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CURRICULAR PERCEPTION OF BUSINESS CURRICULUM
INVOLVING SELECTED EDUCATORS AND
BUSINESSPERSONS.

THE UNIVERSITY OF OKLAHOMA, PH.D., 1977

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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

CURRICULAR PERCEPTION OF BUSINESS CURRICULUM

INVOLVING SELECTED EDUCATORS

AND BUSINESSPERSONS

A DISSERTATION

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HARRY J. MITCHELL

Oklahoma City, Oklahoma

1977

CURRICULAR PERCEPTION OF BUSINESS CURRICULUM
INVOLVING SELECTED EDUCATORS
AND BUSINESSPERSONS

APPROVED BY

Loy E. Prickett
Raymond R. White
Eugene F. Cato
Herbert R. Hengst

DISSERTATION COMMITTEE

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CURRICULAR PERCEPTION OF BUSINESS CURRICULUM
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AND BUSINESSPERSONS

CHAPTER I

ORGANIZATION OF THE STUDY

Colleges and universities recognize commerce as a discipline in which higher education can make major contributions¹; therefore, business curricula and their relativity to both the commercial and the university community call for examination.

While various special interest groups may comment on business curricula², it is generally the role of colleges and universities to design and implement the general programs applicable to business majors regardless of areas of specialization. Some accreditation organizations³ may require college or university business schools to conform to

¹Burton R. Clark, Educating the Expert Society (San Francisco: Chandler, 1962), pp. 279-281.

²An example of such a group is the American Association of Certified Public Accountants that specifies accounting curriculum. Through the state systems of certification, the AACPA is able to dictate both curriculum and course content to lead to qualification for taking the state certified public accountants test.

³The prestigious American Assembly of Collegiate Schools of Business is an example of such an organization. However, its direct influence is limited to the large colleges and universities.

general curriculum requirements; however, this is far from a universal situation⁴. The academic community within the college ordinarily develops the curriculum. More specifically, the chairperson of the business department in concert and cooperation with the business faculty, the academic vice president, and the instructional staff develops the business curriculum.

In large, tax-supported institutions, poorly developed business curricula may have no immediate financial impact, but in small, private, liberal arts-based colleges where consequences are realized quickly, ill-conceived business curricula may reflect on the enrollment of the colleges.

The faculty may develop the business curriculum, but the business community through its employment practices passes judgment on its adequacy. The business community is the consumer of the business college's graduates. If the business community approves of the product, it tends to hire those graduates; if it does not approve, the graduates may not find jobs. If a college's graduates are not finding adequate employment, prospective students may look for other schools to attend. Without adequate numbers of students, the private, liberal arts college--which does not have tax-based support--will have difficulty surviving.

The problem for discussion can be divided into three questions which will be analyzed in this paper:

1. Do business educators in small, private, liberal arts colleges generally agree among themselves as to the ingredients for the core for the business curriculum.
2. Do members of the business community agree among themselves as to the core for the business curriculum.

⁴Helene Wieruszowski, The Medieval University (New York: Van Nostrand Reinhold Company, 1966), pp. 24-25.

3. What areas of agreement and disagreement are there between private college faculties and the managers in the selected business community as to what the core for the business curriculum should be?

Various perceptions of the contents of college curricula have been debated, argued, and challenged since the beginning of the university. The basic concept of liberal arts vs. pragmatism has been studied in depth; however, the acceptance of business courses as an adjunct to liberal arts courses in liberal arts colleges is a relatively new phenomenon. Business curriculum content within the liberal arts college requires further attention.

The classical view of the liberal arts curriculum developed in the university of the Middle Ages from its origins in the Greek schools. Gerbert, later Pope Sylvester II (980 A.D.), taught the trivium (grammar, logic, rhetoric) and the quadrivium (arithmetic, music, geometry, astronomy), concentrating on the areas of mathematics and science⁵. This particular curriculum formed the basic college offering for the next six centuries. In eighteenth century colonial colleges of the United States, Aristotle's three philosophies (natural, moral, and mental), Greek, Latin, Hebrew, and rhetoric comprised the typical curriculum⁶. During the first year, Latin, Greek, Hebrew, Logic, and rhetoric were the staples of the curriculum. During the second year, logic, Greek, and Hebrew continued, and a beginning was made in the study of natural philosophy. In the third year, mental philosophy of metaphysics and moral philosophy (out of which one day would come economics, ethics,

⁵Frederick Rudolph, The American College and University (New York: Vintage Books, A Division of Random House, Inc., 1962), pp. 28-30.

⁶Paul Nash, Andreas M. Kazamias, and Henry J. Perkinson, The Educated Man (New York: John Wiley & Sons, Inc., 1967), p. 24.

political science, and sociology) were added to natural philosophy. The fourth year provided review of Latin, Greek, Logic, Natural philosophy, and some mathematics.⁷

While the sciences were worked into the curriculum of the colleges during the nineteenth century, it was to be the twentieth century before business became an accepted discipline. Even though in 1835 at New York University, Professor John William Draper, in explaining New York University's failure to become a popular institution, argued:

To use language which the mercantile community can understand, . . . we have been trying to sell good for which there is no market. . . . In this practical community of men, hastening to be rich, we found no sympathy. . . but few American youth. . . care to saunter to the fountain of knowledge through the pleasant visiting of their flowery path. The practical branches must take the lead and bear the weight, and the ornamental must follow.⁸

The story of business education in American really begins with the founding of the Wharton School of Finance and Commerce in 1881, but it was not until after World War I that business education began to grow. At the close of the nineteenth century, there were only three separately organized schools of business (Pennsylvania, 1881; California, 1898; and Chicago, 1898). By 1950 there were 160 separately organized schools of business, and formal degree programs in business were offered by more than 400 departments or divisions not organized as separate schools or colleges.⁹

⁷ Rudolph, The American College and University, p. 236.

⁸ H. G. Wright, "The Professional Schools of Commerce and Business Education Today," The Deltasig of Delta Sigma Pi 36 (May, 1947), p. 26.

⁹ Robert Aaron Gordon and James Edwin Howell, Higher Education for Business (New York: Columbia University Press, 1959), p. 29.

Gordon and Howell found that two types of universities tended to dominate collegiate business education in the United States: (1) the state university, and (2) the large urban university (usually privately supported). Barzun commented on the urban universities saying, "Some of the worst examples of overspecialization and course proliferation are found in these large, urban schools."¹⁰

Not everyone agrees to the need for new curricula to meet changing business needs.¹¹ The curriculum of the late 1950's and the early 1960's caused Burton R. Clark to note: "Many schools and colleges are unable to make major changes until confronted by crisis--near bankruptcy or an exodus of staff or an explosive split among lay personnel."¹²

The private, liberal arts college has been particularly affected by changing needs in the business community. Curriculum in its business area ranges from only one or two survey courses tacked onto the traditional liberal arts program to a mass of courses creating an almost unusable specialization. The preparation of adequate curricula seems to be a challenge that institutions of higher education must meet in order to survive.

Since content preparation will be relevant to the graduate seeking employment, it is important for those educators responsible for institutional decisions concerning curriculum content and businesspersons considering curriculum content as one factor in employing the graduate are both operating within the same perceptual framework.

¹⁰ Jacques Barzun, The American University (New York: Harper & Row Publishers, Inc., 1970), p. 212.

¹¹ Carnegie Corporation Survey of Business Education, "Summary of Preliminary Findings," (August 1, 1958).

¹² Clark, Educating the Expert Society, p. 194.

There has not been adequate study concerning the question: what is the best core curriculum for business? Specialized curriculum is offered for specific business professions (i.e., accounting, marketing research, etc.). What should be the common courses of study pertinent for all business majors in addition to those classified as general education, and specialized education?

Statement of the Problem

What do the educators charged with curriculum design perceive core courses within a business curriculum to be? What do the business-people evaluating potential employees perceive the ideal core courses to be? Are there differences in these perceptual frameworks? If there are differences, what are they, and what steps might be taken to narrow the gap between the two stances? Collecting, tabulating, and analyzing data regarding these questions was the purpose of this project. Specifics investigated in this study were:

1. What do the educators, who are primary to the course-work decision, state that the core curriculum should be?
2. What do businesspeople, who are primary to the employment decision, state that the core curriculum should be?
3. Are there differences between the two previous statements, and, if so, can a resolution of those differences be formulated?
4. Can a "core" business curriculum be developed and recommended that will be appropriate to all colleges of liberal arts for undergraduate business majors?

Purpose of Study

One purpose of this study was to identify some of the areas of actual or perceived differences between educators and the businesspeople toward business curriculum. Another purpose was to determine if differences in perceptual frameworks existed among the educators themselves. It was a further purpose to identify any differences in perceived curriculum among the businesspeople themselves.

Finally, it was the purpose of this study to develop data that would facilitate decisions in curricular design by the chairpersons of departments of business in the private liberal arts colleges in the Salt Lake metropolitan area.

Methodology

The populations sampled were:

1. A group representative of educators in positions of decision-making concerning the business curriculum in private liberal arts colleges.
2. A representative sample of businesspersons in the Salt Lake City metropolitan area actively engaged in the business community.¹³

A complete list of private liberal arts colleges offering program in business was drawn up from the 1975 Annual Guide to Undergraduate Studies.¹⁴ This complete list is Appendix A.

¹³U.S. Department of Commerce, Census of Business, 1972 (Washington, D.C.: U.S. Department of Commerce, 1975), p. 925.

¹⁴Karen C. Hegener, ed., Annual Guide to Undergraduate Studies, 1975, 11 (Princeton, New Jersey: Peterson's Guides Inc., 1975), pp. 675-815.

All sample surveys are subject to ranges of sample variability, or the chance that statistical results might vary from those which a complete census would produce. Sampling variability depends on the size of the sample. Utilizing a formula developed by Leslie Kish,¹⁵ Program Director, Survey Research Center, University of Michigan, the following variability chart was developed:

$$n^1 = \frac{PQ}{(E)^2} \quad \text{and then} \quad n = \frac{n^1}{1 + \frac{n^1}{N}}$$

n^1 = uncorrected number of responses needed in the sample.

PQ = the parameters of the proportions which are being estimated.
P must lie in the interval between 0 and 1 and Q = 1 - P.

E = the amount of variability to be expected from a specific sample size.

n = the corrected number of respondents needed in the sample to ensure variability desired.

N = the size of the population from which the sample is to be drawn.

Assuming a population of 1,000, the following different sample sizes could have been used, depending on the amount of variability that is acceptable.

Tolerated Error:	+2%	+3%	+4%	+5%	+6%	+7%
Sample Size:	700	500	375	250	150	100

The limited amount of money available for survey research costs dictated that 150 interviews would be appropriate (with a tolerated error of approximately ± 6 percent). Sampling variability in a sample size of 180 respondents--as can be seen in the following chart--tends to vary from 5 percent plus or minus on question responses of 10 or 90 percent, to 5.5 percent plus or minus on questions responses of 50 percent.

¹⁵ Leslie Kish, Survey Sampling (New York: John Wiley & Son, Inc., 1965), pp. 50-53.

TABLE 1

SAMPLING VARIABILITY ON A SAMPLE OF 180

Percentage	Variability
Percentage near 10	5.0 percent variability
Percentage near 20	5.0 percent variability
Percentage near 30	5.5 percent variability
Percentage near 40	5.5 percent variability
Percentage near 50	5.5 percent variability
Percentage near 60	5.5 percent variability
Percentage near 70	5.5 percent variability
Percentage near 80	5.0 percent variability
Percentage near 90	5.0 percent variability

These percentages apply only to the total sample--the percentage found within each of the various subcategories will have a slightly larger sample variability. In this sample, the confidence level is 95 percent, and the tolerated error is plus or minus 5.0 to 5.5 percent.

A complete list of all businesses in the Salt Lake City-Ogden Standard Metropolitan Statistical Area (SMSA) was developed from the 1972 Census of Business.¹⁶ Using the Kish survey research method, a sample of at least 150 businesses was drawn without replacement. In this sample, the confidence level was 95 percent and the tolerated error plus or minus 5.0 to 5.5 percent.

All data collected were tabulated and percentages calculated with the aid of a Hewlett-Packard 2000 electronic computer. All answers from each respondent were entered into the computer through a terminal. The basic program and the resulting tables are shown in Appendices B and C.

¹⁶U.S. Department of Commerce, Census of Business, 1972, p. 925.

Additional analysis of the questions and a comparison of the responses of businesspersons and educators to the questions are reported in Chapter IV of the study.

A survey instrument was developed to determine the respondents' (educators and businesspersons) perception of: (1) the current business curriculum, (2) what the business curriculum should be, and (3) factors pertinent to the business curriculum content. Appendix D is a copy of this survey form.

Operational Definitions

The operational definitions to be used in this study are:

Selected Educators - Those administrators within the institutions who are primary to curricular content of business programs. These will be found on two basic levels:

1. Dean of Instruction (Academic Dean, Vice President of Academic Affairs, etc.).
2. Chairperson or Acting Chairperson of the Department of Business (Division Chairperson, Institute Manager, Dean of the School of Business, etc.).

Selected Businesspeople - Those people within the business firm in the Salt Lake City metropolitan area who are primary to the decision as to who will be hired, promoted, etc.

Business Curriculum - Those courses that are grouped to provide the regimen of study for the earning of a degree in business.

Core Business Curriculum - Those courses, beyond what is considered general education, that are common to all business majors, no matter in which area of business specialization they elect to earn a degree.

Assumptions

Several assumptions were necessary in order to conduct the study. The assumptions related to the conditions being studied, the participants in the study, the instruments used, and the data collected from the participants.

The assumptions were as follows:

1. That the educators selected were a true representation of the larger population of all private liberal arts colleges since they were randomly sampled.
2. That the businesspeople selected were a true representation of the larger population of all businesspeople in the Salt Lake City, Utah, area.
3. That the samples were large enough to permit generalizations of the results for the comparisons made.
4. That the data collected would exclude those areas to be considered specialized areas of business curriculum, and were used for the recommendation of a core business curriculum.

Limitations

Certain limitations were recognized in order to conduct the investigation. The limitations are stipulated as follows:

1. The schools considered were private liberal arts colleges, as taken from the 1975 Annual Guide to Undergraduate Studies.¹⁷
2. The sample of businesspeople was to be drawn from the Salt Lake City, Utah, SMSA.
3. The area of curriculum to be studied was that of the "core business curriculum."

Organization of the Report

The organization of the remainder of the report is as follows:

- (1) Chapter II contains the review of related literature; (2) the

¹⁷Hegener, Annual Guide to Undergraduate Studies, 1975.

methodology is reported in Chapter III; (3) analysis and interpretation of data are presented in Chapter IV; (4) Chapter V includes a summary and implications for further research which can be conducted.

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literature is concentrated on three classics in the field of business administration: The Education of the American Businessman, Frank Pierson, 1959, a study financed by the Carnegie Corporation; Higher Education for Business, Robert Gordon and James Howell, 1959, a study financed by the Ford Foundation; and, Educating the Expert Society, Burton Clark, 1962, an overview of the educational system of the period. Research findings in these books provide a basis for the research questions in this study.

Steadily rising enrollment in business schools following World War II caused increased interest in the quality and quantity of a business education. Pierson focused on answers to the question, "What kind of specialized study is essential to a student's preparation for a broad range of career interests?"¹

Employers interviewed stated that an education background should "help students apply general knowledge and special abilities to significant business problems."² The consensus of businesspeople seemed to be that academic preparation for upper management personnel should concentrate

¹Frank C. Pierson et al., The Education of the American Businessman (New York: McGraw-Hill Book Company, Inc., 1959), p. 31.

²Ibid., p. 84.

on general background education and the capacity to apply general principles to new and unfamiliar problems.

According to Fortune's 1952 study, 76 percent of the executives interviewed had majored in engineering, science, or business and economics;³ however, top management stressed the importance of hiring employees with broad educational backgrounds.

Pierson noted a trend toward limiting direct professional training to graduate programs. Where feasible, a 4/2 plan could develop the broad educational base and then more specific business orientation could be developed in graduate school.

The American Association of Collegiate Schools of Business suggested that 40 percent of the total undergraduate program be taken in business and economics. Business faculties suggested even more work outside the business area. Pierson's study cited various specific programs designed to fulfill the needs of the core curriculum. The core curriculum should perform the following functions: (1) maintain close ties with disciplines outside business and economics; (2) possess internal cohesion so students may see the world of business and their place in it; (3) give variety of opportunity to put classroom learning into concrete use; (4) expose students to current research; (5) challenge intellectual growth, and (6) place the core program on an equal level with the most academically demanding of the school's departments.

Pierson's study mentioned specific curriculum specialties, made recommendations for content, and discussed business school curricular needs.

³ "The Nine Hundred," Fortune (November, 1952), p. 132; cited by Pierson, The Education of the American Businessman, p. 104.

In summary, Pierson thought that the rapid growth of business education caught business schools without a structured program for graduate and undergraduate programs. Businesspeople made suggestions as to content; however, in practice they did not hire people with the suggested training (liberal arts vs. science/business majors). Pierson in The Education of the American Businessman recommends an undergraduate liberal arts background plus a more specialized program for the business major.

The need for reform in business education was clear; however, reform required general agreement as to objectives. Gordon and Howell in Higher Education for Business suggested: "It should be the primary objective of collegiate business education to prepare students for personally fruitful and socially useful careers in business and related types of activity." ⁴

The Gordon and Howell study recorded specific qualities desired in employees at managerial levels. Those interviewed mentioned attributes such as "above average intelligence" and "mental and emotional security."⁵ Basic attitudes and skills were needed in most industries, and recruiters did not show a strong preference for hiring specialists. However, there seemed to be a widespread belief that an engineering degree equipped a student for a business career as well as, or better than, a degree in business administration.

Business leaders articulated the view that a liberal education was needed. Stress was paid to a "broad knowledge of business, an ability

⁴Gordon and Howell, Higher Education for Business, p. 47.

⁵Ibid., p. 77.

to deal with people, some familiarity with science and technology, the capacity to think clearly, a broad understanding of the non-market environment of business, and an appreciation of the role of business. . . ."⁶

A professional business core curriculum needed adoption and the Ford study recommended that not less than one-half of the undergraduate program be in general education.⁷ The business core (40 percent of the total four year program) should be comprised of introductory courses in the main areas of the "structure and functioning of business: managerial accounting and statistics. . . ; organization and administration; a series of courses in the functional fields. . . ; some work on the legal, political and social environment of business; and a capstone course in business policy."⁸

Undergraduate business education may be divided into a 2/2 program or a combination of business and general education courses each year. This undergraduate program might lead into a graduate program; however, it was stated that the business degree was not necessary for a master's program.

Making use of the materials available, Gordon and Howell attempted to analyze the then current business curricula at various levels and types of institutions and to develop guidelines for improvement. Among other things, they suggested further self-analysis, curricula reform, improved research, and improved interaction between business and academia including faculty exchanges and student internships.

⁶Gordon and Howell, Higher Education for Business, p. 125.

⁷Ibid., p. 133.

⁸Ibid., p. 134.

Through an emphasis on research, colleges and universities have the potential to be innovators and producers of the future culture. While education has been perceived as a "passive agent," it is possible for colleges, particularly independent, liberal arts colleges, to be inventive and effective.

According to Clark, the primary roles of education seem to be the training and sorting of people and the defining of their life chances. Education becomes a tool for social mobility. During the early 1960's, at the time of Clark's writing, educational requirements for jobs were rising and expected to rise even more. Professional workers were the fastest growing group and pressures for university degrees were increasing. As the numbers of students increased, the pressure for vocational majors increased. The "big three" fields among all college majors were engineering, business, and education.⁹ This growth in numbers increased the problems of (1) standards and quality, (2) vocationalism and practicality, and (3) sorting out the capable after entry.¹⁰

Clark reported student subcultures in colleges varied from the "collegiate" to the "non-conformist," with the "academic" student and the "vocational" student in the middle. The vocational student had historically been served by the universities and colleges "committed to servicing the needs of cities, states, and other broad publics,"¹¹ In 1958, business, education, and engineering accounted for almost half (48 percent) of all bachelor's degrees.¹² The number of business

⁹Clark, Educating the Expert Society, p. 50.

¹⁰Ibid., p. 79.

¹¹Ibid., p. 216.

¹²Ibid., p. 217.

degrees outnumbered those in English, history, the physical sciences, mathematics, and all modern foreign languages combined.¹³ The vocational student subculture tended toward dominance in higher education and trends indicated its further growth.

Clark quoted from William H. Whyte's The Organization Man concerning the "conflict between the fundamental and the applied."¹⁴ The growth in numbers of business majors occurred at the same time as the decline in numbers of humanities majors. Whyte stated that the business schools were setting the dominant tone for the college campus and diverting enthusiasm from the liberal arts to vocationalism.

Clark reported that the growing "occupationalism" stemmed from: (1) expansion of higher education; (2) education as the means of mobility; (3) responsive character of public colleges; (4) bureaucratization of academic organization, and (5) withdrawal of student involvement. This conflict between the vocational and academic cultures, Clark theorized, would probably result in combinations and blendings of curricula.

According to Clark the "expert society" needed more college-trained people. The university should become an active force in producing these people. The changes in higher education pointed toward more vocationalism and direct preparation for work. Liberal arts professors encouraged the "general education program" as a counter-attack against this growth.¹⁵ Clark's challenge to the expert society was to combine the liberal curricula with the ever-expanding technological culture.

¹³Clark, Educating the Expert Society, p. 217.

¹⁴Ibid., p. 238.

¹⁵Ibid., p. 281.

Andrew Wallace, responding to a study of recent graduates (1970) of the University of South Florida which revealed that there was difficulty in obtaining professional employment, conducted a poll of the Presidents of 210 randomly drawn firms from Fortune's top 500 American firms. The survey was to find what attributes these successful business managers wanted in college recruits. The results of the poll lead him to contradict the earlier Gordon-Howell and Pierson reports. The poll convinced him that collegiate business education should be made relevant to the "real world."¹⁶

In 1966 Frank Watson did a follow-up study to the Gordon-Howell and Pierson studies in which he surveyed a nationwide sample of business executives. As a result of his survey, Watson recommended a curriculum based on the need of businessmen, rather than on educational theory. It was his conclusion that there are three qualities necessary for success in business:

1. The ability to solve problems.
2. The ability to communicate.
3. The possession of human relations skills.

Skill in each of these areas is an art rather than a science. There are principles and procedures which can be used to improve one's natural abilities and develop competence in each area. In order to develop the qualities that are important to success, Watson felt that the business curriculum should include courses in: English, Business

¹⁶ Andrew C. Wallace, "Education in Business Administration: Image and Implications," Collegiate News and Views 25 (Summer, 1972): 4.

Communications and the Behavioral Sciences; Problem Solving, and the case method of decision making.¹⁷

Herman Berliner's study of 1959 business graduates of CCNY, done in 1969 in which questionnaires were sent to the known members of that graduating class, found that most respondents agreed with Watson's conclusions. Seventy-six percent of these business undergraduates, who responded, said their undergraduate education provided them with greater knowledge and a broader perspective. Seventy-four percent felt that college helped improve their ability to communicate. Only 47 percent felt that college had contributed meaningfully to their vocational success by providing specific knowledge and skills.¹⁸

In a report prepared in the mid-1960's, Roger Gregoire agreed with Watson. He stated that the acquisition of skills in communications, problem solving, and human relations are important for business students. Gregoire recommended that the business curriculum should contain courses in: Rhetoric (native language); the sciences (to learn scientific methodology); the social sciences, including Economics, Sociology, and Psychology; foreign language (except Americans); and applied studies such as Accounting, Statistics, Business Organization, Applied Economics, and Business Finance.¹⁹

¹⁷ Frank Watson, An Analysis of the Business Curriculum, South-Western Publishing Company Monographs C14 (Cincinnati, Ohio: South-Western Publishing Company, 1966).

¹⁸ Herman Berliner, "Real Economic Benefits of Higher Education," Personnel Journal (February, 1971): 125.

¹⁹ Roger Gregoire, "The University Teaching of Social Sciences: Business Management," paper presented to the United Nations Educational, Scientific, and Cultural Organization (Paris, 1966), Chapter 2.

Both Hilgert and McGuire suggest that rather than business curricula conforming to the Gordon-Howell and Pierson models, it should provide for the needs of business.²⁰

This criticism of the curriculum studied is even more forcefully phrased by Professor Dean Berry, Dean of the European Institute of Business Administration, who in 1972 said, "Management education in elite American schools is dying. . .because it is being sucked into academic respectability."²¹

In a study done in 1976, a questionnaire was mailed to 270 financial executives in the ten largest standard metropolitan statistical areas encompassing sixteen cities in the southeastern United States.²² The study was designed to make a market assessment of financial programs and majors in financial programs. It revealed that while 57 percent of the respondents did require a college degree of their applicants, there was active competition and consideration of non-college applicants for the same jobs as the finance major college graduates. This lead to the conclusion that the market for degree-holders is much less formal than had been traditionally thought. College graduates must compete with

²⁰Raymond L. Hilbert, "Business Schools Fail to Communicate with Managers," Business Horizons (December, 1972): 63; Joseph W. McGuire, "The Collegiate Business School Today: Whatever Happened to the World we Knew?" Collegiate News and Views 25 (Spring, 1972): 4.

²¹Dean Berry, editorial, Economist (August 12, 1972): 68-70.

²²The ten standard metropolitan statistical areas were: Atlanta, Georgia; Miami, Florida; Tampa-St. Petersburg, Florida; Norfolk-Virginia Beach-Portsmouth, Virginia; Ft. Lauderdale, Florida; Greensboro-Winston Salem-High Point, North Carolina; Jacksonville, Florida; Richmond, Virginia; Orlando, Florida; Charlotte, North Carolina.

non-degree applicants, a fact few college graduates recognize, and they also must compete for available jobs with those having completed graduate work. It was further found that only 17.4 percent of the responding firms had specific educational prerequisites for finance majors. The finance major would, therefore, be competing with other business majors, applicants without degrees, and applicants with graduate degrees for available jobs in finance.²³

In an article published in 1977, Frank Flaumenhaft notes that business departments and schools have been maintaining enrollment figures while there has been a decline in growth rates of higher education.

The reasons for this have been:

1. Offering students more of what they want. . .old and new vocationally oriented courses;
2. Increased introduction of programs in communications, public and private institutional management, criminal justice, operations research, computer science, finance, and data processing;
3. The offering of specialized programs from retailing to small business management to international marketing.

Even while the "intellectually stimulating" liberal arts and science courses remain firmly entrenched in most business programs, there are too many new subjects and courses of study that are finding their way into the business curriculum.

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Betty J. Brewk and Berni J. Grablowsky, "A Market Assessment of Financial Programs and Majors," Collegiate News and Views 29 (Fall, 1976): 9.

Flaumenhaft notes a concern for the almost total absence of recent articles and/or research dealing with current curriculum in collegiate business programs. He states,

Things have changed a great deal since 1969, but little is known about where college business education is, and where it is headed.²⁴

Summary

The references note the recommendations and comments of both businesspeople and educators in reference to business curricula and leave room for further research.

²⁴Frank K. Flaumenhaft, "The Undergraduate Curriculum in Collegiate Business Education," Collegiate News and Views 31 (Fall, 1977): 15-17.

CHAPTER III

METHODOLOGY

Both the Ford Foundation study and the Carnegie-funded study indicated a dichotomy between hiring practices of business recruiters and the idealized curricula espoused by business executives and university personnel. Investigations indicated a need for exploration of the issue and various methods were investigated for accomplishing the study.

Originally, the study was designed to use a mailed questionnaire. The first instrument was developed in March of 1976, and a pilot study conducted. The study indicated that the survey instrument was too restrictive. Respondents to the pilot study generally complained about the lack of opportunity to express fully their thoughts on what should constitute current business curriculum.

A second instrument was developed, again with the idea of its being used as a mailed questionnaire. During a meeting of business-people held on April 21, 1966, the new questionnaire was administered to seventeen people. While this instrument gave plenty of opportunity for the respondents to express themselves, the results were so diverse it was impossible to tabulate the findings without making arbitrary decisions in interpreting the data. For example, one businessman said that desirable courses of business for undergraduate business majors should include ". . .communications. . ." Another expressed the need for a

course in ". . .getting along with others. . ." During follow-up interviews with these two individuals, it was ascertained that they were both talking about the need for a course in human relations. The opposite effect was found when several of the businesspeople listed math as a desirable part of the business core. In follow-up interviews, it was found that they were asking for everything from basic business math, to calculus, to linear algebra.

As a result of this original investigation, an attempt was made to refine the second instrument, and a third instrument was developed.¹ This research instrument was accompanied by a list of specific course titles and descriptions.² On May 15, 1976, this survey form was mailed to twenty-five businesspeople with a cover letter explaining the project. Eighteen of these businesspeople responded. Even with the attached list of courses, the respondents answered in terms that required an interpretation of their answers--an interpretation that would have to be arbitrary or necessitate a follow-up interview.

Since it seemed that an interview was going to be a necessary part of the survey, a new look was taken at the type of survey to be conducted. It was decided at this time to utilize the interview technique and to develop an interview guide. It would be possible to conduct personal interviews of the businesspeople to be selected since they would all be located in the Salt Lake City-Ogden SMSA. However, the educator sample was to be drawn from a nation-wide population, and resources, as well as time constraints, made a personal interview impractical.

¹See Appendix E.

²See Appendix F.

It was decided that a telephone survey would allow for the personal interview approach and still make the desired sample design possible.

The instrument for the telephone survey was developed during June, 1976, and administered to the selected businesspeople and educators during July, 1976.³

Within the design of the survey, it had been decided that a sample of 150 businesspeople from the Salt Lake City-Ogden SMSA⁴ and a sample of 150 educators at private liberal arts colleges⁵ would give a confidence level of 95 percent with a tolerance error of plus or minus 5.0 to 5.5 percent. To compensate for mechanical errors in sampling or interviewing, a 10 percent increase in each sample designation was made. This meant that at least 155 selections would be drawn, without replacement, in each category, comprising a total interview sample of at least 330.⁶

From the faculty rosters of private liberal arts colleges with business programs, 166 names were drawn at random, without replacement.⁷ A total of 168 names were drawn at random, without replacement, from the yellow pages of the Salt Lake City-Ogden telephone directory.

Using this list of 166 educators and 168 businesses, telephone calls were made to an educator or businessperson at each location.

³See Appendix D.

⁴U.S. Department of Commerce, Census of Business, 1972, pp. 878, 900.

⁵Hegener, Annual Guide to Undergraduate Studies, 1975.

⁶Kish, Survey Sampling, pp. 234-241.

⁷See Appendix A.

Six senior business majors were contracted to make the telephone interviews. These enumerators had all completed a course in Marketing and were enrolled in a course in Research Methods.

In training the enumerators it was necessary to insure that not only did they ask the questions which were on the survey, but that they made certain that the persons being interviewed understood the nature of the interview to which they were responding. The enumerators also had to make certain they recorded what the respondent said, not their interpretation of what was being said.

A general session was held for all the enumerators, then individual sessions followed by a session with the three enumerators dealing with the educators and a session with the three enumerators contacting the businesspersons.

In the general session the enumerators were made familiar with the purpose of the study, the survey form and how the questions would be asked. Additional logistical considerations such as time variances within the time zones, use of the contracted telephone lines, and length of time of the calls were discussed.

During the individual training sessions each enumerator was "walked through" an interview. A script was given to each of the enumerators which she/he read at the beginning of each interview. The script for educator interviewers may be found in Appendix G. The script for businessperson interviewers may be found in Appendix H.

After the "walk through" of an interview each enumerator conducted several mock interviews using an inter-office phone connection. The mock interviews gave them an opportunity to practice handling different possible attitudes of respondents.

During the time that interviews were being conducted, Mr. Mitchell was always available in the area of the offices from which the calls were being made. In case of any difficulties the enumerators were instructed to call Mr. Mitchell.

During the final training session the three enumerators who were to make calls to educators met as a group with Mr. Mitchell. Each of the enumerators made three interview calls while being monitored by the other two enumerators and Mr. Mitchell. After all had made three calls and monitored the calls of the other two enumerators a session to discuss any questions that might have arisen as well as suggested techniques was held. The enumerators then began to make the interview calls. The same procedure was used with the three enumerators who made the businessperson interviews.

The enumerators were responsible only for recording each of the responses on an individual record sheet.⁸ The counting of responses and analysis of responses were then done by the author, with the use of a computer program.

All telephone interviews were conducted between the hours of 8:00 a.m. and 5:00 p.m. on Mondays, Tuesdays, Wednesdays, Thursdays, and Fridays during the month of July, 1976.

Using a program developed by Steven Jepperson, Westminster College Computer Center, the data was fed into a Hewlett-Packard 2000 Electronic computer using BASIC language.⁹ Computer analysis of the data was accomplished during the first week of August, 1976.¹⁰

⁸The Individual Record Sheet may be found as the Questionnaire in Appendix D.

⁹See Appendix B.

¹⁰See Appendix C.

It was time to determine if pertinent information might be developed from selected published catalogues of colleges and universities. From all the catalogues available through the Salt Lake County Public Libraries, the University of Utah Library, and the Westminster College Library, a sample was drawn of 120 catalogues. If duplicate catalogues were drawn, they were replaced; otherwise, the sample of catalogues was drawn at random, without replacement. The business core curriculum, if any, at each school was extracted from the catalogues. This listing was then given a percentile ranking to be used as another basis of comparison of core business curriculum.¹¹

The investigative methodology was developed into a workable model. Data collected from businesspeople, educators, and university catalogues formed the basis for answers to fifteen specific questions, which, in turn, could form the basis for guidelines to a successful core business curriculum.

In the ranking of responses to the twenty questions asked of the educators and businesspeople, two different bases of arriving at percentages were used. In questions 4, 5, 6, 7, and 8 the total responses to all five questions by all categorized respondents was equal to 100 percent. Therefore, in these questions the n of the educator's responses of 830 is equal to 100 percent and the n of the businesspeople's responses of 890 is equal to 100 percent. In all other questions percentages are stated with an n of 166 educators equal to 100 percent and an n of 168 businesspeople equal to 100 percent.

¹¹See Appendix I.

CHAPTER IV

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

The following chapter contains an analysis of the telephone interview survey of selected educators and businesspeople. The questions asked are recorded individually and pertinent tables follow the questions. A short summation of answers and their relevance to the parties being interviewed follows the section containing questions and tables. The complete computer print-out of the survey is shown in Appendix C.

Question 1. Have you hired any business graduates from any four year college during the past ten years?

Thirty-six percent of the responding businesspeople had hired business graduates during the past ten years. Responses are presented in Table 2.

TABLE 2

HAVE YOU HIRED ANY BUSINESS GRADUATES FROM ANY FOUR
YEAR COLLEGE DURING THE PAST TEN YEARS?

	Yes	No	Did Not Answer
Educators	3.0%	0.6%	96.3%
Businesspeople	36.1%	62.7%	1.2%

Question 2. How many years have you been somewhat responsible for a business curriculum at a college or university?

Of all educators interviewed, almost 68 percent had been responsible for a business curriculum less than ten years. Twenty-three percent had been responsible for a business curriculum for from ten to fifteen years. Only 9 percent of the educators had been responsible for a business curriculum at a college for over fifteen years. Responses are presented in Table 3.

TABLE 3

HOW MANY YEARS HAVE YOU BEEN SOMEWHAT RESPONSIBLE
FOR A BUSINESS CURRICULUM AT A
COLLEGE OR UNIVERSITY?

	Less Than 10 Years	10-15 Years	Over 15 Years	Did Not Answer
Educators	67.7%	23.2%	9.1%	0.0%
Businesspeople	0.6%	1.2%	0.6%	97.6%

Question 3. From what you know, or what you have heard, are business graduates effectively trained today?

Eighty-three percent of the educators comment that business graduates are effectively trained. Forty-three percent of the businesspeople agreed that business graduates were effectively trained. Educators were quite willing to respond to this question, with only about 4 percent of them answering that they did not know. Approximately 15 percent of the businesspeople interviewed stated that they could not answer the question.

Almost 41 percent of the businesspeople interviewed reported that business graduates were not effectively trained. Educators as a

whole reported they were succeeding in their objective of training the students for their role in business, but 14 percent of the educators interviewed noted that business graduates were not effectively trained.

TABLE 4

ARE COLLEGE GRADUATES EFFECTIVELY TRAINED?

	Effective	Not Effective	Don't Know
Educators	82.3%	14.0%	3.7%
Businesspeople	43.2%	40.8%	15.4%

Questions 4-8. In your judgment, what are the five most important subjects that a business graduate should have?

Educators reported the area of marketing (including such courses as salesmanship, purchasing, and merchandising) as the most important area of study. Twenty-two percent of the educators listed marketing or related marketing courses as one of their five choices.

Businesspeople failed to designate any specific courses as "most important;" therefore, "no comment" constituted 17.8 percent of the total of 845 listing by business people. Accounting (approximately 15 percent) and marketing (approximately 13 percent) headed the list of specified courses noted for their importance in a business curriculum. Responses are presented in Table 5.

This analysis was taken one step further by looking at the first three responses to these questions separately and discounting "no comment." On the first response, between 37 and 38 percent of the businesspeople listed accounting (Table 6). Thirty-one percent of the total interviewees' first response to the question concerning the five most importance subjects was that accounting was the most important subject.

TABLE 5

WHAT ARE THE FIVE MOST IMPORTANT SUBJECTS THAT
A BUSINESS GRADUATE SHOULD HAVE?

	Businesspeople (%)	Educators (%)
No Comment	17.8	1.1
Accounting	15.2	18.4
Marketing Group ¹	13.4	22.0
Management of Human Resources Group ²	9.7	6.8
Economics	4.3	16.1
Math Group ³	8.8	4.8
Communications Group ⁴	11.0	12.9
Management Group ⁵	9.1	8.8
Business Law	3.1	6.7
Other	7.6	2.4

¹Marketing Group: Marketing, Public Relations, Salesmanship, Merchandising, Purchasing.

²Management of Human Resources Group: Psychology, Sociology

³Math Group: Business Math, Statistics, Computer Science, All College Math, Basic Mechanics

⁴Communications Group: English, Writing, Speaking

⁵Management Group: Management, Supervision, Banking & Finance

TABLE 6

FIRST RESPONSE TO QUESTIONS 4-8

	Businesspeople (%)	Educators (%)
No Comment	21.4	36.1
Accounting	37.5	24.1
Marketing	7.1	5.4
Public Relations	1.2	1.2
Management of Human Resources	8.3	8.4
Personnel Management	3.0	3.0
Economics	0.6	12.0
Math (Statistics)	10.7	1.2
Salesmanship	1.2	0.0
Communications	8.9	8.4
Banking & Finance	0.6	3.6
Management	5.4	16.3
Basic Mechanics	0.6	1.8
Computer Science	3.0	10.7
Business Law	1.8	0.0
Purchasing	4.8	4.2
Merchandising	0.0	0.0
Other	0.0	0.0

As a second response, 22 percent of the total interviewed listed accounting (Table 7), and on the third response 16 percent listed accounting (Table 8). As can be seen from the total of the first three responses, accounting stands out as the one course that both educators and businesspeople agreed on as an important subject in the core business curriculum.

In looking at the total responses for questions 4-8, educators reported the marketing group as the most important area of study, while businesspeople listed accounting as the most important subject with

TABLE 7

SECOND RESPONSE TO QUESTIONS 4-8

	Businesspeople (%)	Educators (%)
No Comment	34.5	27.7
Accounting	14.9	30.1
Marketing	8.3	6.0
Public Relations	1.8	0.6
Management of Human Resources	5.4	6.0
Personnel Management	4.8	0.6
Economics	6.0	19.9
Math (Statistics)	6.5	0.6
Salesmanship	1.8	0.0
Communications	16.1	8.4
Banking & Finance	4.2	6.6
Management	3.6	9.0
Basic Mechanics	0.0	0.0
Computer Science	0.0	1.8
Business Law	3.6	8.4
Purchasing	1.2	0.0
Merchandising	2.4	0.0
Other	11.3	1.2

TABLE 8

THIRD RESPONSE TO QUESTIONS 4-8

	Businesspeople (%)	Educators (%)
No Comment	41.7	36.1
Accounting	11.9	20.5
Marketing	6.0	11.4
Public Relations	3.6	1.2
Management of Human Resources	7.7	3.0
Personnel Management	2.4	1.2
Economics	3.0	16.3
Math (Statistics)	6.0	0.0
Salesmanship	3.6	0.0
Communications	14.3	10.2
Banking & Finance	4.2	7.8
Management	7.7	7.8
Basic Mechanics	1.2	0.0
Computer Science	2.4	9.6
Business Law	4.2	7.8
Purchasing	1.2	6.0
Merchandising	0.0	0.0
Other	0.0	0.0

marketing as the second most important area. Sixteen percent of the educators listed economics, making it their third most important subject, while the businesspeople listed the communications group as the third most important subject. A comparison of the listings and rankings is made in Table 9.

TABLE 9
RESPONSES TO SURVEY QUESTIONS 4-8
(Listed in Rank Order within Groups)

Course	Businesspeople (%)	Course	Educators (%)
No Comment	17.8	Marketing	22.0
Accounting	15.2	Accounting	18.4
Marketing	13.4	Economics	16.1
Communications	11.0	Communications	12.9
Management of Human Resources	9.7	Management	8.8
Management	9.1	Management of Human Resources	6.8
Math	8.8	Business Law	6.7
Other	7.6	Math	4.8
Economics	4.3	Other	2.4
Business Law	3.1	No Comment	1.1

Even though the order varied and the percentages indicated a stronger feeling in the case of some courses, it was noted that both educators and businesspeople listed accounting, marketing, communications, and management among their choices of the five most important subjects for business graduates. The noticeable variance is that educators listed economics as number three, while businesspeople did not list economics at all as one of the five most important.

Economics appeared seventh on the businesspeoples' listing with only 4.3 percent of the businesspeople listing economics as one of the five most important subjects for business graduates. Nine percent of the businesspeople listed the management group as one of the five most important subjects, making it the fifth ranked subject by percentage of responses. See Table 10.

While almost 10 percent of the businesspeople recorded the management of human resources group as one of the five most important subjects, only slightly less than 7 percent of the educators listed management of human resources as one of the five most important subjects for business graduates. It was the sixth ranked subject group among educators.

TABLE 10

FIVE MOST IMPORTANT SUBJECTS FOR
BUSINESS GRADUATES

Educators	Businesspeople
1. Marketing 2. Accounting 3. Economics 4. Communications 5. Management	1. Accounting 2. Marketing 3. Communications 4. Management of Human Resources 5. Management

Question 9. Do you believe the business world has an adequate or inadequate input in the college curriculum?

Almost 63 percent of the businesspeople interviewed stated that the business world had inadequate input into business curriculum. As Table 11 illustrates, the educators were even stronger in their response

TABLE 11

DO YOU BELIEVE THAT THE BUSINESS WORLD HAS
ADEQUATE OR INADEQUATE INPUT IN THE
COLLEGE CURRICULUM

	Adequate (%)	Inadequate (%)	Don't Know (%)
Businesspeople	34.3	62.7	3.0
Educators	18.0	79.9	0.0

that curriculum input by business is inadequate. Eighty percent of the educators interviewed stated that the business world had inadequate input into college business curriculum.

Question 10. Are there essential things that must be learned in a business curriculum, or should business courses specialize in many different areas?

Approximately 65 percent of the businesspeople and 65 percent of the educators interviewed agreed on their answer to question 10. Sixty-four percent of the total sample reported that there were essential topics appropriate to all business majors despite specific areas of specialization. However, over 33 percent of those interviewed stated that business graduates should be involved in specialized courses of study in addition to a basic core curriculum (See Table 12).

Question 11. Should or should not college students be required to spend some time in the business world for credit prior to graduation?

This question was included in the survey as a result of responses to the pilot survey's question concerning the major weaknesses of college graduates. One of the areas of interest to businesspeople

TABLE 12

ARE THERE ESSENTIAL THINGS THAT MUST BE LEARNED IN A
BUSINESS CURRICULUM OR SHOULD BUSINESS COURSES
SPECIALIZE IN MANY DIFFERENT AREAS?

	Essentials (%)	Specialize (%)	Did Not Answer (%)
Businesspeople	63.9	32.0	4.1
Educators	64.6	33.5	1.8

particularly was a need for business graduates to have had some type of experiential situation in business before leaving college.

The importance of work experience prior to graduation was emphasized by businesspeople's responses to the question. Over 92 percent of them stated that the graduate should spend time in the business world before graduation. This was the most positive response to any question on the survey by any grouping. While the majority of the educators responded with the idea that the college graduate should spend some time in the business world prior to graduation, almost 37 percent reported that it should not be required (See Table 13).

TABLE 13

SHOULD COLLEGE GRADUATES RECEIVE CREDIT
FOR BUSINESS EXPERIENCE?

	Should (%)	Should Not (%)
Businesspeople	92.3	7.7
Educators	63.4	36.6

Questions 12-14. Many colleges require three areas of learning in order to fulfill requirements for a business degree: (1) general courses such as history, science, etc.; (2) communications skills such as English, writing, etc.; (3) business required skills such as accounting, economics, etc. To succeed in the business world, which are the most important and the least important?

Ninety-one percent of the educators interviewed reported that the business courses were the most important subjects; 64 percent reported communications to be the least important. Forty-eight percent of the businesspeople listed business courses as most important, but it must be noted, that 47 percent listed communications courses as most important with only a fractional difference between the two areas.

While 48 percent of the businesspeople interviewed considered business courses most important, almost as great a percentage--45 percent---considered them to be the least important courses taken. While both educators and businesspeople interviewed did not list general education courses as the most important courses taken, they also did not list them as the least important. High percentages of both groups listed the general courses under the "fairly important" category (see Table 14).

Question 15. What are the major weaknesses of business graduates?

Forty-six percent of the businesspeople interviewed listed lack of experience as the major weakness of business graduates. Almost 8 percent of the businesspeople listed the graduate's inability to communicate as a the major weakness while 7 percent reported the major weakness of the business graduate as expecting too much. As one

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TABLE 14

HOW IMPORTANT ARE SELECTED COURSES
IN OBTAINING A BUSINESS DEGREE?

Selected Courses	Businesspeople (%)	Educators (%)
General Education		
Most Important	7.7	3.0
Least Important	11.2	32.9
Fairly Important	80.5	64.0
Communications		
Most Important	47.3	15.2
Least Important	42.6	63.4
Fairly Important	9.5	21.3
Business		
Most Important	47.9	91.5
Least Important	45.0	5.5
Fairly Important	6.5	3.0

businessperson expressed it, ". . .they are more interested in what the company can do for them than what they can do for themselves within the company. . . ." (see Table 15).

TABLE 15

MAJOR WEAKNESSES OF BUSINESS GRADUATES

	Businesspeople (%)	Educators (%)
Don't Know	16.6	95.1
Not Prepared	3.6	0.6
No Experience	46.7	0.0
Can't Communicate	7.7	1.8
Not Trained	1.2	0.6
Expect Too Much	7.1	0.0
No Math	1.8	0.6
No Enthusiasm	3.0	0.6
Poor Attitude	3.0	0.6
Miscellaneous	9.5	0.0

Question 16. What are the major strengths of business graduates?

Thirty-four percent of the businesspeople responded "good business background." No other strength quality had significant support (see Table 16).

TABLE 16

MAJOR STRENGTHS OF BUSINESS GRADUATES

	Businesspeople (%)	Educators (%)
Don't Know	23.7	96.3
Accept Responsibility	2.4	0.6
Business Background	34.3	0.0
Solving Problems	7.1	0.0
Learning/Comprehension	10.7	1.2
Adaptable	4.7	0.6
Ability to Communicate	1.8	0.0
Ability to Organize	2.4	0.0
Personal Initiative	1.2	0.6
Miscellaneous	11.8	0.6

Questions 17-20. Questions 17-20 dealt with demographic data.

Question 17 was marked as to whether they were an educator or a businessperson. Of the total interviewees, 169 were businesspeople and 164 were educators. Question 18 was marked as to whether the interviewee was either dean or head of a department or the manager or president of a company. Of the businesspeople interviewed, 99.4 percent were either the manager or president of a company. Of the educators interviewed, 98.2 percent were either the dean or head of the department. Question 19 was concerned with business experience: How many years have you had a position of management in the business world. Fifth-eight percent of the business interviewees had been in a position of management for less than 10 years, 19.5 for 10-15 years, 21.9 for over 15 years, and 0.6 percent

did not answer. A total of 11.5 percent of the educator interviewees had held a position of management in the business world. Of these, 6.1 percent had held such a position for less than 10 years, 2.4 percent for 10-15 years, and 3.0 percent had held a position of management in business for over 15 years. The final question, question 20, dealt with the sex of the respondent. In business, 83.4 percent of the respondents were male and 16.6 percent were female. In education, 92.7 percent of the respondents were male and 7.3 percent were female.

Review of College Catalogues

One hundred twenty college catalogues selected at random gave evidence of consistency of required courses in the business core (Table 17).

Over 98 percent of the colleges required Accounting I and 90 percent required Accounting II. Almost 97 percent of the schools required Principles of Marketing. Business Law I was required by almost 91 percent of the schools and 90 percent required Statistics I.

Almost 88 percent of the schools required Economics I while almost 86 percent additionally required Economics II. Principles of Management was required by slightly over 84 percent of the schools. Business Finance was also required of the business graduates in 80 percent of the schools. Data Processing and Business Policy were required by about 50 percent of the schools. Business Communications was required by about 40 percent of the schools, and Money and Banking, and Statistics II were required by about 36 percent of the schools. Managerial Accounting was required by 32 percent of the schools. By grouping together the courses that were described as either behavioral science, organization,

TABLE 17

COURSES REQUIRED OF BUSINESS GRADUATES BY COLLEGES AS
INDICATED BY CATALOGUE LISTINGS OF COLLEGES
CHOSEN AT RANDOM*

Course	Percentage
Accounting	98.3
Principles of Marketing	96.7
Business Law I	90.8
Statistics I	90.0
Accounting II	90.9
Principles of Economics I	87.5
Principles of Economics II	85.8
Principles of Management	84.2
Business Finance	80.0
Data Processing	50.8
Business Policies	50.0
Business Communication	40.8
Money and Banking	35.8
Statistics II	35.8
Managerial Accounting	31.7
Organization (Behavioral Science)	20.8
Business Law II	17.5
Introduction to Business	15.8
Production Management	11.7
Intermediate Economic Theory	10.0
Business Math	10.0
Other	74.0

*NOTE: Courses listed by percentile
rank.

or organizational development, it was found that 21 percent of the schools required a course in the category of organization. A second course in Business Law was required by 17 percent of the schools. What has been considered in the past as a "basic" course in the study of business has been Introduction to Business, but the survey of catalogues showed less than 16 percent of the schools included it in their requirements for business majors. Production Management, Intermediate Economic Theory, and Business Math were required by between 10 and 12

percent of the schools. There were no other courses that were required by as many as 10 percent of the schools.

Courses that were required by at least one of the schools, but less than 10 percent of the schools, included; Personal Adjustment to Business, Business and Government, Development of Economic Systems in the U.S., Typewriting, Managerial Economics, FORTRAN, Cost Accounting, Salesmanship, Micro/Macro Economics, Price Theory, Industrial Relations, Insurance, Personal Finance, Federal Taxation, Human Behavior, Production and Inventory Control, Business Research Techniques, Personnel Management, and Intermediate Accounting.

Table 18 visually illustrates the importance of specific courses as seen by educators, businesspeople, and the college catalogues of selected schools.

TABLE 18
COMPARISON OF FIVE MOST IMPORTANT COURSES BY
EDUCATORS, COLLEGE CATALOGUES, AND
BUSINESSPEOPLE

	Educators	Catalogues	Businesspeople
1.	Marketing	Accounting	Accounting
2.	Accounting	Marketing	Marketing
3.	Economics	Business Law	Communications
4.	Communications	Statistics	Management of Human Resources
5.	Management	Economics	Management

Summary

The college catalogues and the businesspersons sampled listed accounting as number one in importance and marketing as number two and

the educators reversed this order. There was still general agreement as to the importance of these two courses. From that point on there was little consistency. The college catalogues indicated business law as the third most required course, but neither the educators nor the businesspeople reported it as being one of the five most important courses. The same is true of statistics which was the fourth most required course yet was not listed in the top five by either educators or businesspeople. It should be noted that 84 percent of the colleges required principles of management. Even though it was not one of the top five courses required it was considered very important in the majority of the college catalogues.

Further interpretations and the conclusions drawn from the analysis of the telephone survey are presented in Chapter V. The complete computer print-outs are shown in Appendix C. The print-outs further list the analysis by demographic bases such as sex, position, and years of responsibility. These further details may serve as the basis for other studies or as guidelines for development of specific business curriculum.

CHAPTER V

SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

Introduction

This study has revealed several points for consideration. First, while there is some degree of agreement between educators and businesspeople as to what should constitute a core business curriculum, it is important to examine also the areas in which there is no agreement. Second, when asked to identify areas of greatest need, the businesspeople identified internships for actual experience. To a lesser degree the educators identified the internship as being the single most important addition to the business program. Yet the internship as a required portion of the core business curriculum was conspicuously absent from any college program. Third, while educators were assumed to be in a position to influence the construction of the core business curriculum, there are some differences between what these educators perceived the core business curriculum should be and what the core business curriculum actually is. Finally, the communications between business and academia may be better than either educators or businesspeople perceive it to be.

Summary

There was general agreement by both the 168 businesspeople and the 166 educators interviewed in the study that a principles of accounting

course should be a part of the core business curriculum. There was also agreement between both groups that marketing, communications, and management are important constituents of a core business curriculum. However, while educators show economics as an important part of a core business curriculum (16 percent of the educators considered it one of the five most important), the businesspeople did not agree to the importance of economics as a part of the core business curriculum. Only 4 percent of the businesspeople perceived economics as one of the five most important courses. The difference may be at least partially explained by a difference in what each group perceives should constitute the study of economics. It would seem that the businesspeople are seeing the need for applied courses that will make more productive employees of college graduates. The educators' top five listings show the same tendency toward the applied, with the exception of economics. Why did 16 percent of the educators perceive that economics is of such importance as a part of the core business curriculum? This is a question that the survey does not answer. We can only speculate that educators may consider that economics gives the theoretical base for the students' understanding of the American business system.

Ten percent of the businesspeople felt that management of human resources (human relations) should be a constituent of the core business curriculum. In an overall view the difference between educators and businesspeople is not great. The core business curriculum that should meet the perceptual standards of both groups would be: marketing, accounting, communications, economics, management, and management of human resources.

The single most positive response of the businesspeople was to the question: "Should or should not college students be required to spend some time in the business world for credit prior to graduation?" Ninety-two percent of the businesspeople said that the college student should be required to do work for credit prior to graduation. It should be noted that no single course or group of courses was so emphatically agreed on by the businesspeople. This need for internships as a part of college business curriculum was further emphasized when 46 percent of the businesspeople identified lack of experience as the single major weakness of college business graduates.

There was rather strong agreement by the educators to the businesspeople's view on the need for internships, with 63 percent agreeing that college graduates in business should spend some time in the business world for credit prior to graduation. Thirty-seven percent of the educators said that the college graduates should not spend time, for credit, in the business world prior to graduation.

While 78 percent of the respondents answered affirmatively to the need for experience, for credit, to be a required part of the business curriculum, not a single college of those surveyed required an internship as a part of their business curriculum.

Additional depth of questioning needs to be done in the area of requiring business internships for credit; there is no doubt that the required internship should be an integral part of a core business curriculum.

The basic assumption was made that the business educators were primary to the design of business curriculum. This assumption was born out by the study. Sixty-eight percent of the educators had been in a

position of being responsible for business curriculum for less than ten years, 23 percent had had that responsibility for ten to fifteen years, and 9 percent had had that responsibility for over fifteen years.

The sample of college catalogues showed that 94 percent of the colleges required two semesters of accounting, 97 percent required marketing, 90 percent required statistics, 91 percent required business law, 88 percent required principles of economics, 86 percent required a second semester of economics, 84 percent required management, 80 percent required business finance, 51 percent required data processing, and 50 percent required business policy. From the sampling of college catalogues, the core business curriculum of the majority of the colleges was:

Accounting I	Principles of Economics II
Accounting II	Management
Marketing	Business Finance
Business Law	Data Processing
Principles of Economics I	Business Policy
Statistics I	

Forty-one percent of the colleges required business communications, and 23 percent had courses in the management of human resources, behavioral science, or organizational development.

It can be noted that educators felt that communications was an important constituent of the core business curriculum, yet less than 50 percent of the colleges sampled required any type of communications as a part of their business curriculum.

Even though it was not one of the five core curriculum courses chosen by the business educators, management of human resources was the sixth ranked course by the educators with 7 percent of the educators listing it. It should be noted that the majority of businesspeople

interviewed saw management of human resources as a constituent of the five most valuable courses in the core business curriculum. Only 23 percent of the colleges sampled required a course that could be interpreted as being management of human resources.

If communications and management of human resources are considered to be parts of the general education curriculum instead of the core business curriculum, the content, design, emphasis, etc. of these courses is being decided by the college community as a whole and the business educators are not primary to the decision.

Business educators have been receiving at least a portion of the message being sent by businesspeople concerning what should make up a basic core business curriculum. This is evidenced by the similarity of perceived curriculum by both groups. However, the fact that this message has been sent and received does not appear to be known to either group. When asked whether or not business has an adequate input into business curriculum, the majority of the businesspeople and an even greater majority of educators said they believed that input was inadequate. However, if the goal of the business educators is to prepare his students in such a way as to make them desirable employment prospects for the business community, the businesspeople must become convinced that the colleges are giving them a means to provide adequate input into what the core business curriculum should be. It should be the responsibility of the business educator to make sure that good lines of communication are opened and maintained between the educational institution and the business community so that the institution will respond to the changes in the business community as well as anticipate those innovations to the educational advantage of its graduates.

Implications

For the private liberal arts college in the Salt Lake City metropolitan statistical area that considers the successful placement of their business graduates to be a measure of success, there is a curriculum for business majors that the business community will view favorably as they make the employment decision.

The character of the business program for the private liberal arts based college in the Salt Lake metropolitan statistical area should:

1. Show an over-all balance between those courses that constitute the business portion of the degree program and those courses that constitute the communications portion of the degree program;
2. Insure that every business major's program should include courses in marketing, accounting, communications, management of human resources, and management; and
3. In addition to the traditional curriculum mix, make the addition of business experience a part of every business undergraduate's program.

The study was made to answer three questions. The first question was: Do educators generally agree among themselves as to the ingredients in a general business curriculum?

The general agreement of business educators was shown by their responses to specific parts of the interview. Question 3 asked if college graduates were effectively trained and 82 percent of the educators agreed that they were. In questions 4-8 it was asked what the five most important subjects were that a business graduate should have.

The majority of the educators agreed that Marketing, Accounting, Economics, Communications, and Management were the five most important subjects.

Further agreement among the educators was evidenced in their responses to question 9. Do you believe the business world has an adequate input in the college curriculum? Eighty percent of the educators agreed in the opinion that there was not adequate input.

In question 10, are there essential things that must be learned in a business curriculum, or should business courses specialize in many different areas, 65 percent agreed that there was a group of essentials.

This same general agreement among educators was further evidenced by their response to question 11: Should or should not college students be required to spend some time in the business world for credit prior to graduation? Sixty-three percent agreed that there should be such an inclusion. In questions 12-14, many colleges require three areas of learning in order to fulfill requirements for a business degree: (1) general courses such as history, science, etc.; (2) communications skills such as English, writing, etc; and, (3) business required skills such as accounting, economics, etc. To succeed in the business world which are the most important and which are the least important? Over 91 percent of the educators agreed that business courses were the most important. In Table 19 it is shown how the educator's responses to these questions showed that there is general agreement among educators as to the ingredients in a general business curriculum.

TABLE 19

PERCENTAGE RESPONSE BY EDUCATORS

Question Number	Response by Percentage
3	86.0
9	79.9
10	64.6
11	63.4
12	91.5

The second question posed by the study was: Do members of the business community agree among themselves as to a general business curriculum?

The agreement among the businesspeople was evidenced by their response to the same questions. In question 3, 43 percent of the businesspeople thought business graduates were effectively trained while almost 41 percent disagreed by responding that they did not believe business graduates to be effectively trained.

In responses to questions 4-8 the businesspeople evidenced a general degree of agreement by a majority listing Accounting, Marketing, Communications, Management of Human Resources, and Management as the five most important courses.

To question 9, almost 63 percent of the businesspeople agreed that input was inadequate.

Further general agreement between the businesspeople was evidenced by 65 percent agreeing in question 10 that there were essential topics appropriate to all business majors.

The businesspeople's response to question 11 with 92 percent of the respondents agreeing that experience in business should be a part

of the business core curriculum gave the greatest area of agreement among the businesspeople.

In question 12, there was not evidence of agreement among businesspeople with 48 percent saying that business courses are of greatest importance and 41 percent saying that business courses are least important.

There are some areas of agreement, such as: the five most important business subjects, the need to include work experience as a part of the curriculum, and that there are essentials that can be a part of any business curriculum. There are also at least two areas where agreement among businesspeople was not evident, that of the effectiveness of college training and the relative importance of business courses. These areas are shown in Table 20.

TABLE 20

PERCENTAGE RESPONSE BY BUSINESSPEOPLE

Question Number	Response by Percentage
3	43.0
9	63.0
10	65.0
11	92.0
12	48.0

While not agreeing in all areas there was evidence that businesspeople do generally agree as to what should constitute a business curriculum.

The third question posed by the study was: What areas of agreement and disagreement are there between college faculties and the business community as to what a general business curriculum should be?

This question is answered in the responses to questions 4-8 and question 11.

In response to what are the five most important subjects for business graduates the educators and businesspeople agreed on four of five subjects, if not on their order of importance. Both groups of respondents agreed that Accounting, Marketing, Communications, and Management were among the most important subjects. They disagreed on the importance of Economics and Management of Human Resources. While educators perceived that Economics was one of the five most important subjects, the businesspeople disagreed with them and said that Management of Human Resources was of greater importance.

While the majority of the educators agreed with the need for inclusions of a business experience as part of undergraduate training, the number responding favorably (63.4 percent) did not show the degree of positiveness to the question that the favorable businesspeople's response (92.3 percent) showed.

Recommendations

This study has answered several important questions; it has also raised several questions. There is a need for additional studies to answer these questions.

The questions posed for which additional study is needed are:

While this study answered what the educator from the private, liberal arts college perceived as good business curriculum, do the educators at public institutions share this perception? How do the perceptions of educators at all colleges and universities compare with

the curriculum requirements of accrediting agencies, such as the American Assembly of Collegiate Schools of Business, in business?

While Communications and Management of Human Resources are perceived to be important areas, what are the specific communications and management of human resources skills that both educators and businesspeople perceive are needed?

The study evidenced that there is a need for businesspeople to have a greater communication with educators in the design of curriculum, but what form should this communication take and how can it be a part of the on-going operation of the business department, school, or college?

While the response by both educators and businesspeople was affirmative as to the inclusion of work experience, what should constitute such an experience, and how should credits be given for the experience?

What should be included in the course of Economics that would make it meet the needs of undergraduates majoring in business?

While the assumption was made that business educators are primary to the decision as to what constitutes a core business curriculum, are they in fact the primary determiners, or are there other influences that are more primary to the decision?

This study gave the opinion of the businesspeople in the Salt Lake standard metropolitan statistical area, therefore making it appropriate for the private, liberal arts college in this area, that is interested in the employability of its graduates to use this in the design of its business curriculum. For the college in other metropolitan

or rural areas, a study of the perceptions of businesspeople in their individual areas would need to be made.

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APPENDICES

APPENDIX A

PRIVATE, LIBERAL ARTS COLLEGES
WITH BUSINESS PROGRAMS

Abilene Christian College, TX
 Acadia University, NS
 Adelphi University, NY
 Albion College, MI
 Albright College, PA
 Alfred College, NY
 American International College, MA
 American University, DC
 Anderson College, SC
 Anna Maria College, MA
 Amherst College, CT
 Antioch College, OH
 Aquinas College, MI
 Arkansas College, AS
 Armstrong College, CA
 Ashland College, OH
 Atlantic Union College, MA
 Augsburg College, MN
 Augustana College, IL
 Augustana College, SK
 Aurora College, IL
 Averett College, VA
 Avila College, MD

 Babson College, MA
 Baldwin-Wallace College, OH
 Baptist College at
 Charleston, SC
 Barat College, IL
 Barber-Scotio College, NC
 Barry College, FL
 Bates College, ME
 Bayamon Central University,
 PA
 Beihaven College, MS
 Bellarmine College, KY
 Bellevue College, ME
 Belmont Abbey College, NC
 Belmont College, TN
 Benedict College, SC
 Benedictine College, KS
 Bentley College, MA
 Berea College, KY
 Bethany College, KS
 Bethany Nazarene College, OK
 Bethel College, IN

Bethel College, KS
 Bethel College, MN
 Bethel College, TN
 Biola College, CA
 Birmingham-Southern College, AL
 Biscayne College, FL
 Bloomfield College, NJ
 Bluffton College, OH
 Brenau College, GA
 Brescia College, KY
 Briar Cliff College, IA
 Bridgewater College, VA
 Brigham Young University, Hawaii
 Campus, HI
 Bryan College, TN
 Buena Vista College, IA

 Calumet College, IN
 Calvin College, MI
 Campbell College, NC
 Campbellsville College, KY
 Canisius College, NY
 Carroll College, MT
 Carroll College, WI
 Carson-Newman College, TN
 Carthage College, WI
 Catawba College, NC
 Cedar Crest College, PA
 Centenary College, of Louisiana, LA
 Central Methodist College, MO
 Central Wesleyan College, SC
 Centre College of Kentucky, KY
 Chaminade College of Honolulu, HI
 Chapman College, CA
 Chatham College, PA
 Christian Brothers College, IN
 Claremont Men's College, CA
 Clark College, GA
 Clarke College, IA

 Dana Payne College, AL
 David Lipscomb College, TN
 Davis & Elkins College, WV
 Defiance College, OH
 Dillard University, LA
 Doane College, NE
 Dominican College of Blauvelt, NY

Dordt College, IA
 Dowling College, NY
 Drury College, MO

Eastern College, PA
 Eastern Mennonite College, VA
 East Texas Baptist College, TX
 Eckerd College, FL
 Edgecliff College, OH
 Edgewood College, WI
 Edward Water's College, FL
 Elmhurst College, IL
 Elmira College, NY
 Erskine College, SC
 Eureka College, IL
 Evangel College, MO

Fairfield University, CT
 Fairleigh Dickinson University,
 Madison, NJ
 Fairleigh Dickinson University,
 Rutherford, NJ
 Fairleigh Dickinson University,
 Teaneck, NJ
 Findlay College, OH
 Flagler College, FL
 Florida Memorial College, FL
 Florida Southern College, FL
 Fontbonne College, MD
 Fort Lauderdale College of Busi-
 ness & Finance, FL
 Franklin & Marshall College, PA
 Franklin College of Indiana, IN
 Franklin Pierce College, NH
 Freed-Hardeman College, IN
 Friends University, KS
 Furman University, SC

Gallaudet College, DC
 Gannon College, PA
 Gardner-Webb College, NC
 Geneva College, PA
 Georgetown College, KY
 George Williams College, IL
 Gettysburg College, PA
 Gonzaga University, WA
 Gordon College, MA
 Goshen College, IN
 Grace College, IN
 Graceland College, IA
 Grand Canyon College, AZ
 Greensboro College, NC
 Greenville College, IL

Grove City College, PA
 Guilford College, NC
 Gustavus Adolphus College, MN

Hanover College, IN
 Hardin-Simmons University, TX
 Hastings College, NE
 Heidelberg College, OH
 Gendrix College, AR
 High Point College, NC
 Hillsdale College, MI
 Hillsdale Freewill Baptist College,
 OK
 Holy Family College, PA
 Hood College, MC
 Hope College, MI
 Houghton College, NY
 Houston Baptist University, TX
 Howard Payne College, TX
 Huntingdon College, AL
 Huntington College, IN
 Huron College, SD
 Husson College, ME
 Huston-Tillotson College, IX

Illinois Benedictine College, IL
 Illinois Wesleyan University, IL
 Immaculata College, PA
 Incarnate Word College, TX
 Indiana Central College, IN
 Iona College, NY
 Iowa Wesleyan College, IA
 Ithaca College, NY

Jacksonville University, FL
 Jamestown College, ND
 Jarvis Christian College, TX
 John Brown University, AR
 Johnson & Wales College, RI
 Johnson C. Smith University, NC
 Judson College, AL
 Juniata College, PA

Kalamazoo College, MI
 Kansas Newman College, KS
 Kansas Wesleyan University, KS
 Kentucky Wesleyan College, KY
 King's College, NY
 King's College, PA
 Knox College, IL
 Knoxville College, TN

Ladycliff College, NY
 Lake Erie College, PA
 Lake Forest College, IL
 Lakeland College, WI
 Lambuth College, TN
 LaSalle College, PA
 Lavanon Valley College, PA
 Lee College, TN
 LeMoyne College, NY
 Lenoiz Rhyne College, NC
 LeTourneau College, TX
 Lewis and Clark College, OR
 Lewis Univeristy, IL
 Limestone College, SC
 Lindenwood College, MO
 Linfield College, OR
 Long Island University-
 Southampton College, NY
 Loras College, IA
 Los Angeles Baptist College, CA
 Louisiana College, LA
 Loyola College, MD
 Loyola College, LA
 Luther College, IA
 Lycoming College, PA
 Lynchburg College, VA

 MacMurry College, IL
 Madonna College, MI
 Malone College, OH
 Manchester College, IN
 Manhattan College, NY
 Marian College, IN
 Marietta College, OH
 Marion College, IN
 Mars Hill College, NC
 Mary College, ND
 Mary Grove College, MI
 Mary Hardin-Baylor College, TX
 Mary Manse College, OH
 Marymount College, KS
 Marymount-Manhattan College, NY
 Maryville College, MD
 Maryville College, TN
 McMurry College, TX
 Menlo College School of Business
 Administration, CA
 Mercer University in Atlanta, Ga
 Mercy College, NY
 Mercy College of Detroit, MI
 Mercyhurst College, PA
 Meredith College, NC
 Merrimack College, MA

Messiah College, PA
 Methodist College, NC
 Midamerican Nazarene College, KS
 Midland Lutheran College, NE
 Milligan College, TN
 Millikin University, IL
 Millsaps College, MS
 Milton College, WI
 Mississippi College, MS
 Monmouth College, IL
 Monmouth College, NJ
 Moravian College, PA
 Morehead University, KY
 Morris Brown College, GA
 Morris Harvey College, WV
 Mount Marty College, SD
 Mount Mary College, WI
 Mount Mercy College, IA
 Mount Saint Mary College, NH
 Mount Saint Mary's College, NH
 Mount Union College, OH
 Mount Vernon College, DC
 Mount Vernon Nazarene College, OH
 Muskingum College, OH

 Nasson College, ME
 Nathaniel Hawthorne College, NH
 Nazareth College at Kalamazoo, MI
 Nazareth College of Rochester, NY
 Nebraska Wesleyan University, NE
 Newberry College, SC
 New England College, NH
 Niagara University, NY
 Nichols College, MA
 North Central College, IL
 Northland College, WI
 North Park College, IL
 Northwestern College, IA
 Northwest Nazarene College, ID
 Northwood Inst.-Midland Campus, MI
 Norwich University-Vermont College,
 VT

 Oakland City College, IN
 Oglethorpe University, GA
 Ohio Dominican College, OH
 Oklahoma Baptist University, OK
 Oklahoma Christian College, OK
 Oklahoma City University, OK
 Olivet College, MI
 Olivet Nazarene College, IL
 Oral Roberts University, OK

Otterbein College, OH
Our Lady of the Lake College, TX

Pacific Christian College, CA
Pacific College, CA
Pacific Lutheran University, WA
Pacific University, OR
Park College, MO
Paul Quinn College, TX
Pepperdine University at Los Angeles, CA
Pepperdine University at Malibu, CA
Pfeiffer College, NC
Piedmont College, GA
Point Loma College, CA
Point Park College, PA
Principia College, IL
Providence College, RI

Quincy College, IL
Quinnipiac College, CT

Regis College, CO
Ricker College, ME
Rider College, NJ
Rio Grande College, OH
Ripon College, WI
Rivier College, NH
Roanoke College, VA
Robert Morris College, PA
Rockford College, IL
Rockhurst College, MO
Roger Williams College, RI
Rollins College, FL
Roosevelt University, IL
Rosar College, IL
Russell Sage College, NY
Rust College, MS

Sacred Heart College, NC
St. Ambrose College, IA
St. Andrew's Presbyterian College, NC
St. Bernard College, AL
St. Bonaventure University, KY
St. Edwards University, TX
St. Francis College, IN
St. Francis College, ME
St. Francis College, NY
St. John Fisher College, NY
St. John's University, MN
St. Joseph College, VT

St. Joseph's College, IN
St. Joseph's College, ME
St. Joseph's College, PA
St. Leo College, FL
St. Martin's College, WA
St. Mary College, KS
St. Mary of the Plains College, KS
St. Mary of the Woods College, KS
St. Mary's College, CA
St. Mary's College, IN
St. Mary's College, MN
St. Mary's Dominican College, LA
St. Mary's University, TX
St. Michael's College, VT
St. Norbert College, WI
St. Olaf College, MN
St. Peter's College, NJ
St. Thomas Aquinas College, NY
St. Vincent College, PA
Salesm College, WV
Samford University, AL
School of the Ozarks, MO
Seattle University, WA
Seaton Hill College, PA
Shaw College at Detroit, MI
Shaw University, NC
Shorter College, GA
Siena College, NY
Siena Heights College, MI
Simpson College, IA
Sioux Falls College, SD
Skidmore College, NY
Southeastern University, DC
Southern California College, CA
Southern Missionary College, TN
Southwest Baptist College, MO
Southern at Memphis, TN
Southwestern College, KS
Southwestern Union College, TX
Southwestern University, TX
Spring Arbor College, MI
Spring Garden College, PA
Spring Hill College, AL
Stephens College, MO
Stetson University, FL
Stillman College, AL
Stonehill College, MA
Suffolk University, PA
Susquehanna University, PA

Tabor College, KS
Taylor University, IN
Tennessee Wesleyan College, TN

Texas College, TX
 Texas Lutheran College, TX
 Texas Wesleyan College, TX
 Thiel College, PA
 Thomas College, ME
 Thomas Jefferson University, PA
 Thomas More College, KY
 Tougaloo College, MS
 Transylvania University, KY
 Trevecca Nazarene College, TN
 Trinity College, DC
 Trinity College, VT
 Trinity University, TX
 Tri-State College, IN
 Tusculum College, TN
 Tuskegee Institute, AL

Union College, KY
 Union University, TN
 University of Albuquerque, NM
 University of Bridgeport, CT
 University of Chicago, IL
 University of DeBuque, IA
 University of Evansville, IN
 University of Hartford, CT
 University of New Haven, CT
 University of Plano, TX
 University of Portland, OR
 University of Richmond, VA
 University of St. Thomas, TX
 University of San Diego, CA
 Univeristy of San Francisco, CA
 University of Scranton, PA
 University of Tampa, FL
 Upsala College, OH
 Ursinus College, PA
 Utica College of Syracuse University, NY

Valparaiso University, IN
 Villanova University, PA

Virginia Union University, VA
 Voorhees College, SC

Wagner College, NY
 Walsh College, OH
 Warner Pacific College, OR
 Wartburn College, IA
 Wayland Baptist College, TX
 Waynesburg College, PA
 Webster College, MO
 Wesleyan College, GA
 West Coast University, CA
 Western New England College, MA
 Westmar College, IA
 Westminster College, MO
 Westminster College, PA
 Westminster College, UT
 West Virginia Wesleyan College,
 WV

Wheaton College, MA
 Wheeling College, WV
 Whittier College, CA
 Whitworth College, WA
 Widener College, PA
 Wilberforce University, OH
 Wilkes College, PA
 William Carey College, MS
 William Jewell College, MD
 William Penn College, IA
 William Woods College, MD
 Wilson College, PA
 Wittenberg University, OH
 Wofford College, SC
 Woodbury University, CA

Xavier University, OH
 Xavier University of Louisiana,
 LA

Yankton College, SD
 York College of Pennsylvania, PA

APPENDIX B

COMPUTER PROGRAM

CREPOL

```
10      Y=BRK(0)
20      REM THIS IS THE FIRST STEP IN CREATING A SURVEY
30      PURGE N,"RESP"
40      PURGE N,"QUES"
50      CREATE N,"QUES",100
60      ASSIGN "QUES",1,N
70      CREATE N,"POLLIN",200
80      FILES *,*
90      R=1
100     I=0
110     READ #1,1
120     DIM A$(72)
130     DIM B$(15)
140     PRINT "WHAT IS THE MAXIMUM NUMBER OF QUESTIONS ON";
150     PRINT "THE SURVEY"
160     INPUT A
170     Z=15+(A*10)
180     CREATE N,"RESP",Z
190     ASSIGN "RESP",2,N
200     READ #2,1
210     FOR X=1 TO A
220     PRINT "INPUT QUESTION";X;" , BUT IT CAN ONLY BE 72 ";
230     PRINT "SPACES LONG."
240     PRINT
250     INPUT A$
260     PRINT #1;X;A$; END
270     PRINT LIN(1)
280     NEXT X
290     READ #1,1
300     PRINT LIN(2)
310     FOR N=1 TO A
320     READ #1,N,A$
330     PRINT A$
340     PRINT "ENTER RESPONSES, LIMIT TO 15 SPACES, IF NO MORE";
350     PRINT "APPLY, ENTER '*' "
360     FOR O=0 TO 9
370     PRINT "YOUR RESPONSE FOR VALUE OF"; O
380     INPUT B$
390     IF B$="*" THEN 410
400     B1=N*10
410     B=B1+O
420     PRINT #2,B;B$
430     NEXT O
440     NEXT N
450     PRINT
460     PRINT "DIRECTORY OF QUESTION AND RESPONSE LOCATIONS"
```

```

440 PRINT"IF ANY ERRORS ARE NOTICED,GET-'UPDATE' AND RUN"
450 READ #1,1
460 IF END #1 THEN 600
470 R=REC(1)
480 I=ITM(1)
490 READ #1;Q,A$
500 PRINT LIN(2)
510 PRINT "RECORD";R,"ITEM";I
520 PRINT "#";Q;SPA(2);A$
530 FOR J=0 TO 9
540 IF END #2 THEN 590
550 W=J+(Q*10)
560 READ #2,W;B$
570 PRINT "RECORD";W;SPA(2);J;SPA(1);B$
580 NEXT J
590 GO TO 470
600 END

```

LOAD

```

10 DIM A$(80)
15 PURGE N,"POLLIN"
20 CREAT N,"POLLIN",100
30 ASSIGN "POLLIN",1,Q9
40 FILES *
50 PRINT "INPUT YOUR ANSWERS ONE AFTER ANOTHER TILL THE ";
55 PRINT "SURVEY IS FINISHED THEN RETURN BEFORE BEGINNING ";
60 PRINT "THE NEXT"
70 PRINT "ENTER '*' IF DONE"
80 PRINT LIN(2)
81 PRINT "HOW MANY QUESTIONS ON SURVEY";
82 INPUT P
90 FOR X=1 TO 2000
100 INPUT A$
101 P9=LEN(A$)
110 IF A$[1,1]="*" THEN 140
115 IF P9#P THEN 132
120 PRINT #1;A$, END
130 NEXT X
131 STOP
132 PRINT "WHAT WAS THAT AGAIN"
133 PRINT '7'7'7'7'7'7'7'7'7
134 GO TO 100
140 END

```

DIRCT2

```

#1
HAVE YOU HIRED ANY BUS GRADS FROM ANY 4 YR COLL DURING THE
PAST 10 YRS?

```

```

0      DNA
1      YES
2      NO

```

#2

HOW LONG HAVE YOU BEEN RESPONSIBLE FOR A BUS CURRICULUM AT
A COLLEGE?

- 0 DNA
- 1 LESS 10YRS
- 2 10-15 YRS
- 3 OVER 15YRS

#3

ARE BUSINESS GRADUATES EFFECTIVELY OR NOT EFFECTIVELY
TRAINED?

- 0 -
- 1 EFFECTIVE
- 2 NOT EFFECT
- 3 DON'T KNOW

#8

WHAT ARE THE 5 MOST IMPORTANT SUBJECTS THAT A BUS GRAD
SHOULD HAVE?

- 0 NO COMMENT
- 1 ACCOUNTING
- 2 MARKETING
- 3 HUMAN RELA
- 4 ECONOMICS
- 5 MATH (COMP)
- 6 COMMUNICAT
- 7 MANAGEMENT
- 8 BUS LAW
- 9 MISC

#9

THE BUSINESS WORLD HAS AN ADEQUATE/INADEQUATE INPUT IN THE
COLL CURRIC?

- 0 DON'T KNOW
- 1 ADEQUATE
- 2 INADEQUATE

#10

ARE THERE ESSENTIAL TOPICS IN A BUS CURRIC OR SPECIALIZE
DIFF AREAS?

- 0 -
- 1 ESSENTIAL
- 2 SPECIALIZE
- 3 DON'T KNOW

#11

COLLEGE STUDENTS BE REQUIRED TO SPEND TIME IN BUS WORLD
PRIOR TO GRAD?

- 0 NO COMMENT
- 1 SHOULD
- 2 SHOULD NOT

#12

HOW IMPORTANT ARE GENERAL COURSES TOWARDS A BUSINESS DEGREE?

- 0 DNA
- 1 MOST IMP
- 2 LEAST IMP
- 3 FAIRLY IMP

#13

HOW IMPORTANT ARE COMMUNICATION COURSES TOWARDS A BUSINESS DEGREE?

- 0 DNA
- 1 MOST IMP
- 2 LEAST IMP
- 3 FAIRLY IMP

#14

HOW IMPORTANT ARE BUSINESS COURSES TOWARDS A BUSINESS DEGREE?

- 0 DNA
- 1 MOST IMP
- 2 LEAST IMP
- 3 FAIRLY IMP

#15

WHAT ARE THE MAJOR WEAKNESSES OF A BUSINESS GRADUATE?

- 0 DON'T KNOW
- 1 NOT PREP
- 2 NO EXPER
- 3 CAN'T COMM
- 4 NOT TRAIN
- 5 EX TO MUCH
- 6 NO MATH
- 7 NO ENTHUSM
- 8 POOR ATUDE
- 9 MISC

#16

WHAT ARE THE MAJOR STRENGTHS OF A BUSINESS GRADUATE?

- 0 DON'T KNOW
- 1 ACPT RESP
- 2 BUS BCKGND
- 3 SOLV PROBS
- 4 LRN/COMP
- 5 ADAPTABLE
- 6 ABIL COMM
- 7 ABIL ORGAN
- 8 PERS INIT
- 9 MISC

#17

ARE YOU IN BUSINESS OR AN EDUCATOR?

- 0 DNA
- 1 BUSINESS
- 2 EDUCATOR

#18

ARE YOU A DEAN OR HEAD OF A DEPT/MANAGER OR PRES OF A
COMPANY?

0 DNA
1 DEAN/HEAD
2 MANAG/PRES

#19

HOW MANY YEARS HAVE YOU HAD A POSITION OF MANAGEMENT IN THE
BUS WORLD?

0 DNA
1 LESS 10YRS
2 10-15 YRS
3 OVER 15YRS

#20

SEX?

0 -
1 MALE
2 FEMALE

SUR20

```

10  REM*****
20  REM  THIS PROGRAM IS DESIGNED TO RUN SURVEYS IN WHICH
30  REM  A SERIES OF PARAMETERS ARE ESTABLISHED THROUGH
40  REM  PROGRAM PROMPTS.
50  REM  PREPARATORY PROGRAMS ARE:  CREPOL-WHICH CREATES
60  REM  LABELING INFORMATION IN THE FILES QUES AND RESP
70  REM  AND POLLLD WHICH LOADS POLLIN THE DATA FILE
80  REM***** PROGRAMER STEVEN JEPPERSON*****
90  DIM A[52,12]
100 V=-1
105 DIM S$(2)
110 DIM X[25]
120 DIM A$(80)
130 MAT A=ZER
140 DIM B$(1)
150 DIM Z$(72)
160 DIM Y$(15)
170 DIM NO$(30),YO$(3)
180 DIM D[10]
190 DIM E[10]
200 MAT E=ZER
210 MAT D=ZER
220 DIM J[1]
230 P9=0
240 DIM F$(15)
250 C=1
260 P1=0
280 PRINT "TITLE";
285 INPUT NO$
290 FILES POLLIN,MARK,MARK1

```

```

310 PRINT "LPR"
315 INPUT YO$
317 PRINT "NUMBER OF QUESTIONS TO BE ANSWERED"
319 INPUT M1
320 FOR P=1 TO 10
330 PRINT "INPUT DEMOGRAPHIC QUESTION";
340 INPUT D[P]
350 IF D[P]=0 THEN 460
360 PRINT "MAX RESPONSES";
370 INPUT E[P]
380 P1=E[P]+P1
390 IF P1>49 THEN 490
400 NEXT P
460 PRINT LIN(2)
470 PRINT CTL(1)
480 GOTO 530
490 PRINT "LAST RESPONSE EXCEEDS MATRIX SIZE"
500 PRINT "BEGIN AGAIN"
510 GOTO 260
520 READ #1,1
530 FOR M=4 TO M1
531 READ #1,1
540 IF YO$[1,1]#"Y" THEN 580
550 PRINT CTL(1)
560 PRINT LIN(5)
570 GOTO 620
580 PRINT LIN(59-P9)
590 P9=0
600 PRINT LIN(5)
610 P9=P9+5
620 READ #2;M,A$
625 IF M>4 and M<=8 THEN 705
630 PRINT SPA(35);NO$
640 PRINT SPA(80);"PAGE: ";M
650 PRINT LIN(2)
660 P9=P9+3
670 PRINT A$
680 PRINT LIN(2)
690 P9=P9+3
700 MAT A=ZER
705 IF Q$#" " THEN 710
707 Q$="O"
710 REM
720 FOR O=1 TO 2000
730 IF END #1 THEN 1890
740 READ #1;A$
750 Q$=A$[M,M]
760 IF Q$" " THEN 1880
770 CONVERT Q$ TO Q,1880
790 A[1,Q+2]=Q
800 Q=Q+2
810 A[52,Q]=A[52,Q]+1
820 A[2,12]=A[2,12]+1

```

```

830  A[2,Q]=A[2,Q]+1
840  R1$=A$[D[1],D[1]]
850  IF R1$#" " THEN 870
860  R1$="0"
870  CONVERT R1$ TO D1
890  E1=2
900  A[D1+E1,1]=D1
910  A[D1+E1,Q]=A[D1+E1,Q]+1
920  A[D1+E1,12]=A[D1+E1,12]+1
930  IF D[2]=0 THEN 1840
940  RO$=A$[D[2],D[2]]
950  IF RO$#" " THEN 970
960  RO$="0"
970  CONVERT RO$ TO D2
990  E2=E1+E[1]
1000 A[D2+E2,1]=D2
1010 A[D2+E2,Q]=A[D2+E2,Q]+1
1020 A[D2+E2,12]=A[D2+E2,12]+1
1030 IF D[3]=0 THEN 1840
1040 SO$=A$[D[3],D[3]]
1050 IF SO$#" " THEN 1080
1070 SO$="0"
1080 CONVERT SO$ TO D3
1100 E3=E[2]+E2
1110 A[D3+E3,1]=D3
1120 A[D3+E3,Q]=A[D3+E3,Q]+1
1130 A[D3+E3,12]=A[D3+E3,12]+1
1140 IF D[4]=0 THEN 1840
1150 S1$=A$[D[4],D[4]]
1160 IF S1$#" " THEN 1180
1170 S1$="0"
1180 CONVERT S1$ TO D4
1200 E4=E[3]+E3
1210 A[D4+E4,1]=D4
1220 A[D4+E4,Q]=A[D4+E4,Q]+1
1230 A[D4+E4,12]=A[D4+E4,12]+1
1240 IF D[5]=0 THEN 1840
1250 S$=A$[D[5],D[5]]
1260 IF S$#" " THEN 1280
1270 S$="0"
1280 CONVERT S$ TO D5,1880
1300 E5=E4+E[4]
1310 A[D5+E5,1]=D5
1320 A[D5+E5,12]=A[D5+E5,12]+1
1340 IF D[6]=0 THEN 1380
1350 T$=A$[D[6],D[6]]
1360 IF T$#" " THEN 1380
1370 T$="0"
1380 CONVERT T$ TO D6
1400 E6=E[5]+E5
1410 A[D6+E6,1]=D6
1420 A[D6+E6,Q]=A[D6+E6,Q]+1
1430 A[D6+E6,12]=A[D6+E6,12]+1
1440 IF D[7]=9 THEN 1840
1450 TO$=A$[D[7],D[7]]

```

```

1460 IF TO$#" " THEN 1480
1470 TO$="O"
1480 CONVERT TO$ TO D7
1500 E7=E[6]+E6
1510 A[D7+E7,1]=D7
1520 A[D7+E7,Q]=A[D7+E7,Q]+1
1530 A[D7+E7,12]=A[D7+E7,12]+1
1540 IF D[8]=0 THEN 1840
1550 T1$=A$(D[8],D[8])
1560 IF T1$#" " THEN 1580
1570 T1$="O"
1580 CONVERT T1$ TO D8
1600 E8=E7+E[7]
1610 A[D8+E8,1]=D8
1620 A[D8+E8,Q]=A[D8+E8,Q]+1
1630 A[D8+E8,12]=A[D8+E8,12]+1
1640 IF D[9]=0 THEN 1840
1650 U$=A$(D[9],D[9])
1660 IF U$#" " THEN 1680
1670 U$="O"
1680 CONVERT U$ TO D9
1700 E9=E[8]+E8
1710 A[D9+E9,Q]=A[D9+E9,Q]+1
1720 A[D9+E9,12]=A[D9+E9,12]+1
1730 A[D9+E9,1]=D9
1740 IF D[10]=0 THEN 1840
1750 UO$=A$(D[10],D[10])
1760 IF UO$#" " THEN 1780
1770 UO$="O"
1780 CONVERT UO$ TO D0
1800 E0=E9+E[9]
1810 A[D0+E0,1]=D0
1820 A[D0+E0,Q]=A[D0+E0,Q]+1
1830 A[D0+E0,12]=A[D0+E0,12]+1
1840 REM
1850 A[52,12]=A[52,12]+1
1860 A[52,1]=A[52,1]+1
1870 A[1,12]=A[1,12]+1
1880 NEXT O
1890 IF M>=4 AND M<8 THEN 2540
1891 FOR H=1 TO 52
1900 IF H=1 THEN 2560
1910 IF H=2 THEN 2430
1920 IF H=E1+1 THEN 2430
1930 IF D[2]=0 THEN 2110
1940 IF H=E2+1 THEN 2430
1950 IF D[3]=0 THEN 2110
1960 IF H=E3+1 THEN 2430
1970 IF D[4]=0 THEN 2110
1980 IF H=E4+1 THEN 2430
1990 IF D[5]=0 THEN 2110
2000 IF H=E5+1 THEN 2430
2010 IF D[6]=0 THEN 2110
2020 IF H=E6+1 THEN 2430

```

```

2030 IF D[7]=0 THEN 2110
2040 IF H=E7+1 THEN 2430
2050 IF D[8]=0 THEN 2110
2060 IF H=E8+1 THEN 2430
2070 IF D[9]=0 THEN 2110
2080 IF H=E9+1 THEN 2430
2090 IF D[10]=9 THEN 2430
2100 IF H=E0+1 THEN 2430
2110 REM
2120 IF (A[H,12]/A[52,12] <.005 THEN 2490
2130 IF V<1 THEN 2150
2140 M1=D[V]*10
2150 REM
2160 IF H<3 OR H=52 THEN 2260
2170 IF V<1 THEN 2240
2180 IF A[H,12]#0 THEN 2210
2190 M2=D[V]*10
2200 GOTO 2220
2210 M2=M1+A[H,1]
2220 IF END #3 THEN 2260
2230 READ #3,M2;Y$
2240 PRINT USING "#,10A";Y$
2250 GOTO 2300
2260 Y$=" "
2270 PRINT
2280 P9=P9+1
2290 GOTO 2240
2300 FOR I=2 TO 12
2310 IF A[52,I]/A[52,12]<.005 THEN 2410
2320 IF H=2 THEN 2370
2330 IF H<3 OR H=52 THEN 2390
2340 IF I >= 1 AND I <= 11 THEN 2390
2350 PRINT USING 2510;A[H,I]
2360 GOTO 2410
2370 A[H,I]=(A[H,I]/A[H,12])*100
2380 GOTO 2400
2390 A[H,I]=(A[H,I]/A[H,12])*100
2400 PRINT USING 2500;A[H,I]
2410 NEXT I
2420 GOTO 2470
2430 PRINT
2440 P9=P9+1
2450 V=V+1
2460 GOTO 2120
2470 PRINT
2480 P9=P9+1
2490 NEXT H
2500 IMAGE #,4D.D," %",3X
2510 IMAGE #,X4D,6X
2520 READ #1,1
2530 V=-1
2540 NEXT M
2550 GOTO 2710

```

```
2560 F1=M*10
2570 FOR F=1 TO 12
2571 IF F#1 THEN 2580
2572 F$=" "
2575 GOTO 2670
2580 IF F=12 THEN 2660
2590 IF A[52,F]/A[52,12]<.005 THEN 2680
2630 F2=F1+A[1+F]
2640 READ #3,F2;F$
2640 GOTO 2670
2660 F$="TOTALS:"
2670 PRINT USING "#,10AX";F$
2680 NEXT F
2690 GOTO 2110
2700 PRINT
2710 END
```

APPENDIX C

SUMMARY OF COMPUTER PRINT-OUT

TABLE 21

HAVE YOU HIRED ANY BUSINESS GRADUATES FROM ANY
FOUR YEAR COLLEGE DURING THE PAST 10 YEARS?

Response (%)	Business-person	Educator	Dean/Head	Manag/Pres	Less 10 Years	10-15 Years	Over 15 Years	Male	Female
Did Not Answer	1.2	96.3	96.9	1.2	7.4	13.2	7.1	51.0	27.5
Yes	36.1	3.0	2.5	36.5	33.3	28.9	42.9	18.0	32.5
No	62.7	0.6	0.6	62.4	59.3	57.9	50.0	31.0	40.0

TABLE 22

HOW LONG HAVE YOU BEEN RESPONSIBLE FOR A
BUSINESS CURRICULUM AT A COLLEGE?

Response (%)	Business-person	Educator	Dean/Head	Manag/Pres	Less 10 Years	10-15 Years	Over 15 Years	Male	Female
Did Not Answer	97.6	0.0	0.0	97.1	88.9	84.2	88.1	47.6	62.5
Less than 10 Years	0.6	67.7	66.7	1.8	10.2	5.3	9.5	35.4	22.5
10-15 Years	1.2	23.2	23.5	1.2	0.9	10.5	0.0	11.9	12.5
Over 15 Years	0.6	9.1	9.9	0.0	0.0	0.0	2.4	5.1	2.5

TABLE 23

ARE BUSINESS GRADUATES EFFECTIVELY TRAINED?

Response (%)	Business-person	Educator	Dean/Head	Manag/Pres	Less 10 Years	10-15 Years	Over 15 Years	Male	Female
Effectively	43.2	82.3	82.7	42.9	50.0	44.7	40.5	63.6	55.0
Not Effectively	40.8	14.0	13.6	41.2	36.1	42.1	40.5	27.6	27.5
Don't Know	15.4	3.7	3.7	15.3	13.9	10.5	19.0	8.5	17.5

TABLE 24

WHAT ARE THE FIVE MOST IMPORTANT SUBJECTS THAT
A BUSINESS GRADUATE SHOULD HAVE?

Response (%)	Business-person	Educator	Dean/Head	Manag/Pres	Less 10 Years	10-15 Years	Over 15 Years	Male	Female
No Comment	17.8	1.1	1.0	17.8	18.5	11.6	15.7	8.2	19.0
Accounting	15.4	18.4	18.4	15.3	15.2	15.3	16.2	17.4	13.5
Marketing	13.4	22.0	22.0	13.3	13.7	10.0	16.7	17.8	16.0
Management of Human Resources	9.7	6.8	6.9	9.6	9.8	11.1	10.0	8.3	8.0
Economics	4.3	16.1	16.2	4.2	6.1	3.2	4.8	10.7	5.5
Math (Comp)	8.8	4.8	4.7	8.8	8.3	11.1	5.2	6.9	6.0
Communication	11.0	12.9	12.6	11.4	10.6	14.2	9.5	11.9	12.5
Management	9.1	8.8	9.0	8.9	8.7	10.5	10.0	9.0	9.0
Business Law	3.1	6.7	6.8	4.7	2.6	4.7	4.8	5.0	4.0
Miscellaneous	7.6	2.4	2.5	7.5	6.5	8.4	7.1	4.8	6.5

TABLE 25

DOES THE BUSINESS WORLD HAVE ADEQUATE INPUT
IN THE COLLEGE CURRICULUM?

Response (%)	Business-people	Educators	Dean/Head	Manag/Pres	Less 10 Years	10-15 Years	Over 15 Years	Male	Female
Don't Know	3.0	0.0	0.0	2.9	2.8	5.3	0.0	1.0	5.0
Adequate	34.3	18.9	18.5	34.1	34.3	42.1	19.0	26.2	30.0
Inadequate	62.7	79.9	80.2	62.9	63.0	52.6	81.0	72.1	65.0

TABLE 26

ARE THERE ESSENTIAL TOPICS IN A BUSINESS CURRICULUM
OR SHOULD GRADUATES SPECIALIZE IN DIFFERENT AREAS?

Response (%)	Business-people	Educators	Dean/Head	Manag/Pres	Less 10 Years	10-15 Years	Over 15 Years	Male	Female
Essential	63.9	64.6	64.8	63.5	63.0	71.1	66.7	64.6	60.0
Specialize	32.0	33.5	33.3	32.4	32.4	26.3	31.0	32.0	40.0
Don't Know	4.1	1.8	1.9	4.1	4.6	2.6	2.4	3.4	0.0

TABLE 27

SHOULD COLLEGE STUDENTS BE REQUIRED TO SPEND TIME
IN THE BUSINESS WORLD PRIOR TO GRADUATION?

Response (%)	Business-people	Educators	Dean/Head	Manag/Pres	Less 10 Years	10-15 Years	Over 15 Years	Male	Female
Should	92.3	63.4	63.0	92.9	89.8	89.5	85.7	75.9	92.5
Should Not	7.7	36.6	37.0	7.1	10.2	10.5	14.3	24.1	7.5

TABLE 28

HOW IMPORTANT ARE GENERAL COURSES TOWARDS A
BUSINESS DEGREE?

Response (%)	Business-people	Educators	Dean/Head	Manag/Pres	Less 10 Years	10-15 Years	Over 15 Years	Male	Female
Most Important	7.7	3.0	3.1	7.6	7.4	7.9	9.5	5.8	5.0
Fairly Important	80.5	64.0	64.2	80.6	77.8	73.7	81.0	71.4	77.5
Least Important	11.2	32.9	32.7	11.2	14.8	18.4	7.1	22.4	17.5

TABLE 29

HOW IMPORTANT ARE COMMUNICATION COURSES
TOWARDS A BUSINESS DEGREE?

Response (%)	Business-people	Educators	Dean/Head	Manag/Pres	Less 10 Years	10-15 Years	Over 15 Years	Male	Female
Most Important	47.3	15.2	15.4	47.1	36.1	52.6	54.8	30.6	40.0
Fairly Important	9.5	21.3	21.0	9.4	13.0	18.4	4.8	15.3	15.0
Least Important	42.6	63.4	63.6	42.9	50.9	28.9	38.1	53.7	45.0

TABLE 30

HOW IMPORTANT ARE BUSINESS COURSES TOWARDS A
BUSINESS DEGREE?

Response (%)	Business-people	Educators	Dean/Head	Manag/Pres	Less 10 Years	10-15 Years	Over 15 Years	Male	Female
Most Important	47.9	91.5	91.4	48.2	59.3	42.1	40.5	70.7	57.5
Fairly Important	6.5	3.0	3.1	6.5	5.6	5.3	9.5	5.1	2.5
Least Important	45.0	5.5	5.6	44.7	35.2	52.6	47.6	23.8	40.0

TABLE 31

WHAT ARE THE MAJOR WEAKNESSES OF A
BUSINESS GRADUATE?

Response (%)	Business-person	Educator	Dean/Head	Manag/Pres	Less 10 Years	10-15 Years	Over 15 Years	Male	Female
Don't Know	16.6	95.1	95.1	17.1	23.1	15.8	23.8	57.8	35.0
Not Prepared	3.6	0.6	0.6	3.5	2.8	0.0	9.5	2.0	2.5
No Experience	46.7	0.0	0.0	46.5	40.7	50.0	38.1	22.4	32.5
Can't Communi- cate	7.7	1.8	1.9	7.6	5.6	18.4	4.8	3.7	15.0
Not Trained	1.2	0.6	0.6	1.2	2.8	0.0	0.0	1.0	0.0
Expect too Much	7.1	0.0	0.0	7.1	6.5	5.3	7.1	4.1	0.0
No Math	1.8	0.6	0.6	1.8	1.9	2.6	2.4	1.0	2.5
No Enthusiasm	3.0	0.6	0.6	2.9	2.8	2.6	2.4	1.4	5.0
Poor Attitude	3.0	0.6	0.6	2.9	1.9	2.6	7.1	2.0	0.0
Miscellaneous	9.5	0.0	0.0	9.4	12.0	2.6	4.8	4.4	7.5

TABLE 32

WHAT ARE THE MAJOR STRENGTHS OF A
BUSINESS GRADUATE?

Response (%)	Business- person	Educator	Dean/Head	Manag/Pres	Less 10 Years	10-15 Years	Over 15 Years	Male	Female
Don't Know	23.7	96.3	96.3	24.1	27.8	23.7	35.7	61.2	45.0
Accept Responsibility	2.4	0.6	0.6	2.4	0.0	5.3	7.1	1.4	5.0
Business Background	34.3	0.0	0.0	34.1	34.3	36.8	16.7	17.0	20.0
Solve Problems	7.1	0.0	0.0	7.1	9.3	5.3	0.0	4.1	0.0
Learn/Comprehend	10.7	1.2	1.2	10.6	9.3	5.3	19.0	6.1	5.0
Adaptable	4.7	0.6	0.6	4.7	5.6	5.3	2.4	2.4	5.0
Ability to Communicate	1.8	0.0	0.0	1.8	0.9	0.0	4.8	0.7	2.5
Ability to Organize	2.4	0.0	0.0	2.4	1.9	2.6	2.4	1.4	0.0
Personal Initiative	1.2	0.6	0.6	1.2	1.9	0.0	2.4	1.0	0.0
Miscellaneous	11.8	0.6	0.6	11.8	9.3	15.8	9.5	4.8	17.5

TABLE 33

ARE YOU IN BUSINESS OR IN EDUCATION?

Response (%)	Business-person	Educator	Dean/Head	Manag/Pres	Less 10 Years	10-15 Years	Over 15 Years	Male	Female
Business	100.0	0.0	0.6	98.8	90.7	86.8	88.1	48.0	70.0
Education	0.0	100.0	99.4	1.2	9.3	10.5	11.9	51.7	30.0

TABLE 34

ARE YOU A DEAN OR HEAD OF A DEPARTMENT/
OR MANAGER OR PRESIDENT OF A COMPANY?

Response (%)	Business-person	Educator	Dean/Head	Manag/Pres	Less 10 Years	10-15 Years	Over 15 Years	Male	Female
Dean/Head	0.6	98.2	100.0	0.0	9.3	10.5	9.5	51.0	30.0
Manag/Pres	99.4	1.2	0.0	100.0	90.7	86.8	90.5	48.3	70.0

TABLE 35

HOW MANY YEARS HAVE YOU HAD A POSITION OF
MANAGEMENT IN THE BUSINESS WORLD?

Response (%)	Business-person	Educator	Dean/Head	Manag/Pres	Less 10 Years	10-15 Years	Over 15 Years	Male	Female
Less 10 Years	58.0	6.1	6.2	57.6	100.0	0.0	0.0	31.0	42.5
10-15 Years	19.5	2.4	2.5	19.4	0.0	100.0	0.0	10.5	17.5
Over 15 Years	21.9	3.0	2.5	22.4	0.0	0.0	100.0	11.6	20.0
Did Not Answer	0.6	88.4	88.9	0.6	0.0	0.0	0.0	46.9	20.0

TABLE 36
SEX?

Response (%)	Business-person	Educator	Dean/Head	Manag/Pres	Less 10 Years	10-15 Years	Over 15 Years	Male	Female
Male	83.4	92.7	92.6	83.5	84.3	81.6	81.0	100.0	0.0
Female	16.6	7.3	7.4	16.5	15.7	18.4	19.0	0.0	100.0

APPENDIX D

QUESTIONNAIRE

Westminster College (Salt Lake City) is conducting a nation-wide survey to improve its business curriculum. I'd like to ask you a few questions:

1. Have you hired any business graduates from any four year college during the past 10 years?

Yes _____	1
No _____	2

2. How many years have you been somewhat responsible for a business curriculum at a college or university?

Less than 10 years _____	1
10-15 years _____	2
Over 15 years _____	3

3. From what you know, or what you have heard, are business graduates effectively or not effectively trained today?

Are effectively trained _____	1
Not effectively trained _____	2
Don't know _____	3

In your judgment, what are the five most important subjects that a business graduate should have?

4. _____ 0 1 2 3 4 5 6 7 8 9
 _____ 0 1 2 3 4 5 6 7 8 9

5. _____ 0 1 2 3 4 5 6 7 8 9
 _____ 0 1 2 3 4 5 6 7 8 9

6. _____ 0 1 2 3 4 5 6 7 8 9
 _____ 0 1 2 3 4 5 6 7 8 9

7. _____ 0 1 2 3 4 5 6 7 8 9
 _____ 0 1 2 3 4 5 6 7 8 9

8. _____ 0 1 2 3 4 5 6 7 8 9
 _____ 0 1 2 3 4 5 6 7 8 9

9. Do you believe the business world has an adequate or inadequate input in the college curriculum?

Adequate _____	1
Inadequate _____	2

10. Are there essential things that must be learned in a business curriculum or should business courses specialize in many different areas?

Essential _____ 1
 Specialize _____ 2
 Don't Know _____ 3

11. Should or should not college students be required to spend some time in the business world for credit prior to graduation?

Should _____ 1
 Should Not _____ 2

Many colleges require three areas of learning to receive a business degree: (1) general courses such as history, science, etc., (2) communication skills such as English, writing, etc., (3) business required skills such as accounting, economics, etc. To succeed in the business world, which, in your opinion, is the most important and the least important?

	<u>M</u> <u>L</u> <u>DK</u>
12. General Courses _____	1 2 3
13. Communication Courses _____	1 2 3
14. Business Courses _____	1 2 3

15. What are the major weaknesses of business graduates?

_____ 0 1 2 3 4 5 6 7 8 9
 _____ 0 1 2 3 4 5 6 7 8 9

16. What are the major strengths of business graduates?

_____ 0 1 2 3 4 5 6 7 8 9
 _____ 0 1 2 3 4 5 6 7 8 9

DEMOGRAPHIC INFORMATION

17. Businessperson or educator?

Businessperson _____ 1
 Educator _____ 2

18. Dean or Head of department _____

Manager or President of company _____ 2

19. How many years have you had a position of management in the business world?

Less than 10 years _____ 1
 10-15 years _____ 2
 Over 15 years _____ 3

20. Sex

Male _____ 1
 Female _____ 2

APPENDIX E

THIRD SURVEY INSTRUMENT

On this form would you please list, in order of general importance (most important first), those ten (10) courses that should in your personal opinion, be required of all Business majors. There is the assumption that, in addition to the specific business courses you name, the students would take specialized courses in their emphasis, i.e., Accounting, Marketing, Management of Human Resources, Computer Science, etc. An additional assumption is that every student will have the Liberal Arts General Education courses such as science, mathematics, philosophy, behavioral sciences, physical education, speech, and history.

"CORE" Business courses to be required of all Business majors in order of importance, from most important to least important.

Course Title	Comment: This is not required but feel free to express yourself on any course, or write a description of any of the courses you list.
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

APPENDIX F

COURSE DESCRIPTIONS

Business Administration

Introduction to Business

Examines the basic concepts and influences operating in business organizations. Focuses on the primary functions within a business organization and gives the students an opportunity to assess those functions in terms of career potential.

Current Affairs in Business

This course focuses on current issues in business. It explores those environmental threats and opportunities, legislative, cultural, economic, and technological challenges that face business people today, and that will have an impact on their current and long-term decisions. This course will look at what problems there are at this time and how a manager gets information and assistance in coping with potential problems.

Accounting Principles

Two basic courses which give underlying principles and applications necessary for practical use in business and for continued study in intermediate and advanced accounting. Includes recording and analyzing transactions, preparations of statements, accounting for retailing, service, and manufacturing concerns, consolidation, cost accounting, and cash flow.

Investments

Introduces students to concepts and principles of security markets, selection of stocks for a portfolio and basic investments analysis. Includes brief overview of portfolio management, taxes, estate planning, and security and analysis.

Tax Accounting

This course provides a comprehensive explanation of the Federal tax structure. Preparation of individual income tax returns and application of tax principles to specific problems is stressed. Includes, but is not limited to, gross incomes determination, maximizing business and personal deductions, and tax computation.

Sales Management

This course is designed to give the student an understanding of the duties and responsibilities of the sales executive. To review and analyze the integration and coordination of the sales manager's activities with those of other functional areas. To explore opportunities for careers in sales and sales management.

Consumerism

Introduces the student to "social marketing", popularly termed consumerism--a social movement seeking to augment the rights and power of buyers in relation to sellers. The new emphasis on product knowledge and safety and environmental effects has changed--broadened--the marketer's traditional role. The course focuses on developments in consumerism, how the marketin concept is changing to reflect these developments and changes in the marketer's overall task.

Advertising

Introduces business and non-business majors to the creative and business aspects of advertising--i.e., consumer research, copywriting, layout, media analysis and sales, media planning and production. Students will learn to create and present complete advertising plans. Problem-solving techniques will be used in each of the three major elements of advertising: advertiser, agency and media.

International Marketing

Explores those aspects of marketing unique to international business. The focus is on the modifications of merkating thinking and practices occasioned by environmental differences.

Broadcasting Advertising

An introduction to the essential considerations in developing broadcast advertising campaigns and the process of buying and selling commercial time on radio and television. Raises questions as to the social responsibility of the braodcast media.

Intermediate Accounting

Designed for thosewishing to further their knowledge of accounting techniques beyond the elementary level. Emphasis is placed upon the problems and procedures associated with various equity, asset, liability accounts, and the concomitant problem of income determination.

Small Business Management

Acquaints the student with the special problems of the small business--man (less than 200 employees). Topics include organization, legal assistance, inventory control, financial management, personnel management, marketing.

Individual Tax Preparation I

Designed for new or relatively inexperienced tax preparers. The course will familiarize the student with the most frequently used tax forms, the information and accounting procedures in prepaation of individual tax returns. It is a broad introduction to Federal tax for the layman.

Corporation Finance

Provides insight and practice relating to the planning, organizing, and controlling functions performed by financial managers in corporations. Long and short-term sources of funds, capital budgeting, cost of capital, capital leverage, and primary securities markets.

Personnel Management

This course provides instruction in personnel management from a policy/practice point of view. Topics include compensation, benefits, equal opportunity, recruitment, selection, and operations. Students combine classroom experiences with actual interviews and discussions with practitioners.

Managerial Accounting

A course in accounting tools for the non-business major. This course provides the student with a basic understanding of accounting from the viewpoint of the user rather than the preparer of accounting information. Covers: the accounting structure, using information on financial statements, accounting in managerial control, and accounting in business decisions.

Business Law

Familiarizes the student with current legal problems confronting business and the legal aspects of decision-making. Assists in developing an understanding of legal principles, the process of legal reasoning, and legal proceedings particularly as they pertain to business. Defines the responsibilities of business to consumers and the public.

Management

Explore current problems confronting managers and different management approaches. Supplies the student with basic resources for decision-making in a business organization. Emphasizes practical application through actual case study, discussion, and exercises.

Principles of Management

Applies general managerial and administrative principles to specific fields such as law enforcement, public administration, day care center operations.

Marketing

Study of various functions that must be performed to get a product from the preconceived stage of development to the final user. Includes marketing research, consumer motivation, product planning and development, distribution channels, pricing, and promotional activities.

Tax Preparation II

This course is designed to examine tax preparation in greater depth than is offered in Tax Preparation I. It will examine specialized materials for business, corporate, and miscellaneous tax returns as well as tax topics that are infrequently encountered. Also examines tax law, how the IRS processes returns, performs audits, and handles appeals.

Directed Studies

Individual study supervised and approved by members of the business faculty.

Senior Business Seminar

This course is limited to senior Business majors or minors. It is designed to provide a transition from the college community to the business community. Dealing with preparation of resumes and letters of application, job interviewing techniques, preparation for entry into the labor force, and other aspects of preparation for a business career.

Labor Relations Management

Examines the history, organization, and goals of organized labor in the United States. Deals with arbitration, mediation, and negotiation as aspects of the bargaining process between management and labor. Examines also the organization of the firm as it relates to organized labor.

Internship in Business

Placement in areas of business that are in accord with the student's career objectives are available. The internship must be arranged through the Department of Cooperative Education under the supervisor, and with the approval of the business faculty.

Cost Accounting

In addition to the traditional study of the methodology of determining and recording costs for income measurement and asset valuation, this course concerns accounting information in terms of planning, controlling, and non-routine decision-making. Job order costing, cost-volume-profit relationship budgeting, and use of standards to control direct material and labor are some of the topics covered.

Business Policies

This course is designed to expose the student to the integrated functions of the firm, executive decision-making in planning and development.

Economics

Introduction to the Principles of Economics

Choice in decisions affecting employment of scarce resources with alternative uses. General role of government, business organization, and national income determination (macro-economic analysis). Price mechanism and resource allocation in a market economy. Development of price theory to explain consumer behavior, firm behavior, and resource use (micro-economic analysis).

Monetary Theory and Policy

Money and banking institutions, theory of prices and interest. Keynesian and post-Keynesian monetary theory and alternative monetary policies.

Macro-Economic Theory

Intermediate study of income, employment and output, and the role of fiscal and monetary policies.

Micro-Economic Theory

Intermediate study of the price mechanism and resource allocation, behavior of consumers, business firms, and suppliers of productive resources.

International Trade

Survey course in international trade dealing with the economic basis for trade among nations, tariffs, customs unions, balance of payments, exchange rates, and public policy.

Industrial Organization

Introducing course in the study of market structures. Course emphasizes the relationship between the structures of industry, conduct of firms within the industry, and resulting performance.

Antitrust

This course provides economic and legal methods of analyzing market structures and business practices encompassed by the antitrust statutes of the United States.

Social and Economic History

Survey of social and economic developments especially in Europe and the United States from the sixteenth century to the present. Emphasis on the growth of economic institutions and their relationship to social change.

Directed Studies

Independent study of special topics for upper-division students of high scholastic standing. Topics include varieties of economic policy, manpower policy, urban economics, labor and public policy, further in-depth study in various fields of business administration.

Labor Economics

Introduction to labor market economics. Survey course in wage theory, labor mobility, unionism, collective bargaining, employment, and public policy.

Economics of Public Finance

Expenditures, budgets, intergovernmental relations, public debt, and fiscal policy.

Internship in Economics

Experiential approaches to Economics or Economic problem-solving. Arranged on an individual student basis by the economics faculty.

APPENDIX G

EDUCATOR INTERVIEW TRANSCRIPT

HOW DO YOU DO, MY NAME IS _____. I AM WITH WESTMINSTER COLLEGE IN SALT LAKE CITY, UTAH. MAY I PLEASE SPEAK TO THE DEAN OF THE SCHOOL OF BUSINESS OR TO THE CHAIRMAN OF THE BUSINESS DEPARTMENT. (If the person to whom you are talking says that they do not have anyone with either of those titles, ask--WHO IS RESPONSIBLE AT YOUR SCHOOL FOR THE ADMINISTRATION OF YOUR COURSES OR PROGRAMS IN BUSINESS? When that person has been identified ask to speak to that person.) If the person to be interviewed is not immediately available to the telephone, ask when he/she will be available or if there is another number at which he/she can be reached. (You should have the name of the person you are trying to contact. If you do not have the name, ask for it.) If you still cannot contact the person ask that a message be left saying that you will call again at a specific time. (If you are told the person will not be available within the week, ask WHO IS IN CHARGE OF THE BUSINESS PROGRAM WHILE _____ IS GONE. When you are given the name ask to speak to that individual. Again, if not immediately available, ask that a message be left saying you will call again at a specific time. Note the name of the person and the time to replace the call.) If you are unable to contact the relevant person, make a note of the information you have and give it to Mr. Mitchell at the daily check-in.

Once you are put in contact with the person you are to interview, say, HOW DO YOU DO. I AM _____ WITH WESTMINSTER COLLEGE IN SALT LAKE CITY, UTAH. WE ARE SURVEYING COLLEGE AND UNIVERSITY EDUCATORS

IN BUSINESS. MAY I ASK YOU A FEW QUESTIONS? (If they say no, ask when you may call back and ask the questions.)

When the answer is yes, say, THE PURPOSE OF THIS SURVEY IS TO ASK YOU HOW YOU AS AN EDUCATOR PERSONALLY FEEL ABOUT THE QUESTION OF BUSINESS CURRICULUM. WE ARE INTERESTED IN YOUR PERSONAL PERCEPTIONS OF BUSINESS CURRICULUM, WHICH MAY OR MAY NOT BE NECESSARILY WHAT IS OFFERED AT YOUR SCHOOL.

(Use the Questionnaire form to record the following.)

Question 2: HOW MANY YEARS HAVE YOU BEEN SOMEWHAT RESPONSIBLE FOR A BUSINESS CURRICULUM AT A COLLEGE OR UNIVERSITY?

Question 3: FROM WHAT YOU KNOW, OR WHAT YOU HAVE HEARD, ARE BUSINESS GRADUATES EFFECTIVELY OR NOT EFFECTIVELY TRAINED TODAY?

Question 4-8: IN YOUR JUDGEMENT, WHAT ARE THE FIVE MOST IMPORTANT SUBJECTS THAT A BUSINESS GRADUATE SHOULD HAVE?

Question 9: DO YOU BELIEVE THE BUSINESS WORLD HAS AN ADEQUATE OR INADEQUATE INPUT IN THE COLLEGE CURRICULUM?

Question 10: ARE THERE ESSENTIAL THINGS THAT SHOULD BE LEARNED IN A BUSINESS CURRICULUM OR SHOULD BUSINESS COURSES SPECIALIZE IN MANY DIFFERENT AREAS? (If this question is unclear to the respondent reword it saying--ARE THERE SOME GENERAL SKILLS OR TOOLS OR AREAS OF KNOWLEDGE THAT EVERY BUSINESS MAJOR SHOULD HAVE (essentials) OR ARE THERE AREAS IN WHICH SPECIALIZED COURSES WOULD BE APPROPRIATE ONLY TO BUSINESS STUDENTS IN THAT AREA? (specialize)).

Question 11: SHOULD OR SHOULD NOT COLLEGE STUDENTS BE REQUIRED TO SPEND SOME TIME IN THE BUSINESS WORLD PRIOR TO GRADUATION?

Questions 12-14: MANY COLLEGES REQUIRE 3 AREAS OF LEARNING TO RECEIVE A BUSINESS DEGREE: (1) GENERAL COURSES SUCH AS HISTORY, SCIENCE, ETC.; (2) COMMUNICATION SKILLS SUCH AS ENGLISH, WRITING, SPEECH, ETC.; (3) BUSINESS REQUIRED SKILLS SUCH AS ACCOUNTING, ECONOMICS, ETC. TO SUCCEED IN THE BUSINESS WORLD, WHICH, IN YOUR OPINION IS THE MOST IMPORTANT AND THE LEAST IMPORTANT?

Question 15: WHAT ARE THE MAJOR WEAKNESSES OF BUSINESS GRADUATES?

Question 16: WHAT ARE THE MAJOR STRENGTHS OF BUSINESS GRADUATES?

Question 17: Mark educator.

Question 18: Mark dean or head of department.

Question 20: Mark male or female. If you are not absolutely sure as to the sex of the interviewee, ask. (Before going on make certain all items except 1 and 19 on your questionnaire have been filled out. When you are sure the questionnaire is complete, continue.)

THANK YOU VERY MUCH. YOUR ASSISTANCE HAS BEEN INVALUABLE AND WILL HELP US IMMENSELY. GOOD-BYE.

APPENDIX H

BUSINESSPERSON INTERVIEW TRANSCRIPT

HOW DO YOU, MY NAME IS _____ WITH WESTMINSTER COLLEGE IN SALT LAKE CITY, UTAH. MAY I SPEAK TO THE PERSONNEL DIRECTOR? (If the person to whom you are talking says they do not have a personnel director ask who is in overall charge of hiring. When given the name, ask to speak to that individual.) If you are not able to speak to that person immediately ask when you can speak to the person. Leave a message saying you will call back at that time. (Make a note as to name and time to make the call.) If it is to be over a week before the person is available ask for the person who is responsible for hiring in his absence. If still unable to make contact make a note of the company, particulars of the conversation, and give it to Mr. Mitchell during the daily check-in.

Once you have the person to be interviewed on the phone, say, HOW DO YOU DO. MY NAME IS _____ WITH WESTMINSTER COLLEGE IN SALT LAKE CITY, UTAH. WE ARE CONDUCTING A SURVEY AS TO WHAT BUSINESSPERSONS SUCH AS YOURSELF PERCEIVE TO BE GOOD BUSINESS CURRICULUM. THE INTERVIEW WILL TAKE LESS THAN THREE MINUTES. MAY I ASK YOU THE QUESTIONS? When the respondent says yes, say: WHAT WE WOULD LIKE TO HAVE ARE YOUR PERSONAL PERCEPTIONS AND OPINIONS. THEY MAY OR MAY NOT BE THE SAME AS THE POLICY OF YOUR COMPANY. ARE YOU READY?

(Use the questionnaire form to record the answers.)

Question 1: HAVE YOU HIRED ANY BUSINESS GRADUATES FROM ANY FOUR YEAR COLLEGE DURING THE PAST 10 YEARS?

Question 2: HOW MANY YEARS HAVE YOU BEEN SOMEWHAT RESPONSIBLE FOR A BUSINESS CURRICULUM AT A COLLEGE OR UNIVERSITY?

Question 3: FROM WHAT YOU HAVE HEARD, OR WHAT YOU KNOW, ARE BUSINESS GRADUATES EFFECTIVELY OR NOT EFFECTIVELY TRAINED TODAY?

Questions 4-8: IN YOUR JUDGMENT, WHAT THE THE FIVE MOST IMPORTANT SUBJECTS THAT A BUSINESS GRADUATE SHOULD HAVE?

Question 9: DO YOU BELIEVE THE BUSINESS WORLD HAS AN ADEQUATE OR INADEQUATE INPUT IN THE COLLEGE CURRICULUM?

Question 10: ARE THERE ESSENTIAL THINGS THAT MUST BE LEARNED IN A BUSINESS CURRICULUM OR SHOULD BUSINESS COURSES SPECIALIZE IN MANY DIFFERENT AREAS? (If respondent hesitates to answer restate the question saying--ARE THERE GENERAL SKILLS OR TOOLS OR AREAS OF KNOWLEDGE THAT EVERY BUSINESS MAJOR SHOULD HAVE (essentials) OR ARE THERE AREAS IN WHICH SPECIALIZED COURSES WOULD BE APPROPRIATE ONLY TO BUSINESS STUDENTS IN THAT AREA? (specialize)).

Question 11: SHOULD OR SHOULD NOT COLLEGE STUDENTS BE REQUIRED TO SPEND SOME TIME IN THE BUSINESS WORLD PRIOR TO GRADUATION?

Questions 12-14: MANY COLLEGES REQUIRE THREE AREAS OF LEARNING TO RECEIVE A BUSINESS DEGREE: (1) GENERAL COURSES SUCH AS HISTORY, SCIENCE, ETC.; (2) COMMUNICATION SKILLS SUCH AS ENGLISH, WRITING, SPEECH, ETC.; (3) BUSINESS REQUIRED SKILLS SUCH AS ACCOUNTING, ECONOMICS, MANAGEMENT, ETC. TO SUCCEED IN THE BUSINESS WORLD, WHICH, IN YOUR OPINION, IS THE MOST IMPORTANT AND WHICH IS THE LEAST IMPORTANT?

Question 15: WHAT ARE THE MAJOR WEAKNESSES OF BUSINESS GRADUATES?

Question 16: WHAT ARE THE MAJOR STRENGTHS OF BUSINESS GRADUATES?

Question 17: Mark business.

Question 18: Mark manager of president of company.

Question 19: HOW MANY YEARS HAVE YOU HAD A POSITION OF MANAGEMENT IN THE
BUSINESS WORLD?

Question 20: Mark male or female. If you ar not absolutely sure as
to the sex of the interviewee, ask.

Check to make sure the form is complete. If it is complete say:
THANK YOU VERY MUCH. THIS INFORMATION WILL BE OF IMMENSE VALUE.

APPENDIX I

[illegible]

[illegible]

College Names	Course Titles																		
	Accounting I	Principles of Marketing	Business Law I	Statistics I	Accounting II	Principles of Economics I	Principles of Economics II	Principles of Management	Business Finance	Data Processing	Business Policies	Business Communication	Money & Banking	Statistics II	Management Accounting	Organization (Behavioral Science)	Business Law II	Introduction to Business	Production Management
Central College Pella, IA - 74	X				X	X	X	X	X					X					
University of Iowa Iowa City, IA - 74	X	X	X	X	X	X	X	X	X					X					
Morehead State University Morehead, KY - 75	X	X	X		X	X	X	X	X	X		X							X
Western Kentucky University Bowling Green, KY - 75	X	X	X	X	X	X		X	X	X	X			X					
Emporia Kansas State College Emporia, KS - 75	X	A	X	X	X				X	X	X							X	
University of New Orleans New Orleans, LA - 76	X	X	X	X		X	X	X	X	X	X	X	X	X	X			X	
Loyola University New Orleans, LA - 74	X	X	X	X	X	X	X	X	X		X		X	X	X		X		
Louisiana State University Baton Rouge, LA - 75	X	X	X	X		X	X	X	X			X			X				
University of Maine Portland-Corham, ME - 75	X	X	X			X	X	X		X									
Eastern Michigan University Ypsilanti, MI - 75	X	X	X		X			X	X			X							
University of Detroit Detroit, MI - 75	X	X		X	X	X	X		X	X	X		X			X			
Northern Michigan University Marquette, MI - 75	X	X	X		X			X		X	X	X			X				
Grand Valley State College Allendale, MI - 75	X	X	X	X	X	X	X	X	X	X	X		X						
Ferris State College Big Rapids, MI - 75	X	X	X	X	X			X			X	X			X				
Mankato State College Mankato, MN - 75	X	X	X	X	X	X	X	X	X										
Bemidji State College Bemidji, MN - 75	X	X	X	X	X	X	X	X		X			X						
St. Louis University St. Louis, MO - 75	X	X	X	X	X	X	X	X	X					X					

College Names	Course Titles																								
	Accounting I	Principles of Marketing	Business Law I	Statistics I	Accounting II	Principles of Economics I	Principles of Economics II	Principles of Management	Business Finance	Data Processing	Business Policies	Business Communication	Money & Banking	Statistics II	Management Accounting	Organization (Behavioral Science)	Business Law II	Introduction to Business	Production Management	Intermediate Economic Theory	Business Math	Advanced Math	Information Systems	Other*	
University of Missouri St. Louis, MO - 75	X	X	X	X		X	X		X		X				X	X									O
College of Great Falls Great Falls, MT - 75	X	X	X	X	X	X	X	X	X		X		X	X	X		X								C
Eastern Montana College Billings, MT - 75	X	X	X	X	X	X	X	X	X			X		X						X					
Nebraska Wesleyan University Lincoln, NB - 74	X	X	X	X	X	X	X	X	X			X													
Creighton University Omaha, NB - 74	X	X	X	X	X	X	X	X	X		X														
Chadron State College Chadron, NB - 75	X		X	X	X	X	X	X				X						X							
Wayne State College Wayne, NB - 75	X	X	X	X	X	X		X	X			X		X											
University of Nebraska at Omaha, NB - 75	X	X	X	X	X	X	X	X	X		X	X	X	X		X									
University of Nevada Las Vegas, NV - 76	X	X	X	X	X	X	X	X	X		X	X	X	X											
University of Nevada Reno, NV - 74	X	X	X	X		X	X	X	X				X	X	X	X	X				X				
New England College Henniker, NH - 75	X			X	X	X			X																
Plymouth State College Plymouth, NH - 74		X	X	X		X	X	X	X		X	X				X	X								
Fairleigh Dickinson Univ. Teaneck, NJ - 74	X	X	X	X				X	X		X	X	X	X			X								
Rider College Trenton, NJ - 75	X	X	X	X	X			X	X	X				X											
Seton Hall South Orange, NJ - 75	X	X	X	X	X	X	X	X	X		X		X												
Monmouth College West Long Beach, NJ - 75	X	X	X	X		X		X	X			X				X									
Montclair State College Upper Montclair, NJ - 75	X	X	X	X	X			X	X	X			X												

TABLE 37--Continued

College Names	Course Titles																					
	Accounting I	Principles of Marketing	Business Law I	Statistics I	Accounting II	Principles of Economics I	Principles of Economics II	Principles of Management	Business Finance	Data Processing	Business Policies	Business Communication	Money & Banking	Statistics II	Management Accounting	Organization (Behavioral Science)	Business Law II	Introduction to Business	Production Management	Intermediate Economic Theory	Business Math	Advanced Math
Eastern New Mexico University Portales, NM - 75	X	X	X	X	X			X	X	X		X										
New Mexico Highlands Univ. Las Vegas, NM - 75	X	X	X	X	X	X	X	X	X	X					X							
College of Santa Fe Santa Fe, NM - 75	X	X	X	X	X	X	X	X	X			X	X	X								1
Manhattan College Riverdale, NY - 74	X	X	X	X	X	X	X	X	X	X			X		X						X	
Potsdam State College Bugsalo, NY - 74	X		X		X	X	X	X		X	X			X		X						
Baruch College, City Univ. of New York, NY - 74	X	X	X	X	X	X		X	X		X											
St. John's University Jamaica, NY - 75		X	X	X		X	X	X	X	X			X	X								c
Russell Sage College Troy, NY - 75	X	X	X	X	X	X	X	X	X	X	X		X									j r
Niagara University Niagara Falls, NY - 75	X	X	X	X	X	X	X	X	X		X		X			X						k
Wagner College Staten Island, NY - 75	X		X			X	X						X			X						
Iona College New Rochelle, NY - 74	X	X	X	X	X	X	X	X	X				X			X						
Eton College Eton, NC - 74	X	X	X	X	X	X	X	X	X				X							X		k
Minot State College Minot, ND - 74	X	X	X	X	X			X	X	X												s
Kavler University Cincinnati, OH - 74	X	X	X	X	X	X	X	X	X		X		X						X			
Wittenberg University Springfield, OH - 74	X		X	X	X	X	X	X	X				X									
Baldwin Wallace College Berea, OH - 74	X			X	X	X	X															
John Carroll University Cleveland, OH - 74	X	X	X	X	X	X	X	X	X	X	X	X		X								
University of Tulsa Tulsa, OK - 74	X	X	X	X	X			X	X		X	X				X						

TABLE 37--Continued

College Names		Course Titles
Central State University Edmond, OK - 75	X	Accounting I
Westminster College Salt Lake City, UT - 76	X	Principles of Marketing
	X	Business Law I
	X	Statistics I
	X	Accounting II
	X	Principles of Economics I
	X	Principles of Economics II
	X	Principles of Management
	X	Business Finance
		Data Processing
		Business Policies
	X	Business Communication
		Money & Banking
		Statistics II
		Management Accounting
		Organization (Behavioral Science)
		Business Law II
	X	Introduction to Business
		Production Management
		Intermediate Economic Theory
		Business Math
		Advanced Math
		Information Systems
		Other*

*Letters denote:

- a Personal Adjustment to Business
 b Business & Government
 c Development of Economic Systems in the U.S.
 d. Typewriting
 e Management Economics
 f Introduction to Fortran
 g Cost Accounting
 h Salesmanship
 i Micro/Macro Economics
 j Price Theory
 k Industrial Relations
 l Insurance
 m Personal Finance
 n Federal Taxation
 o Human Behavior
 p Production & Inventory Control
 q Business Research Techniques
 r Personnel Management
 s Intermediate Accounting
 t No Business Program