

**A FOLLOW-UP STUDY OF THE  
GRADUATES OF THE SCHOOL OF  
BUSINESS AND ECONOMICS  
( FORMERLY THE DEPARTMENT OF  
BUSINESS AND ECONOMICS )  
OF AUSTIN PEAY STATE  
UNIVERSITY, CLARKSVILLE,  
TENNESSEE FOR THE YEARS  
1963 - 1968, INCLUSIVE**

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**AGNES BURNEY ELLIS**

A FOLLOW-UP STUDY OF THE GRADUATES  
OF THE SCHOOL OF BUSINESS AND ECONOMICS  
(Formerly the Department of Business and Economics)  
OF AUSTIN PEAY STATE UNIVERSITY, CLARKSVILLE, TENNESSEE  
FOR THE YEARS 1963-1968, INCLUSIVE

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An Abstract  
Presented to  
the Graduate Council of  
Austin Peay State University

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts  
in Education

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by  
Agnes Burney Ellis  
August, 1969



## ABSTRACT

A follow-up study was made of the graduates of the School of Business and Economics (formerly the Department of Business and Economics) of Austin Peay State University, Clarksville, Tennessee, for the years 1963-1968, inclusive.

A questionnaire was mailed to three hundred and forty-four graduates to collect vocational information which could be used by the faculty to give direction to the growth of the School of Business and Economics by serving as (1) bases for faculty discussions, (2) guides for student advisement, (3) guides for the curriculum development, and (4) guides for the development of business and economics majors. Mr. Glenn Gentry, Director of the School of Business and Economics, authorized the study. This vocational information was key-punched on IBM cards and a program written by the University Computer Center summarizing the information.

The results of the findings from the one hundred and thirty-six respondents, or 39.7 percent, were as follows:

1. The majority of the respondents completed all their undergraduate work at Austin Peay.
2. The factor of location was reported by the graduates as influencing them to attend Austin Peay.

3. The factor of demand for qualified people in the field of business was reported by the graduates as influencing them to major in the field of business.

4. The majority of the graduates was well satisfied or satisfied with their majors.

5. Business Administration majors returned the majority of the questionnaires.

6. If the graduates entered Austin Peay under the same circumstances, they would again select the same major.

7. If the graduates were re-entering Austin Peay as a freshman today, the majority would again select the same major.

8. Elementary Accounting, Business Communications, Advanced Typewriting, Principles of Economics and Price Theory I, Marketing and Principles of Marketing were the courses of very great value to the graduates who had taken them.

9. Municipal and Government Accounting, Data Processing, Payroll Accounting, Business Cycles and Forecasting, and Public Relations were the courses the graduates did not take but wished they had taken.

10. Freshman English was the most valuable course the majority of the graduates took outside their major field.

11. The majority of the graduates have not taken special courses since graduating from Austin Peay.



12. Approximately forty-seven percent of the graduates have either completed or are working for an additional degree.

13. Approximately eighty-seven percent of the graduates have not received any special awards or achievements since graduation.

14. Teaching was the position which received the most responses.

15. The salary range receiving the majority of the responses was the \$5,000 to \$7,999 range.

16. The typewriter was checked as the office machine used the most in the positions held by the graduates.

A testing of the sample for reliability showed (1) the profile of the sample compared favorable with the profile of the true universe. (2) The common-sense examination showed that the sample was not taken for the purpose of measuring a rare and unique condition in the population; and the variates, sex, majors, and year graduated, did not have a wide range in the population. (3) The number of questionnaires returned was larger than the number shown necessary for a random sample of a finite universe to have a reliability of a two percent allowable error and a ninety-nine percent confidence level.

On the basis of these results, the researcher concluded from the vocational information received from the questionnaires of the study that (1) The summary of the findings in the present study are similar to the findings of the 1963 follow-up study. (2) Since neither

the 1963 follow-up study nor the present study made a follow-up on the nonrespondents, the reliability of the two findings were of equal value. (3) Information from this sample was adequate. (4) The faculty will be able to rely on the information from the one hundred and thirty-six respondents.

Because of these findings, the following recommendations were made: (1) That the information be combined with other known factors and trends to give direction to the growth of the School of Business and Economics, thereby helping establish guidelines for the development of curriculum and majors within the School of Business and Economics and the advisement of students. (2) That the information serve as a basis for faculty discussions aimed at the improvement of its professional knowledge and understanding of the School. (3) That similar follow-up studies of the graduates of the School of Business and Economics be made every three to five years. (4) That when making these surveys, consideration be given to the selection of another type of survey instrument, such as random sampling and interviews in lieu of the mailed questionnaire. (5) That an additional study be made for the purpose of studying response bias in the nonrespondents of the present study. (6) That a study be made of the nonrespondents of the present follow-up study. (7) That computer programs be written using the IBM cards of the present

study for: (a) analysis by sex, (b) analysis by year of graduation,  
(c) comparison of majors with positions now held, and (d) comparison  
of majors with salaries.



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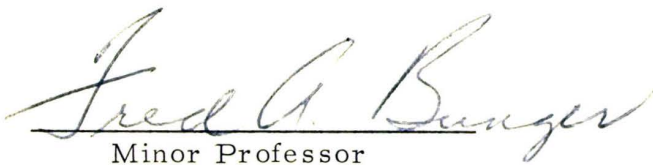
August, 1969

To the Graduate Council:

I am submitting herewith a Thesis written by Agnes Burney Ellis entitled "A Follow-Up Study of the Graduates of the School of Business and Economics (Formerly the Department of Business and Economics) of Austin Peay State University, Clarksville, Tennessee, for the years 1963-1968, inclusive." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts in Education, with a major in Business.

  
Major Professor

We have read this thesis and  
recommend its acceptance:

  
Minor Professor

  
Third Committee Member

Accepted for the Council:

  
Dean of the Graduate School

## ACKNOWLEDGEMENTS

I wish to express my sincere appreciation to Dr. Christine Stroop, Major Advisor, for her guidance and encouragement and patience; Mr. Glenn Gentry, Director of the School of Business and Economics, for his advice and helpful suggestions; Dr. Fred Bunger, Minor Advisor, for his advice and encouragement; Dr. J F Burney, the third member of my thesis committee for his patience, advice and guidance; Dr. Ellis Burns for his advice and suggestions; and the faculty members of the School of Business and Economics for their advice, suggestions, and helpful comments.

Also, I wish to express my appreciation to the Admissions Office, Alumni Office, University Computer Center, and the Public Relations Office at Austin Peay State University for their assistance.

In addition, I wish to express my appreciation to Mrs. Virginia Tenney, Miss Martha Boatwright, and Miss Suzy Lashlee for their much needed help.

Finally, I wish especially to thank my husband for his understanding, his patience, and his advice.



## TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION. . . . .	1
Authorization. . . . .	2
THE PROBLEM. . . . .	2
Statement of the Problem. . . . .	2
Purpose of the Study. . . . .	2
Importance of the Study. . . . .	3
Limitation of the Study. . . . .	5
Definition of Terms. . . . .	6
Assumptions. . . . .	8
II. REVIEW OF RELATED LITERATURE AND RESEARCH. . .	9
The Methodology of Education Research. . . . .	12
Criteria for Survey Techniques. . . . .	13
Design and Structure of the Questionnaire. . . . .	14
Coding Data for Computer. . . . .	15
A Review of Follow-up Studies of College Graduates. . .	16
HISTORICAL BACKGROUND OF PREVIOUS STUDY. . . .	18
Local Setting for the University. . . . .	19
Historical Background of the University. . . . .	19
Local Setting of the 1963 Follow-up Study. . . . .	20
Description of the 1963 Follow-up Study. . . . .	21
Brief of the Findings of the 1963 Follow-up Study. . . .	22

CHAPTER	PAGE
III. METHODS AND PROCEDURES OF THE STUDY. . . . .	23
Construction of the Questionnaire. . . . .	23
Compilation of Mailing List for Universe. . . . .	26
Mailing the Questionnaire. . . . .	26
Editing and Tabulation of the Questionnaire. . . . .	27
Publicity of the Follow-up Study . . . . .	29
ORGANIZATION OF THE STUDY. . . . .	29
IV. PRESENTATION AND DISCUSSION OF THE FINDINGS. . .	31
Summary of Findings . . . . .	49
Reliability of the Sample. . . . .	52
Comparison of the Profile of the Sample with the Profile of the Universe . . . . .	54
Common-Sense Discussion Method. . . . .	60
Statistical Formula for a Finite Universe . . . . .	60
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS. .	63
Summary. . . . .	63
Conclusions . . . . .	67
Recommendations . . . . .	69
BIBLIOGRAPHY. . . . .	71
APPENDIX . . . . .	74

## LIST OF TABLES

TABLE		PAGE
I.	Completion of Undergraduate Work at Austin Peay. . . .	31
II.	Factors Influencing Graduates to attend Austin Peay. . .	32
III.	Factors Influencing Selection of Major in the field of Business. . . . .	34
IV.	Classification of Majors within the School of Business Economics. . . . .	35
V.	Degree of Students' Satisfaction with their Majors. . . .	36
VI.	Evaluation of Major by Business Graduates. . . . .	37
VII.	Courses Taken or Wished Taken by Business Graduates Receiving Largest Number of Responses. . . . .	39
VIII.	Most Valuable Courses Completed by Business Majors Outside of the Business Department. . . . .	40
IX.	Special Courses taken by Graduates since Graduating from Austin Peay. . . . .	42
X.	Additional Education of Graduates since leaving Austin Peay. . . . .	43
XI.	Special Awards or Achievements Received since leaving Austin Peay . . . . .	44
XII.	Office Machines used in Employment. . . . .	45



TABLE	PAGE
XIII. Top Salary Range for Austin Peay Graduates . . . . .	46
XIV. Positions held by Austin Peay Business Graduates. . . .	47
XV. Profile of the 315 Members of the True Universe . . . . .	57
XVI. Profile of the 136 Members of the Sample . . . . .	58
XVII. Master Profile for 1963 - 1968 . . . . .	59

## CHAPTER I

### INTRODUCTION

Dr. Elvin Eyster stated, "If nothing is as permanent as change, it must therefore follow that no teacher contributes more to his students and his society than that teacher who prepares his students to cope with change in that society."<sup>1</sup>

The American collegiate schools of business have indicated that they are alert to today's changing American Society through changing curriculums, through re-evaluating and re-defining objectives and improving teaching methods. In keeping with this philosophy, Austin Peay State University's School of Business and Economics is continuously re-evaluating its program to meet the changes in our American Society.<sup>2</sup> In 1963, the faculty of the Department of Business made a follow-up study of the graduates from 1947 through 1962. (A complete description of the study is found in "Historical

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<sup>1</sup>Eyster, Dr. Elvin S, "A Philosophy of Business Education To Meet Change," Business Education Meets The Challenges of Change, National Business Education Yearbook No. 4, National Business Education Association, Washington, D. C. 1966, p. 187.

<sup>2</sup>Olson, Dr. Milton C., "Collegiate Schools of Business," Business Education Meets The Challenges of Change, National Business Education Yearbook, No. 4, National Business Education Association, Washington, D. C., 1966, p. 174.

Background of Previous Study," Chapter II.)

### Authorization

After completing the 1963 study, the faculty of the Department of Business recommended that similar periodic studies be used in the future as departmental guides. Therefore, the present follow-up study for 1963-1968, inclusive, was authorized by Mr. Glenn Gentry, Director of the School of Business and Economics, Austin Peay State University, Clarksville, Tennessee. (See Appendix for letter of authorization.)

## THE PROBLEM

### Statement of the Problem

The problem was to make a follow-up study of the graduates of the School of Business and Economics (formerly the Department of Business and Economics) of Austin Peay State University, Clarksville, Tennessee, for the years 1963-1968, inclusive.

### Purpose of the Study

The purpose of this follow-up study was to collect and summarize vocational information received from the graduates of the School of Business and Economics from 1963-1968, inclusive. This vocational information will help the faculty of the School of



Business and Economics direct the School's growth by serving as:

(1) bases for faculty discussions, (2) guides for student advisement, (3) guides for the curriculum development, and (4) guides for the development of business and economics majors.

### Importance of the Study

According to J. Frank Dame, the alumni of a school is "the most important single factor in focusing attention on needed renovation of the curriculum."<sup>3</sup>

In 1963, the faculty of the Department of Business conducted a follow-up study of all business graduates of Austin Peay State College from 1947 through 1962. (For a complete description, see "Historical Background of Previous Study, Chapter II.") The primary purpose of the 1963 study was to assemble information received from questionnaires "that when combined with other known factors and trends would give direction to the growth of the department of business."<sup>4</sup>

The findings of the 1963 follow-up study were to be used in faculty discussions whereby the faculty would draw its own conclusions.

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<sup>3</sup>Dame, J. Frank and Albert R. Brinkman, Guidance in Business Education, South-Western Publishing Co., Cincinnati: 1961, p. 141-42.

<sup>4</sup>Austin Peay State College, "A Follow-Up Study of The Graduates of the Department of Business of Austin Peay State College for the years 1947-62," (A study prepared by the Department of Business, Austin Peay State College, Clarksville, Tennessee.) 1963, p. 1.

The faculty discussions were to be the actual worth of the study.<sup>5</sup>

Since six years have elapsed and since keeping up with change is a continuous process, a periodic follow-up study of Austin Peay's business graduates would provide needed current information to the faculty of the School of Business and Economics. Through periodic studies, the faculty should be able to learn (1) what the graduates are doing, (2) what the duties are in their work, (3) what the salary range for their work is, (4) how well Austin Peay's program of study prepared them for their work, and (5) whether or not they are satisfied with their major in business.

The importance of follow-up studies as stated by Dame is:

The follow-up study, carefully administered, will yield findings that may become the groundwork for practical curriculum revision. At the same time, results of such a study will help keep business department faculty members alert to current conditions and demands in business.<sup>6</sup>

The faculty of the School of Business and Economics at Austin Peay should learn from follow-up studies as follows: (1) the availability of current jobs, (2) the salary ranges of these current jobs, (3) the duties of these jobs to up-date job requirements, and (4) whether or not the graduates are happy and satisfied with their major(s). This current vocational information is needed to advise

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<sup>5</sup>Ibid.

<sup>6</sup>Dame and Brinkman, op. cit., p. 142.

the new student majoring in the field of business. Equally important, this information will help the faculty improve the advisement of the student currently majoring in business.

In addition, follow-up studies give the alumni an opportunity to express themselves concerning their likes and dislikes about the school, its curriculum, and even about its faculty. Therefore, this opportunity of self-expression "clears the air" for the alumni, making them feel closer to their school thus increasing their loyalty to the University.

#### Limitation of the Study

The 1963 follow-up study was "limited to time, energy, and funds spent so that future periodic follow-up studies may be made without hampering the faculty in the performance of its regular duties and without involving a large share of departmental funds."<sup>7</sup> For these reasons, the current follow-up study is limited to: (1) a survey of all living graduates of Austin Peay State University, Clarksville, Tennessee, who received degrees in business with majors in accounting, business administration, business education, economics, marketing, or secretarial studies during the college years 1963-1968, inclusive; (2) information received from questionnaires mailed June 30, 1969,

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<sup>7</sup> Austin Peay State College, loc. cit.

and returned by July 21, 1969, in summarizing information comparable to the information secured by the 1963 follow-up study; and (3) information which can be used to measure the relative value of a business degree in accounting, business administration, business education, economics, marketing, or secretarial studies to jobs or to further education.

### Definition of Terms

"In no other time in history was it so important to use the right words in the right place in the right way to convey what we have in our minds."<sup>8</sup>

To bring about a better understanding of certain words used in this study, these words are defined as follows:

Survey. "A survey is a form of planned collection of data for the purpose of description or prediction as a guide to action or for the purpose of analyzing the relationship between certain variables."<sup>9</sup>

Follow-Up. "A survey to learn what former students are doing after their school experience."<sup>10</sup>

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<sup>8</sup>Aurner, Robert R. and Morris Philip Wolf, Effective Communication in Business, South-Western Publishing Company, Cincinnati: 1967, p. v.

<sup>9</sup>Oppenheim, A. N., Questionnaire Design and Attitude Measurement, Basic Books, Inc. Publishers, New York: 1966, p. 1.

<sup>10</sup>Dame and Brinkman, op. cit., p. 140.



Questionnaire. The questionnaire used for this follow-up study was composed of questions relating to the School of Business and Economics curriculum, amount of education received at Austin Peay, how satisfied the graduates are with their majors, what jobs they now have or have had since graduating. (See Appendix for a copy of the questionnaire.)

Respondent. The graduate who returned the questionnaire.

Nonrespondent. The graduate who did not return the questionnaire.

Universe. "This is the total group from which the sample is selected."<sup>11</sup>

Sample. "A part of anything presented for inspection, or shown as evidence of the quality of the whole."<sup>12</sup>

Graduate. In this particular follow-up study, reference to graduate means the person who completed all requirements for a degree in business with a major in accounting, business administration, business education, economics, marketing, and/or secretarial studies at Austin Peay State University in the years 1963-68, inclusive.

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<sup>11</sup>Leabo, Dick A. and C. Frank Smith, Basic Statistics for Business and Economics, Richard D. Irwin, Inc., Homewood, Illinois, 1964, p. 165.

<sup>12</sup>Webster's New Collegiate Dictionary, G & C Merriam Co., Springfield, Mass., 1949, p. 748.

Major. The particular field of study in the School of Business and Economics, such as accounting, business administration, business education, economics, marketing, and/or secretarial studies.

University. In this follow-up study, reference to University means Austin Peay State University, Clarksville, Tennessee.

Faculty. Faculty in this study was used referring to the faculty of the School of Business and Economics.

### Assumptions

A search was made for related literature and research methods, information on similar questionnaire design and construction, and the 1963 follow-up study. After the literature was reviewed and studied, the following assumptions have been accepted without testing:

- (1) The answers to the questionnaire items were honest.
- (2) All respondents interpreted the "value" and "great value" questions with equal degree of understanding.
- (3) The students remembered what they had taken from the course titles.
- (4) All questionnaires not returned by the U. S. Post Office reached the graduates.

## CHAPTER II

### REVIEW OF RELATED LITERATURE AND RESEARCH

For the purpose of becoming thoroughly acquainted with the literature and research studies pertaining to follow-up studies of college graduates, the following indices were checked under the topics of "follow-up," "surveys," "research," and "business education." The years of 1963 through 1968 of these indices were checked.

The Business Education Index

The Education Index

The Encyclopedia of Research

The Reader's Guide to Periodical Literature

The above indices are in the library of Austin Peay State University, Clarksville, Tennessee.

In addition to the above indices, Monographs published by South-Western Publishing Company and the following periodicals dated from 1960 through 1968 were checked.

Business Education Forum

The Balance Sheet

The Delta Pi Epsilon Journal

Journal of Business Education

Business World

National Business Education Quarterly

Also, the card catalogue of the Austin Peay State University Library was checked. In the card catalogue, the categories of "follow-up," "surveys," "questionnaires," and "methods of research" were checked.

An unpublished thesis, Principles of Follow-Up Research in Business Education, by Robert A. Lowry from Indiana University, Bloomington, Indiana, was secured for review through the intra-library loan service. Concerning the review of related literature, Lowry said that in reviewing the related literature for a follow-up study, probably the only related studies which are important are "those that have been completed in the same school."<sup>13</sup> Therefore, the 1963 follow-up study conducted by the faculty of the business department of Austin Peay was studied in detail.<sup>14</sup> (A brief summary of the finding was prepared and placed in the Appendix.)

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<sup>13</sup>Lowry, Robert A., Principles of Follow-Up Research in Business Education, Unpublished Ed.D. thesis, Bloomington, Indiana, Indiana University, 1958, p. 137-138.

<sup>14</sup>Austin Peay State College, Department of Business, "A Follow-Up Study of the Graduates of the Department of Business at Austin Peay State College for the years 1947-1962." (A study conducted by the faculty of the business department for internal use.) 1963.



From the "Review of the Related Literature and Research" section of Lowry's thesis, the following set of criteria for developing a follow-up study was devised by the researcher for use in the present study. (1) Be sure the title of the study is stated clearly and briefly. (2) Be sure the number of years the study will cover is stated and defined. (3) Be sure to explain why the study covers these particular years. (4) Be sure a historical check was made to determine whether or not a previous study had been made at the school. (5) Be sure a description of any previous study made in the school is described in the present follow-up study. (6) Be sure the school is properly located in the title of the study. (7) Be sure a brief description of the community and the school is given. (8) Be sure all addresses of the graduates have been verified as nearly as possible and stated as such in the study.<sup>15</sup>

The review of other related literature for the study was classified into the following categories:

1. The methodology of education research
2. Criteria for survey techniques
3. Design and structure of the questionnaire
4. Coding data for computer
5. A review of follow-up studies of college graduates

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<sup>15</sup> Lowry, op. cit., pp. 136-141, 148.

6. A description of the 1963 follow-up study conducted by faculty of the business department

### The Methodology of Education Research

According to Lomax and Wilson, the "intelligent use of research methodology is one of the main ways to solve problems and to bring about improvements in business education."<sup>16</sup> Furthermore, they say "scientific or research methodology is essentially the same process as that of reflective thinking as found in inductive and deductive reasoning."<sup>17</sup> Good, Barr, and Scates agree that the scientific method of research involves a double movement of thought, "the particular to the general and the general to the particular."<sup>18</sup> Travers carries this definition a step further as: "Educational research represents an activity directed toward the development of an organized body of scientific knowledge about the events with which educators are concerned."<sup>19</sup>

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<sup>16</sup>Lomax, Paul S., and E. Harmon Wilson, "Improving Research in Business Education." Monograph 105, South-Western Co., Cincinnati: 1962, p. 1.

<sup>17</sup>Ibid., p. 2.

<sup>18</sup>Good, Carter V., A. S. Barr, and Douglas E. Scates, The Methodology of Educational Research. Appleton-Century-Crafts, Inc., New York: 1941, p. 8.

<sup>19</sup>Travers, Robert M. W., An Introduction to Education Research, The Macmillan Co., New York: 1964, p. 5.

According to Lomax and Wilson, the "purpose of research is to search in an organized and scholarly manner for a better way of doing things."<sup>20</sup> Nevertheless, until the new way is proven the better way, the old way is usually followed by the researcher.<sup>21</sup>

Nolan, Hayden, and Malsbary in answer to the question, "What is the best method and technique of collecting data in research?" decided that the answer depends upon the type of information needed.<sup>22</sup>

### Criteria for Survey Techniques

According to Dame, the survey method has attracted the attention of numerous people. Because of improved communications, the people of today are better informed and are more knowledgeable of facts. Therefore, the survey method should be approached with scientific attitudes and techniques of research.<sup>23</sup> Erickson and Oliverio stated that before a survey instrument was used, the following criteria should be applied to the instrument. (1) Pilot group tryout and analysis of preliminary form of the survey instrument.

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<sup>20</sup>Lomax and Wilson, op. cit., p. 1.

<sup>21</sup>Ibid.

<sup>22</sup>Nolan, C. A., Carlos K. Hayden, and Dean R. Malsbary, Principles and Problems of Business Education, South-Western Publishing Co., Cincinnati: 1967, p. 574.

<sup>23</sup>Dame, J. Frank, and Albert R. Brinkman, Guidance in Business Education, South-Western Publishing Co., Cincinnati: 1961, p. 93.

(2) Expert judgment of the survey instrument by recognized research authorities or by an advisory committee. (3) A final careful revision and inspection of the survey form. (4) Special validity and reliability checks. (5) Editing of survey instrument returns. (6) Analysis of the respondent population according to the returned survey instruments which are usable in the study. (7) Analysis of nonreturns in each of the subgroups of the survey population. (8) Tabulation of the collected data and making any needed statistical analyses of such data.<sup>24</sup>

### Design and Structure of the Questionnaire

Oppenheim states that "A questionnaire is not just a list of questions or a form to be filled out. It is essentially a scientific instrument of measurement and for collecting particular kinds of data."<sup>25</sup>

In addition, Oppenheim discusses the design, problems of design, construction, collecting, and analyzing of data by coding; also, he discussed the problem of response bias of a universe. Two methods to find out in what way a bias has been reduced is: "(1) by

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<sup>24</sup>Erickson, Lawrence W., and Mary Ellen Oliverio, "Evaluative Criteria for Survey Instruments in Business Education," Monograph 111, South-Western Publishing Co., Cincinnati: 1964, p. 12.

<sup>25</sup>Oppenheim, A. N., Questionnaire Design and Attitude Measurement, Basic Books, Inc., Publishers, New York: 1966, p. 2.



comparing respondents with nonrespondents on the original sampling list (in terms of geographical location, date of birth, first letter of family name, sex, type of qualifications), and (2) by comparing early respondents with late respondents (in terms of their answers to the questionnaire)."<sup>26</sup>

### Coding Data for Computer

Jasper J. Sawatzky provided information on using the computer in the research process. In his study, a copy of his coded questionnaire was helpful in constructing the questionnaire for the present study.<sup>27</sup> This copy was helpful in the present study.

Erickson and Oliverio provided suggestions for coding a questionnaire. Developing a system for coding questions on the survey instrument and the collected data aids in the tabulation of the data.<sup>28</sup>

Oppenheim devoted a chapter in his book on "The Quantification of Questionnaire Data." This chapter deals with coding of the questions and analyzing the data.<sup>29</sup>

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<sup>26</sup>Oppenheim, op. cit., p. 34.

<sup>27</sup>Sawatzky, Jasper J., "Use of the Computer in the Research Process," The Delta Pi Epsilon Journal, Vol. X, No. 1, November 1967, p. 1-8.

<sup>28</sup>Erickson and Oliverio, op. cit., p. 60-61.

<sup>29</sup>Oppenheim, op. cit., p. 223-260.

The National Education Association's Special Project on School Dropouts published a book on the project. This book contained information on coding survey instruments for the computer.<sup>30</sup>

### A Review of Follow-Up Studies of College Graduates

In reviewing the literature for the present study, it became evident to the researcher that there was a wealth of follow-up studies of graduates. This was found true especially for the high school graduate, more so, than the college graduates.

As noted previously in this chapter, Lowry stated that the only important study in related literature for a follow-up study, was the previous follow-up study done by a school, if a study was done. Lowry further stated that a practice of carefully reviewing the related literature on follow-up research should help improve the quality of follow-up research.<sup>31</sup> The improvement of the quality of follow-up research could be accomplished in reviewing related literature by "revealing similarities and differences in problems, purposes, techniques, and procedures, and identifying results that may be expected to be used for comparisons later."<sup>32</sup> The

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<sup>30</sup>Schreiber, Daniel, Dropout Studies Design and Conduct, National Education Association, Washington, D. C., 1965, p. 59-60.

<sup>31</sup>Lowry, op. cit., p. 137.

<sup>32</sup>Ibid., p. 138.

researcher of the present study used this critical analysis in the study of similar follow-up research.

Elsie L. Hibdon conducted a follow-up study of the business education graduates of Chico State College, Chico, California. The purpose of this study was to see how well prepared the business graduates were in their teaching positions. The majority of the graduates were well prepared in knowledge of the subject matter.<sup>33</sup>

Fitzgerald made a follow-up study of the 1959-63 business education graduates of Mankoto, Minnesota. The purpose was to determine the effectiveness of the business education curriculum. The conclusions were the courses most valuable to them in their teaching, the most important general courses, courses which needed emphasis, and courses which should be required of business education majors.<sup>34</sup>

Ong conducted a follow-up study of Arizona State University students graduating in the years 1958-1964 with majors in business. The finding of this study was that the data and suggestions of the

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<sup>33</sup>Hibdon, Elsie L., "Follow-Up Study of the Business Education Graduates, Chico State College, Chico, California, 1947-56, The National Business Education Quarterly, Vol. 29, No. 1, pp. 30-31.

<sup>34</sup>Fitzgerald, Lowell C., "A Follow-Up Study of the 1959-1963 Business Education Graduates of Mankoto State College, Mankota, Minnesota," The National Business Education Quarter, Vol. 35, No. 1, October 1966, p. 9.

business education graduates should be given consideration in evaluating its business teacher training program.<sup>35</sup>

Lois A. Wall did a similar study of the business education graduates of Southern Illinois University, Edwardsville Campus. The purpose was to determine the status and opinions of these graduates concerning the extent and quality of their preparation for teaching. The findings were that the majority of the respondents (thirty-six) were teaching or had recently taught; five had never taught; and the remaining four were teaching on the elementary level or in some other area.<sup>36</sup>

After reviewing the above related literature and research studies, the 1963 follow-up study conducted by Austin Peay faculty was reviewed. The following section of the present study gives a brief description of the historical background of the 1963 study.

## HISTORICAL BACKGROUND OF PREVIOUS STUDY

So the reader will have a better understanding of the 1963 follow-up study of Austin Peay State University's graduates as well

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<sup>35</sup>Ong, Joycelyn Marie, "A Follow-Up Study of Arizona State University Students Graduating in the Years 58-64, with Majors in Business Education," The National Business Education Quarterly, Vol. 36, No. 1, October 1967, pp. 52-53.

<sup>36</sup>Wall, Lois A., "A Follow-Up Study of the Business Education Graduates of Southern Illinois University, Edwardsville, Campus," The National Business Education Quarterly, Vol. 36, No. 1, October 1967, p. 78.



as of the present study, a brief description of the local setting for the University is given.

### Local Setting for the University

Clarksville, Tennessee, founded in 1784 and named for General George Rogers Clark, famous Indian fighter and frontiersman, is situated on the Cumberland River in the northern part of middle Tennessee. Clarksville is also located on U. S. Highway 41-A between Evansville, Indiana, and Nashville, Tennessee, and on U. S. 79 between Memphis, Tennessee, and Louisville, Kentucky. In 1785, Clarksville became a town and in 1820 was chartered a city. Today, 1969, Clarksville's population was estimated at 36,000 and 65,000 for the city and the county, respectively.<sup>37</sup>

### Historical Background of the University

By an Act of the General Assembly in 1927, Austin Peay Normal School was created as a junior college and teacher training school. This school was named for one of Tennessee's great governors, Governor Austin Peay, who was a native Clarksvillian.

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<sup>37</sup>Clarksville Chamber of Commerce, "An Introduction to Clarksville, Tennessee and The Home of Austin Peay State University," South Central Bell Telephone Company Telephone Directory, November 1968, yellow pages.



On February 4, 1943, by an Act of the Tennessee Legislature the name of the school was changed to Austin Peay State College. Then, on September 1, 1967, Austin Peay was granted university status by the State Board of Education.<sup>38</sup>

Today, "Austin Peay State University is a state-supported, multipurpose University. It awards both the B. S. and B. A. degrees in the area of Arts and Sciences and the B. S. degree in Elementary and Secondary Education. The M. A. degree in Education is granted with a choice of majors in the fields of biology, business, chemistry, education and psychology, geography, health and physical education, history, library science, mathematics and music. . . ."<sup>39</sup> Total enrollment for the academic year 1968-1969 was 2813 (equated enrollment).<sup>40</sup>

#### Local Setting of the 1963 Follow-Up Study

Before 1947, a few business courses were offered at Austin Peay. In 1947, three business majors in business administration, business education, and secretarial studies were offered. In 1955,

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<sup>38</sup>Austin Peay State University, Bulletin of Austin Peay State University, Clarksville, Tennessee, Vol. 38, No. 1, April 1968, p. 7.

<sup>39</sup>Clarksville Chamber of Commerce, loc. cit.

<sup>40</sup>Statement by Dean of Faculties, Austin Peay State University, personal interview, July 24, 1969.

an economics major was offered. In 1956, an accounting major was established, and in 1959, the marketing major was established. When Austin Peay State College obtained university status in 1967, the Departments of Business and Economics became the School of Business and Economics.<sup>41</sup>

### Description of the 1963 Follow-Up Study

In 1963, the faculty conducted a follow-up study of its business majors from 1947 (when the first business major was offered) through the year 1962. The purpose of this study was to assemble "information that when combined with other known factors and trends would give direction to the growth of the department of business. The study was primarily made for internal departmental use and only incidentally to communicate a public message."<sup>42</sup>

The findings were to be used as guides to the development of the curriculum and majors within the department, and in advising students. In addition, the study was to serve as a bases for departmental faculty discussions to improve its professional knowledge and understanding of the department.<sup>43</sup>

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<sup>41</sup>Austin Peay State University, op. cit., p. 1.

<sup>42</sup>Ibid., p. 7.

<sup>43</sup>Ibid., p. 1.

The findings of the 1963 study were presented as a report to the faculty who through its discussions would draw its own conclusions. These findings resulted from a questionnaire sent to three hundred and ten graduates from Austin Peay State College with a major in business. One hundred and forty-two, or 45.8 percent, responded by completing and returning the questionnaire. The mailing list for these graduates, compiled from various college records, represented 100 percent of the business graduates of the college from 1947-1962. Thus, the first follow-up study covered the entire life of the business department.<sup>44</sup>

#### Brief of the Findings of the 1963 Follow-Up Study

Since the findings of the present study will be used by the faculty for its discussions from which it will draw its own conclusions, the researcher included a summary of the 1963 study findings in the Appendix. This summary of the 1963 study findings was made so the findings of the 1963 study may be easily compared with the findings of the 1969 study if the faculty wishes to do so. (See Appendix for summary of the 1963 Follow-Up Study Findings.)

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<sup>44</sup>Ibid., p. 1-2.

## CHAPTER III

### METHODS AND PROCEDURES OF THE STUDY

Since the present follow-up study was conducted under the sponsorship of the School of Business and Economics, discussions were held with individual members of the faculty and with Mr. Glenn Gentry, who authorized the study. The primary purpose of these discussions was to determine the exact information needed, the design and construction of the questionnaire, as well as the cost, the amount of energy and time the study would require.

The procedures for this study were divided into four steps: (1) construction of questionnaire, (2) compilation of the mailing list, (3) mailing of the questionnaire, and (4) editing and tabulation of the questionnaire. Each procedure was checked by criteria developed from the related readings as reported in Chapter II, Review of Related Literature and Research.

#### Construction of the Questionnaire

After determining the information needed, an extensive research was made of related studies, literature on design, construction of questions, and study of biases. In developing the



questionnaire as the survey instrument, the following steps were taken.

1. A sample questionnaire was constructed, similar to the one used in the 1963 follow-up study, and presented to the faculty for their comments, criticisms, and suggestions. From these comments, a new questionnaire was designed and constructed similar to the questionnaire used by Dr. Jasper J. Sawatsky.<sup>45</sup>

2. Before the new questionnaire was duplicated, the following criteria used by Daniel Schreiber in the PROJECT: SCHOOL DROPOUTS sponsored by the National Education Association was used for the construction of the items for the questionnaire.

- (1) Items of information requested should be a comprehensive, useful, and discriminative as possible.
- (2) Whenever possible, questions should require exact answers.
- (3) Instructions accompanying the form should include special definitions, and directions for completion.
- (4) Questions should be so constructed as to provide for ready transfer of information to cards and magnetic tape for mechanical and electronic data processing. At the same time, hand-scoring should also be possible.
- (5) The form should include a built-in system of double-checking responses.
- (6) Size of the form should be in keeping with available record storage facilities.
- (7) It should be possible to complete the form in a reasonable amount of time.

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<sup>45</sup>Sawatzky, Jasper J., "Use of the Computer in the Research Process," The Delta Pi Epsilon Journal, Vol. X. No. 1, November 1967, p. 1-8.

- (8) Cost of reproducing the form should be economically feasible.<sup>46</sup>

3. The new questionnaire was then pre-tested by ten business graduates who received degrees before 1963, members of the business and economic faculty, and members of a graduate class, Guidance in Business Education. The members of this class were teachers of business in high schools in the immediate area. The comments, criticisms, and suggestions from this pre-testing were helpful in determining the clarity of the questions, the design and construction of the questionnaire as well as the ease of recording the data. In line with these comments, a revised questionnaire was constructed, using as samples, the questionnaire used in Project: School Dropouts conducted by the National Education Association,<sup>47</sup> and Dr. Sawatzky's questionnaire.<sup>48</sup>

4. The final questionnaire was typed on a stencil and duplicated. This final copy of the questionnaire consisted of three sheets of legal-size paper and fifteen items coded for the computer. (See the Appendix for the final copy of the questionnaire.)

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<sup>46</sup>Schreiber, Daniel, Dropout Studies Design and Conduct, National Education Association, Washington: 1965, p. 18.

<sup>47</sup>Schreiber, op. cit., pp. 59-60.

<sup>48</sup>Sawatzky, loc. cit.

### Compilation of Mailing List for Universe

The following methods and procedures were determined for selecting the universe for this study.

1. Since the 1963 follow-up study included graduates of the year 1962, it was decided the present study should include the graduates of 1963-1968, inclusive. Therefore, the universe of the present follow-up study consists of all living graduates who graduated from Austin Peay State University with a business major in the years 1963-1968, inclusive. This universe totaled three hundred and forty-four graduates.

2. A list of these graduates and their addresses were prepared from the official graduating list in the Admissions Office at Austin Peay.

3. Addresses of these graduates were verified and up dated from personal knowledge of the researcher, from former teachers of the graduates, and from relatives of the graduates.

### Mailing the Questionnaire

After the questionnaire had been duplicated and assembled, the following steps were taken.

1. A cover letter to accompany each questionnaire was typed on a stencil and duplicated. (See the Appendix for copy of cover letter.)

2. A self-addressed, stamped return envelope to accompany each questionnaire was addressed and stamped for postage. The address of the researcher was cut on a metal plate and the envelopes were run through the addressograph machines. A four-digit number was placed in the upper left-hand corner of the return envelope. The first two digits were the graduate's alphabetic code. The last two digits were the graduate's year of graduation. This code was used for identification of the IBM cards.

### Editing and Tabulation of the Questionnaire

All questionnaires were mailed on June 30, 1969. As the one hundred and thirty-six usable questionnaires were returned by the respondents, the following steps were taken:

1. The coded data were punched in the IBM (5081) card by the University's Computer Center. Three IBM cards were needed for the three-page questionnaire. Each card was identified by the four digit number (See Mailing the Questionnaire section of this chapter.) and a number 1, 2, and 3 in sequence following the four digit number. (See the Appendix for copy of the IBM (5081) cards.)

2. After the coded data on all returned questionnaires were punched in the IBM cards, the computer was programed to summarize the information according to the items in the questionnaire. The computer was then programed to present the information according to majors. (See Appendix for this information.)



3. From the summarized information, tables comparable to those used in the 1963 follow-up study were constructed.

4. Since the 1963 follow-up study did not follow-up the nonrespondents, the present follow-up study did not make a follow-up of its nonrespondents so this study will be comparable to the 1963 study.

5. As a result of the following facts, the universe was reduced from three hundred and forty-four to three hundred and fifteen.

(1) One graduate, a pilot, was killed in an air accident in 1966. His mother returned a note of explanation.

(2) Two questionnaires were returned by mothers with notes explaining their sons were in the military service. One son was in Vietnam; and another in Officer Candidate School in Virginia.

(3) Twenty-five questionnaires were returned due to explanation by the U. S. Post Office as: moved left no forwarding address, not at this address, or unknown.

(4) One questionnaire returned was unusable.

### Publicity of the Follow-Up Study

Although no publicity was given this follow-up study before the questionnaire was mailed, comments from the respondents indicated a desire to know the outcome of the study; therefore, the Alumni Office has agreed to consider publishing the outcome of the study in The Alumnus, a quarterly magazine published by the Benson Printing Company, Nashville, Tennessee, for the Alumni Office. This publication is mailed to all active alumni members of Austin Peay State University Alumni Association.

Also, a copy of the study will be filed in the School of Business and Economics to be used by the faculty.

### ORGANIZATION OF THE STUDY

The remainder of the study was organized as follows:

CHAPTER IV. PRESENTATION AND DISCUSSION OF THE FINDINGS. The findings of the study are presented in the following manner:

1. Each question asked the graduates in the questionnaire will be stated.
2. A table showing the tabulation of the findings with regard to each question will be included.
3. Any comments made concerning particular questions will be included.

4. Discussion of each question and the findings will be made.

Under CHAPTER IV, also, RELIABILITY OF THE SAMPLE will be discussed. The reliability of the sample will be tested by three methods:

- (1) The method of comparing profiles of the entire universe and the sample.
- (2) The method of applying the formula for a finite universe.
- (3) The method of the common-sense discussion.

CHAPTER V. SUMMARY. This chapter will briefly summarize the entire study. A brief description of the problem, the method of research, the findings, and the recommendation(s) will be discussed.

APPENDIX. The appendix includes: (1) letter of authority, (2) copy of the questionnaire, (3) a copy of Brief Summary of the Findings of the 1963 Follow-Up Study, (4) a copy of the cover letter sent with the questionnaire, (5) a copy of the IBM (5081) cards used in summarizing the information, (6) list of previous schools attended by graduates, (7) responses of the Questionnaire items, and (8) course evaluation of all courses taken and wished taken by graduates.

BIBLIOGRAPHY. The bibliography contains all related literature and research studies used in the study.

## CHAPTER IV

### PRESENTATION AND DISCUSSION OF THE FINDINGS

The presentation of the findings of the study was comparable to the presentation of the findings of the 1963 follow-up study. For this reason the following format of presenting the findings was determined: (1) each question asked the graduates in the questionnaire will be stated; (2) a table showing a tabulation of the findings will be included; and (3) any comments made concerning particular questions will be included.

#### Did you complete all your undergraduate work at Austin Peay?

The results from this question were tabulated below in Table I. The majority of the respondents completed all four years of their undergraduate work at Austin Peay.

TABLE I

#### COMPLETION OF UNDERGRADUATE WORK AT AUSTIN PEAY

Yes	Percentage of Respondents	No*	Percentage of Respondents
96	71	40	29

\* If the answer to this question was "No," the respondents were to state the name of the school previously attended and the date attended. (See List of Schools in the Appendix.)



Which factor(s) influenced you most to attend Austin Peay?

The factor with the largest number of answers was the location of Austin Peay. The next three most important factors were economical to attend, friends, and scholarships. (See Table II below for the results.) Listed under "Others," were band; relative influence; husband stationed at Fort Campbell, Kentucky; obtained a job in the area; a job offer (off campus) if I came to Austin Peay State University; and my brother attended Austin Peay.

TABLE II

FACTORS INFLUENCING GRADUATES TO ATTEND AUSTIN PEAY

Factors	Number Selecting Factors	Percentage of Respondents
Scholastic reputation	6	4
Economical to Attend	90	66
Location	106	78
Parental Influence	14	10
Friends	44	32
Alumni	5	4
Athletic reputation	3	2
Scholarships	30	22
Other Financial Aid	10	7
Others	6	4

Which factor(s) influenced your selection of your major in the field of business?

The majority of the respondents selected their majors in the field of business because of the demand for qualified people in the field of business. Table III, page 34, indicates the results of this question. One fact to keep in mind was that some respondents reported more than one factor as their reasons for selecting their major.

The factors listed under "Others" only once were: good field with my background, considered good for pre-law, experience working in the business world, chance, enjoyment of accounting, relative employed by IBM, aptitude in area, and business opportunities.

Factors listed under "Others" more than once were: only major available in night school, desire, and interest in field.

What was your major field(s) of study at Austin Peay?

Tabulated in Table IV, page 35, are the numbers and percentages of the graduates who majored in the six different majors offered in the School of Business and Economics at Austin Peay State University. Business administration had the highest number of majors with a total of forty-nine.

TABLE III

FACTORS INFLUENCING SELECTION

OF MAJOR IN THE FIELD OF BUSINESS

Factors	Number of Respondents	Percentage of Respondents
Demand for qualified people in this field	58	42.6
High school teacher or advisor	26	19.1
College professor or advisor	18	13.2
Parental influence	18	13.2
Businessmen	20	14.7
Friends	21	15.4
Others	29	21.3

TABLE IV

CLASSIFICATION OF MAJORS WITHIN  
THE SCHOOL OF BUSINESS AND ECONOMICS

Majors	Number of Graduates Responding	Percentage of 136 Respondents
Accounting	37	27.2
Business Administration	49	36.0
Business Education	32	23.5
Economics	26	19.1
Marketing	16	11.8
Secretarial Studies	<u>5</u>	3.7
Total	165*	

\* Twenty-nine students reported double majors within the business department.

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Have you been: well satisfied with your major, satisfied with your major, dissatisfied with your major?

The graduate was asked to check on his questionnaire whether he was "well satisfied," "satisfied," or "dissatisfied" with his major. Table V, page 36, shows the results. Almost all (94.9 per cent) of the 136 respondents were "well satisfied" or "satisfied" with their business major.



TABLE V

DEGREE OF STUDENTS' SATISFACTION  
WITH THEIR MAJORS

Degree of Satisfaction	Number Reporting	Percentage of 136 Respondents
Well satisfied with major	72	52.9
Satisfied with major	57	42.0
Dissatisfied with major	6	5.0
Not reporting	1	.1
Total	<u>136</u>	

Would you again major in the field(s) checked in question 4 if you were re-entering Austin Peay in the same year in which you did enter and under the same circumstances? And would you again major in the field(s) checked in question 4 if you were entering Austin Peay today as a freshman?

Consult Table VI, page 37, for the tabulated results of these two questions. Of the one hundred and thirty-six respondents who replied to the first question, one hundred and twenty-five would major in the same field if they were entering Austin Peay in the same year in which they did enter and under the same circumstances. Eleven of the respondents answered they would not.

Of the one hundred and thirty-six respondents who replied to the second question, ninety-five stated they would again major in the same field if they were entering Austin Peay today as a freshman. Forty of the respondents answered they would not and one of the respondents did not respond to the second question.

TABLE VI

## EVALUATION OF MAJOR BY BUSINESS GRADUATES

	Yes	Percentage of 136 Respondents	No	Percentage of 136 Respondents	No Reply
Would you again major in the field(s) checked in Question 4 if you were re-entering Austin Peay in the same year in which you did enter and under the same circumstances?	125	91.9	11	8.1	
Would you again major in the field(s) checked in Question 4 if you were entering Austin Peay today as a freshman?	95	69.9	40	29.4	1

Of what value has each of the courses you took in the School of Business and Economics been to you?

Each graduate was asked to indicate the value of the courses taken at Austin Peay by placing a check in the appropriate column. Each major was listed with all the courses offered under that major. Two factors the reader should take into consideration when reviewing the tabulation of these responses are (1) Forty respondents out of the one hundred and thirty-six did not complete all four years of their undergraduate work at Austin Peay. (2) These respondents in Table VII are not tabulated by majors. (See the Appendix for tabulated tables by majors.)

The courses of very great value under the majors of accounting, business administration, business education, economics, marketing, and secretarial studies receiving the most responses were Elementary Accounting, Business Communications, Advanced Typewriting, Principles of Economics and Priced Theory I (tied), and Marketing and Principles of Advertising (tied), respectively.

What business courses did you not take at Austin Peay but wished you had?

Each graduate was also asked to indicate what courses they did not take at Austin Peay but wished they had taken. Table VII, page 39, shows a summary of the graduate's responses. A factor to take into consideration when reviewing these responses was some of the

courses were not offered when some of the graduates were attending Austin Peay.

TABLE VII

COURSES TAKEN OR WISHED TAKEN BY BUSINESS GRADUATES  
RECEIVING LARGEST NUMBER OF RESPONSES\*

Did Not Take But Wished I Had	Of Very Great Value	Of Great Value	Of Some Value	Of No Value
Municipal and Government Accounting	Elementary Accounting	Elementary Accounting	Interme- diate Accounting	Cost Accounting
Data Processing	Business Communi- cations	Business Communi- cations	Introduction to Business	Corp. Finance
Payroll Accounting	Advanced Typewriting	Beginning Typewriting	Beginning Typewriting	Office Machines
Bus. Cycles and Forecasting	Principles of Eco. and Price Theory I	Principles of Economics	Principles of Economics	Principles of Economics
Public Relations	Marketing and Prin. of Advertising	Marketing	Marketing	Marketing

\* See Appendix for course evaluation of all courses taken or wish they had been taken by the graduates.



Which were the most valuable courses you had outside your major field?

Freshman English received more responses (50.7 percent of the 136 respondents) than any other course taken outside the graduate's major field. Consult Table VIII below for the results of the findings. Keep in mind that some respondents checked more than one course as being most valuable to them. It is interesting to note that literature, math courses, psychology, biology courses, and history received almost equal number of responses.

TABLE VIII

MOST VALUABLE COURSES COMPLETED BY BUSINESS MAJORS  
OUTSIDE OF THE BUSINESS DEPARTMENT

Courses	Number Responses	Percentage of 136 Respondents
Agriculture	0	-
Freshman English	69	50.7
Library Science	1	.1
Literature	33	24.3
Other English Courses	25	18.4
Art Appreciation	16	11.8
Other Art Courses	0	-
Music Appreciation	18	13.2
Other Music Courses	0	-
Biology Courses	31	22.8
Chemistry Courses	1	.1
Physics Courses	9	.7
Geology	0	-
Math Courses	32	23.5
Journalism	3	.2
Sociology	20	14.7
Political Science	20	14.7

TABLE VIII (continued)

Courses	Number R esponses	Percentage of 136 Respondents
History	30	22.1
Physical Education Courses	9	.7
Education Courses	27	19.9
Health Courses	15	11.0
Home Economics Courses	1	.1
Industrial Arts	6	.4
Modern Languages	1	.1
Philosophy	5	3.7
Psychology	32	23.5
Speech and Drama	14	14.3
Others	3	2.2

Which special courses have you taken since leaving Austin Peay?

Seventy-seven, or 56.6 percent, responded they had taken no special courses since leaving Austin Peay. Table IX, page 42, shows the tabulations of these results.

TABLE IX

SPECIAL COURSES TAKEN BY GRADUATES SINCE GRADUATING  
FROM AUSTIN PEAY

Special Courses	Percent of Respondents	Percentage of 136 Respondents
None	77	56.6
Salesmanship	7	5.1
Banking	2	1.5
Office Machines	3	2.2
Data Processing	11	8.1
Others*	36	26.5

\* Special courses were: statistical sampling, IBM programing, CPA review, secretarial training, real estate courses, sociology, law, income tax, accounting (audit, cost and tax), Dale Carnegie, office management, personnel management, adolescent psychology, business letter writing, guidance, insurance school, advanced industrial psychology, auditing, religion, philosophy, credit analyst, credit administration, math and reading workshops, CPA courses, appraisal of real estate, IBM computer, speed reading, creative writing, AMA, teaching typing in the inter-classroom, Navy Service School, Co-op training, auditing, income tax.

What graduate work have you completed since receiving your undergraduate degree at Austin Peay?

A total of thirty-eight graduates have completed a degree or are currently working on a degree. Consult Table X for the results of the findings.

TABLE X

ADDITIONAL EDUCATION OF GRADUATES SINCE LEAVING  
AUSTIN PEAY

Additional Education	Number of Respondents	Percentage of 136 Respondents
None	87	64.0
Currently working for M. A.	21	15.5
Completed M. A.	11	8.1
Currently working for M. A. plus 45 hours	1	.6
Completed M. A. plus 45 hours	1	.6
Currently working for doctorate	4	3.0
Completed doctorate	0	-
Others*	9	6.6
No Response	2	1.6

\* Working for certification, completed M.B.A. at Auburn, currently working or completed a LL.B. degree, working for M.A. degree at University of Tennessee, M.B.A. completed, completed M.S. degree, and hoping to work on M.A. degree.



Have you received any other special awards or achievements since graduation?

Sixteen graduates reported they had received special awards since leaving Austin Peay. Special awards were defined on the questionnaire as CPA, CLU, or CPS. Also, the graduates were asked to list the special awards or achievements if they had received any. These awards and achievements were: Runner up in the Outstanding Young Educator Contest, CPA, LL.B., NDEA Fellowship, commissioned in the USAF and earned navigator wings, passed three parts of CPA exam, Bronze Star, Vietnam Service Medal, Army Commendation Medal, Air Medal, Vietnam Campaign Medal, graduate assistantship towards M.B.A., two degrees in insurance school, and certification to teach in vocational business. See Table XI for the tabulations of the findings.

TABLE XI

SPECIAL AWARDS OR ACHIEVEMENTS RECEIVED SINCE  
LEAVING AUSTIN PEAY

Yes	Percentage of 136 Respondents	No	Percentage of 136 Respondents
16	12.4	119	87.6

What office machines have you used in your employment?

The typewriter received more responses than the other office machines. However, the ten-key adding machine was second with the calculator third. Twelve machines were listed under "others." These machines were: composer, MTST, TWX, transparency producer, IBM Computer 360, key punch, photo copier, illuminated mimeoscope drawing board, multilith, 402 accounting machines, copy machine, xerox, comptometer, and addressograph. Consult Table XII for the results of the findings.

TABLE XII

OFFICE MACHINES USED IN EMPLOYMENT

Name of Machines	Number of Respondents	Percentage of Respondents
Computers	22	16.2
Typewriter	100	73.5
Dictaphone	42	30.9
Ten-key adding machine	90	66.2
Full keyboard adding machine	50	36.8
Mimeograph	59	43.4
Spirit duplicator	39	28.7
Calculator	76	55.9
Others	12	8.8

What positions have you held since graduating from Austin Peay, including military service. (Please check the appropriate top salary range for the proper position.)

The top salary range of \$5,000 to \$7,999 received the largest number of responses. Consult Table XIII for the results of the findings for the top salary range.

The graduates listed their position(s) and duties with the top salary range. The name of the employer was not required of the respondents.

TABLE XIII

TOP SALARY RANGE FOR AUSTIN PEAY GRADUATES

Top Salary Range	Number of Responses
below \$4,999	19
\$5,000 to \$7,999	51
\$8,000 to \$10,999	39
\$11,000 to \$13,999	15
\$14,000 to \$16,999	6
\$17,000 to \$19,999	2
above \$20,000	2

Table XIV shows the type of positions, the number of graduates responding to the type of positions. Also, the approximate salary range was shown for that particular position. These salary ranges were averaged from the range checked by the respondents. Consequently, the "Military" shows a range of \$8,000 to \$10,999. Actually, one Marine Corp Captain and a Navy Officer increased the range. In addition, under "Accountants," a CPA checked salary range "Over \$20,000." This range was not included in the salary range for "Accountants."

TABLE XIV

## POSITIONS HELD BY AUSTIN PEAY BUSINESS GRADUATES

Name of Positions	Number of Responses*	Average Range for Position
Teaching	44	\$5,000 to \$7,999
Accountants	26	8,000 to 10,999
Managerial	18	11,000 to 13,999
Administrative	9	11,000 to 13,999
Military	16	8,000 to 10,999
Secretarial	9	5,000 to 7,999
Sales	18	8,000 to 10,999
Auditor	11	8,000 to 10,999
Graduate Assistantship	6	below 4,999



TABLE XIV (continued)

Name of Positions	Number of Responses*	Average Range for Position
Supervisory	9	\$11,000 to 13,999
Public Relations	5	5,000 to 7,999
Guidance	4	8,000 to 10,999
Engineering	4	11,000 to 13,999
Law	3	11,000 to 13,999
Economist	4	8,000 to 10,999
Data Processing	3	8,000 to 10,999
Clerks	2	below 4,999
Buyer and Assistant Buyer	2	below 4,999
Pastor	1	5,000 to 7,999
Welder	1	5,000 to 7,999
Technician of Testing Equipment	1	5,000 to 7,999
Partner in a Partnership	1	below 4,999
Director of Project: Transition	1	8,000 to 10,999

\* The number of responses included all positions the graduates have held and the positions they now hold.

Any comments or suggestions for improving the School of Business and Economics you wish to make will be appreciated.

The researcher was pleased with the number of graduates who wished to make comments, criticisms, and suggestions for improvement of the School of Business and Economics. Since these comments, criticisms, and suggestions for improvements, as well as personal messages to faculty members were numerous, these questionnaires were filed in the School of Business and Economics and will be available for the faculty to study and review as they deem necessary.

### Summary of Findings

The largest percentage of the respondents was graduated in 1968. Ninety-six or 71 percent of the respondents completed four years at Austin Peay. The forty respondents who did not complete their four years at Austin Peay attended schools in California, Colorado, Boston, Maryland, Mississippi, Michigan, and Germany at the University of Maryland's Extension. These forty attended school from 1941 through 1967.

Austin Peay's location, economical to attend, and friends were the three major factors influencing the graduates to come to Austin Peay. The demand for qualified people in the field of business was the primary factor influencing the graduates to major in business. Of the one hundred and thirty-six respondents, majors in business administration received forty-nine responses; accounting received

thirty-seven responses; business education received thirty-two responses; economics received twenty-six responses; marketing received sixteen; and secretarial studies received five. Twenty-nine of the one hundred and thirty-six respondents had double majors. Four percent of the graduates were dissatisfied with their major. Forty-two percent were satisfied and 52.9 percent were well satisfied with their major. Of the one hundred and thirty-six respondents, one hundred and twenty-five, or ninety-two percent, would choose the same major again under the same circumstances. However, eleven, or eight percent, would not choose their major again. If the one hundred and thirty-six respondents entered Austin Peay today as freshmen, ninety-five, or 69.9 percent, would again major in business; whereas, forty, or 29.4 percent, would not.

In accounting, the course chosen more times as being "of very great value" was Elementary Accounting. In business administration, Business Communication was chosen; whereas, Advanced Typewriting was chosen in business education and secretarial studies. In economics, both the Principles of Economics and Price Theory I were chosen by the graduates; in marketing, Marketing and Principles of Advertising were chosen. The business courses the graduates did not take but wished they had taken were: in accounting, Advanced Cost Accounting had the most responses; in business administration,

Data Processing received the most responses; in business education and secretarial studies, Payroll Accounting; in economics, Business Cycles and Forecasting had the most responses; and in marketing, Public Relations had the greatest number. The most valuable course outside the graduate's major field received the most responses was Freshman English.

Seventy-seven of the graduates had taken no special course since graduating from Austin Peay. Sixty-one had taken special courses, such as Salesmanship, Banking, Office Machines, and Data Processing. Special awards and achievements such as CPA, CLU, and CPS had been earned by sixteen, or eleven percent, of the respondents. Forty-seven, or 34.4 percent, had completed additional degrees or they were in the process of completing a degree or additional work.

According to the responses received from the graduates, the typewriter received by far the most responses as the machine used in the respondent's position(s). The ten-key adding machine and the calculator received the second and third most responses, respectively.

The \$5,000 to \$7,999 salary range received the most responses with the \$8,000 to \$10,000 salary range receiving the second most responses. The majority of the respondents were teaching or had held positions in the field of teaching. The majority of these teaching



positions was teaching business subjects in high school. Five graduates were teaching in college; two were teaching in the vocational education program; four were teaching out of the field of business (sociology, physical education, auto mechanics, and English); and five were teaching in elementary or junior high school (kindergarten through third grade, seventh and eighth grades, third grade (2), and fifth and sixth grades). The position of accountants received the second largest number of responses.

The salary range for the teaching positions ranked as follows: thirty-three teachers, range \$5,000 to \$7,999; seven teachers, range \$8,000 to \$10,999; and four teachers, range below \$4,999.

In addition, the salary range for the accountants were as follows: fifteen accountant positions, range \$8,000 to \$10,999; eight accountant positions, range \$5,000 to \$7,999; two accountant positions, range \$11,000 to \$13,999; and one accountant position, range above \$20,000.

### Reliability of the Sample

In reference to reliability, Oppenheim says "Reliability refers to consistency, to obtaining the same results again."<sup>49</sup>

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<sup>49</sup>Oppenheim, A. N., Questionnaire Design and Attitude Measurement, Basic Books, Inc. Publishers, New York: 1966, p. 69.

Frederick E. Croxton, Dudley J. Cowden, and Sidney Klein stated when the mailed-questionnaire method of collection was used, the researcher "never expects that all of them will be returned."<sup>50</sup> Therefore, since only a portion of the questionnaires have been returned, how can the researcher be sure the portion returned was representative of the universe.<sup>51</sup>

Travers said:

The central difficulty in all direct-mail techniques is that the percentage of returns is small. A questionnaire of some interest to the recipient may be expected to show only a 20 percent return, even when conditions are favorable. If nonrespondents are contacted a second and a third time, the return may be increased to 30 percent. Only rarely does it reach the 40 percent level. Attempts may then be made to contact personally the final group of nonrespondents, but if this is done, it might be as well to perform the entire operation by interview.<sup>52</sup>

The sample size of the present study was an adequate sample to be representative of the universe. To substantiate this statement the following methods of testing the reliability of the sample were used.

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<sup>50</sup>Croxton, Frederick E., Dudley J. Cowden and Sidney Klein, Applied General Statistics, Prentice-Hall, Inc., Englewood Cliffs, N. J., 1967, p. 31.

<sup>51</sup>Ibid.

<sup>52</sup>Travers, Robert M. W., An Introduction to Education Research, The Macmillan Company, New York: 1964, p. 297.

1. Measuring the reliability of the sample by comparing the profile of the sample with the profile of the universe.
2. Measuring the reliability of the sample by using the common-sense discussion method.
3. Measuring the reliability of the sample by using the statistical formula for a finite universe.

#### Comparison of the Profile of the Sample with the Profile of the Universe

Although the total universe for the study was three hundred and forty-four graduates, the true universe was three hundred and fifteen. An explanation of this difference is as follows:

1. Twenty-five questionnaires were returned by the U. S. Post Office due to such reasons as moved, left no forwarding address, not at this address, and no such address.
2. One graduate died. Two graduates were in the military and their questionnaires were returned by their mothers.
3. One questionnaire returned had only the first page completed; therefore, this questionnaire was unusable.

Therefore, since a total of twenty-nine unusable questionnaires were returned, the true universe was three hundred and fifteen.

The following profiles will give the faculty a better understanding of biases which might exist in the findings drawn from this sample. Table XV shows the profile of the three hundred and fifteen members of the true universe. Table XVI shows the profile of the one hundred and thirty-six respondents. These profiles show the number and percentage of males and females in each major for each year included in the study.

The third profile constructed was a master profile. This profile compares the total one hundred and thirty-six respondents to the three hundred and fifteen members of the true universe. See Table XVII for the Master Profile for 1963-1968.

In summary, the master profile (Table XVII) shows that approximately six percent fewer males returned their questionnaires than the number of males in the true universe. On the other hand, approximately six percent more females returned their questionnaires. An interpretation of this difference may be approached two ways: (1) Women take the time to fill out questionnaires, whereas, men will not take the time. (2) The researcher is a woman; therefore, one woman wants to help out another woman.

The master profile also shows a higher percentage of returns from females in the field of accounting and business administration as compared with the lower percentage of returns from males. An



intrepretation with regard to this difference in returns could be as follows: The field of accounting and business administration are dominated by the males; therefore, few females are successful in these fields. Those few females who are in this field and successful would feel compelled to return the questionnaire; whereas, to the male, it would not be considered important.

Equally so, the master profile indicates a high percentage of returns from the males in business education as compared with the low percentage of returns of the females in the same field. Again, an interpretation with regard to this difference in returns could be as follows: The field of business education is dominated by females; therefore, few males venture into this field. Consequently, those males who are in the field of business education feel compelled to return the questionnaires; whereas, the females do not.

## PROFILE OF THE 315 MEMBERS OF THE TRUE UNIVERSE

Major	1963					1964				
	Total	Men	%	Women	%	Total	Men	%	Women	%
Acct	9	9	100.0	-	-	10	7	70.0	3	30.0
B/A	13	11	84.7	2	15.3	18	14	77.7	4	22.3
B/E	10	2	20.0	8	80.0	7	2	28.5	5	71.5
Eco	4	4	100.0	-	-	4	4	100.0	-	-
Mkt	5	5	100.0	-	-	4	4	100.0	-	-
S/S	-	-	-	-	-	2	-	-	2	100.0
Revised T	41	31	75.6	10	24.4	45	31	68.8	14	31.2
Major	1965					1966				
	Total	Men	%	Women	%	Total	Men	%	Women	%
Acct	14	14	100.0	-	-	14	13	92.8	1	07.2
B/A	17	16	94.2	1	05.8	19	17	89.4	2	10.6
B/E	2	-	-	2	100.0	13	4	30.7	9	69.3
Eco	3	2	66.6	1	33.4	2	2	100.0	-	-
Mkt	6	5	83.3	1	16.7	9	8	88.8	1	11.2
S/S	1	-	-	1	100.0	1	-	-	1	100.0
Revised T	43	37	86.1	6	13.9	58	44	75.9	14	24.1
Major	1967					1968				
	Total	Men	%	Women	%	Total	Men	%	Women	%
Acct	11	10	90.9	1	09.1	14	13	92.8	1	07.2
B/A	26	23	88.4	3	11.6	26	26	100.0	-	-
B/E	8	2	25.0	6	75.0	12	2	16.6	10	83.4
Eco	-	-	-	-	-	3	3	100.0	-	-
Mkt	7	7	100.0	-	-	14	13	92.8	1	07.2
S/S	1	-	-	1	100.0	5	-	-	5	100.0
Revised T	53	42	79.2	11	20.8	74	57	77.1	17	22.9

## PROFILE OF THE 136 MEMBERS OF THE SAMPLE

Major	1963					1964				
	Total	Men	%	Women	%	Total	Men	%	Women	%
Acct	6	6	100.0	-	-	3	2	66.7	1	33.3
B/A	5	5	100.0	-	-	6	4	66.7	2	33.3
B/E	8	1	12.5	7	87.5	1	1	100.0	-	-
Eco	2	2	100.0	-	-	-	-	-	-	-
Mkt	3	3	100.0	-	-	2	2	100.0	-	-
S/S	-	-	-	-	-	1	-	-	1	100.0
Total	24	17	70.8	7	29.2	13	9	69.3	4	30.7
Major	1965					1966				
	Total	Men	%	Women	%	Total	Men	%	Women	%
Acct	6	6	100.0	-	-	9	8	88.8	1	11.2
B/A	10	9	90.0	1	10.0	5	4	80.0	1	20.0
B/E	2	-	-	2	100.0	10	4	40.0	6	60.0
Eco	1	-	-	1	100.0	1	1	100.0	-	-
Mkt	-	-	-	-	-	3	3	100.0	-	-
S/S	-	-	-	-	-	-	-	-	-	-
Total	18	15	83.3	3	16.7	28	20	71.5	8	28.5
Major	1967					1968				
	Total	Men	%	Women	%	Total	Men	%	Women	%
Acct	4	3	75.0	1	25.0	9	8	88.8	1	11.2
B/A	11	8	72.8	3	27.2	8	8	100.0	-	-
B/E	3	1	33.3	2	66.7	8	2	25.0	6	75.0
Eco	-	-	-	-	-	1	1	100.0	-	-
Mkt	2	2	100.0	-	-	3	2	66.7	1	33.3
S/S	1	-	-	1	100.0	2	-	-	2	100.0
Total	21	14	66.7	7	33.3	31	21	67.7	10	32.3

TABLE XVII

MASTER PROFILE FOR 1963 - 1968

Major	UNIVERSE					SAMPLE				
	Total	%	Men	%	Women	Total	%	Men	%	Women
Acct	72	91.7	66	8.3	6	37	89.2	33	10.8	4
B/A	119	89.9	107	10.1	12	45	84.4	38	15.6	7
B/E	52	23.1	12	76.9	40	32	28.1	9	71.9	23
Eco	16	93.7	15	6.3	1	5	80	4	20.0	1
Mkt	46	91.3	42	8.7	4	13	92.3	12	7.7	1
S/S	10	-	-	100.0	10	4	-	-	100.0	4
Grand Total	315	76.8	242	23.2	73	136	70.6	96	29.4	40



Leabo and Smith said, "Some general ideas of sample size required can be obtained from a common-sense discussion."<sup>53</sup> They take two approaches to the common-sense discussion. (1) "If the sample is to be taken for the purpose of measuring a rare and unique condition in the population, then a large sample is necessary." (2) "If the variate does not have a wide range in the population, the sample can be quite small and still give a good picture of the population, and if the range of the variate in the population is great, then a relatively large sample is needed to estimate the population average within reasonable limits."<sup>54</sup>

First, the sample was not taken in the present study for the purpose of measuring a rare or unique condition in the universe. The universe in the present study was homogeneous. Secondly, the variates in the universe, sex, majors, and year graduated, had a small range.

#### Statistical Formula for a Finite Universe

Cecil H. Myers uses statistics to determine the minimum size of a sample for the information to be reliable.<sup>55</sup>

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<sup>53</sup>Leabo, Dick A., and C. Frank Smith, Basic Statistics for Business and Economics, Richard D. Irwin, Inc., Homewood, Illinois, 1964, p. 95-96.

<sup>54</sup>Ibid.

<sup>55</sup>Myers, Cecil H., Elementary Business and Economic Statistics, Wadsworth Publishing Co., Inc., Belmont, California, 1966, p. 212.

For the purpose of better understanding this section, statistical terms were defined.

1. Finite Universe: A universe with boundaries or limits.
2. E = the "allowable error."<sup>56</sup>
3. V = the coefficient of standard deviation.<sup>57</sup>
4. N = the number of items in a universe.<sup>58</sup>
5. n = the number of items to be included in the sample.
6. z = 2.58 (the 99 percent confidence level).<sup>59</sup>

In order to find the minimum sample needed for the information to be reliable, the following formula for determining the size of a random sample of a finite universe was used.<sup>60</sup>

For the present study, E equals to 2 percent, V equals to 10 percent, N equals to three hundred and forty-four, and z equals to 2.58 (the 99 percent confidence level). The solution of the finite universe formula follows:

$$n = \frac{x^2 NV^2}{NE^2 + z^2 V^2}$$

$$n = \frac{(2.58)^2 (344) (.10)^2}{(344) (.02)^2 + (2.58)^2 (.10)^2}$$

$$n = \frac{(6.6564) (344) (.01)}{(344) (.0004) + (6.6564) (.01)}$$

$$n = \frac{22.8980}{.1376 + .066564}$$

$$n = \frac{22.8980}{.20416}$$

$$n = 112.15 \text{ or } 112$$

<sup>56</sup>Myers, loc. cit., p. 207.

<sup>57</sup>Ibid., p. 208.

<sup>58</sup>Ibid., 167.

<sup>59</sup>Ibid., p. 212. <sup>60</sup>Ibid.

From this formula for a random sample, the information received from one hundred and twelve graduates would be reliable. Since the actual size of the sample was one hundred and thirty-six and the master profile of the sample matches closely with the master profile of the true universe, the sample used in the present study was adequate.

The three preceding tests indicated that the faculty will be able to rely on the information. Furthermore, since neither the 1963 follow-up study nor the present study made a follow-up on the nonrespondents, the reliability of the two findings are of equal value. In view of these two conclusions, the study fulfills its purposes which were to secure vocational information that could be used by the faculty of the School of Business and Economics to give direction to the growth of the School of Business and Economics by serving as (1) bases for faculty discussions; (2) guides for the curriculum development; (3) guides for the development of business and economics majors, and (4) guides for student advisement.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary, conclusions, and recommendations of the follow-up study of the graduates of the School of Business and Economics, Austin Peay State University, Clarksville, Tennessee, for the years 1963-1968, inclusive.

#### SUMMARY

The problem was to make a follow-up study of the graduates of the School of Business and Economics, Austin Peay State University, Clarksville, Tennessee, for the years 1963-1968, inclusive, for the purpose of securing vocational information that could be used by the faculty of the School of Business and Economics to give direction to the growth of the School of Business and Economics by serving as (1) bases for faculty discussions, (2) guides for the curriculum development, (3) guides for the development of business and economics majors, and (4) guides for student advisement.

A thorough study was made of related literature and methods of research to determine what methods and procedures were used in similar research studies. Also, a follow-up study made by the faculty in 1963 of all graduates of the business department



from 1947-1962 was studied in detail.

A plan for the study was to be comparable to the 1963 follow-up study. Since the questionnaire was used in the 1963 study, the present study also used the questionnaire. This questionnaire consisted of three legal-size sheets of paper with fifteen items coded for the computer. This questionnaire, along with the cover letter and a stamped, self-addressed return envelope, was mailed to three hundred and forty-four graduates. One hundred and thirty-six graduates, or 39.7 percent, completed and returned the questionnaire. As the questionnaires were received, the information was key-punched on IBM cards and a program written for tabulating the information for presentation.

The findings from the questionnaires were;

1. Seventy-one percent of the respondents completed four years at Austin Peay.
2. Location, economical to attend, and friends were the major factors influencing the graduates to attend Austin Peay.
3. Demand for qualified people in the field of business was the largest primary factor influencing the graduates to major in business.
4. Of the one hundred and thirty-six respondents, majors in business administration received forty-nine responses; accounting

received thirty-seven responses; business education received thirty-two responses; economics received twenty-six responses; marketing received sixteen responses; and secretarial studies received five responses. Twenty-nine of the one hundred and thirty-six respondents had double majors.

5. Four percent were dissatisfied with their major. Forty-two percent were satisfied and 52.9 percent of the majors were well satisfied.

6. Ninety-two percent of the respondents would choose the same major again if they were entering Austin Peay under the same circumstances; whereas, eleven percent would not choose the same major again.

7. If the one hundred and thirty-six respondents were entering Austin Peay today as a freshman, only 69.9 percent would again select their major, and 29.4 percent would not.

8. The course chosen more times as being "of very great value" in accounting was Elementary Accounting; in business administration, Business Communications; in business education and secretarial studies, Advanced Typewriting; in economics, both the Principles of Economics and Price Theory I; in marketing, Marketing and Principles of Advertising were chosen.

9. The courses receiving the largest number of responses to the question, "Which business courses did you not take at Austin Peay but wished you had?" were: Municipal and Government Accounting, Data Processing, Payroll Accounting, Business Cycles and Forecasting, and Public Relations.

10. The most valuable course outside the graduate's major field was Freshman English.

11. Seventy-seven of the graduates have taken no special courses since graduating from Austin Peay; whereas, eleven percent have received special awards or achievements.

12. Approximately thirty-five percent have completed additional degrees or they are in the process of completing a degree or additional work.

13. The typewriter received by far the largest number of responses as the office machine used in the respondent's jobs.

14. The salary range receiving the largest number of responses was \$5,000 to \$7,999.

15. The majority of the respondents are teaching or have had positions in the field of teaching since graduating. The majority of these teaching positions was teaching business subjects in high school. Five graduates were teaching in college; two were teaching in the vocational education program; four were teaching

sociology, physical education, auto mechanics, and English; and five were teaching in elementary or junior high school.

A testing of the sample for reliability showed (1) The profile of the sample compared favorable with the profile of the true universe. (2) The common-sense examination showed that the sample was not taken for the purpose of measuring a rare or unique condition in the population; and the variates, sex, majors, and year graduated, did not have a wide range in the population, and (3) The number of questionnaires returned was larger than the number shown necessary for a random sample of a finite universe to have a reliability of a two percent allowable error and a ninety-nine percent confidence level.

## CONCLUSIONS

From the vocational information received from the questionnaires of the one hundred and thirty-six respondents, it was concluded that:

(1) The summary of the findings in the present study are similar to the findings of the 1963 follow-up study. (See copy of the Findings of the 1963 Follow-Up Study in the Appendix.)

(2) Since neither the 1963 follow-up study nor the present study made a follow-up on the nonrespondents, the reliability of the two findings were of equal value.



(3) Information from this sample was adequate.

(4) The faculty will be able to rely on the information from the one hundred and thirty-six respondents.

## RECOMMENDATIONS

Based on the preceding summary of findings and conclusions, the following recommendations were made.

1. That the information received from the questionnaires be combined with other known factors and trends to give direction to the growth of the School of Business and Economics, thereby helping establish guidelines for the development of curriculum and majors within the School of Business and Economics and the advisement of students.
2. That the information serve as a basis for faculty discussions aimed at the improvement of its professional knowledge and understanding of the School.
3. That similar follow-up studies of the graduates of the School of Business and Economics be made every three to five years.
4. That when making these surveys, consideration be given to the selection of another type of survey instrument, such as random sampling and interviews in lieu of the mailed questionnaire.

5. That an additional study be made for the purpose of studying response bias in the nonrespondents of the present study.

6. That a study be made of the nonrespondents of the present follow-up study.

7. That computer programs be written using the IBM cards of the present study for: (1) analysis by sex, (2) analysis by year of graduation, (3) comparison of majors with positions now held, and (4) comparison of majors with salaries.

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## APPENDIX





AUSTIN PEAY STATE UNIVERSITY  
CLARKSVILLE, TENNESSEE 37040

April 14, 1969

Mrs. Agnes B. Ellis  
Blount Hall  
Austin Peay State University  
Clarksville, Tennessee 37040

Subject: Approval for a follow-up study of the business majors  
of the School of Business and Economics

I am pleased to approve a follow-up study of the graduates of the School of Business and Economics of Austin Peay State University for the years 1963-1968, inclusive, to be made by you. Not only will this study help you complete your requirements for your graduate degree, but it will aid the faculty in advisement and guidance of majors in business.

However, I would like to make a request. I would like to see the survey instrument when you decide what you will use for the study. If a questionnaire is used, I want some changes made from the one used in the 1963 study. Also, I have the written report of the 1963 study which might aid you in planning your study. I will be glad to discuss with you any aspects of your study or help you any way I can.

I, hereby, authorize you to secure the necessary supplies you will need for your study in the name of the School of Business and Economics. I will also notify the various departments on campus that you are making such a study and will be securing supplies.

Good Luck!

AUSTIN PEAY STATE UNIVERSITY

Glenn Gentry, Director  
School of Business and Economics

# QUESTIONNAIRE

75

A FOLLOW-UP STUDY OF THE GRADUATES OF THE SCHOOL OF BUSINESS AND ECONOMICS,  
(Formerly the Departments of Business and Economics)  
OF AUSTIN PEAY STATE UNIVERSITY, CLARKSVILLE, TENNESSEE,  
FOR THE YEARS 1963-1968, INCLUSIVE

NAME ☐ Mr. ☐ Miss  
(1) ☐ Mrs. First \_\_\_\_\_ Maiden \_\_\_\_\_ Last \_\_\_\_\_ Date \_\_\_\_\_  
(if applicable)

PRESENT MAILING ADDRESS \_\_\_\_\_

DIRECTIONS: Please check the items which answer each of the following questions.

NOTE: Each answer box is coded for computer purposes. The numbers in the upper right hand corner represent the column number(s) of the IBM card.

<p style="text-align: right;">(2)</p> <p>1. Did you complete all your undergraduate work at Austin Peay?</p> <p>Yes <input type="checkbox"/> 0 No <input type="checkbox"/> 1</p> <p>If answer is NO, please indicate previous school and date attended.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p style="text-align: right;">(3-12)</p> <p>2. Which factor(s) influenced you most to attend Austin Peay?</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>Scholastic reputation</td><td style="text-align: right;">3</td></tr> <tr><td>Economical to attend</td><td style="text-align: right;">4</td></tr> <tr><td>Location</td><td style="text-align: right;">5</td></tr> <tr><td>Parental influence</td><td style="text-align: right;">6</td></tr> <tr><td>Friends</td><td style="text-align: right;">7</td></tr> <tr><td>Alumni</td><td style="text-align: right;">8</td></tr> <tr><td>Athletic reputation</td><td style="text-align: right;">9</td></tr> <tr><td>Scholarships</td><td style="text-align: right;">10</td></tr> <tr><td>Other financial aid</td><td style="text-align: right;">11</td></tr> <tr><td>Others, (list) _____</td><td style="text-align: right;">12</td></tr> </table>	Scholastic reputation	3	Economical to attend	4	Location	5	Parental influence	6	Friends	7	Alumni	8	Athletic reputation	9	Scholarships	10	Other financial aid	11	Others, (list) _____	12						
Scholastic reputation	3																										
Economical to attend	4																										
Location	5																										
Parental influence	6																										
Friends	7																										
Alumni	8																										
Athletic reputation	9																										
Scholarships	10																										
Other financial aid	11																										
Others, (list) _____	12																										
<p style="text-align: right;">(13-19)</p> <p>3. Which factor(s) influenced your selection of your major in the field of business?</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>Demand for qualified people in this field</td><td style="text-align: right;">13</td></tr> <tr><td>High School teacher or advisor</td><td style="text-align: right;">14</td></tr> <tr><td>College professor or advisor</td><td style="text-align: right;">15</td></tr> <tr><td>Parental influence</td><td style="text-align: right;">16</td></tr> <tr><td>Businessmen</td><td style="text-align: right;">17</td></tr> <tr><td>Friends</td><td style="text-align: right;">18</td></tr> <tr><td>Others, (list) _____</td><td style="text-align: right;">19</td></tr> </table>	Demand for qualified people in this field	13	High School teacher or advisor	14	College professor or advisor	15	Parental influence	16	Businessmen	17	Friends	18	Others, (list) _____	19	<p style="text-align: right;">(20-25)</p> <p>4. What was your major field(s) of study at Austin Peay?</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>Accounting</td><td style="text-align: right;">20</td></tr> <tr><td>Business Adm.</td><td style="text-align: right;">21</td></tr> <tr><td>Business Educ.</td><td style="text-align: right;">22</td></tr> <tr><td>Economics</td><td style="text-align: right;">23</td></tr> <tr><td>Marketing</td><td style="text-align: right;">24</td></tr> <tr><td>Sec. Studies</td><td style="text-align: right;">25</td></tr> </table>	Accounting	20	Business Adm.	21	Business Educ.	22	Economics	23	Marketing	24	Sec. Studies	25
Demand for qualified people in this field	13																										
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Businessmen	17																										
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Business Educ.	22																										
Economics	23																										
Marketing	24																										
Sec. Studies	25																										
<p style="text-align: right;">(26)</p> <p>5. Have you been:</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>Well satisfied with your major?</td><td style="text-align: right;">0</td></tr> <tr><td>Satisfied with your major?</td><td style="text-align: right;">1</td></tr> <tr><td>Dissatisfied with your major?</td><td style="text-align: right;">2</td></tr> </table>	Well satisfied with your major?	0	Satisfied with your major?	1	Dissatisfied with your major?	2	<p style="text-align: right;">(27)</p> <p>6. Would you again major in the field(s) checked in question 4 if you were re-entering Austin Peay in the same year in which you did enter and under the same circumstances?</p> <p>Yes <input type="checkbox"/> 0 No <input type="checkbox"/> 1</p>																				
Well satisfied with your major?	0																										
Satisfied with your major?	1																										
Dissatisfied with your major?	2																										
<p style="text-align: right;">(28)</p> <p>7. Would you again major in the field(s) checked in question 4 if you were entering Austin Peay today as a freshman?</p> <p>Yes <input type="checkbox"/> 0 No <input type="checkbox"/> 1</p>																											



8. Of what value has each of the courses you took in the School of Business and Economics been to you? (Please indicate the value by placing a check mark in the appropriate column.)

9. Which business courses did you not take at Austin Peay but wished you had? (Please check the courses below.)

OF VERY GREAT VALUE 0	OF GREAT VALUE 1	OF SOME VALUE 2	OF NO VALUE 3	MAJORS AND COURSES OFFERED IN THE MAJORS	4 DID NOT TAKE BUT WISHED I HAD TAKEN
				ACCOUNTING (1-10)	
				Accounting Fundamentals for Management	1
				Elementary Accounting	2
				Intermediate Accounting	3
				Cost Accounting	4
				Advanced Cost Accounting	5
				Auditing	6
				Advanced Auditing	7
				Tax Accounting	8
				Municipal and Government Accounting	9
				Advanced Accounting	10
				BUSINESS ADMINISTRATION (11-20)	
				Business Mathematics	11
				Introduction to Business	12
				Business Communications	13
				Advanced Business Communications	14
				Corporation Finance	15
				Advanced Corporation Finance	16
				Investment	17
				Business Law	18
				Personnel Management	19
				Data Processing	20
				(21-28)	
				BUSINESS EDUCATION AND SECRETARIAL STUDIES	
				Personal Typewriting	21
				Beginning Typewriting	22
				Advanced Typewriting	23
				Beginning Shorthand	24
				Stenography	25
				Office Practices and Principles	26
				Payroll Accounting	27
				Office Machines	28
				ECONOMICS (29-42)	
				Principles of Economics	29
				Introduction to Bus. & Eco. Statistics	30
				Price Theory I	31
				Price Theory II	32
				Money and Banking	33
				Advanced Business & Eco. Statistics	34
				Economic History of the U. S.	35
				Labor Economics	36
				Aggregate Economic Analysis I	37
				Aggregate Economic Analysis II	38
				Business Cycles & Forecasting	39
				Public Finance	40
				International Trade	41
				Government and Business	42
				MARKETING (43-51)	
				Marketing	43
				Sales Management	44
				Principles of Advertising	45
				Public Relations	46
				Marketing and Management Policies	47
				Marketing Research	48
				Problems in Marketing	49
				International Marketing	50
				Credit and Collections	51

10. Which were the most valuable courses you had outside your major field? (1-28)

Agriculture	1
Freshman English	2
Library Science	3
Literature	4
Other Eng. Courses	5
Art Appreciation	6
Other Art Courses	7
Music Appreciation	8
Other Music Courses	9

Biology Courses	10
Chemistry Courses	11
Physics Courses	12
Geology	13
Math Courses	14
Journalism	15
Sociology	16
Political Science	17
History	18

Educ. Courses	19
Physical Ed. Courses	20
Health Courses	21
Home Ec. Courses	22
Industrial Art	23
Modern Languages	24
Philosophy	25
Psychology	26
Speech & Drama	27
Others, (list)	28

11. Which special courses have you taken since leaving Austin Peay? (29-34)

None	29
Salesmanship	30
Banking	31
Office Machines	32
Data Processing	33
Others, (list)	34

12. What graduate work have you completed since receiving your undergraduate degree at Austin Peay? (35-42)

None	35
Currently working for M.A.	36
Completed M.A.	37
Currently working for M.A. + 45 hrs.	38
Completed M.A. + 45 hrs.	39
Currently working for doctorate	40
Completed doctorate	41
Others, (list)	42

13. Have you received any other special awards or achievements since graduation? (43)

Yes	0	If answer is YES, please list (i.e. CPA, CLU, CPS)
No	1	

14. What positions have you held since graduating from Austin Peay, including military service. (Please check the appropriate top salary range for the proper position.) (44)

DATE	POSITION	CHIEF DUTIES OF POSITION	0 \$4,999 below	1 5,000 \$7,999	2 \$10,000 \$12,999	3 \$13,000 \$15,999	4 \$16,000 \$19,999	5 \$20,000 \$24,999	6 above
TO									
TO									
TO									
TO									
TO									
TO									

15. What office machines have you used in your employment? (45-53)

Computers	45	Ten-key adding machine	48	Spirit dupl.	51
Typewriter	46	Full-keyboard adding machine	49	Calculator	52
Dictaphone	47	Himeograph	50	Others, (list)	53

Any comments or suggestions for improving the School of Business and Economics you wish to make will be appreciated. (Please use the backs of this questionnaire.)

T H A N K Y O U



(This is a copy of the Brief of the Findings of the 1963 Follow-up Study conducted by the faculty of the Department of Business, Austin Peay State University, Clarksville, Tennessee.)

## BRIEF OF THE FINDINGS

The largest percentage of business graduates who responded to the questionnaire graduated in the last few years covered by the survey. Most business graduates were attracted to Austin Peay State College because of its location and economical cost. Seventy-five of the business students majored in business administration, forty-seven in business education, thirty-one in accounting, six in secretarial, and five in marketing. Thirty-one per cent of the business majors minored in English and twenty-four per cent minored in economics. The primary factor that caused them to select the business major was a demand for people in this field. Sixty-four per cent of the respondents was well satisfied with their major and twenty-one per cent was satisfied with their major.

Accounting and marketing were business courses mentioned most often as being courses the students wished that they had pursued further. Of the non-business courses, the students wished that they had taken more mathematics and modern languages.

By far most of the students would again major in the same field that they did while at Austin Peay State were they re-entering college today. Most of those who would change their major would change it to another major in the business department.



According to those who majored in business administration, accounting, and marketing, the most important business courses completed in college were: accounting, business communications, business math, and economics. The business education and secretarial majors reported accounting, typewriting, and shorthand as the most important business courses that they took in college. The most valuable non-business courses completed by the business students were (listed in order reported most valuable): Freshman English (by far the most valuable), mathematics, literature, social sciences, and biology.

The business graduates are continuing their education after leaving Austin Peay. Thirteen per cent of them has earned an advanced degree and eleven per cent is currently working on an additional degree. In addition to the second degree work, a large number of the students have completed special courses, such as accounting, banking, and salesmanship.

The high, low, and median salaries for the business graduates who responded to the questionnaire are as follows:

	<u>High</u>	<u>Median</u>	<u>Low</u>
Business Administration Majors	\$35,000	\$6,112	\$2,800
(Men and Women)			
Marketing	19,000	5,700	4,200
Accounting	9,725	5,540	3,380
Secretarial	5,000	4,600	4,200
Business Education Majors	9,400	4,275	2,750
(Regardless of where employed,			
Men and Women)			
Those actually teaching, regardless	10,000	4,138	2,340
of business major. (men or women)			
Women (other than those in teaching)	4,780	4,872	3,380



AUSTIN PEAY STATE UNIVERSITY  
CLARKSVILLE, TENNESSEE 37040

June 24, 1969

Dear Austin Peay Graduate

As a business graduate interested in the betterment of Austin Peay State University and the School of Business and Economics, you can help us.

In the process of continuous improvement of curriculum, Mr. Glenn Gentry has authorized me to make a follow-up study of all business graduates of Austin Peay for the years 1963-1968, inclusive. As a graduate, you can provide us with information to help the School establish guidelines for the development of curriculum and for the advisement of business students. Furthermore, you can help me to complete my thesis for my master's degree.

Only totals will be used in my conclusions. Names will not be referred to in any way. Please feel free to make any comments you wish concerning any item on the questionnaire or any comment(s) concerning improvement(s) of the School of Business and Economics. If additional space is needed, you may use the backs of the questionnaire.

Will you please complete the enclosed questionnaire and return it to me in the self-addressed, stamped envelope so I will receive it by July 11, 1969.

Thank you very much for your prompt cooperation.

Sincerely yours

*Agnes*

Agnes B. Ellis

Enclosure



[illegible][illegible]

LIST OF SCHOOLS ATTENDED AND DATES ATTENDED  
OF THE GRADUATES OF THE SCHOOL OF BUSINESS  
AND ECONOMICS, AUSTIN PEAY STATE UNIVERSITY

College Year 1963:

	<u>Date Attended:</u>
Lindenwood College	1957-1958
University of Tennessee at Knoxville	1957-1958
Bethel College Hopkinsville, Kentucky	1959-1961
University of Tennessee at Martin	1960-1962
Courtland College	No date given
Tennessee Polytechnic University Cookeville, Tennessee	No date given
*Various	1950-1960*

-----  
\*One respondent wrote "various" and the dates the various institutions were attended.

College Year 1964:

	<u>Date Attended:</u>
*Ft. Smith Jr. College	1958-1960
Oklahoma University	1961-1962
Vanderbilt University	1962-1963
University of Mississippi	1960-1962
Cumberland College	1960-1962
University of Tennessee at Martin	1962-1963

-----  
\*When schools are single spaced, this indicates one graduate attended these schools.



College Year 1965:

	<u>Date Attended:</u>
University of Tennessee at Nashville	No date given
*Simmons College	1960-1963
Boston University	1963-1964
University of Tennessee at Knoxville	1960-1963
University of Maryland	1954-1956

-----

\*When schools are single spaced, this indicates one graduate attended these schools.

College Year 1966:

	<u>Date Attended:</u>
Tennessee Polytechnic University Cookeville, Tennessee	No date given
University of Colorado	1956
*Paducah Jr. College	No date given
Bethel Jr. College	
Tennessee Polytechnic University Cookeville, Tennessee	1939-1942
Madesto Jr. College	1934-1936
Ohio State University	1955-1956
*University of Alabama	1962
Auburn University	1962-1965
*University of Kentucky	1961-1962
Bethel Jr. College	1962-1963
Murray State University	1959-1961
Murray State University	1961-1963
*Western Kentucky University	No date given
Bethel Jr. College	

-----

\*When schools are single spaced, this indicates one graduate attended these schools.

College Year 1967:

Marquette University

\*University of Maryland (Germany)  
Western Kentucky University\*Bethel College  
University of Tennessee at Nashville\*Muscatine Jr. College  
Martin College  
University of Tennessee\*Western Kentucky University  
University of KentuckyBethel College  
-----Date Attended:

1941-41; 1946-47

1960-1962  
19641954-1956  
1962-66 (part-time)1959-1961  
1962-1964  
19641963-1964  
No date given1956-1961 at various  
times.\*When schools are single spaced, this indicates one graduate attended  
these schools.College Year 1968:

University of Tennessee at Nashville

Tennessee Polytechnic University  
Cookeville, Tennessee

Western Kentucky University

University of Tennessee at Knoxville

Western Kentucky University

University of Tennessee at Nashville

Bethel Jr. College

Date Attended:

1961-1963

1964-1966

1962-1963

1963-1964

1965-1967

No date given (one  
three-hour course)  
No date given

AUSTIN PEAY STATE UNIVERSITY  
CLARKSVILLE, TENNESSEE

1. Did you complete all your undergraduate work at Austin Peay?

YES 23

NO 14

2. Which factor(s) influenced you most to attend Austin Peay?

1. Scholastic reputation	<u>1</u>
2. Economical to attend	<u>25</u>
3. Location	<u>28</u>
4. Parental influence	<u>2</u>
5. Friends	<u>12</u>
6. Alumni	<u>3</u>
7. Athletic reputation	<u>7</u>
8. Scholarships	<u>3</u>
9. Other financial aid	<u>3</u>
10. Others	<u>3</u>

3. Which factor(s) influenced your selection of your major in the field of business?

1. Demand for qualified people in this field	<u>19</u>
2. High School teacher or advisor	<u>7</u>
3. College professor or advisor	<u>7</u>
4. Parental influence	<u>4</u>
5. Businessmen	<u>5</u>
6. Friends	<u>8</u>
7. Others	<u>8</u>

4. What was your major field(s) of study at Austin Peay?

1. Accounting	<u>47</u> (Men 32, Women 5)
2. Business Administration	<u>      </u>
3. Business Education	<u>      </u>
4. Economics	<u>      </u>
5. Marketing	<u>      </u>
6. Sec. Studies	<u>      </u>

5. Have you been:
- |                                 |           |
|---------------------------------|-----------|
| Well satisfied with your major? | <u>26</u> |
| Satisfied with your major?      | <u>10</u> |
| Dissatisfied with your major?   | <u>1</u>  |

6. Would you again major in the field(s) checked in question 4 if you were re-entering Austin Peay in the same year in which you did enter and under the same circumstances?

YES 35

NO 2



7. Would you again major in the field(s) checked in question 4 if you were entering Austin Peay today as a freshman?

YES 30

NO 7

8. and 9. are on the third page.

10. Which were the most valuable courses you had outside your major field?

1. Agriculture	<u>0</u>	10. Biology courses	<u>8</u>
2. Freshman English	<u>20</u>	11. Chemistry Courses	<u>1</u>
3. Library Science	<u>0</u>	12. Physics Courses	<u>4</u>
4. Literature	<u>6</u>	13. Geology	<u>0</u>
5. Other English courses	<u>3</u>	14. Math Courses	<u>11</u>
6. Art Appreciation	<u>3</u>	15. Journalism	<u>0</u>
7. Other Art courses	<u>0</u>	16. History	<u>3</u>
8. Music Appreciation	<u>5</u>	17. Sociology	<u>8</u>
9. Other Music Courses	<u>0</u>	18. Political Science	<u>7</u>

19. Education courses	<u>1</u>
20. Physical Ed. courses	<u>2</u>
21. Health courses	<u>4</u>
22. Home Ec. courses	<u>0</u>
23. Industrial Art	<u>2</u>
24. Modern Languages	<u>0</u>
25. Philosophy	<u>2</u>
26. Psychology	<u>6</u>
27. Speech & Drama	<u>6</u>
28. Others	<u>1</u>

11. Which special courses have you taken since leaving Austin Peay?

1. None	<u>18</u>
2. Salesmanship	<u>2</u>
3. Banking	<u>1</u>
4. Office Machines	<u>1</u>
5. Data Processing	<u>3</u>
6. Others	<u>12</u>

12. What graduate work have you completed since receiving your undergraduate degree at Austin Peay?

None	<u>26</u>
Currently working for M.A.	<u>4</u>
Completed M.A.	<u>4</u>
Currently working for M.A + 45 hrs.	<u>0</u>
Completed M.A + 45 hrs.	<u>0</u>
Currently working for doctorate	<u>1</u>
Completed doctorate	<u>0</u>
Others	<u>0</u>

13. Have you received any other special awards or achievements since graduation?

YES 8

NO 28



14. What positions have you held since graduating from Austin Peay, including military service. (Please check the appropriate top salary range for the proper position.)

87

top salary range

below \$4,999	<u>3</u>
\$5,000 to \$7,999	<u>7</u>
\$8,000 to \$10,999	<u>17</u>
\$11,000 to \$13,999	<u>7</u>
\$14,000 to \$16,999	<u>0</u>
\$17,000 to \$19,999	<u>1</u>
above \$20,000	<u>1</u>

15. What office machines have you used in your employment?

1. Computers	<u>6</u>
2. Typewriters	<u>21</u>
3. Dictaphone	<u>8</u>
4. Ten-key adding machines	<u>32</u>
5. Full-keyboard adding machines	<u>14</u>
6. Mimeograph	<u>5</u>
7. Spirit duplicator	<u>4</u>
8. Calculator	<u>29</u>
9. Others	<u>4</u>

## Question 8:

Of what value has each of the courses you took in the School of Business and Economics been to you? (Please indicate the value by placing a check mark in the appropriate column.)

## Question 9:

Which business courses did you not take at Austin Peay but wished you had?

OF VERY  
GREAT  
VALUE

OF  
GREAT  
VALUE

OF  
SOME  
VALUE

OF  
NO  
VALUE

DID NOT  
TAKE BUT  
WISHED I  
HAD TAKEN

## ACCOUNTING

5	2	1	0	4	Accounting Fundamentals for Manage.
19	14	2	0	0	Elementary Accounting
20	10	5	1	0	Intermediate Accounting
10	12	6	6	0	Cost Accounting
2	3	2	1	12	Advanced Cost Accounting
11	11	5	4	2	Auditing
3	3	3	0	12	Advanced Auditing
0	2	9	1	13	Municipal and Government Accounting
12	6	11	2	4	Advanced Accounting
13	18	5	0	0	Tax Accounting

OF VERY GREAT VALUE	OF GREAT VALUE	OF SOME VALUE	OF NO VALUE	DID NOT TAKE BUT WISHED I HAD TAKEN	
4	6	14	3	0	<u>Business Administration</u>
4	9	19	1	0	Business Mathematics
11	15	7	2	0	Introduction to Business
0	1	0	0	8	Business Communications
0	7	14	6	2	Advanced Business Communications
0	2	1	0	4	Corporation Finance
0	4	4	0	9	Advanced Corporation Finance
10	9	15	2	0	Investment
0	8	12	3	4	Business Law
1	1	4	0	21	Personnel Management
					Data Processing
					<u>Bus, Education &amp; Sec. Studies</u>
0	2	2	0	0	Personal Typewriting
3	9	16	1	1	Beginning Typewriting
1	3	5	1	0	Advanced Typewriting
0	1	0	0	1	Beginning Shorthand
0	1	0	0	0	Stenography
0	0	3	0	0	Office Practices and Principles
3	3	9	2	4	Payroll Accounting
8	9	9	0	2	Office Machines
					<u>Economics</u>
2	12	14	4	0	Principles of Economics
0	6	5	0	5	Intro. to Bus. & Eco. Statistics
1	6	8	1	2	Price Theory I
0	6	8	1	2	Price Theory II
0	10	18	5	1	Money and Banking
0	2	0	0	5	Advanced Bus. & Eco. Statistics
0	2	10	2	1	Eco. History of the U. S.
1	0	6	0	1	Labor Economics
0	3	7	2	1	Aggregate Economic Analysis II
0	2	5	2	1	Aggregate Economic Analysis I
0	2	1	0	7	Bus. Cycles & Forecasting
0	2	1	0	4	Public Finance
0	1	2	1	4	International Trade
0	1	1	0	2	Government and Business
0	3	10	2	1	
					<u>Marketing</u>
0	6	7	3	6	Marketing
0	0	0	0	3	Sales Management
0	1	6	0	5	Principles of Advertising
0	1	2	3	6	Public Relations
0	0	0	0	3	Marketing and Management Policies
0	0	0	0	3	Marketing Research
0	0	0	0	1	Problems in Marketing
0	0	0	0	8	International Marketing
0	0	1	0	0	Credit and Collections
0	0	1	0	0	



## AUSTIN PEAY STATE UNIVERSITY

CLARKSVILLE, TENNESSEE

1. Did you complete all your undergraduate work at Austin Peay?

YES 34NO 15

2. Which factor(s) influenced you most to attend Austin Peay?

1. Scholastic reputation	<u>1</u>
2. Economical to attend	<u>34</u>
3. Location	<u>35</u>
4. Parental influence	<u>5</u>
5. Friends	<u>15</u>
6. Alumni	<u>4</u>
7. Athletic reputation	<u>2</u>
8. Scholarships	<u>7</u>
9. Other financial aid	<u>2</u>
10. Others	<u>1</u>

3. Which factor(s) influenced your selection of your major in the field of business?

1. Demand for qualified people in this field	<u>21</u>
2. High School teacher or advisor	<u>3</u>
3. College professor or advisor	<u>1</u>
4. Parental influence	<u>7</u>
5. Businessmen	<u>10</u>
6. Friends	<u>7</u>
7. Others	<u>11</u>

4. What was your major field(s) of study at Austin Peay?

1. Accounting	<u>          </u>
2. Business Administration	<u>49</u> ( Men 41, Women 8)
3. Business Education	<u>          </u>
4. Economics	<u>          </u>
5. Marketing	<u>          </u>
6. Sec. Studies	<u>          </u>

5. Have you been:
- |                                 |           |
|---------------------------------|-----------|
| Well satisfied with your major? | <u>17</u> |
| Satisfied with your major?      | <u>26</u> |
| Dissatisfied with your major?   | <u>5</u>  |

6. Would you again major in the field(s) checked in question 4 if you were re-entering Austin Peay in the same year in which you did enter and under the same circumstances?

YES 46NO 3

7. Would you again major in the field(s) checked in question 4 if you were entering Austin Peay today as a freshman?

YES 29

NO 20

90

8. and 9. are on the third page.

10. Which were the most valuable courses you had outside your major field?

1. Agriculture	<u>0</u>	10. Biology courses	<u>7</u>
2. Freshman English	<u>21</u>	11. Chemistry Courses	<u>0</u>
3. Library Science	<u>0</u>	12. Physics Courses	<u>5</u>
4. Literature	<u>8</u>	13. Geology	<u>0</u>
5. Other English courses	<u>10</u>	14. Math Courses	<u>12</u>
6. Art Appreciation	<u>2</u>	15. Journalism	<u>2</u>
7. Other Art courses	<u>0</u>	16. History	<u>9</u>
8. Music Appreciation	<u>4</u>	17. Sociology	<u>7</u>
9. Other Music Courses	<u>0</u>	18. Political Science	<u>9</u>

19. Education courses	<u>3</u>
20. Physical Ed. courses	<u>1</u>
21. Health courses	<u>4</u>
22. Home Ec. courses	<u>0</u>
23. Industrial Art	<u>4</u>
24. Modern Languages	<u>0</u>
25. Philosophy	<u>1</u>
26. Psychology	<u>11</u>
27. Speech & Drama	<u>5</u>
28. Others	<u>2</u>

11. Which special courses have you taken since leaving Austin Peay?

1. None	<u>27</u>
2. Salesmanship	<u>3</u>
3. Banking	<u>1</u>
4. Office Machines	<u>0</u>
5. Data Processing	<u>4</u>
6. Others	<u>13</u>

12. What graduate work have you completed since receiving your undergraduate degree at Austin Peay?

None	<u>35</u>
Currently working for M.A.	<u>3</u>
Completed M.A.	<u>1</u>
Currently working for M.A + 45 hrs.	<u>0</u>
Completed M.A + 45 hrs.	<u>1</u>
Currently working for doctorate	<u>0</u>
Completed doctorate	<u>5</u>
Others	<u>    </u>

13. Have you received any other special awards or achievements since graduation?

YES 5

NO 43



14. What positions have you held since graduating from Austin Peay, including military service. (Please check the appropriate top salary range for the proper position.)

top salary range

below \$4,999  
\$5,000 to \$7,999  
\$8,000 to \$10,999  
\$11,000 to \$13,999  
\$14,000 to \$16,999  
\$17,000 to \$19,999  
above \$20,000

6  
14  
18  
5  
2  
1  
1

15. What office machines have you used in your employment?

1. Computers 10  
2. Typewriters 34  
3. Dictaphone 14  
4. Ten-key adding machines 27  
5. Full-keyboard adding machines 17  
6. Mimeograph 18  
7. Spirit duplicator 6  
8. Calculator 26  
9. Others 5

17  
18  
6  
26  
5

#### Question 8:

Of what value has each of the courses you took in the School of Business and Economics been to you? (Please indicate the value by placing a check mark in the appropriate column.)

#### Question 9:

Which business courses did you not take at Austin Peay but wished you had?

OF VERY  
GREAT  
VALUE

OF  
GREAT  
VALUE

OF  
SOME  
VALUE

OF  
NO  
VALUE

DID NOT  
TAKE BUT  
WISHED I  
HAD TAKEN

#### ACCOUNTING

2	1	7	1	3	
12	14	17	1	0	Accounting Fundamentals for Mgr.
8	14	14	3	0	Elementary Accounting
1	1	7	0	7	Intermediate Accounting
1	0	1	0	2	Cost Accounting
3	2	2	1	7	Advanced Cost Accounting
3	1	0	1	2	Auditing
1	0	2	1	7	Advanced Auditing
1	1	1	1	6	Municipal and Government Accounting
7	11	14	2	5	Advanced Accounting
					Tax Accounting

continued question 8 and 9:

92

OF VERY GREAT VALUE	OF GREAT VALUE	OF SOME VALUE	OF NO VALUE	DID NOT TAKE BUT WISHED I HAD TAKEN	
					<u>Business Administration</u>
3	15	22	4	0	Business Mathematics
2	13	33	0	0	Introduction to Business
14	13	18	0	0	Business Communications
2	2	1	0	9	Advanced Business Communications
2	7	19	2	3	Corporation Finance
0	3	1	0	5	Advanced Corporation Finance
0	5	4	1	12	Investment
10	13	21	1	0	Business Law
6	8	13	3	7	Personnel Management
1	1	2	0	21	Data Processing
					<u>Bus, Education &amp; Sec. Studies</u>
3	1	5	0	0	Personal Typewriting
6	7	16	4	1	Beginning Typewriting
5	5	3	1	2	Advanced Typewriting
1	0	2	2	1	Beginning Shorthand
2	1	0	0	0	Stenography
1	4	4	0	1	Office Practices and Principles
2	6	8	2	3	Payroll Accounting
4	8	18	1	4	Office Machines
					<u>Economics</u>
1	12	27	4	0	Principles of Economics
0	6	6	1	4	Intro. to Bus. & Eco. Statistics
1	7	5	3	2	Price Theory I
0	3	3	2	2	Price Theory II
1	9	26	3	0	Money and Banking
1	1	1	0	2	Advanced Bus. & Eco. Statistics
0	4	21	6	0	Eco. History of the U. S.
0	5	9	2	1	Labor Economics
1	2	3	3	3	Aggregate Economic Analysis I
0	1	1	2	3	Aggregate Economic Analysis II
0	0	2	0	9	Bus. Cycles & Forecasting
0	1	3	1	3	Public Finance
0	0	4	1	3	International Trade
1	2	8	2	3	Government and Business
					<u>Marketing</u>
3	12	22	4	0	Marketing
2	2	2	1	10	Sales Management
3	3	8	3	7	Principles of Advertising
1	3	4	0	14	Public Relations
1	0	1	0	7	Marketing and Management Policies
0	0	1	0	5	Marketing Research
0	0	1	0	8	Problems in Marketing
0	0	3	2	3	International Marketing
0	0	5	0	9	Credit and Collections



AUSTIN PEAY STATE UNIVERSITY  
CLARKSVILLE, TENNESSEE

1. Did you complete all your undergraduate work at Austin Peay?

YES 27

NO 5

2. Which factor(s) influenced you most to attend Austin Peay?

1. Scholastic reputation	<u>2</u>
2. Economical to attend	<u>21</u>
3. Location	<u>27</u>
4. Parental influence	<u>4</u>
5. Friends	<u>11</u>
6. Alumni	<u>      </u>
7. Athletic reputation	<u>      </u>
8. Scholarships	<u>12</u>
9. Other financial aid	<u>4</u>
10. Others	<u>1</u>

3. Which factor(s) influenced your selection of your major in the field of business?

1. Demand for qualified people in this field	<u>10</u>
2. High School teacher or advisor	<u>15</u>
3. College professor or advisor	<u>7</u>
4. Parental influence	<u>4</u>
5. Businessmen	<u>3</u>
6. Friends	<u>3</u>
7. Others	<u>5</u>

4. What was your major field(s) of study at Austin Peay?

1. Accounting	<u>      </u>
2. Business Administration	<u>32</u> (Men 9, Women 23)
3. Business Education	<u>      </u>
4. Economics	<u>      </u>
5. Marketing	<u>      </u>
6. Sec. Studies	<u>      </u>

5. Have you been:
- |                                 |           |
|---------------------------------|-----------|
| Well satisfied with your major? | <u>24</u> |
| Satisfied with your major?      | <u>8</u>  |
| Dissatisfied with your major?   | <u>0</u>  |

6. Would you again major in the field(s) checked in question 4 if you were re-entering Austin Peay in the same year in which you did enter and under the same circumstances?

YES 30

NO 2

7. Would you again major in the field(s) checked in question 4 if you were entering Austin Peay today as a freshman? 94

YES 24

NO 7

(FOR QUESTION 8 and 9 SEE THE THIRD PAGE)

10. Which were the most valuable courses you had outside your major field?

1. Agriculture	<u>0</u>	10. Biology courses	<u>13</u>
2. Freshman English	<u>17</u>	11. Chemistry courses	<u>0</u>
3. Library Science	<u>0</u>	12. Physics Courses	<u>0</u>
4. Literature	<u>11</u>	13. Geology	<u>0</u>
5. Other English courses	<u>7</u>	14. Math Courses	<u>6</u>
6. Art Appreciation	<u>10</u>	15. Journalism	<u>0</u>
7. Other Art Courses	<u>0</u>	16. History	<u>4</u>
8. Music Appreciation	<u>7</u>	17. Sociology	<u>0</u>
9. Other Music courses	<u>0</u>	18. Political Science	<u>5</u>
19. Educ. Courses	<u>17</u>		
20. Physical Ed. Courses	<u>5</u>		
21. Health courses	<u>6</u>		
22. Home Ed. Courses	<u>1</u>		
23. Industrial Art	<u>0</u>		
24. Modern Languages	<u>0</u>		
25. Philosophy	<u>2</u>		
26. Psychology	<u>11</u>		
27. Speech & Drama	<u>0</u>		
28. Others	<u>0</u>		

11. Which special courses have you taken since leaving Austin Peay?

None	<u>20</u>
Salesmanship	<u>0</u>
Banking	<u>0</u>
Office Machines	<u>2</u>
Data Processing	<u>4</u>
Others	<u>6</u>

12. What graduate work have you completed since receiving your undergraduate degree at Austin Peay?

None	<u>16</u>
Currently working for M.A.	<u>10</u>
Completed M.A.	<u>3</u>
Currently working for M.A + 45 hrs.	<u>1</u>
Completed M.A + 45 hrs.	<u>0</u>
Currently working for doctorate	<u>0</u>
Completed doctorate	<u>0</u>
Others	<u>1</u>

13. Have you received any other special awards or achievements since graduation?

YES 3

NO 28



14. What positions have you held since graduating from Austin Peay, including military service. (Please check the appropriate top salary range for the proper position.)

top salary range

95

below \$4,999

\$5,000 to \$7,999

\$8,000 to \$10,999

\$11,000 to \$13,999

\$14,000 to \$16,999

\$17,000 to \$19,999

above \$20,000

5
23
2
0
0
0
0
0

15. What office machines have you used in your employment?

1. Computers

2. Typewriters

3. Dictaphone

4. Ten-key adding machines

5. Full-keyboard adding machines

6. Mimeograph

7. Spirit duplicator

8. Calculator

9. Others

3
30
13
24
16
29
23
15
5

Question 8:

Of what value has each of the courses you took in the School of Business and Economics been to you? (Please indicate the value by placing a check mark in the appropriate column.)

Question 9:

Which business courses did you not take at Austin Peay but wished you had?

OF VERY GREAT VALUE    OF GREAT VALUE    OF SOME VALUE    OF NO VALUE    DID NOT TAKE BUT WISHED I HAD TAKEN

**ACCOUNTING**

0	0	1	2	1	Accounting Fundamentals for Manage.
8	11	10	2	0	Elementary Accounting
3	3	18	2	1	Intermediate Accounting
0	0	0	1	6	Cost Accounting
0	0	0	0	4	Advanced Cost Accounting
0	0	0	0	5	Auditing
0	0	0	0	3	Advanced Auditing
0	0	0	0	4	Municipal and Government Accounting
0	0	0	0	4	Advanced Accounting
0	0	2	1	3	Tax Accounting
1	0	0	0	6	

OF VERY GREAT VALUE	OF GREAT VALUE	OF SOME VALUE	OF NO VALUE	DID NOT TAKE BUT WISHED I HAD TAKEN	
6	9	11	1	0	<u>Business Administration</u>
2	8	17	2	0	Business Mathematics
7	6	8	0	5	Introduction to Business
1	1	2	0	6	Business Communications
0	1	1	1	1	Advanced Business Communications
0	0	0	0	0	Corporation Finance
0	0	0	0	0	Advanced Corporation Finance
1	6	20	4	3	Investment
3	2	9	2	0	Business Law
0	1	0	0	3	Personnel Management
				17	Data Processing
					<u>Bus, Education &amp; Sec. Studies</u>
2	0	0	0	0	Personal Typewriting
14	8	1	0	0	Beginning Typewriting
21	9	1	0	0	Advanced Typewriting
14	5	5	1	0	Beginning Shorthand
19	3	3	1	1	Stenography
12	7	7	0	2	Office Practices and Principles
2	3	4	1	5	Payroll Accounting
15	8	3	2	0	Office Machines
					<u>Economics</u>
0	4	16	10	0	Principles of Economics
0	0	0	0	0	Intro. to Bus. & Eco. Statistics
0	0	0	0	0	Price Theory I
0	0	0	0	0	Price Theory II
0	0	1	0	4	Money and Banking
0	0	0	0	0	Advanced Bus. & Eco. Statistics
0	0	2	0	1	Eco. History of the U. S.
0	0	0	0	1	Labor Economics
0	0	0	0	0	Aggregate Economic Analysis II
0	0	0	0	0	Aggregate Economic Analysis I
0	0	0	0	1	Bus. Cycles & Forecasting
0	0	0	0	1	Public Finance
0	0	0	0	0	International Trade
0	00	0	0	0	Government and Business
					<u>Marketing</u>
0	4	5	1	4	Marketing
0	2	3	0	2	Sales Management
0	3	1	1	6	Principles of Advertising
0	1	2	2	10	Public Relations
0	0	0	0	2	Marketing and Management Policies
0	1	0	0	2	Marketing Research
0	0	0	0	0	Problems in Marketing
0	0	0	0	0	International Marketing
0	2	2	0	3	Credit and Collections



AUSTIN PEAY STATE UNIVERSITY  
CLARKSVILLE, TENNESSEE

1. Did you complete all your undergraduate work at Austin Peay?

YES 18

NO 8

2. Which factor(s) influenced you most to attend Austin Peay?

1. Scholastic reputation	<u>1</u>
2. Economical to attend	<u>16</u>
3. Location	<u>19</u>
4. Parental influence	<u>3</u>
5. Friends	<u>8</u>
6. Alumni	<u>2</u>
7. Athletic reputation	<u>5</u>
8. Scholarships	<u>2</u>
9. Other financial aid	<u>2</u>
10. Others	<u>2</u>

3. Which factor(s) influenced your selection of your major in the field of business?

1. Demand for qualified people in this field	<u>12</u>
2. High School teacher or advisor	<u>5</u>
3. College professor or advisor	<u>7</u>
4. Parental influence	<u>3</u>
5. Businessmen	<u>3</u>
6. Friends	<u>6</u>
7. Others	<u>4</u>

4. What was your major field(s) of study at Austin Peay?

1. Accounting	<u>          </u>
2. Business Administration	<u>          </u>
3. Business Education	<u>          </u>
4. Economics	<u>26</u>
5. Marketing	<u>          </u>
6. Sec. Studies	<u>          </u>

(Men 24, Women 2)

5. Have you been:
- |                                 |           |
|---------------------------------|-----------|
| Well satisfied with your major? | <u>15</u> |
| Satisfied with your major?      | <u>9</u>  |
| Dissatisfied with your major?   | <u>2</u>  |

6. Would you again major in the field(s) checked in question 4 if you were re-entering Austin Peay in the same year in which you did enter and under the same circumstances?

YES 25

NO 1

7. Would you again major in the field(s) checked in question 4 if you were entering Austin Peay today as a freshman?

YES 18

NO 8

(FOR QUESTION 8 and 9 SEE THE THIRD PAGE)

10. Which were the most valuable courses you had outside your major field?

1. Agriculture	<u>0</u>	10. Biology courses	<u>5</u>
2. Freshman English	<u>12</u>	11. Chemistry courses	<u>0</u>
3. Library Science	<u>1</u>	12. Physics Courses	<u>2</u>
4. Literature	<u>6</u>	13. Geology	<u>0</u>
5. Other English courses	<u>6</u>	14. Math Courses	<u>9</u>
6. Art Appreciation	<u>5</u>	15. Journalism	<u>0</u>
7. Other Art Courses	<u>0</u>	16. History	<u>2</u>
8. Music Appreciation	<u>3</u>	17. Sociology	<u>5</u>
9. Other Music courses	<u>0</u>	18. Political Science	<u>6</u>

19. Educ. Courses	<u>0</u>
20. Physical Ed. Courses	<u>1</u>
21. Health courses	<u>0</u>
22. Home Ed. Courses	<u>0</u>
23. Industrial Art	<u>2</u>
24. Modern Languages	<u>0</u>
25. Philosophy	<u>0</u>
26. Psychology	<u>2</u>
27. Speech & Drama	<u>4</u>
28. Others	<u>0</u>

11. Which special courses have you taken since leaving Austin Peay?

None	<u>13</u>
Salesmanship	<u>1</u>
Banking	<u>0</u>
Office Machines	<u>0</u>
Data Processing	<u>3</u>
Others	<u>5</u>

12. What graduate work have you completed since receiving your undergraduate degree at Austin Peay?

None	<u>13</u>
Currently working for M.A.	<u>6</u>
Completed M.A.	<u>3</u>
Currently working for M.A + 45 hrs.	<u>0</u>
Completed M.A + 45 hrs.	<u>0</u>
Currently working for doctorate	<u>2</u>
Completed doctorate	<u>0</u>
Others	<u>2</u>

13. Have you received any other special awards or achievements since graduation?

YES 3

NO 21



14. What positions have you held since graduating from Austin Peay, including military service. (Please check the appropriate top salary range for the proper position.)

top salary range

below \$4,999  
 \$5,000 to \$7,999  
 \$8,000 to \$10,999  
 \$11,000 to \$13,999  
 \$14,000 to \$16,999  
 \$17,000 to \$19,999  
 above \$20,000

4
3
8
5
4
0
0

15. What office machines have you used in your employment?

1. Computers
2. Typewriters
3. Dictaphone
4. Ten-key adding machines
5. Full-keyboard adding machines
6. Mimeograph
7. Spirit duplicator
8. Calculator
9. Others

6
14
6
19
9
7
4
20
0

Question 8:

Of what value has each of the courses you took in the School of Business and Economics been to you? (Please indicate the value by placing a check mark in the appropriate column.)

Question 9:

Which business courses did you not take at Austin Peay but wished you had?

OF VERY GREAT VALUE	OF GREAT VALUE	OF SOME VALUE	OF NO VALUE	DID NOT TAKE BUT WISHED I HAD TAKEN
---------------------------	----------------------	---------------------	-------------------	----------------------------------------------

ACCOUNTING

3	2	0	0	5	Accounting Fundamentals for Mgr.
10	5	7	0	1	Elementary Accounting
6	5	7	0	1	Intermediate Accounting
0	5	4	2	5	Cost Accounting
0	2	0	1	4	Advanced Cost Accounting
2	6	2	1	4	Auditing
2	2	1	1	2	Advanced Auditing
0	0	3	2	5	Municipal and Government Accounting
3	2	4	1	3	Advanced Accounting
4	8	8	1	0	Tax Accounting

OF VERY  
GREAT  
VALUE

OF  
GREAT  
VALUE

OF  
SOME  
VALUE

OF  
NO  
VALUE

DID NOT  
TAKE BUT  
WISHED I  
HAD TAKEN

Business Administration

1	4	15	3	0	
2	3	19	1	0	Business Mathematics
6	7	10	0	0	Introduction to Business
1	0	1	0	4	Business Communications
1	7	10	2	4	Advanced Business Communications
0	1	1	0	5	Corporation Finance
1	2	3	0	9	Advanced Corporation Finance
5	5	12	1	0	Investment
0	5	8	3	3	Business Law
1	1	1	0	13	Personnel Management
					Data Processing

Bus, Education & Sec. Studies

0	1	5	1	0	
1	2	7	6	0	Personal Typewriting
1	1	1	2	0	Beginning Typewriting
0	0	0	3	0	Advanced Typewriting
0	0	0	1	0	Beginning Shorthand
0	0	0	1	0	Stenography
0	0	2	1	0	Office Practices and Principles
1	2	6	1	1	Payroll Accounting
4	4	11	0	0	Office Machines

Economics

3	8	12	0	0	
2	7	5	0	5	Principles of Economics
3	12	5	1	2	Intro. to Bus. & Eco. Statistics
1	7	6	1	3	Price Theory I
1	9	13	0	0	Price Theory II
2	2	0	0	4	Money and Banking
0	3	15	0	1	Advanced Bus. & Eco. Statistics
1	3	9	1	2	Eco. History of the U. S.
0	4	3	1	4	Labor Economics
1	6	3	2	2	Aggregate Economic Analysis II
0	2	4	0	8	Aggregate Economic Analysis I
0	4	5	1	2	Bus. Cycles & Forecasting
0	2	5	0	3	Public Finance
0	4	11	0	1	International Trade
					Government and Business

Marketing

2	2	9	1	3	
2	1	0	0	1	Marketing
1	2	6	1	4	Sales Management
1	2	2	0	3	Principles of Advertising
1	0	0	0	2	Public Relations
1	1	0	0	3	Marketing and Management Policies
1	0	1	0	2	Marketing Research
1	0	1	0	1	Problems in Marketing
1	0	1	0	1	International Marketing
0	0	3	0	5	Credit and Collections



AUSTIN PEAY STATE UNIVERSITY  
CLARKSVILLE, TENNESSEE

1. Did you complete all your undergraduate work at Austin Peay?

YES 10

NO 6

2. Which factor(s) influenced you most to attend Austin Peay?

- |                          |           |
|--------------------------|-----------|
| 1. Scholastic reputation | <u>2</u>  |
| 2. Economical to attend  | <u>10</u> |
| 3. Location              | <u>14</u> |
| 4. Parental influence    | <u>2</u>  |
| 5. Friends               | <u>7</u>  |
| 6. Alumni                | <u>0</u>  |
| 7. Athletic reputation   | <u>1</u>  |
| 8. Scholarships          | <u>3</u>  |
| 9. Other financial aid   | <u>0</u>  |
| 10. Others               | <u>0</u>  |

3. Which factor(s) influenced your selection of your major in the field of business?

- |                                              |          |
|----------------------------------------------|----------|
| 1. Demand for qualified people in this field | <u>6</u> |
| 2. High School teacher or advisor            | <u>1</u> |
| 3. College professor or advisor              | <u>2</u> |
| 4. Parental influence                        | <u>1</u> |
| 5. Businessmen                               | <u>3</u> |
| 6. Friends                                   | <u>3</u> |
| 7. Others                                    | <u>3</u> |

4. What was your major field(s) of study at Austin Peay?

- |                            |                             |
|----------------------------|-----------------------------|
| 1. Accounting              | <u>          </u>           |
| 2. Business Administration | <u>          </u>           |
| 3. Business Education      | <u>          </u>           |
| 4. Economics               | <u>          </u>           |
| 5. Marketing               | <u>16</u> (Men 15, Women 1) |
| 6. Sec. Studies            | <u>          </u>           |

5. Have you been: Well satisfied with your major? 4  
Satisfied with your major? 12  
Dissatisfied with your major? 0

6. Would you again major in the field(s) checked in question 4 if you were re-entering Austin Peay in the same year in which you did enter and under the same circumstances?

YES 12

NO 4

7. Would you again major in the field(s) checked in question 4 if you were entering Austin Peay today as a freshman? 102

YES 11

NO 5

8. and 9. are on the third page.

10. Which were the most valuable courses you had outside your major field?

1. Agriculture	<u>0</u>	10. Biology courses	<u>2</u>
2. Freshman English	<u>8</u>	11. Chemistry Courses	<u>0</u>
3. Library Science	<u>0</u>	12. Physics Courses	<u>1</u>
4. Literature	<u>6</u>	13. Geology	<u>0</u>
5. Other English courses	<u>3</u>	14. Math Courses	<u>3</u>
6. Art Appreciation	<u>1</u>	15. Journalism	<u>1</u>
7. Other Art courses	<u>0</u>	16. History	<u>4</u>
8. Music Appreciation	<u>1</u>	17. Sociology	<u>5</u>
9. Other Music Courses	<u>0</u>	18. Political Science	<u>6</u>

19. Education courses	<u>4</u>
20. Physical Ed. courses	<u>1</u>
21. Health courses	<u>1</u>
22. Home Ec. courses	<u>0</u>
23. Industrial Art	<u>0</u>
24. Modern Languages	<u>0</u>
25. Philosophy	<u>1</u>
26. Psychology	<u>4</u>
27. Speech & Drama	<u>2</u>
28. Others	<u>0</u>

11. Which special courses have you taken since leaving Austin Peay?

1. None	<u>7</u>
2. Salesmanship	<u>2</u>
3. Banking	<u>0</u>
4. Office Machines	<u>0</u>
5. Data Processing	<u>0</u>
6. Others	<u>6</u>

12. What graduate work have you completed since receiving your undergraduate degree at Austin Peay?

None	<u>0</u>
Currently working for M.A.	<u>1</u>
Completed M.A.	<u>1</u>
Currently working for M.A + 45 hrs.	<u>0</u>
Completed M.A + 45 hrs.	<u>0</u>
Currently working for doctorate	<u>0</u>
Completed doctorate	<u>0</u>
Others	<u>2</u>

13. Have you received any other special awards or achievements since graduation?

YES 0

NO 15



14. What positions have you held since graduating from Austin Peay, including military service. (Please check the appropriate top salary range for the proper position.)

top salary range

below \$4,999	
\$5,000 to \$7,999	1
\$8,000 to \$10,999	5
\$11,000 to \$13,999	3
\$14,000 to \$16,999	4
\$17,000 to \$19,999	2
above \$20,000	0
	0

15. What office machines have you used in your employment?

1. Computers	3
2. Typewriters	10
3. Dictaphone	4
4. Ten-key adding machines	4
5. Full-keyboard adding machines	6
6. Mimeograph	2
7. Spirit duplicator	2
8. Calculator	6
9. Others	0

Question 8:

Of what value has each of the courses you took in the School of Business and Economics been to you? (Please indicate the value by placing a check mark in the appropriate column.)

Question 9:

Which business courses did you not take at Austin Peay but wished you had?

OF VERY  
GREAT  
VALUE

OF  
GREAT  
VALUE

OF  
SOME  
VALUE

OF  
NO  
VALUE

DID NOT  
TAKE BUT  
WISHED I  
HAD TAKEN

ACCOUNTING

1	1	1	1	2	
1	3	6	2	0	Accounting Fundamentals for Mgr.
0	0	2	0	3	Elementary Accounting
0	0	0	0	1	Intermediate Accounting
0	0	0	0	1	Cost Accounting
0	0	0	0	1	Advanced Cost Accounting
0	0	0	0	3	Auditing
0	0	0	0	1	Advanced Auditing
0	0	0	0	1	Municipal and Government Accounting
0	0	0	0	2	Advanced Accounting
0	0	0	0	4	Tax Accounting

OF VERY GREAT VALUE	OF GREAT VALUE	OF SOME VALUE	OF NO VALUE	DID NOT TAKE BUT WISHED I HAD TAKEN	
2	1	7	1	0	<u>Business Administration</u>
2	1	10	0	0	Business Mathematics
2	8	3	1	0	Introduction to Business
0	0	0	0	3	Business Communications
0	0	5	0	2	Advanced Business Communications
0	0	0	0	1	Corporation Finance
0	1	1	0	6	Advanced Corporation Finance
1	3	10	0	0	Investment
1	3	3	3	5	Business Law
0	0	1	0	6	Personnel Management
					Data Processing
					<u>Bus. Education &amp; Sec. Studies</u>
0	0	3	0	1	Personal Typewriting
2	2	3	1	1	Beginning Typewriting
0	0	1	0	2	Advanced Typewriting
0	0	0	0	2	Beginning Shorthand
0	0	0	0	1	Stenography
0	0	0	0	4	Office Practices and Principles
0	0	0	0	2	Payroll Accounting
0	0	2	0	2	Office Machines
					<u>Economics</u>
0	3	9	1	0	Principles of Economics
0	1	3	0	1	Intro. to Bus. & Eco. Statistics
0	0	2	1	3	Price Theory I
0	0	2	0	3	Price Theory II
0	0	3	0	3	Money and Banking
0	0	0	0	1	Advanced Bus. & Eco. Statistics
0	0	4	2	1	Eco. History of the U. S
0	0	1	1	5	Labor Economics
0	0	0	1	1	Aggregate Economic Analysis I
0	0	0	0	1	Aggregate Economic Analysis II
0	0	1	0	3	Bus. Cycles & Forecasting
0	0	1	0	2	Public Finance
0	1	1	0	2	International Trade
0	2	5	3	1	Government and Business
					<u>Marketing</u>
0	4	8	0	0	Marketing
0	6	4	0	0	Sales Management
3	5	6	1	0	Principles of Advertising
4	6	4	0	0	Public Relations
3	5	4	0	0	Marketing and Management Policies
3	6	5	0	0	Marketing Research
3	4	8	0	0	Problems in Marketing
1	3	5	3	1	International Marketing
2	2	7	0	0	Credit and Collections



AUSTIN PEAY STATE UNIVERSITY  
CLARKSVILLE, TENNESSEE

1. Did you complete all your undergraduate work at Austin Peay?

YES 4

NO 1

2. Which factor(s) influenced you most to attend Austin Peay?

1. Scholastic reputation	<u>0</u>
2. Economical to attend	<u>5</u>
3. Location	<u>5</u>
4. Parental influence	<u>0</u>
5. Friends	<u>0</u>
6. Alumni	<u>0</u>
7. Athletic reputation	<u>0</u>
8. Scholarships	<u>1</u>
9. Other financial aid	<u>1</u>
10. Others	<u>1</u>

3. Which factor(s) influenced your selection of your major in the field of business?

1. Demand for qualified people in this field	<u>3</u>
2. High School teacher or advisor	<u>1</u>
3. College professor or advisor	<u>0</u>
4. Parental influence	<u>2</u>
5. Businessmen	<u>1</u>
6. Friends	<u>0</u>
7. Others	<u>3</u>

4. What was your major field(s) of study at Austin Peay?

1. Accounting	<u>          </u>
2. Business Administration	<u>          </u>
3. Business Education	<u>          </u>
4. Economics	<u>          </u>
5. Marketing	<u>          </u>
6. Sec. Studies	<u>5 ( Men 1, Women 4)</u>

5. Have you been: Well satisfied with your major? 2  
Satisfied with your major? 3  
Dissatisfied with your major? 0

6. Would you again major in the field(s) checked in question 4 if you were re-entering Austin Peay in the same year in which you did enter and under the same circumstances?

YES 5

NO 0

7. Would you again major in the field(s) checked in question 4 if you were entering Austin Peay today as a freshman?

YES

4

NO

1

8. and 9. are on the third page.

10. Which were the most valuable courses you had outside your major field?
- |                          |   |                       |   |
|--------------------------|---|-----------------------|---|
| 1. Agriculture           | 0 | 10. Biology courses   | 1 |
| 2. Freshman English      | 3 | 11. Chemistry Courses | 0 |
| 3. Library Science       | 0 | 12. Physics Courses   | 0 |
| 4. Literature            | 1 | 13. Geology           | 0 |
| 5. Other English courses | 2 | 14. Math Courses      | 0 |
| 6. Art Appreciation      | 0 | 15. Journalism        | 0 |
| 7. Other Art courses     | 1 | 16. History           | 1 |
| 8. Music Appreciation    | 0 | 17. Sociology         | 0 |
| 9. Other Music Courses   | 0 | 18. Political Science | 1 |
|                          |   |                       |   |
| 19. Education courses    | 0 |                       |   |
| 20. Physical Ed. courses | 0 |                       |   |
| 21. Health courses       | 0 |                       |   |
| 22. Home Ec. courses     | 0 |                       |   |
| 23. Industrial Art       | 0 |                       |   |
| 24. Modern Languages     | 1 |                       |   |
| 25. Philosophy           | 0 |                       |   |
| 26. Psychology           | 1 |                       |   |
| 27. Speech & Drama       | 0 |                       |   |
| 28. Others               | 0 |                       |   |

11. Which special courses have you taken since leaving Austin Peay?

- |                    |   |
|--------------------|---|
| 1. None            | 3 |
| 2. Salesmanship    | 0 |
| 3. Banking         | 0 |
| 4. Office Machines | 0 |
| 5. Data Processing | 0 |
| 6. Others          | 2 |

12. What graduate work have you completed since receiving your undergraduate degree at Austin Peay?

- |                                     |   |
|-------------------------------------|---|
| None                                | 4 |
| Currently working for M.A.          | 0 |
| Completed M.A.                      | 0 |
| Currently working for M.A + 45 hrs. | 0 |
| Completed M.A + 45 hrs.             | 0 |
| Currently working for doctorate     | 0 |
| Completed doctorate                 | 0 |
| Others                              | 0 |

13. Have you received any other special awards or achievements since graduation?

YES

0

NO

4



14. What positions have you held since graduating from Austin Peay, including military service. (Please check the appropriate top salary range for the proper position.) 107

top salary range

below \$4,999	1
\$5,000 to \$7,999	3
\$8,000 to \$10,999	0
\$11,000 to \$13,999	0
\$14,000 to \$16,999	0
\$17,000 to \$19,999	0
above \$20,000	0

15. What office machines have you used in your employment?

1. Computers	0
2. Typewriters	4
3. Dictaphone	2
4. Ten-key adding machines	3
5. Full-keyboard adding machines	0
6. Mimeograph	3
7. Spirit duplicator	2
8. Calculator	0
9. Others	0

Question 8:

Of what value has each of the courses you took in the School of Business and Economics been to you? (Please indicate the value by placing a check mark in the appropriate column.)

Question 9:

Which business courses did you not take at Austin Peay but wished you had?

OF VERY GREAT VALUE	OF GREAT VALUE	OF SOME VALUE	OF NO VALUE	DID NOT TAKE BUT WISHED I HAD TAKEN
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ACCOUNTING

0	0	0	1	1	Accounting Fundamentals for Mgr.
0	2	1	1	0	Elementary Accounting
0	1	0	1	0	Intermediate Accounting
0	0	2	1	0	Cost Accounting
0	0	0	1	0	Advanced Cost Accounting
0	0	0	1	0	Auditing
0	0	0	1	0	Advanced Auditing
0	0	1	1	0	Municipal and Government Accounting
0	0	0	1	0	Advanced Accounting
0	1	0	1	1	Tax Accounting

OF VERY GREAT VALUE	OF GREAT VALUE	OF SOME VALUE	OF NO VALUE	DID NOT TAKE BUT WISHED I HAD TAKEN	
0	0	4	0	0	<u>Business Administration</u>
0	0	4	0	0	Business Mathematics
1	3	0	0	0	Introduction to Business
0	0	0	1	1	Business Communications
0	0	0	1	0	Advanced Business Communications
0	0	0	1	0	Corporation Finance
0	0	0	1	1	Advanced Corporation Finance
0	0	4	0	0	Investment
0	0	0	0	2	Business Law
0	0	0	0	2	Personnel Management
0	0	0	0	2	Data Processing
					<u>Bus. Education &amp; Sec. Studies</u>
0	1	0	0	0	Personal Typewriting
1	1	0	0	0	Beginning Typewriting
1	2	0	0	0	Advanced Typewriting
0	2	1	0	0	Beginning Shorthand
0	3	1	0	0	Stenography
0	2	2	0	0	Office Practices and Principles
0	2	2	0	0	Payroll Accounting
0	3	1	0	0	Office Machines
					<u>Economics</u>
0	0	2	2	0	Principles of Economics
0	0	1	0	0	Intro. to Bus. & Eco. Statistics
0	0	0	1	0	Price Theory I
0	0	0	1	0	Price Theory II
0	0	0	1	0	Money and Banking
0	0	0	1	0	Advanced Bus. & Eco. Statistics
0	0	0	1	0	Eco. History of the U. S
0	0	0	1	0	Labor Economics
0	0	0	1	0	Aggregate Economic Analysis I
0	0	0	1	0	Aggregate Economic Analysis II
0	0	0	1	0	Bus. Cycles & Forecasting
0	0	0	1	0	Public Finance
0	0	0	1	0	International Trade
0	0	1	0	0	Government and Business
					<u>Marketing</u>
0	0	0	1	0	Marketing
0	0	0	1	0	Sales Management
0	0	0	1	0	Principles of Advertising
0	1	0	1	0	Public Relations
0	0	0	1	0	Marketing and Management Policies
0	0	0	1	0	Marketing Research
0	0	0	1	0	Problems in Marketing
0	0	0	1	0	International Marketing
0	0	0	1	0	Credit and Collections



EVALUATION OF ALL COURSES TAKEN OR WISHED  
TAKEN BY THE BUSINESS GRADUATES

109

OF VERY GREAT VALUE	OF GREAT VALUE	OF SOME VALUE	OF NO VALUE	DID NOT TAKE BUT WISHED I HAD TAKEN	
					<u>ACCOUNTING</u>
8	4	9	4	14	Accounting Fundamentals for Management
43	42	36	5	1	Elementary Accounting
33	26	38	7	5	Intermediate Accounting
11	13	15	9	14	Cost Accounting
3	3	2	3	20	Advanced Cost Accounting
13	14	7	6	16	Auditing
5	5	3	3	17	Advanced Auditing
20	30	18	4	16	Tax Accounting
1	3	12	4	23	Municipal and Government Accounting
14	7	14	6	11	Advanced Accounting
					<u>BUSINESS ADMINISTRATION</u>
16	32	57	8	0	Business Mathematics
10	33	82	3	0	Introduction to Business
35	36	35	3	5	Business Communications
4	3	3	1	28	Advanced Business Communications
2	16	38	10	10	Corporation Finance
0	5	3	1	12	Advanced Corporation Finance
1	10	9	2	33	Investment
24	31	68	7	0	Business Law
10	20	36	9	22	Personnel Management
3	4	7	0	67	Data Processing
					<u>BUS. EDUCATION &amp; SEC. STUDIES</u>
6	5	12	1	1	Personal Typewriting
26	27	35	7	2	Beginning Typewriting
28	19	10	3	4	Advanced Typewriting
16	8	8	4	4	Beginning Shorthand
22	8	4	2	2	Stenography
13	14	16	1	7	Office Practices & Principles
7	15	23	5	15	Payroll Accounting
13	14	1	16	7	Office Machines

OF VERY  
GREAT  
VALUE

OF  
GREAT  
VALUE

OF  
SOME  
VALUE

OF  
NO  
VALUE

DID NOT  
TAKE BUT  
WISHED I  
HAD TAKEN

					<u>ECONOMICS</u>
4	33	67	20	0	Principles of Economics
2	13	16	1	12	Introduction to Bus. & Eco.
4	15	16	5	7	Statistics
1	10	14	3	8	Price Theory I
2	22	46	10	8	Price Theory II
					Money and Banking
2	4	1	1	10	Advanced Business & Economics
0	8	40	10	3	Statistics
2	5	18	4	10	Economic History of the U. S
2	8	10	6	6	Labor Economics
0	5	6	4	8	Aggregate Economic Analysis I
0	4	4	1	23	Aggregate Economic Analysis II
0	5	6	3	13	Business Cycles & Forecasting
0	4	7	2	8	Public Finance
1	10	23	6	7	International Trade
					Government and Business
					<u>MARKETING</u>
7	25	41	2	12	Marketing
6	10	8	2	16	Sales Management
7	12	18	6	21	Principles of Advertising
6	11	12	6	31	Public Relations
5	5	4	1	14	Marketing and Management Policies
4	7	5	1	12	Marketing Research
4	4	8	1	10	Problems in Marketing
2	3	7	6	7	International Marketing
2	4	14	1	23	Credit and Collections