(___)
213 Accounting	(___)	(___)	(___)
223 Accounting	(___)	(___)	(___)
*203 Typewriting	(___)	(___)	(___)
203 Economics	(___)	(___)	(___)
213 Economics	(___)	(___)	(___)
213 Typewriting	(___)	(___)	(___)
303 Business Law	(___)	(___)	(___)
313 Business Communications	(___)	(___)	(___)
202 Business Mathematics	(___)	(___)	(___)
212 Office Machines	(___)	(___)	(___)
B. Elective Business Courses - (11 hours)			
313 Business Law	(___)	(___)	(___)
322 Office Practice	(___)	(___)	(___)
432 Salesmanship	(___)	(___)	(___)
202 Civil Service	(___)	(___)	(___)
313 Accounting	(___)	(___)	(___)
262 Advertis_ng	(___)	(___)	(___)
243 Retail Selling	(___)	(___)	(___)
C. Physical Education - (2 hours)			
101 Physical Education	(___)	(___)	(___)
111 Physical Education	(___)	(___)	(___)
201 Athletics	(___)	(___)	(___)
D. Freshman Orientation	(___)	(___)	(___)

*Students who have credit for typewriting in high school may take elective business education instead of the equivalent course in college.

SOUTHWESTERN STATE COLLEGE

Check Sheet for Secretarial Science Short Course

(For Secretaries, Stenographers, and Office Workers)

Name_____ Date_____

	Hours Enrolled	Hours Completed	Final Grade
A. Required Subjects - (36 hours)			
113 Business English	(___)	(___)	(___)
213 Accounting	(___)	(___)	(___)
*203 Typewriting	(___)	(___)	(___)
213 Typewriting	(___)	(___)	(___)
303 Typewriting	(___)	(___)	(___)
*203 Shorthand	(___)	(___)	(___)
213 Shorthand	(___)	(___)	(___)
303 Shorthand	(___)	(___)	(___)
303 Business Law	(___)	(___)	(___)
202 Business Mathematics	(___)	(___)	(___)
313 Business Communications	(___)	(___)	(___)
352 Filing	(___)	(___)	(___)
402 Secretarial Training	(___)	(___)	(___)
B. Elective Business Courses - (6 hours)			
223 Accounting	(___)	(___)	(___)
202 Civil Service	(___)	(___)	(___)
322 Office Practice	(___)	(___)	(___)
212 Office Machines	(___)	(___)	(___)
C. Physical Education - (2 hours)			
101 Physical Education	(___)	(___)	(___)
111 Physical Education	(___)	(___)	(___)
201 Athletics	(___)	(___)	(___)
D. Freshman Orientation	(___)	(___)	(___)

*Students who have had credit for typewriting or shorthand in high school may take elective business education instead of the equivalent course in college.

SOUTHWESTERN STATE COLLEGE

(Check Sheet for Bachelor of Science)
Major in General Business or Secretarial Science

Name_____ Date_____

Please bring this check-up with you at enrollment time. Numbers written in the blank spaces indicate the number of hours needed.

Hours completed_____ Hours enrolled_____ Hours completed and enrolled_____

General Education

103 English Composition- - - - - - -
113 English Composition- - - - - - -
112 Oral Communications- - - - - - -
103 American Government- - - - - - -
123 Contemporary Problems- - - - - -
223 American History - - - - - - - -
Humanities, 6-7 hours- - - - - - - -
(Chosen from 222 Int. to Lit., 232 Art in Life, 242 Music in Life, and 203 Gen. Psych.)
104 General Biology- - - - - - - - -
104 General Physical Science - - - -
101 Freshman Orientation - - - - - -
102 Personal Hygiene - - - - - - - -
101 or 201 Physical Education- - - -
111 or 201 Physical Education- - - -
121 or 201 Physical Education- - - -
131 or 201 Physical Education- - - -
Group G. Requirements, 5-6 hours - -
Foreign Language, 6 hours, or 5 hours in two of the following:
(a) Math (b) Gen. Psych. (c) Fine Arts (d) Practical Arts

Major_____

_____

_____

_____

_____

Second Major or First Minor

_____

_____

Second Minor_____

_____

_____

Yet Needed: Required_____ Major_____ First Minor_____
Second Minor_____ Electives_____
Total Yet Needed_____

Are high school entrance requirements completed_____
Number of hours completed by corres.____ ext.___ No. yet allowed____
Number of senior college hours completed and enrolled___ Needed____
Number of grade points completed before this term____ Yet Needed___
Residence requirements (30 hours including last 8 hours)
Checked by_____

SOUTHWESTERN STATE COLLEGE
Check-up for a B. S. in Ed. Degree
(Business Education Certificate)

Name_____ Date_____

Please bring this check-up with you at enrollment time. Numbers written in the blanks indicate the number of hours yet needed.

Hours Completed_____ Hours Enrolled_____ Hours Completed and Enrolled_____

General Education
103 English Composition_____
113 English Composition_____
SW112 Oral Communications_____
103 American Government_____
123 Contemporary Problems_____
223 American History_____
322 Oklahoma History or ½ unit in high school_____
Humanities, 6-7 hours
(Chosen from 232 Art in Life, 242 Music in Life, 222 Int. to Lit., 203 Gen. Psych.)____
104 General Biology_____
104 Gen. Physical Science_____
101 Freshman Orientation_____
102 Personal Hygiene_____
101 or 201 Physical Education__
111 or 201 Physical Education__
121 or 201 Physical Education__
131 or 201 Physical Education__
Group G. Requirements, 5-6 hrs.
Foreign Language, 6 hrs. or 5 hrs. in two of following:
(a) math, (b) gen. psych.
(c) fine arts (d) prac. arts

Professional Education
203 Intro. to Teaching_____
313 Educational Psych._____
323 Child & Adol. Psych._____
393 Secondary Education_____
One course chosen from 313 Hist & Phil. Educ., 333 Educ. Tests & Meas., 3163 Audio-Visual Educ., 422 Curriculum_____
3128 H.S. Practice Teaching____

Business Educ. Curriculum - 30 hrs.
(Business Educ. Certificate)
*203 Begin. Typ. & 213 Int. Typing
202 Business Math_____
213, 223 Elem. Acctg._____
313 Business Communications_____
*203 Begin. Shorthand and 213 Shorthand_____
303 Adv. Typing_____
303 Adv. Shorthand_____
303 Business Law_____
412 Tr. Cr. Bus. Educ._____
Elective Business Education_____
*The requirements in typing and shorthand may be reduced 3 hrs. for each high school unit, provided one advanced course in each field is completed in college.

Minor_____hrs.
_____
_____
_____
_____
_____
_____
_____
_____

Yet Needed: Gen____Prof____Major____Minor____Elec____Total_____
H. S. entrance requirements complete?____No. of Hrs. by Ext____, by Corres____, Yet Allowed____; Sr. college hrs. needed_____, No. of grade points needed____; Residence requirements_____

SOUTHWESTERN STATE COLLEGE
Check-up for a B. S. in Ed. Degree
(Bookkeeping and Clerical Practice Certificate)

Name_____ Date_____

Please bring this check-up with you at enrollment time. Numbers written in blanks indicate the number of hours yet needed.

Hours Completed_____ Hours Enrolled_____ Hours Completed and Enrolled_____

General Education
103 English Composition_____
113 English Composition_____
SW112 Oral Communications_____
103 American Government_____
123 Contemporary Problems_____
223 American History_____
322 Oklahoma History or ½ unit in High School_____
Humanities, 6-7 hours_____
(Chosen from 232 Art in Life, 242 Music in Life, 203 Gen. Psychology)
104 General Biology_____
104 Gen. Physical Science_____
101 Freshman Orientation_____
102 Personal Hygiene_____
101 or 201 Physical Education__
111 or 201 Physical Education__
121 or 201 Physical Education__
131 or 201 Physical Education__
Group G Requirements, 5-6 hours
Foreign Language, 6 hours or 5 hours in 2 of following:
(a) math (b) gen. psychology
(c) fine arts (d) prac. arts

Professional Education
203 Intro. to Teaching_____
313 Educ. Psychology_____
323 Child & Adol. Psych._____
393 Secondary Education_____
One course chosen from 313, 333, 3163, 422 Educ._____
3128 H. S. Prac. Teaching_____

Business Education - 30 hrs.
(Bookkeeping, Clerical Practice Certificate)
*203 Beg. Typing, *213 Int. Typing
303 Advanced Typing_____
202 Business Math_____
213, 223 Elem. Acctg._____
313 Business Communications_____
412 Tr. Cr. in Bus. Educ._____
303 Business Law_____
Adv. Acctg. (6 hrs. chosen from 313 Int. Acctg., 323 Municipal Acctg., 333 Income Tax Acctg., 343 Cost Acctg., 353 Int. Acctg., 363 Auditing_____
Elective Bus. Educ. - 5 hours
This program is intended for students not preparing to teach shorthand. *The requirements in typing may be reduced 3 hrs. for each h. s. unit, provided one advanced course in typing be completed in college.
Minor_____hrs.

Yet Needed: Gen___ Prof___ Major___ Minor___ Elective___ Total___
Are high school entrance requirements completed?_____
No. of hrs. completed by Corres___ Ext___ No. yet allowed_____
No. of senior college hrs. completed & enrolled___ Yet Needed_____
No. of grade points completed before this term_____ Yet Needed_____
Residence requirements (30 hrs. including last 8 hrs.)

APPENDIX C

Follow-Up Questionnaire

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424 North State
Weatherford, Oklahoma
February 10, 1955

Yes, to fill out the enclosed questionnaire will take a little of your time, but it will certainly be a lot of help to me. The information that you and each of the other former business education students provide will be compiled and used as a basis for writing my dissertation.

What is far more important, it can be of immense help toward the improvement of the Business Education Department at Southwestern State College.

I hope that everything is going well with you. Thank you very much for your contribution in filling out and returning this questionnaire.

Sincerely yours,

W. W. Ward

FOLLOW-UP STUDY CONCERNING BUSINESS EDUCATION STUDENTS
WHO HAVE ATTENDED SOUTHWESTERN STATE COLLEGE
WEATHERFORD, OKLAHOMA

1. Name_____

2. Address_____

3. Marital Status_____
(Indicate: married, single, divorced, etc.)

4. Academic degree(s) held: (please check below)

____None

____Bachelor's____Date_____College_____
(Indicate: BS, BA, etc.) (Year) (Name)

____Master's_____Date_____College_____
(Indicate: MA, M.Ed., etc.) (Year) (Name)

____Doctor's_____Date_____College_____
(Indicate: Ph.D., Ed.D., etc.)(Year) (Name)

____Other (Such as CPA, etc.)_____

5. Approximate number of UNDERGRADUATE semester hrs. earned_____
(If your credit is in quarter hrs., please check here_____

6. Are you currently pursuing a program of study leading to a degree? Yes____No____What degree_____
What college_____Major field of study_____

7. What program of study in the field of business education did you pursue in your under-graduate work at Southwestern State College? Please check below.

____Short Course in General Business (45- to 48-weeks course)

____Short Course in Secretarial Training (45- to 48-weeks)

____Bachelor of Science degree - major in General Business

____Bachelor of Science degree - major in Secretarial Science

____Bachelor of Science in Education - major in Bus. Educ.

8. If you began a program of study at Southwestern State College but dropped out of school before you completed that program, will you please indicate here why you left school.

9. As a student at Southwestern State College, you studied subject matter in a number of academic areas. You developed ideas relative to the value of instruction in those specific academic courses which may have been changed considerably by your experience as an adult apart from the college environment. In terms of your present opinion regarding the value of the various types of subject matter, will you please rate those areas in which you have studied. DO NOT attempt to rate an area in which you did not study.

   (a) General Education: Please place an "x" in the proper column opposite the general education areas in which you took work at Southwestern State College.

Subject Matter Areas of General Education	Considerable Value	Limited Value	Little or No Value	Comments
English (written and oral)				
Literature (English and American				
Natural Science (Biology, Botany, Zoology, etc.)				
Physical Sciences (Physics, Chemistry, etc.)				
Social Studies (History, Government, Economics, Sociology, Geography, etc.)				
Health and Physical Education				
Foreign Language				
Mathematics				
Psychology				
Fine Arts (Art, Music Drama, etc.)				
Practical Arts (Home Economics, Industrial Arts, etc.)				

(b) Business Administration: Please place an "x" in the proper column opposite the business administration areas in which you took work at Southwestern State College.

Subject Matter Areas of Business Administration	Considerable Value	Limited Value	Little or No Value	Comments
Economics (Principles of Economics, Money and Banking, Labor Relations, etc.)				
Salesmanship and Advertising				
Accounting				
Business Law				
Business English and Communications				
Typewriting				
Business Mathematics				
Shorthand and Transcription				
Office Practice (Secretarial Training, Filing, Office Machines, etc.)				

(c) Professional Education: (Only persons who were preparing to become teachers and therefore, studied in the area of professional education should rate these areas.) Please place an "x" in the proper column opposite the areas in which you took work at Southwestern State College.

Areas of Professional Education	Considerable Value	Limited Value	Little or No Value	Comments
Educational Psychology (General Psychology, Mental Hygiene, Psychology of Adolescence, etc.				
History and Philosophy of Education				
Educational Tests and Measurements				
Educational Methods and Procedures: (Introduction to Teaching, Principles of Secondary Education, etc.)				

(d) Extra-Class Activities: Please place an "x" in the proper column opposite the Outside-of-Class activities in which you participated as a student at Southwestern State College.

Areas of Extra-Class Activity	Considerable Value	Limited Value	Little or No Value	Comments
Student Government				
Music (Choir, Chorus, Band, etc.)				
Intercollegiate Athletics (Football, Basketball, Baseball, Tennis, Wrestling, Track, etc.)				
Intra-Mural Athletics (Basketball, Volleyball, Tennis, Pingpong, Softball, etc.)				
Religious Organizations				
Social Fraternities and Sororities				
All-School Dances				
School Newspaper				
School Annual				

10. List all work experience since leaving Southwestern State College. Omit reference to military duty.

Employing Firm or Institution	Position Held	Date

11. There have undoubtedly been times in recent years when you have encountered problems which you could not solve on the basis of education experiences.

In your opinion, is there subject matter offered in college that you could have profited from but which you did not study? Yes____ No____ If Yes, please comment here.

_____

_____

12. (a) What is the major handicap you have in accomplishing the duties involved in your present occupation?

_____

_____

(b) Might something have been provided in your collegiate program to alleviate this situation? If so, what?

_____

_____

13 (a) Have you studied in any program of adult education (not a formal collegiate program in an attempt to develop special ability in an occupation? (Examples: American Institute of Banking, short courses from the University of Oklahoma or Oklahoma A & M College, correspondence courses, etc?) Yes____ No____ If yes, describe the circumstances.

_____

_____

(b) Did you receive recognition for your work, such as diploma, certificate of proficiency, etc? Yes____ No____

14. It is commonly recognized that a major goal of education today is preparation for community and family living. A program in business education should fulfill this objective.

(a) In your opinion, did your program of study at Southwestern State College prepare you adequately for solving the problems of family and community life? Yes____ No____

(b) If No, please indicate one or two problems of adjustment for which your work at Southwestern State College did not prepare you.

_____

_____

_____

15. (a) Are you or have you been a member of the Armed Forces? Yes_____No_____

(b) If Yes, which branch; Army_____Navy_____Air Force_____ Marines_____Coast Guard_____ Seabees_____Merchant Marine _____

(c) Highest rank held_____

(d) How was your military service affected by your college experiences?

_____

_____

_____

16. Have you ever secured employment by utilizing the placement services of Southwestern State College? Yes_____No_____

17. Education for Business:

(a) How effective was business and economic information?

_____

(b) How effective was skill development?_____

_____

(c) How effective is the business education program over-all?

_____