An Appraisal of the College of Business Administration at Nicholls State University.

Randolph Edward Cone

Louisiana State University and Agricultural & Mechanical College

Follow this and additional works at: https://digitalcommons.lsu.edu/gradschool_disstheses

Recommended Citation

https://digitalcommons.lsu.edu/gradschool_disstheses/2041

This Dissertation is brought to you for free and open access by the Graduate School at LSU Digital Commons. It has been accepted for inclusion in LSU Historical Dissertations and Theses by an authorized administrator of LSU Digital Commons. For more information, please contact gradetd@lsu.edu.
CONE, Randolph Edward, 1936-
AN APPRAISAL OF THE COLLEGE OF BUSINESS
ADMINISTRATION AT NICHOLLS STATE UNIVERSITY.

The Louisiana State University and Agricultural
and Mechanical College, Ph.D., 1971
Education, general

University Microfilms, A XEROX Company, Ann Arbor, Michigan
AN APPRAISAL OF THE COLLEGE OF BUSINESS ADMINISTRATION
AT NICHOLLS STATE UNIVERSITY

A Dissertation

Submitted to the Graduate Faculty of the Louisiana State University and Agricultural and Mechanical College in partial fulfillment of the requirements for the degree of Doctor of Philosophy in
The Department of Education

by

Randolph Edward Cone
B.S., Northern Illinois University, 1958
M.S., Florida State University, 1959
August, 1971
ACKNOWLEDGMENTS

The writer is indebted immeasurably to Dr. William M. Smith for his untiring attention, his wise counsel, and his constant encouragement, as major professor, throughout the entire planning and writing of this study. Particular appreciation is also extended to Dr. Linda P. Fletcher who, as minor professor, expended considerable time in editing and whose suggestions resulted in decided improvements in this work. Thanks are due, also, to other members of the writer's doctoral committee: Dr. William R. Eglin, Dr. Frank D. Ferguson, Dr. Robert E. May, and Dr. Charlie W. Roberts, Jr.

Appreciation is also expressed to Dr. Louis J. Rodriguez, Dean of the College of Business Administration at Nicholls State University, for permission to conduct this study and for valuable assistance during the study. His secretary, Mrs. Gale Landry, and other members of the Nicholls State University staff, especially Mr. Dan Montz, Registrar, and Mrs. Jerry O'Donovan Berger, are also due special thanks for their many contributions.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>ii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>v</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>vi</td>
</tr>
<tr>
<td>CHAPTER</td>
<td></td>
</tr>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>2</td>
</tr>
<tr>
<td>Delimitations of this Study</td>
<td>3</td>
</tr>
<tr>
<td>Definitions of Terms Used</td>
<td>3</td>
</tr>
<tr>
<td>Importance of the Study</td>
<td>4</td>
</tr>
<tr>
<td>Method of Procedure</td>
<td>6</td>
</tr>
<tr>
<td>II. REVIEW OF RELATED LITERATURE</td>
<td>8</td>
</tr>
<tr>
<td>III. THE CURRICULUM</td>
<td>21</td>
</tr>
<tr>
<td>Objectives of the College of Business Administration</td>
<td>21</td>
</tr>
<tr>
<td>Business Administration Core Requirements</td>
<td>22</td>
</tr>
<tr>
<td>General Studies Core Requirements</td>
<td>24</td>
</tr>
<tr>
<td>Graduates Participating in this Study</td>
<td>25</td>
</tr>
<tr>
<td>Summary</td>
<td>40</td>
</tr>
<tr>
<td>IV. GRADUATE EDUCATION AND OCCUPATIONAL EXPERIENCES</td>
<td>43</td>
</tr>
<tr>
<td>Summary</td>
<td>56</td>
</tr>
<tr>
<td>V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS</td>
<td>59</td>
</tr>
<tr>
<td>Summary</td>
<td>59</td>
</tr>
<tr>
<td>Conclusions</td>
<td>62</td>
</tr>
<tr>
<td>Recommendations</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>111</td>
</tr>
<tr>
<td>CHAPTER</td>
<td>Page</td>
</tr>
<tr>
<td>-------------------------</td>
<td>------</td>
</tr>
<tr>
<td>REFERENCES CITED</td>
<td>67</td>
</tr>
<tr>
<td>APPENDICES</td>
<td>70</td>
</tr>
<tr>
<td>APPENDIX A</td>
<td>71</td>
</tr>
<tr>
<td>APPENDIX B</td>
<td>88</td>
</tr>
<tr>
<td>APPENDIX C</td>
<td>90</td>
</tr>
<tr>
<td>APPENDIX D</td>
<td>92</td>
</tr>
<tr>
<td>VITA</td>
<td>97</td>
</tr>
</tbody>
</table>
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Graduates Participating in this Study By Major Field and Year of Graduation</td>
<td>25</td>
</tr>
<tr>
<td>2. Evaluation of Introduction to American Business</td>
<td>34</td>
</tr>
<tr>
<td>3. Evaluation of Principles of Accounting</td>
<td>34</td>
</tr>
<tr>
<td>4. Evaluation of Economic Principles</td>
<td>35</td>
</tr>
<tr>
<td>5. Evaluation of Business Finance</td>
<td>36</td>
</tr>
<tr>
<td>6. Evaluation of Principles of Management</td>
<td>37</td>
</tr>
<tr>
<td>7. Evaluation of Marketing</td>
<td>37</td>
</tr>
<tr>
<td>8. Evaluation of Business Law</td>
<td>38</td>
</tr>
<tr>
<td>9. Evaluation of Business Communications</td>
<td>39</td>
</tr>
<tr>
<td>11. Graduates Pursuing Further Study</td>
<td>44</td>
</tr>
<tr>
<td>12. Value of Advanced Degree</td>
<td>47</td>
</tr>
<tr>
<td>13. Graduates Employed in Major Field</td>
<td>49</td>
</tr>
<tr>
<td>14. Importance of Grades in Obtaining First Position</td>
<td>52</td>
</tr>
<tr>
<td>15. Satisfaction with Choice of Major</td>
<td>54</td>
</tr>
<tr>
<td>16. Beginning Annual Salaries</td>
<td>55</td>
</tr>
<tr>
<td>17. Current Annual Salaries</td>
<td>56</td>
</tr>
</tbody>
</table>
ABSTRACT

The purpose of this study was to obtain information from the 1965 through 1969 graduates of the College of Business Administration at Nicholls State University, Thibodaux, Louisiana, in the nature of certain opinions regarding the curriculum studied at that institution and certain facts regarding graduate education and occupational experiences.

A questionnaire was designed to elicit this information and, with a cover letter, was mailed to all 263 graduates during the specified years. A total of 197 graduates responded to either the initial mailing of the questionnaire or to a second request. Information from the 197 participants was presented and discussed, conclusions were reached, and recommendations for the undergraduate business program at Nicholls State University were made.

The following conclusions were reached:

1. Most of the graduates of the College of Business Administration spent four or more years at Nicholls and did not change their major field of study. A significant number of graduates were employed part time while attending college.

2. Course requirements in business administration and general studies were believed satisfactory, from a quantity standpoint, by most graduates. Individual courses in business were also felt to be adequate, from that same standpoint. Additional instruction was felt necessary, however, in data processing, oral communications, and insurance.

3. All core requirements in business except Marketing and Introduction to American Business were thought valuable by most graduates.
Several graduates had received some form of financial aid in recognition of scholastic ability, but a relatively small number of graduates had continued their formal study.

Nicholls State University and other colleges and universities in the South were important in the graduate education experiences of the respondents. Most graduates believed an advanced degree would prove helpful in the future.

Most graduates who had not continued their education were employed in an area related to their undergraduate major. Most had obtained their first job through their own initiative; only a small number of them made use of public employment agencies in this regard. The majority recognized certain deficiencies in job-placement procedures at Nicholls.

The graduates exhibited strong job stability and were progressing from a salary standpoint.

Recommendations resultant from this study included:

1. Attention should be given to ways to increase the amount of instruction in data processing, oral communications, and insurance.

2. The place of Introduction to American Business and Marketing in the business curriculum should be re-evaluated, and methods of making these two courses more relevant should be sought.

3. The possibility of eliminating the requirement that office administration majors complete Business Finance and Statistics should be investigated. A sizable percentage of those graduates believed these courses were of little or no value to them.

4. The one-semester course in office machines should be retained as a requirement for all majors. At least one semester of collegiate
5. Core requirements in business and general studies should remain as they are.

6. The "Book-per-Semester" program should be studied further before a conclusive decision is made as to its worth.

7. Since most of the graduates who continued their education did so at Nicholls, an evaluation of the master's program at that institution would be timely.

8. An awareness of requirements and procedures at other Southern graduate schools should be maintained.

9. On-campus interviewing and job-placement procedures should be scrutinized.

10. Additional studies of this kind should be made periodically at Nicholls in order to continually upgrade the program.
CHAPTER I

INTRODUCTION

The appraisal process is one of the most significant facets of human activity. Without appraisal there would be little progress. This is certainly as true in education as in other human endeavors.

Appraising and evaluating play an important role at all levels of the educational hierarchy—from elementary school through higher education. Whether the focus is on the administration and evaluation of subject-matter tests, the assignment of grades, or the administration of standardized achievement tests, a great deal of attention is directed in the education process to attempt to appraise the progress of the student and to evaluate the role of the school and the curriculum in that progress. For example, the current emphasis on the concept of "accountability" in education illustrates this underlying appraisal philosophy through its objective of systematically measuring student progress and assigning responsibility for that progress to the school and the teacher.

Thus, appraising curricular offerings with a view toward improvement is essential if an educational institution is to be dynamic and if it is to provide an education that will be meaningful and meet the needs of its graduates. This process of curriculum appraisal is a complicated one involving many different activities. Basically, however, it involves "the deliberate act of gathering and processing information according to some rational plan, the purpose of which is to render at some point in
time a judgment about the worth" of that curriculum (Pyatte; 1968, 113). The wisdom of considering the experience and opinions of graduates in this "rational plan" is recognized as an important feature of curriculum appraisal.

One of the more accepted methods of obtaining information regarding the experiences of graduates and their opinions about their formal education is the follow-up study. Long recognized as a useful tool in curriculum appraisal, the follow-up study has been used at all educational levels and with different groups involved in the educational process. It is especially useful in business education since it is absolutely imperative that educators in this field keep abreast of the many rapid changes occurring in the world of business and industry.

The follow-up study . . . may result in a worthwhile, small-scale contribution to business education if carefully and systematically conducted. Although the conclusions drawn and the recommendations offered will, in many instances, be applicable only to a single institution, nevertheless, the values realized may be of more practical worth than studies of a wider scope (Iliff; 1967, 38).

It is hoped that the present study will provide some answers to questions and problems which the College of Business Administration at Nicholls State University must face in its task of attempting to improve the quality of its product, the business graduate.

Statement of the Problem

How do graduates of the College of Business Administration at Nicholls State University, Thibodaux, Louisiana, regard their undergraduate business education as to its over-all effectiveness in preparing them for advanced formal education and for employment?
Delimitations of this Study

This study included only those graduates who have been awarded a baccalaureate degree by the College of Business Administration at Nicholls State University from 1965 through 1969. Graduates who received either a certificate or an associate degree as a result of completing one- or two-year programs within the College were not considered in this study.

Definitions of Terms Used

Business graduate. In this study, an individual who has met all requirements for a baccalaureate degree in one of the areas of business administration was referred to as a business graduate.

College of Business Administration. This unit includes the Departments of Accounting, Business Administration, Economics and Finance, Management and Marketing, and Office Administration. It offers the Bachelor of Science degree in accounting, economics, finance, general business, industrial management, management, marketing, and office administration. The Bachelor of Arts degree is also awarded in economics. During the years 1965 to 1967, this unit was known as the Department of Business Administration. From 1967 through 1969, it was known as the Division of Business Administration. In 1970, the official name of this unit became the College of Business Administration, and it was so called throughout this study.

Nicholls State University. During the years included in this study, Nicholls State University was known as F. T. Nicholls State College. The present name, Nicholls State University (acquired in 1970), was used in this study to designate this educational institution.
Respondent. The business graduate who completed and returned the questionnaire used in this study was referred to as a respondent. This term will be used interchangeably, in this study, with graduate or business graduate.

Importance of the Study

Nicholls State University is one of the fastest-growing institutions of higher learning in the state of Louisiana. Originally established as Francis T. Nicholls Junior College of Louisiana State University, it began its first semester of operation in September, 1948, with 161 students (Montz:1971). For the next eight years, the College operated as a two-year branch of Louisiana State University. Because of its continually increasing enrollment and the growing need for a degree-granting institution in south central Louisiana, the State Legislature separated the College from the University, placed it under the direction of the State Board of Education, and authorized the development and implementation of four-year curricula. In September, 1956, the College began operations under its new program as Francis T. Nicholls State College and granted its first degrees at the end of the 1957-1958 academic year to 27 graduates (Montz:1971). In 1966, the College established a Graduate Division and began offering course work leading to the Master of Arts in Education and the Master of Education degrees.

With a steady growth in both enrollment and curricula, the State Legislature in 1970 authorized another change in name, and the College became Nicholls State University. At the close of the 1968-1969 academic year, Nicholls had granted 356 two-year associate degrees, 1,748 baccalaureate degrees, and 161 graduate degrees (Montz:1971).
During this time, business administration established itself as one of the most important areas of study on the campus. Originally established as the Department of Business Administration within the Division of Applied Sciences, twenty-three students enrolled for courses in the Department in September, 1948 (Montz:1971).

The Department enjoyed continued growth in enrollment and a corresponding increase in the availability of course offerings. A program leading to the Master of Business Administration degree was instituted in 1968, and in 1969 the Department of Business Administration was separated from the Division of Applied Sciences and became the Division of Business Administration. One year later, the Division officially became the College of Business Administration. At the close of the 1968-1969 school year, 317 undergraduate and five graduate degrees had been awarded in one of the areas of business administration (Rodriguez:1971).

During all the years of its existence, no formal effort has ever been made by the College of Business Administration at Nicholls State University to ascertain how its graduates regard the effectiveness of the program studied, or how well these graduates fare on the job or in graduate school. As at any institution of learning, there has been feedback from some students and some graduates, but whether this feedback has been representative has never been determined. This study should be valuable in providing the College of Business Administration with concrete information that will aid in planning curriculum revision and improvement. In so doing, the institution, its students, graduates, and employers of these graduates should benefit.
Method of Procedure

The following procedures were used in this study:

1. Permission was sought and obtained from the Dean of the College of Business Administration at Nicholls State University to undertake this study.

2. A review of a number of follow-up studies that have been conducted—both those concerned with the field of business in particular and education in general—was made in order to determine what literature existed in this area.

3. A questionnaire was devised which sought to learn certain facts and opinions of graduates regarding the educational program pursued while a student at Nicholls State University, post-college experiences, and difficulties or successes encountered in meeting those experiences.

4. A selected group of graduate students in business administration at Louisiana State University was asked to complete the questionnaire, in an effort to ascertain its clarity. Their suggestions for clarification of questions and other recommended improvements were then incorporated in a revised questionnaire (See Appendix D).

5. A cover letter, to accompany the questionnaire, was devised which solicited graduates' participation in the study (See Appendix B).

6. Names and addresses of all 263 graduates of the College of Business Administration for the years 1965 through 1969 were then secured from the records available at Nicholls State University. Verification of addresses was attempted by telephone for all graduates last residing in the city of Thibodaux or the city of Baton Rouge. At that time, also, those graduates contacted by telephone were informed of the
study, the impending mailing of the questionnaire, and the need for their cooperation in participating in the study.

7. On December 5, 1970, the cover letter, questionnaire, and a stamped pre-addressed envelope was mailed to each business administration graduate.

8. A follow-up letter was devised urging cooperation on the part of those graduates who did not respond to the initial mailing of the questionnaire (See Appendix C).

9. On January 6, 1971, 160 graduates (60.83 percent) had returned the questionnaire. At that time, those graduates not returning the questionnaire were mailed the follow-up letter, a second copy of the questionnaire, and an additional stamped pre-addressed envelope.

10. As of January 20, 1971, an additional thirty-seven graduates had returned the questionnaire, making a total return of 197 questionnaires or 74.9 percent of the graduates. At that time, all returned questionnaires were tabulated and taken to the Computer Research Center at Louisiana State University where information from the questionnaires was coded. A program was then made for this study.

11. Information from the program was then presented in tabular form and discussed.

12. This information was then summarized, after which conclusions and recommendations for the undergraduate business administration program at Nicholls State University were delineated.
CHAPTER II

REVIEW OF RELATED LITERATURE

Although the follow-up study has established itself as a useful tool in curriculum improvement in all areas of education, no formal study has ever been conducted by the College of Business Administration at Nicholls State University to ascertain definite facts and opinions relating to occupational or graduate education experiences of graduates of that program. There has not been any structured information supplied regarding the opinions of business graduates of Nicholls State University as to the effectiveness of the curriculum. There are a number of institutions, however, that have had surveys conducted at various times in an attempt to learn the opinions of graduates of various programs within the institution. A review of some of those surveys, first considering those apart from the areas of business, should illustrate how an individual institution can benefit from such a study.

In 1949, Sharpe conducted a survey of 2,025 former graduate students of the College of Education at the University of Illinois from 1939 to 1948 in an attempt to obtain suggestions for improvement of that program. The majority of the responding graduates agreed that the guidance program within the College at the University of Illinois needed definite improvement and that closer student-staff relationships would be desirable. Another frequently made suggestion was that the University should investigate the possibility of adopting a five-year program for teacher training (Sharpe:1949).
A number of suggestions were made by in-service teachers for improving the teacher education program at Wayne State University when Davis made his survey in 1952. A total of 956 questionnaires was mailed to 1947-1950 graduates of the Wayne State program, and there was a consensus that the number of required "basic education" courses was adequate, as was the supervised teaching experience. The majority also agreed that the sequence of courses was practical.

On the negative side, however, these graduates believed that more methods courses were needed immediately prior to the student-teaching experience and that the education orientation courses were worthless. They pointed out the need for improvement of the guidance program at Wayne State University and expressed considerable dissatisfaction with the then-prevailing methods of grading. It was also widely believed that there was considerable overlapping and duplication of courses within the education program at Wayne State University (Davis: 1952).

In a survey made of 732 graduates of Wheaton College in Wheaton, Illinois, Swanson found that extracurricular activities were rated as extremely important by the graduates in the gaining of a college education. Those who participated most actively received the greatest benefits, according to those graduates. They were also of the opinion that their education was not as practical as it should have been, and they believed the required foreign language was of very little use to them. However, over 93 percent of the graduates said that they would attend Wheaton College again if they had it to do over (Swanson: 1957).

Gourley asked graduates of the class of 1956 at Northern Illinois University to identify strengths and weaknesses of the educational program, to appraise the adequacy of the physical facilities, to relate
opinions concerning various services offered by Northern Illinois University, and to give information relative to the graduates' initial employment. He found general satisfaction on the part of the graduates with the educational program and physical facilities. A majority of the graduates had completed additional study since leaving Northern Illinois University and voiced the desire that Ed.D. and Ph.D. programs be added to the offerings at that university. Over 90 percent of the graduates were employed in positions directly related to their major or minor field of preparation when surveyed in 1961 (Gourley:1961).

In 1969, Davis surveyed the recipients of doctoral-level degrees from the University of Mississippi from 1893 to 1967. His desire was to collect personal, vocational, and academic information from the graduates and to solicit evaluations of the terminal degree programs. Davis learned that the majority of doctorate holders—whether Ed.D. or Ph.D.—was employed in teaching, and more frequently in the Southeastern section of the United States than elsewhere. Most of the graduates had originally chosen to earn their doctorates at the University of Mississippi because of practical reasons—geographical proximity, assistantships, fellowships, or the availability of other financial aid. The overwhelming majority of the graduates was satisfied with the adequacy of their program and would matriculate at the University of Mississippi again if they had it to do over (Davis:1969).

Using the questionnaire method, Delaney attempted to evaluate the graduate teacher education program at McNeese State College in 1969. He learned that the majority of graduates had originally chosen McNeese because of geographical convenience and accessibility, the reputation of the faculty, and the types of courses and programs offered at McNeese.
Most of the graduates were of the opinion that the guidance function was deficient in every single area at McNeese. They believed that the college was doing a good job in stimulating and providing means for achieving all stated goals with the exception of the seeking of administrative or college teaching positions. Improvement was also thought to be necessary in the development of skills in group processes (Delaney:1969).

Schatte received a 68.81 percent return when he mailed a fifteen-page questionnaire to 833 graduates of the doctoral programs at Texas A & M University in 1970. He learned that slightly more than 60 percent of the graduates were engaged in teaching and were devoting the majority of their time to that task. Less than 20 percent of the graduates had authored or co-authored a book, but more than one half of them had published one or more articles since graduation.

The majority of the graduates was satisfied with the guidance and counsel they had received from their major professor. They remembered the faculty as being highly knowledgeable but ranked them only as average in instructional skill and the ability to stimulate enthusiasm in students (Schatte:1970).

The follow-up study has also proven particularly useful to those in the areas of business administration, business education, and office administration as an aid in curriculum evaluation and revision. A review of some of the more significant studies in those areas is in order at this time.

When Aberle made his survey of the graduates of the Division of Business at San Jose State College, he found that most of those graduates believed that increased emphasis needed to be placed on business
communications and certain basic business courses, especially accounting and marketing. The participating graduates also recommended a required core curriculum for all business students, with the exception of secretarial science majors. The core consisted of courses in economics, accounting, banking, business law, statistics, and marketing.

With respect to the employment activities engaged in by the business graduate of San Jose State College, Aberle learned that most of the graduates engaged in the accounting and sales function regardless of the type industry in which they were employed. He also ascertained that there was a fairly even distribution between the number of graduates employed by large corporations and those employed by smaller, more local firms (Aberle:1954).

Kane attempted to appraise the secretarial science program at Hunter College by surveying graduates of that institution in 1954. Her study was among the first to recommend that collegiate training in typewriting should include instruction on electric machines. In addition, many of the graduates responding to the questionnaire cited the need for more instruction in English and for improved educational and vocational guidance. Those graduates also stated their beliefs that the required one semester in a foreign language stenographic course was virtually valueless (Kane:1954).

When Cook surveyed the business administration graduates of Berry College in 1962, she learned that 28.43 percent of the graduates had continued their formal education. The graduates felt that Principles of Accounting, Business Mathematics, and Business Correspondence had been the courses of most value to them. Furthermore, more than one half of the graduates believed that the college's required work experience
program had been of extreme value to them (Cook:1962).

In a survey of business administration graduates of Mankato State College done in 1962, Huntley discovered:

1. Graduates originally enrolled at Mankato State College primarily because of geographic convenience and comparatively low tuition.

2. Use of the unsolicited personal application and the college placement office were the two main methods graduates utilized in obtaining their initial employment experiences after graduation.

3. More graduates were employed in accounting and sales than any other area of business.

4. Graduates were nearly unanimous in listing courses in the area of communications as being the most valuable "general" courses they had taken (Huntley:1962).

Using a random sampling of the 1956-1960 business administration graduates of American International College, Parente attempted to identify, classify, and interpret information regarding the business careers of those graduates in order to determine what implications, if any, their careers might have to the curriculum. Chief among his findings was the fact that training programs had been provided for the first job by nearly one half of the employing organizations. In addition, Parente discovered:

1. Almost one half of the business graduates had never entered employment in their major area of study. Most graduates were employed in teaching, followed by accounting, selling, and then management.

2. Courses in English, public speaking, and accounting were thought by the graduates to be most valuable in developing executive ability.
Courses in accounting and finance needed to receive continued emphasis at the collegiate level. More emphasis, according to the graduates, should be placed on English, business communications, and public speaking (Parente:1962).

When Underwood conducted a follow-up study of accounting graduates of Chico State College, he learned that only one third of the graduates had continued their formal education beyond the baccalaureate degree. Approximately 86 percent of the graduates were employed in accounting or an allied area, however. Other significant findings from Underwood's study included:

1. A large percentage of the respondents were of the opinion that an internship in accounting would be a useful adjunct to the curriculum and would be helpful in making the student cognizant of both the opportunities and the problems facing an accountant.

2. Seventy-five percent of the respondents maintained that a fifth year of collegiate study in accounting would be most beneficial to the prospective accountant. They cited increased specialization, diversification of accounting functions, and added duties and responsibilities of the accountant as bases for this belief.

3. Basic accounting, auditing, and classes developing the communications skills (written and oral) were held to be the most valuable collegiate courses by those accounting graduates (Underwood:1963).

Cornwell asked 295 graduates of the undergraduate program in business administration at Northern Arizona University to evaluate the quality and effectiveness of that program. He found that 60 percent of the responding graduates were satisfied with the proportion of business course requirements to business electives, and one half of those
respondents believed that fewer liberal arts courses could profitably be required of business majors.

The amount of instruction in data processing, written and oral communications, and decision making was thought to be less than adequate by the majority of the respondents. Principles of Management was considered to be the most valuable course taken, followed by Principles of Accounting and Personnel Management. Most graduates thought that the Introduction to Business course had negligible value. The majority of graduates also opined that job placement procedures at Northern Arizona University were inadequate (Cornwell 1968).

According to a survey of graduates of Ohio's joint vocational schools made in 1968, the graduates believed that they were prepared exceptionally well for full-time employment. Furthermore, most of the graduates were working in the area for which they trained, and the majority expressed a high degree of satisfaction with their jobs.

Those graduates generally agreed that student guidance services were less than adequate and that better job placement services were needed. The majority of the 267 graduates participating in the study had continued part-time studies after their graduation from vocational school and had reported no difficulty in doing collegiate work at either two- or four-year institutions of higher learning (Bensman 1969).

In attempting to appraise the effectiveness of the Department of Secretarial and Business Education at Southern Illinois University, Jacobson surveyed the 1963-1968 graduates of that department. He reported several significant findings:

1. The majority of the graduates related that they were generally satisfied with their course of study and the course content
at Southern Illinois University.

2. About 75 percent of the graduates said that they would again major in business education, while slightly less than 15 percent would choose a different field. The remainder were undecided.

3. Eighty percent of the graduates reported that they were currently teaching or had gained some teaching experience since their graduation.

4. Nearly 90 percent of the graduates expressed the belief that one course in the methods of teaching business subjects would be insufficient preparation for teaching.

5. Two thirds of the graduates favored continuing the requirement that business education majors prepare to teach in four areas, and more than one half of the graduates felt that all business education majors should be required to prepare to teach a specific course, such as Beginning Typewriting.

6. A significant majority (75 percent) of the graduates was of the view that work experience in an office or store should be required of business education majors before full-time teaching was begun.

7. Forty-one percent of the graduates had either attained a masters degree or were involved in graduate study at the time the survey was made. The desire to improve their economic status was most often mentioned as the reason for continuing formal education (Jacobson:1969).

Mooring conducted a follow-up study of business administration, business education, and office administration graduates of Prairie View Agricultural and Mechanical College in Texas in 1969. Several of her findings proved useful to the faculty at that institution.
1. Nearly 80 percent of the graduates were employed in Texas, but only slightly more than one half were employed in teaching or some area of business.

2. Approximately 70 percent of those graduates who had been employed since graduation had obtained their first job through their own efforts. Only a small number (8.51 percent) had received job placement help from the Department of Business Administration.

3. Almost two thirds of the graduates had pursued formal education beyond the baccalaureate stage, the majority of those continuing at Prairie View Agricultural and Mechanical College.

4. Typewriting was generally regarded as the most valuable business course taken by the graduates, while English was ranked as the most valuable non-business course.

5. Business Law was the business course held in lowest esteem by those graduates, while Physical Education shared the same distinction in the non-business area.

6. Office Machines was mentioned most frequently as the business course most needing improvement, followed closely by Basic Accounting and then Beginning Shorthand (Mooring: 1969).

Raab endeavored to evaluate the business education program at the University of South Dakota in her follow-up study of graduates of that program in 1969. She found that most graduates expressed considerable satisfaction with instruction in the specialized areas of business education. The graduates, however, were nearly unanimous in their opinion that more emphasis needed to be given to data processing instruction at the University of South Dakota (Raab: 1969).
Redfern's survey in 1969 of junior high school typewriting students in Lincoln, Nebraska, gives further evidence of the fact that the opinions of graduates, at various age levels, are considered in curriculum appraisal and improvement.

Redfern concluded that junior high school typewriting courses can be justified. This conclusion was based on the strong positive feelings by the students toward typewriting, rather than on the basis of the relatively limited utilization of their skill. However, the majority of the junior high school graduates was using their typing skill, in varying degrees, in high school.

There were several other significant findings resultant from Redfern's study:

1. No conclusive evidence was found that would indicate that one grade is more advantageous than another at which to offer typewriting instruction in the junior high school.

2. Very little importance was attached to the vocational objectives by students completing junior high school typewriting. Rather, a mastery of basic skills was considered most important by the students.

3. Students used their skill mainly in copying activities at this level (term papers, book reports, and the like).

Redfern recommended that two semesters of typewriting, instead of one, be given at the junior high school level and that secondary schools make typewriters available to students during school hours for the students' personal use. She further concluded that teachers of junior high school typewriting should endeavor to develop appropriate materials in order to accomplish the objectives of the course at that level (Redfern:1969).
Toy attempted to evaluate the multi-clerical curriculum of the East Los Angeles Skill Center, a center funded under the Manpower Development and Training Act, in a comprehensive survey done in 1970. By use of a questionnaire sent to both the graduates of the center and their supervisors, Toy sought to learn not only what duties were performed by the graduates but also how the supervisors judged the graduates and their work.

It was found that approximately 70 percent of the graduates had been successful in obtaining clerical-related employment, and Toy thus concluded that the training the graduates had received at the East Los Angeles Skill Center had been sufficient to render them employable. In addition, Toy learned that the majority of the graduates was employed in positions involving typewriting and the use of the telephone.

The most common difficulties experienced on the job by those graduates included getting to work on time, completing assigned work under pressure, understanding and following directions, and using the telephone courteously. The graduates suggested that greater emphasis should be given during the training program to typing letters and reports from longhand and to handling both incoming and outgoing telephone calls (Toy:1970).

The preceding studies give some indication of the vast array of information which an individual institution can obtain from a survey of its graduates. It is hoped that the present survey of the business administration graduates of Nicholls State University will provide valuable information that will aid in the continued improvement of that program and that institution.
SUMMARY

A great deal of information has been gleaned through the years from the numerous follow-up studies which have been conducted of graduates of various educational programs. Although specific information is applicable many times to but one institution, certain generalizations can be made which can be of value to other institutions.

For instance, much evidence exists that college graduates, especially, report a definite dissatisfaction with the professional guidance they received as a college student. This is particularly true, it appears, in the area of vocational guidance and job placement. A number of follow-up studies have emphasized the importance that classes in English, public speaking, and written and oral communications should occupy in collegiate curricula, as evidenced especially by comments of business graduates.

Again, graduates of business programs frequently attest to the value of work experience as preparation for employment, and many advise the establishment of internship programs to ease the transition from school to full-time employment. All of this information could doubtless aid an educational institution that is serious about improving its program.
CHAPTER III

THE CURRICULUM

Every educational institution or program must have a set of clearly defined objectives if it is to properly justify its existence. From its inception, the College of Business Administration at Nicholls State University has recognized this and has operated under objectives that have helped guide the faculty in the development, operation, and improvement of the curriculum.

As stated in the Nicholls State Bulletin of 1969, the specific objectives of the College of Business Administration have been:

1. To prepare young men and women for careers of leadership in private and public business;

2. To help the student attain an awareness of cultural appreciation and a sense of civic responsibility;

3. To encourage research in the areas of business and economics;

4. To prepare students for graduate school;

5. To provide services to the business community (Nicholls State Press: 1969).

Attainment of these objectives was attempted, largely, through the formal curriculum which was offered by the university. The following courses comprised the curriculum required of all majors in the College of Business Administration (with certain exceptions as noted) during the years included in this study:
1. Introduction to American Business (3 semester hours credit). This course was basically a survey of American business, including the types of business organization and the various career fields. It was not required of economics majors pursuing the Bachelor of Arts degree.

2. Principles of Accounting (6 semester hours credit required). These courses were introductory ones designed to familiarize the student with fundamental accounting principles and methods. Students desiring to earn the Bachelor of Arts degree in economics were required to complete only one three-semester hour course in accounting.

3. Economic Principles and Problems (6 semester hours credit required). These courses studied the factors entering into all production, distribution, and exchange. Determination of value and prices under competition, monopoly, and partial monopoly were also studied. Certain special problems studied dealt with money and banking, labor problems, taxation and public debt, tariffs, and depressions. All principles were tested by application to current economic problems.

4. Business Finance (3 semester hours credit required). The organization and financing of a business enterprise was studied, as well as types of capitalization, refunding, reorganization and expansion, and public regulation of the sale of securities.

5. Principles of Management (3 semester hours credit required). This course involved a study of the nature and fundamental principles and policies of business management, including organization, operation, and external relations.

6. Marketing (3 semester hours credit required). Historical development of trade centers and trade routes in relation to resources and business opportunities were studied here. Attention was also given
to channels involved in the distribution of merchandise and to services performed by retailers, wholesalers, and other middlemen. Marketing costs and efficiency were also topics of this course.

7. Business Law (6 semester hours credit required). These courses involved a study of the law of contracts, agency, negotiable instruments, bailments, sales, mortgages, bankruptcy, partnership, and corporations.

8. Business Communications (3 semester hours credit required). This course was a study of fundamental business communications, business letters, and reports. Correct use of grammar was emphasized throughout the course.

9. Statistics (3 semester hours credit required). Here the student was introduced to descriptive and inferential statistics. Frequency distributions, probability, sampling distributions, statistical estimation, index numbers, and time series analysis were also matters with which this course was concerned.

10. Office Machines (1 semester hour credit required). This class stressed operation of the ten-key adding machine and the rotary calculator. It was not required of economics majors working toward a Bachelor of Arts degree.

Thus, a total of thirty-seven semester hours were required in the College of Business Administration with the exception of economics majors working toward a Bachelor of Arts degree, for whom thirty-one semester hours were required in business administration.

In order to attempt to attain the objective of instilling an awareness of cultural appreciation and a sense of civic responsibility in the student, a certain number of "general studies" courses were
required of all business students at Nicholls State University. During the years included in this study, these requirements consisted of the following:

1. **English.** A total of 12 semester hours was required.
2. **Fine Arts.** Completion of 6 semester hours in speech, music, or art was required.
3. **Mathematics.** Completion of 6 semester hours was required.
4. **Science.** Completion of at least 8 semester hours of science courses and associated laboratories, to be chosen from the fields of biology, chemistry, earth science, and physics was required.
5. **Social Sciences.** Completion of at least 6 semester hours, including History of Western Civilization, was needed.
6. **Health and Physical Education.** Completion of 4 semesters of activity courses was mandatory.
7. **Orientation to College.** Required during the freshman year, this course was designed to acquaint the student with college life and to make his educational experience in college more meaningful and successful.
8. **Democracy versus Communism.** This course was required in all curricula during the junior or senior year (Nicholls State Press: 1965, 1966, 1967, 1968, 1969).

In addition to the business and general studies requirements, business students chose from a number of electives both within the field of business and outside that field. The number of courses and elective hours available, of course, was dependent upon the additional number of requirements within a particular major field of study.
Completion of 129 semester hours of course work, as a minimum, with at least a 2.00 over-all academic average, was required of the students in this study in order to be eligible for graduation. No minor was required for graduation, but at least thirty semester hours of credit had to be earned in courses designed primarily for juniors and seniors. In addition, a student must have attained a minimum 2.00 scholastic average in his major field of study in order to be eligible for a baccalaureate degree.

Table 1 illustrates the graduates participating in this study, by year of graduation and major field of study. Business administration majors comprised the greatest number of graduates participating in this study. Of the 197 questionnaires returned, ninety-five had majored in that field. Questionnaires were also returned by fifty-five accounting majors, seventeen economics majors, twelve office administration majors, nine management majors, six industrial management majors, and three marketing majors.

Table 1
Graduates Participating in this Study
By Major Field and Year of Graduation

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>5</td>
<td>8</td>
<td>10</td>
<td>13</td>
<td>19</td>
<td>55</td>
</tr>
<tr>
<td>Business Administration</td>
<td>3</td>
<td>12</td>
<td>18</td>
<td>17</td>
<td>45</td>
<td>95</td>
</tr>
<tr>
<td>Economics</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>8</td>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td>Industrial Management</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Management</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Marketing</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Office Administration</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
<td><strong>20</strong></td>
<td><strong>32</strong></td>
<td><strong>44</strong></td>
<td><strong>93</strong></td>
<td><strong>197</strong></td>
</tr>
</tbody>
</table>
Responses to questions on the questionnaire have been analyzed in the same order in which they are found on the questionnaire. In order to obviate the necessity of referring continually to the sample questionnaire found in Appendix D, each question has been repeated immediately preceding the findings. The remainder of this chapter is concerned with Part I of the questionnaire, "Curriculum."

Question 1: "Did you obtain part of your collegiate education at an institution other than Nicholls State University? If yes, approximately how many semesters were spent elsewhere?"

A total of seventy-four, or 37.56 percent, respondents indicated that part of their undergraduate collegiate education had been obtained elsewhere than Nicholls. Further analysis of these seventy-four questionnaires indicates a range of from one to eight semesters being spent elsewhere, with one semester being the average time spent at an institution other than Nicholls State University.

Question 2: "Did you change majors in order to obtain a degree through the College of Business Administration? If yes, please list your previous major(s)."

Fifty-seven business graduates, or 28.93 percent of the respondents, answered this question in the affirmative. Although virtually every field of study was mentioned as a previous major before business was settled upon, by far the majority of respondents who had changed their major (34) had been in engineering.

Question 3: "Do you believe that the 'Book-per-semester' reading program has enough value to warrant its continuation at Nicholls?"

Begun in an attempt to foster closer relations between the student and his faculty advisor and to broaden the sphere of knowledge of
the student, this program involved the selection of one book by a faculty committee to be read by all business students once each semester. The student met with his advisor, individually or in a small group, to discuss his opinions as to the content and merit of the book. Since this program was not initiated until the fall of 1966, not all respondents answered this question. However, ninety-nine respondents believed that the program should be continued, while eighty-five respondents answered the question in the negative.

Question 4: "What extracurricular activities, if any, do you believe helped you most in preparing you for employment?"

A relatively small number of respondents indicated that some formal extracurricular activity had, in their opinion, been valuable in preparing them for employment. The greatest number of responses in this area, however, mentioned Delta Sigma Pi, the professional business fraternity, as being most helpful. Twenty-one respondents cited this activity. Close behind this activity were social fraternities, with fourteen respondents attesting to their value. Eleven respondents said that the National Collegiate Association of Secretaries had been helpful, while ten mentioned participation in the Student Government Association and other campus political activities.

Although technically not an extracurricular activity in the sense of being a part of the institution, part-time employment was said to be helpful by forty-seven respondents.

Question 5: "Please rate each of the following factors in relation to your college preparation. Check only one for each factor."

(a) "Number of requirements in business administration in relation to number of electives in business administration."
Almost 60 percent of the respondents believed that the proportion of requirements in business administration to electives in business administration was satisfactory.

Response

1. Need more requirements and fewer electives .................. 24.34%
2. Need fewer requirements and more electives .................. 16.27%
3. Proportion of requirements to electives was satisfactory .... 59.39%

(b) "Number of semester hours required in business administration courses in relation to number of semester hours required in general studies (English, history, science, etc.)."

Only slightly more than one half of the respondents believed, in this instance, that the proportion of semester hours in business administration to those in general studies was satisfactory. More than 40 percent of the respondents held the view that more hours in business administration and fewer in general studies was needed.

Response

1. Need more semester hours in business administration courses in relation to number of semester hours in general studies .................. 43.15%
2. Need fewer semester hours in business administration courses and more semester hours in general studies .................. 5.58%
3. Proportion of semester hours in business administration courses in relation to semester hours in general studies was satisfactory .................. 51.27%

(c) "Extent of need, if any, for a basic knowledge of office machines operation (rotary calculators, ten-key adding machines, etc.)."

More than 90 percent of the respondents considered the need for a fundamental knowledge of office machines operation to be helpful or necessary.

Response

1. Necessary ........................................... 54.32%
2. Would be helpful .................................... 36.55%
3. Would be of little value ................................ 7.51%
4. Would be of no value .................................. 1.32%
(d) "Extent of need, if any, for a course in typewriting."

Nearly 85 percent of the respondents felt that possession of at least basic typewriting skills would be helpful or necessary.

Response

1. Necessary ............................................. 39.09%
2. Would be helpful ........................................ 45.69%
3. Would be of little value ................................ 12.69%
4. Would be of no value ..................................... 2.53%

Question 6: "Please evaluate the adequacy of your preparation in terms of amount of instruction in the areas listed below. Do not evaluate the quality of instruction—only the quantity. Place a check mark in the appropriate column for each area."

ACCOUNTING

The vast majority of respondents (nearly 85 percent) maintained that the amount of instruction they had received in accounting was at least adequate. Only a very small percentage considered the amount of instruction in accounting courses to be very inadequate.

Response

1. More than necessary ..................................... 21.32%
2. Adequate .................................................. 63.45%
3. Less than necessary ....................................... 13.20%
4. Very inadequate ......................................... 2.03%
5. Does not apply ........................................... 0.00%

ELECTRONIC DATA PROCESSING

It was not until 1966 that an introductory course in electronic data processing became a part of the curriculum of the College of Business Administration. In 1968, a second course was added. A year later a third course, involving programming and computer languages, was initiated. Thus, approximately only one third of the respondents considered the amount of instruction in electronic data processing to be adequate or better.
ECONOMICS

No graduate believed the amount of instruction received in economics to have been very inadequate. On the other hand, nearly 95 percent thought the quantity of economics instruction to have been adequate or better.

Response

1. More than necessary ........................................... 4.57%
2. Adequate .......................................................... 25.38%
3. Less than necessary ............................................. 25.38%
4. Very inadequate .................................................. 26.90%
5. Does not apply .................................................... 17.77%

FINANCE

Slightly more than one half of the respondents opined that the amount of instruction they had received in finance was at least adequate.

Response

1. More than necessary ........................................... 17.77%
2. Adequate .......................................................... 76.65%
3. Less than necessary ............................................. 5.58%
4. Very inadequate .................................................. 0.00%
5. Does not apply .................................................... 0.00%

INSURANCE

Graduates were evenly divided in their beliefs as to the quantity of insurance education. The same percentage held the instruction to have been at least adequate in amount as did those who held it to have been less than necessary or very inadequate.

Response

1. More than necessary ........................................... 4.57%
2. Adequate .......................................................... 48.22%
3. Less than necessary ............................................. 35.53%
4. Very inadequate .................................................. 8.63%
5. Does not apply .................................................... 3.05%
Response

1. More than necessary .................................................. 3.55%
2. Adequate ........................................................................ 42.13%
3. Less than necessary ..................................................... 22.84%
4. Very inadequate ............................................................ 22.84%
5. Does not apply .................................................................. 8.64%

BUSINESS LAW

Approximately 70 percent of the respondents held the view that the amount of instruction in business law had been at least adequate.

Response

1. More than necessary .................................................. 7.11%
2. Adequate ........................................................................ 62.94%
3. Less than necessary ..................................................... 21.32%
4. Very inadequate ............................................................ 8.63%
5. Does not apply .................................................................. 0.00%

STATISTICS

Only about 25 percent of the respondents indicated a felt need for more instruction in statistics.

Response

1. More than necessary .................................................. 8.12%
2. Adequate ........................................................................ 61.93%
3. Less than necessary ..................................................... 17.26%
4. Very inadequate ............................................................ 8.12%
5. Does not apply .................................................................. 4.57%

WRITTEN COMMUNICATIONS

Almost one third of the respondents believed that additional instruction in written communications would have been in order.

Response

1. More than necessary .................................................. 6.09%
2. Adequate ........................................................................ 59.90%
3. Less than necessary ..................................................... 24.37%
4. Very inadequate ............................................................ 7.61%
5. Does not apply .................................................................. 2.03%
ORAL COMMUNICATIONS

Nearly 45 percent of the respondents voiced the belief that instruction in oral communications had been lacking, from a quantity standpoint.

Response

1. More than necessary 5.58%
2. Adequate 43.15%
3. Less than necessary 26.40%
4. Very inadequate 18.27%
5. Does not apply 6.60%

MANAGEMENT

More than 70 percent of the respondents indicated satisfaction with the amount of instruction received in management.

Response

1. More than necessary 8.63%
2. Adequate 62.94%
3. Less than necessary 21.32%
4. Very inadequate 6.09%
5. Does not apply 1.02%

BUSINESS MATHEMATICS

A majority of the respondents thought that they had received sufficient instruction in the area of business mathematics.

Response

1. More than necessary 5.58%
2. Adequate 49.24%
3. Less than necessary 20.81%
4. Very inadequate 12.69%
5. Does not apply 11.66%

TYPEWRITING

Typewriting is not required in any major area except office administration. Nevertheless, approximately 53 percent of the respondents believed that their preparation in typewriting had been at least adequate or better, from a quantity standpoint.
Response

1. More than necessary .......................... 6.60%
2. Adequate ........................................ 46.70%
3. Less than necessary ........................... 10.66%
4. Very inadequate ............................... 7.11%
5. Does not apply ................................. 28.93%

OFFICE MACHINES

Over 80 percent of the respondents maintained that their instruction in office machines, when considering quantity, had been at least adequate.

Response

1. More than necessary .......................... 8.12%
2. Adequate ........................................ 72.08%
3. Less than necessary ........................... 13.20%
4. Very inadequate ............................... 5.08%
5. Does not apply ................................. 1.52%

Question 7: "Please evaluate the following required courses in terms of their relative value to your major area of study. Place a check mark in the appropriate column for each course, and omit any courses not included in your particular program."

To achieve a greater degree of clarity, responses to this question were tabulated by the individual courses and major area of study, as well as by overall response. Thus, one is able to ascertain which of the required courses are held in greatest esteem by the graduates of a specific curriculum, as well as by graduates as a whole.

In Table 2, for instance, it can be seen that graduates held "Introduction to American Business" to have had at least moderate value. More graduates who majored in business administration believed this survey course to have had very high value than any other group. At the same time, 35 percent of the economics graduates believed this course to be of little or no value to them.
Table 2

Evaluation of Introduction to American Business

<table>
<thead>
<tr>
<th>Major</th>
<th>Very High Value</th>
<th>High Value</th>
<th>Moderate Value</th>
<th>Little Value</th>
<th>Of No Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>9.00</td>
<td>20.00</td>
<td>51.00</td>
<td>11.00</td>
<td>9.00</td>
</tr>
<tr>
<td>Business Administration</td>
<td>26.00</td>
<td>32.00</td>
<td>28.00</td>
<td>13.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Economics</td>
<td>6.00</td>
<td>12.00</td>
<td>47.00</td>
<td>29.00</td>
<td>6.00</td>
</tr>
<tr>
<td>Industrial Management</td>
<td>0.00</td>
<td>33.00</td>
<td>67.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Management</td>
<td>23.00</td>
<td>33.00</td>
<td>33.00</td>
<td>11.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Marketing</td>
<td>0.00</td>
<td>0.00</td>
<td>100.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Office Administration</td>
<td>33.00</td>
<td>17.00</td>
<td>33.00</td>
<td>17.00</td>
<td>0.00</td>
</tr>
<tr>
<td>All Graduates</td>
<td>18.78</td>
<td>25.38</td>
<td>39.09</td>
<td>13.20</td>
<td>3.55</td>
</tr>
</tbody>
</table>

Table 3 illustrates the responses to the evaluation of Principles of Accounting. As might be expected, 100 percent of the accounting graduates stated that this course had a high or very high value to their major area of study. In fact, the majority of respondents, regardless of major field, believed this course to have had high or very high value to them. No respondents indicated that Principles of Accounting had no value.

Table 3

Evaluation of Principles of Accounting

<table>
<thead>
<tr>
<th>Major</th>
<th>Very High Value</th>
<th>High Value</th>
<th>Moderate Value</th>
<th>Little Value</th>
<th>Of No Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>75.00</td>
<td>25.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Business Administration</td>
<td>47.00</td>
<td>35.00</td>
<td>17.00</td>
<td>1.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Economics</td>
<td>30.00</td>
<td>35.00</td>
<td>29.00</td>
<td>6.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Industrial Management</td>
<td>0.00</td>
<td>83.00</td>
<td>17.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Management</td>
<td>56.00</td>
<td>44.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Marketing</td>
<td>67.00</td>
<td>33.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Office Administration</td>
<td>42.00</td>
<td>33.00</td>
<td>17.00</td>
<td>8.00</td>
<td>0.00</td>
</tr>
<tr>
<td>All Graduates</td>
<td>51.78</td>
<td>34.01</td>
<td>12.69</td>
<td>1.52</td>
<td>0.00</td>
</tr>
</tbody>
</table>
Graduates apparently held Economic Principles in high esteem. Table 4 shows that 100 percent of the economics graduates maintained that this course had a high value or better, as did more than 80 percent of the graduates in business administration and 73 percent of the graduates in accounting. None of the graduates believed Economic Principles held no value to them, but 17 percent of the office administration graduates believed the course had little value to their major field of study.

Table 4

<table>
<thead>
<tr>
<th>Major</th>
<th>Very High Value</th>
<th>High Value</th>
<th>Moderate Value</th>
<th>Little Value</th>
<th>Of No Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>18.00</td>
<td>55.00</td>
<td>25.00</td>
<td>2.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Business Administration</td>
<td>36.00</td>
<td>45.00</td>
<td>18.00</td>
<td>1.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Economics</td>
<td>71.00</td>
<td>29.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Industrial Management</td>
<td>33.00</td>
<td>17.00</td>
<td>50.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Management</td>
<td>44.00</td>
<td>33.00</td>
<td>23.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Marketing</td>
<td>0.00</td>
<td>100.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Office Administration</td>
<td>8.00</td>
<td>33.00</td>
<td>42.00</td>
<td>17.00</td>
<td>0.00</td>
</tr>
<tr>
<td>All Graduates</td>
<td>31.98</td>
<td>45.18</td>
<td>20.81</td>
<td>2.03</td>
<td>0.00</td>
</tr>
</tbody>
</table>

In Table 5 it can be seen that graduates placed relatively high value on Business Finance. One hundred percent of the marketing graduates ranked this course as having had high or greater than high value to their major field, while the same can be said for 89 percent of the management graduates and 88 percent of the economics graduates. Only office administration graduates apparently saw little value in this course to their major area, since 50 percent of those respondents said it had little or no value to them.
Table 5

Evaluation of Business Finance

<table>
<thead>
<tr>
<th>Major</th>
<th>Very High Value</th>
<th>High Value</th>
<th>Moderate Value</th>
<th>Little Value</th>
<th>Of No Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>35.00</td>
<td>45.00</td>
<td>20.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Business Administration</td>
<td>35.00</td>
<td>43.00</td>
<td>20.00</td>
<td>2.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Economics</td>
<td>41.00</td>
<td>47.00</td>
<td>12.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Industrial Management</td>
<td>33.00</td>
<td>50.00</td>
<td>17.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Management</td>
<td>67.00</td>
<td>22.00</td>
<td>11.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Marketing</td>
<td>67.00</td>
<td>33.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Office Administration</td>
<td>0.00</td>
<td>17.00</td>
<td>33.00</td>
<td>8.00</td>
<td>42.00</td>
</tr>
<tr>
<td>All Graduates</td>
<td>35.03</td>
<td>41.62</td>
<td>19.29</td>
<td>1.52</td>
<td>2.54</td>
</tr>
</tbody>
</table>

Table 6 shows the graduates' response to Principles of Management. One hundred percent of the industrial management, management, and marketing graduates believed this course had at least a high value to their major area of study. Sixteen percent of those in office administration believed the course had little or no value to their major field of endeavor. On the whole, approximately 75 percent of the respondents indicated that Principles of Management had high or very high value to their major field of study.

As can be seen from Table 7, the only group of respondents who assigned no value to Marketing was the accounting majors. The majority of the graduates, in all major fields, believed this course had at least moderate value to their area.

According to Table 8, a very small percentage of the graduates believed Business Law had no value to their prime area of concentration. Most of the graduates indicated that this course had at least a moderate value to their field, and management and marketing graduates seem to have
Table 6
Evaluation of Principles of Management

<table>
<thead>
<tr>
<th>Major</th>
<th>Very High Value</th>
<th>High Value</th>
<th>Moderate Value</th>
<th>Little Value</th>
<th>Of No Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>24.00</td>
<td>36.00</td>
<td>29.00</td>
<td>9.00</td>
<td>2.00</td>
</tr>
<tr>
<td>Business Administration</td>
<td>42.00</td>
<td>44.00</td>
<td>14.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Economics</td>
<td>18.00</td>
<td>24.00</td>
<td>47.00</td>
<td>11.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Industrial Management</td>
<td>50.00</td>
<td>50.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Management</td>
<td>78.00</td>
<td>22.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Marketing</td>
<td>33.00</td>
<td>67.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Office Administration</td>
<td>17.00</td>
<td>25.00</td>
<td>42.00</td>
<td>8.00</td>
<td>8.00</td>
</tr>
<tr>
<td>All Graduates</td>
<td>35.02</td>
<td>38.58</td>
<td>21.32</td>
<td>4.06</td>
<td>1.02</td>
</tr>
</tbody>
</table>

Table 7
Evaluation of Marketing

<table>
<thead>
<tr>
<th>Major</th>
<th>Very High Value</th>
<th>High Value</th>
<th>Moderate Value</th>
<th>Little Value</th>
<th>Of No Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>7.00</td>
<td>18.00</td>
<td>44.00</td>
<td>27.00</td>
<td>4.00</td>
</tr>
<tr>
<td>Business Administration</td>
<td>26.00</td>
<td>36.00</td>
<td>31.00</td>
<td>7.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Economics</td>
<td>6.00</td>
<td>6.00</td>
<td>59.00</td>
<td>29.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Industrial Management</td>
<td>33.00</td>
<td>50.00</td>
<td>17.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Management</td>
<td>44.00</td>
<td>56.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Marketing</td>
<td>67.00</td>
<td>33.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Office Administration</td>
<td>0.00</td>
<td>25.00</td>
<td>67.00</td>
<td>8.00</td>
<td>0.00</td>
</tr>
<tr>
<td>All Graduates</td>
<td>19.29</td>
<td>28.93</td>
<td>36.55</td>
<td>14.21</td>
<td>1.02</td>
</tr>
</tbody>
</table>

placed Business Law in higher regard than any other group of graduates. Apparently the importance of Business Communications is recognized by all graduates. No one believed this course had no value to them, as seen in Table 9. Those graduates who evidently placed the
Table 8
Evaluation of Business Law

<table>
<thead>
<tr>
<th>Major</th>
<th>Very High Value</th>
<th>High Value</th>
<th>Moderate Value</th>
<th>Little Value</th>
<th>Of No Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>27.00</td>
<td>37.00</td>
<td>31.00</td>
<td>5.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Business Administration</td>
<td>25.00</td>
<td>32.00</td>
<td>34.00</td>
<td>8.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Economics</td>
<td>6.00</td>
<td>11.00</td>
<td>71.00</td>
<td>6.00</td>
<td>6.00</td>
</tr>
<tr>
<td>Industrial Management</td>
<td>17.00</td>
<td>17.00</td>
<td>66.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Management</td>
<td>33.00</td>
<td>56.00</td>
<td>11.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Marketing</td>
<td>33.00</td>
<td>0.00</td>
<td>67.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Office Administration</td>
<td>8.00</td>
<td>17.00</td>
<td>58.00</td>
<td>17.00</td>
<td>0.00</td>
</tr>
<tr>
<td>All Graduates</td>
<td>23.35</td>
<td>30.46</td>
<td>38.07</td>
<td>7.12</td>
<td>1.02</td>
</tr>
</tbody>
</table>

highest value on Business Communications were those who had majored in marketing, industrial management, or management.

Table 10 illustrates the graduates' evaluation of the worth of Statistics to their program. Evidently most graduates believed this course had at least moderate value to their field, but one third of the graduates in marketing and office administration indicated that it had no value to them.

As a result of the responses of the graduates in this study, it is possible to rank the required courses in the business administration curriculum as far as value to the graduates is concerned. Those courses receiving a very high value rating by all graduates, in descending order, are shown on Page 40.
Table 9

Evaluation of Business Communications

<table>
<thead>
<tr>
<th>Major</th>
<th>Very High Value</th>
<th>High Value</th>
<th>Moderate Value</th>
<th>Little Value</th>
<th>Of No Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>35.00</td>
<td>47.00</td>
<td>15.00</td>
<td>3.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Business Administration</td>
<td>43.00</td>
<td>39.00</td>
<td>17.00</td>
<td>1.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Economics</td>
<td>29.00</td>
<td>35.00</td>
<td>29.00</td>
<td>7.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Industrial Management</td>
<td>50.00</td>
<td>33.00</td>
<td>17.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Management</td>
<td>44.00</td>
<td>33.00</td>
<td>23.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Marketing</td>
<td>67.00</td>
<td>33.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Office Administration</td>
<td>17.00</td>
<td>33.00</td>
<td>50.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>All Graduates</strong></td>
<td><strong>38.58</strong></td>
<td><strong>40.10</strong></td>
<td><strong>19.29</strong></td>
<td><strong>2.03</strong></td>
<td><strong>0.00</strong></td>
</tr>
</tbody>
</table>

Table 10

Evaluation of Statistics

<table>
<thead>
<tr>
<th>Major</th>
<th>Very High Value</th>
<th>High Value</th>
<th>Moderate Value</th>
<th>Little Value</th>
<th>Of No Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>16.00</td>
<td>55.00</td>
<td>20.00</td>
<td>9.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Business Administration</td>
<td>12.00</td>
<td>33.00</td>
<td>39.00</td>
<td>12.00</td>
<td>4.00</td>
</tr>
<tr>
<td>Economics</td>
<td>53.00</td>
<td>18.00</td>
<td>24.00</td>
<td>0.00</td>
<td>5.00</td>
</tr>
<tr>
<td>Industrial Management</td>
<td>50.00</td>
<td>50.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Management</td>
<td>22.00</td>
<td>34.00</td>
<td>22.00</td>
<td>22.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Marketing</td>
<td>0.00</td>
<td>34.00</td>
<td>33.00</td>
<td>0.00</td>
<td>33.00</td>
</tr>
<tr>
<td>Office Administration</td>
<td>0.00</td>
<td>0.00</td>
<td>67.00</td>
<td>0.00</td>
<td>33.00</td>
</tr>
<tr>
<td><strong>All Graduates</strong></td>
<td><strong>17.26</strong></td>
<td><strong>36.04</strong></td>
<td><strong>31.98</strong></td>
<td><strong>9.14</strong></td>
<td><strong>5.58</strong></td>
</tr>
</tbody>
</table>
Courses Receiving Very High Value Rating by Graduates

<table>
<thead>
<tr>
<th>Course</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Accounting</td>
<td>51.78%</td>
</tr>
<tr>
<td>Business Communications</td>
<td>38.58%</td>
</tr>
<tr>
<td>Business Finance</td>
<td>35.03%</td>
</tr>
<tr>
<td>Principles of Management</td>
<td>35.02%</td>
</tr>
<tr>
<td>Economic Principles</td>
<td>31.98%</td>
</tr>
<tr>
<td>Business Law</td>
<td>23.35%</td>
</tr>
<tr>
<td>Marketing</td>
<td>19.29%</td>
</tr>
<tr>
<td>Introduction to American Business</td>
<td>18.78%</td>
</tr>
<tr>
<td>Statistics</td>
<td>17.26%</td>
</tr>
</tbody>
</table>

SUMMARY

The College of Business Administration at Nicholls State University operates under definite objectives in its task of preparing its students for the world of business and industry. These objectives are fulfilled, in the main, through the formal curriculum offered at the school. Both the objectives and the curriculum were discussed in this chapter. In addition, an analysis of the responses given by business graduates of Nicholls State University in their appraisal of certain specific features of the curriculum was made. Those responses were given in Part I of the questionnaire which these graduates were mailed.

A total of 197 graduates of the College of Business Administration at Nicholls State University from 1965 through 1969 returned the questionnaire used in this study. It was found that approximately 38 percent of those respondents had received part of their collegiate education at a college or university other than Nicholls. Nearly 30 percent of the respondents had changed their major at one time or another during...
their collegiate career, before settling on an area of business to pursue.

Approximately 53 percent of the graduates responding to the question seeking an opinion on the "Book-per-Semester" reading program within the College of Business Administration held the view that the program should be retained as an integral feature of the curriculum. Extracurricular activities, particularly professional and social fraternities, were cited by a relatively small number of respondents as having played an important part in preparing the respondent for employment.

Information was also sought relative to the graduates' opinions of course requirements and electives. The majority of graduates maintained that the proportion of business requirements to business electives was satisfactory. The same view was held in evaluating the proportion of semester hours in business administration to courses in general studies. However, 43 percent of the respondents believed that more semester hours in business administration and fewer semester hours in general studies were needed. Most graduates affirmed that a fundamental knowledge of office machines and typewriting would be helpful.

A great deal of information was gleaned when graduates were requested to evaluate the adequacy of their preparation in certain key areas of business administration. On the whole, respondents indicated that their preparation had at least been adequate in the majority of business courses studied. Additional preparation, however, was deemed as being needed in electronic data processing, finance, and insurance.

Respondents indicated that most of the required courses in business administration had value to their particular field of specialization.
The only course which was held to have no value by a sizable segment of the respondents was Statistics. Office administration and marketing majors accounted for a large percentage of dissatisfaction in that area.
CHAPTER IV

GRADUATE EDUCATION AND OCCUPATIONAL EXPERIENCES

Few would doubt that the quality of an educational institution or program is measured, in part, by the success of its graduates. Schools at all levels exhibit a concern for their graduates and take a degree of pride in the achievements of those graduates at other schools or in the world of work. By this token, much of the attention of any meaningful follow-up study must be devoted to determining not only opinions of graduates regarding the courses studied at a school, but also to determining what has actually happened to those graduates. How many of the graduates have gone on to college? Or how many who have graduated from a particular college or university have continued with graduate study? How successful have they been in pursuing this graduate study? What jobs have the graduates secured? How successful are those graduates in their work, as measured partly by the compensation they receive? All of these questions need to be answered in order for a school to more accurately assess the worth of its program.

Parts II and III of the questionnaire used in the present study sought to learn the answers to many of these same questions. Again, to eliminate the necessity of referring to the questionnaire used in this study (which is found in Appendix D), the questions have been repeated in their entirety immediately preceding the findings. Part II of the questionnaire dealt with the graduate education experiences of the graduates of the College of Business Administration at Nicholls State
University. Findings from that section of the questionnaire will be presented herewith.

Question 1: "Have you taken additional course work since graduation from Nicholls? If yes, how many semester hours credit have you received?"

From Table 11 it can be seen that a relatively small number of graduates have continued their formal education since receiving a baccalaureate degree from Nicholls State University. Forty-six respondents, or 23.35 percent, have taken additional course work, of which the largest number of those respondents (21) has been business administration majors. However, because of the smaller number of graduates in economics, those respondents comprised the largest percentage of their graduates continuing their formal education. The average graduate had received credit for eighteen semester hours of work beyond the first degree, at the time of this study.

Table 11
Grads Pursuing Further Study

<table>
<thead>
<tr>
<th>Major</th>
<th>Number</th>
<th>Percent of Total Majors</th>
<th>Average Hours Credit Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>16</td>
<td>29.09</td>
<td>18</td>
</tr>
<tr>
<td>Business Administration</td>
<td>21</td>
<td>22.11</td>
<td>18</td>
</tr>
<tr>
<td>Economics</td>
<td>6</td>
<td>35.29</td>
<td>16</td>
</tr>
<tr>
<td>Industrial Management</td>
<td>1</td>
<td>16.67</td>
<td>45</td>
</tr>
<tr>
<td>Management</td>
<td>1</td>
<td>11.11</td>
<td>12</td>
</tr>
<tr>
<td>Marketing</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
</tr>
<tr>
<td>Office Administration</td>
<td>1</td>
<td>8.33</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
<td>23.35</td>
<td>18</td>
</tr>
</tbody>
</table>
Question 2: "Was additional course work taken to satisfy a requirement of your employer?"

Only two respondents answered "yes" to this question, one accounting and one management graduate. Apparently the remaining forty-four respondents continued their education as a result of their own initiative.

Question 3: "Were you considered deficient in any areas when you enrolled for graduate study? If yes, please specify the areas in which you were considered deficient."

Of the forty-six graduates taking additional course work after graduation from Nicholls, six indicated that they had been considered deficient in one or more areas upon enrolling for graduate study. Those areas and the number of times they were mentioned are tabulated below:

- Marketing 3
- Mathematics 2
- Statistics 2
- Economics 1
- Insurance 1
- Report Writing 1

Since some respondents indicated a deficiency in more than one area, the total exceeds six.

Question 4: "Are you currently working toward an advanced degree? If yes, which one? (M.A., M.S., M.B.A., Ph.D., Ed.D., etc.)"

Twenty-nine respondents were pursuing work toward an advanced degree at the time of this study. The largest number of those respondents (15) had been business administration majors as undergraduates, while nine had been in accounting and three were in economics. In addition, one graduate in both industrial management and office administration were working toward an advanced degree. The degrees toward which those graduates were working, and the number of graduates working toward a particular
degree, are shown below:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Number Pursuing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Business Administration</td>
<td>17</td>
</tr>
<tr>
<td>Master of Arts</td>
<td>4</td>
</tr>
<tr>
<td>Doctor of Jurisprudence</td>
<td>2</td>
</tr>
<tr>
<td>Master of Education</td>
<td>2</td>
</tr>
<tr>
<td>Certified Life Insurance Underwriter</td>
<td>1</td>
</tr>
<tr>
<td>Doctor of Philosophy</td>
<td>1</td>
</tr>
<tr>
<td>Doctor of Dental Surgery</td>
<td>1</td>
</tr>
<tr>
<td>Master of Science</td>
<td>1</td>
</tr>
</tbody>
</table>

Question 5: "Have you received any type of financial aid from a graduate school because of your academic or scholastic qualifications? If yes, what was the nature of that aid? (Assistantship, fellowship, research grant, etc.)"

Eleven respondents, or 23.91 percent of those who have pursued further study, indicated that they had received some form of financial aid from a graduate school. Nine of the respondents had received teaching assistantships, while the remaining two had been awarded non-service fellowships.

Question 6: "Which graduate school did you attend or are you now attending? (Name of specific college or university)"

By far the greatest number of graduates who had pursued advanced work (30) chose their alma mater, Nicholls State University. In addition, nine had matriculated at Louisiana State University, two at Tulane University, and one each at Hardin-Simmons University, Loyola University, the Naval Postgraduate School, University of Alabama, and the University of Mississippi.

Question 7: "Please check the degrees listed below which you now hold." Several options were available for the graduate to check, and a space was provided for the graduate to list any degree not shown.
Four graduates indicated that they had taken an advanced degree, beyond the baccalaureate, since graduation from Nicholls State University. Two graduates had received a Master of Business Administration degree, while two had received the legal Doctor of Jurisprudence degree.

Question 8: "In considering the value of an advanced degree to your major field of study, please check one of the following: Definitely necessary, Unnecessary but helpful, Definitely unnecessary, or No opinion."

Of the respondents who had done advanced work since receiving a bachelors degree, 45.65 percent believed an advanced degree to definitely be necessary, while 47.83 percent held an advanced degree to be unnecessary but helpful. Table 12 shows a complete breakdown of responses to this query.

Table 12
Value of Advanced Degree

<table>
<thead>
<tr>
<th>Major</th>
<th>Definitely Necessary</th>
<th>Unnecessary but Helpful</th>
<th>Definitely Unnecessary</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>6</td>
<td>9</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Business Administration</td>
<td>11</td>
<td>8</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Economics</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Industrial Management</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Management</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Office Administration</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
<td><strong>22</strong></td>
<td><strong>2</strong></td>
<td><strong>1</strong></td>
</tr>
</tbody>
</table>

The third and final section of the questionnaire used in this study attempted to determine the occupational experiences of the
graduates of the College of Business Administration. Graduates were advised to proceed to this section only if they had been employed full time since graduation or if they were currently so employed.

Question 1: "Are you currently employed in an area of business for which you studied? (For example: Accounting, finance, management, office administration, etc.) If not, please list your current field of employment."

A total of 122 respondents, or 61.93 percent, answered this question in the affirmative. Further analysis of the questionnaires reveals that the largest percentage of graduates (89) who indicated that they were employed in an area of endeavor for which they had studied had been management majors. The largest number of respondents answering "No" to this question (16) stated that they were a member of one of the armed services. Fourteen additional respondents indicated that they had gone into teaching, while seven mentioned a career in sales as their current field of employment. The field of data processing employed four additional graduates, and three specified some branch of management as their current career. The remaining occupations ranged from oilfield construction to television news reporting. Table 13 illustrates the response to this question by major area of study.

Question 2: "Do you believe it is necessary for a person to have majored in your area of study to adequately perform the work that is required of you in your present position?"

Only eighty respondents, or 40.61 percent of the graduates completing this section of the questionnaire, answered "yes" to this question. A summary of these affirmative responses, by major field of
Table 13
Graduates Employed in Major Field

<table>
<thead>
<tr>
<th>Major</th>
<th>Number</th>
<th>Percent of Employed Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>34</td>
<td>68.00</td>
</tr>
<tr>
<td>Business Administration</td>
<td>61</td>
<td>68.00</td>
</tr>
<tr>
<td>Economics</td>
<td>7</td>
<td>44.00</td>
</tr>
<tr>
<td>Industrial Management</td>
<td>2</td>
<td>40.00</td>
</tr>
<tr>
<td>Management</td>
<td>8</td>
<td>89.00</td>
</tr>
<tr>
<td>Marketing</td>
<td>1</td>
<td>33.00</td>
</tr>
<tr>
<td>Office Administration</td>
<td>9</td>
<td>75.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>122</strong></td>
<td><strong>61.93</strong></td>
</tr>
</tbody>
</table>

study, is given immediately below:

<table>
<thead>
<tr>
<th>Major</th>
<th>Percent Answering &quot;Yes&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>60</td>
</tr>
<tr>
<td>Business Administration</td>
<td>36</td>
</tr>
<tr>
<td>Economics</td>
<td>13</td>
</tr>
<tr>
<td>Industrial Management</td>
<td>40</td>
</tr>
<tr>
<td>Management</td>
<td>44</td>
</tr>
<tr>
<td>Marketing</td>
<td>33</td>
</tr>
<tr>
<td>Office Administration</td>
<td>75</td>
</tr>
</tbody>
</table>

Only in the case of industrial management, marketing, and office administration graduates are these responses entirely consistent with the percentage of those graduates working in their major field.

Question 3: "Did you have any difficulty in securing full-time employment after graduation from Nicholls?"

Only forty-one graduates, or 20.81 percent, maintained that they had a difficult time in locating full-time work. There was very little
evidence that one group of majors experienced significantly more difficulty than any other group in obtaining employment on a full-time basis.

Question 4: "Do you believe that on-campus interviewing could be improved at Nicholls? If yes, check the item(s) which, in your opinion, would result in improvement."

A resounding 81.73 percent (or 161) of the respondents stated the belief that on-campus interviewing could be improved at Nicholls State University. A tabulation showing response to the individual options follows. Because many respondents selected more than one option, the total of the tabulation exceeds 161.

<table>
<thead>
<tr>
<th>Option</th>
<th>Number Checking</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. More interviews should be scheduled</td>
<td>128</td>
</tr>
<tr>
<td>2. More interviews with national organizations should be scheduled</td>
<td>84</td>
</tr>
<tr>
<td>3. Interviews should be held earlier in the school year</td>
<td>59</td>
</tr>
<tr>
<td>4. Interviews should be held later in the school year</td>
<td>16</td>
</tr>
<tr>
<td>5. More information about the interviewing firms should be supplied the student before the interview</td>
<td>117</td>
</tr>
</tbody>
</table>

A number of respondents added options of their own. Seven respondents voiced the opinion that more local firms should interview on the campus, and five indicated that interviews needed to be emphasized more in the various business administration classes. Two graduates mentioned the need for a larger and more comfortable room when talking with prospective employers.

Question 5: "How did you obtain your first position after graduation from Nicholls?"
The overwhelming majority of respondents indicated that they had obtained initial employment as a result of their own unsolicited personal application. A summary of responses to the various options appears below:

<table>
<thead>
<tr>
<th>Option</th>
<th>Number Checking</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. College placement service</td>
<td>9</td>
</tr>
<tr>
<td>2. Friends</td>
<td>30</td>
</tr>
<tr>
<td>3. Newspaper advertisement</td>
<td>5</td>
</tr>
<tr>
<td>4. Private employment agency</td>
<td>14</td>
</tr>
<tr>
<td>5. Public employment agency</td>
<td>2</td>
</tr>
<tr>
<td>6. Unsolicited personal application</td>
<td>80</td>
</tr>
</tbody>
</table>

Again, a number of respondents added to the list of choices. Eighteen graduates indicated that part-time employment held prior to graduation became full-time employment after graduation. Another eleven respondents stated that they had entered a family business, while three said that they had obtained employment through attendance at either an American Marketing Association seminar or a New Orleans Career Opportunity Day.

Question 6: "To what extent do you feel that grades you received in course work were considered a factor in obtaining your first job? Check one."

A breakdown according to the five options available is as follows:

<table>
<thead>
<tr>
<th>Option</th>
<th>Number Checking</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Very important</td>
<td>26</td>
</tr>
<tr>
<td>2. Moderately important</td>
<td>66</td>
</tr>
<tr>
<td>3. Of little importance</td>
<td>45</td>
</tr>
</tbody>
</table>
Thus, ninety-two respondents indicated their belief that grades were either a moderately important factor or a very important factor in obtaining their first job, while seventy-eight believed that grades were of little or no importance in their securing employment. Table 14 illustrates responses to this question by major field of study.

<table>
<thead>
<tr>
<th>Major</th>
<th>Very Imp.</th>
<th>Mod. Imp.</th>
<th>Of little Imp.</th>
<th>Of No Imp.</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>15</td>
<td>20</td>
<td>6</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Business Admin.</td>
<td>4</td>
<td>29</td>
<td>26</td>
<td>20</td>
<td>11</td>
</tr>
<tr>
<td>Economics</td>
<td>3</td>
<td>4</td>
<td>6</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Industrial Mgmt.</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Management</td>
<td>0</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Marketing</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Office Admin.</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>26</strong></td>
<td><strong>66</strong></td>
<td><strong>45</strong></td>
<td><strong>33</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

Question 7: "How many different full-time positions have you held since graduation from Nicholls?"

Response to this question definitely points to low job mobility of graduates. A summary of the responses follows:
Question 8: "Considering your present position, to what extent are you satisfied with your choice of a major in business administration?"

The majority of the respondents maintained that they were very satisfied with their selection of a major in business administration. A summary of the number of responses to the various options is shown below:

<table>
<thead>
<tr>
<th>Option</th>
<th>Number Checking</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Very satisfied</td>
<td>117</td>
</tr>
<tr>
<td>2. Fairly satisfied</td>
<td>51</td>
</tr>
<tr>
<td>3. Generally dissatisfied</td>
<td>12</td>
</tr>
<tr>
<td>4. Definitely dissatisfied</td>
<td>5</td>
</tr>
</tbody>
</table>

From Table 15 it can be seen that accounting and office administration majors had a larger percentage of their graduates who indicated that they were very satisfied with their choice of a major than did any other group. Taken as a total, over 63 percent of the respondents indicated extreme satisfaction with their choice of a major.

Question 9: "Please check the salary range given below which indicates the beginning annual salary in your first full-time position after graduation from Nicholls."

Salary ranges were stated in thousand dollar intervals from $3,000 to $10,000 or above. As indicated by the following distribution,
Table 15

Satisfaction with Choice of Major

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>78.00</td>
<td>16.00</td>
<td>6.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Business Administration</td>
<td>60.00</td>
<td>28.89</td>
<td>8.89</td>
<td>2.22</td>
</tr>
<tr>
<td>Economics</td>
<td>37.50</td>
<td>50.00</td>
<td>0.00</td>
<td>12.50</td>
</tr>
<tr>
<td>Industrial Management</td>
<td>60.00</td>
<td>40.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Management</td>
<td>55.56</td>
<td>44.44</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Marketing</td>
<td>33.34</td>
<td>33.33</td>
<td>33.33</td>
<td>0.00</td>
</tr>
<tr>
<td>Office Administration</td>
<td>75.00</td>
<td>16.67</td>
<td>0.00</td>
<td>8.33</td>
</tr>
<tr>
<td>All Respondents</td>
<td>63.24</td>
<td>27.57</td>
<td>6.49</td>
<td>2.70</td>
</tr>
</tbody>
</table>

the majority of graduates had a beginning annual salary of between $5,000 and $7,000.

<table>
<thead>
<tr>
<th>Salary Range</th>
<th>Percent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>$3,000 - $3,999</td>
<td>0.00</td>
</tr>
<tr>
<td>$4,000 - $4,999</td>
<td>7.03</td>
</tr>
<tr>
<td>$5,000 - $5,999</td>
<td>26.49</td>
</tr>
<tr>
<td>$6,000 - $6,999</td>
<td>30.27</td>
</tr>
<tr>
<td>$7,000 - $7,999</td>
<td>20.54</td>
</tr>
<tr>
<td>$8,000 - $8,999</td>
<td>8.11</td>
</tr>
<tr>
<td>$9,000 - $9,999</td>
<td>5.95</td>
</tr>
<tr>
<td>$10,000 or above</td>
<td>1.61</td>
</tr>
</tbody>
</table>

Table 16 shows the distribution of beginning annual salaries according to major field of study.
Table 16

Beginning Annual Salaries

<table>
<thead>
<tr>
<th>Salary Range</th>
<th>Acctg.</th>
<th>B.A.</th>
<th>Econ.</th>
<th>Mgt.</th>
<th>Mktg.</th>
<th>OA.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>$3,000 - $3,999</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>$4,000 - $4,999</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>$5,000 - $5,999</td>
<td>11</td>
<td>20</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>$6,000 - $6,999</td>
<td>12</td>
<td>28</td>
<td>8</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>38</td>
</tr>
<tr>
<td>$7,000 - $7,999</td>
<td>14</td>
<td>20</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>38</td>
</tr>
<tr>
<td>$8,000 - $8,999</td>
<td>5</td>
<td>7</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>$9,000 - $9,999</td>
<td>3</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>$10,000 or above</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

Question 10: "Please check the salary range given below which indicates your current annual salary."

The following summary of responses shows that the majority of respondents were earning between $7,000 and $9,000 when this study was made.

<table>
<thead>
<tr>
<th>Salary Range</th>
<th>Percent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below $5,000</td>
<td>2.16</td>
</tr>
<tr>
<td>$5,000 - $5,999</td>
<td>8.65</td>
</tr>
<tr>
<td>$6,000 - $6,999</td>
<td>16.76</td>
</tr>
<tr>
<td>$7,000 - $7,999</td>
<td>18.92</td>
</tr>
<tr>
<td>$8,000 - $8,999</td>
<td>16.22</td>
</tr>
<tr>
<td>$9,000 - $9,999</td>
<td>12.43</td>
</tr>
<tr>
<td>$10,000 - $11,999</td>
<td>13.51</td>
</tr>
<tr>
<td>$12,000 - $14,999</td>
<td>9.72</td>
</tr>
<tr>
<td>$15,000 or above</td>
<td>1.63</td>
</tr>
</tbody>
</table>
The distribution of current annual salaries, by major field of study, is shown in Table 17. Office administration majors appear to be earning a lower current annual salary than any other group of majors. On the other hand, accounting and business administration majors are the only two fields having Nicholls State University business graduates earning $12,000 and above.

Table 17

Current Annual Salaries

<table>
<thead>
<tr>
<th>Salary</th>
<th>Acctg</th>
<th>B.A.</th>
<th>Eco.</th>
<th>Mgt.</th>
<th>Mktg</th>
<th>O.A.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below $5,000</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>$5,000 - $5,999</td>
<td>2</td>
<td>9</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2 16</td>
</tr>
<tr>
<td>$6,000 - $6,999</td>
<td>6</td>
<td>12</td>
<td>5</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>5 31</td>
</tr>
<tr>
<td>$7,000 - $7,999</td>
<td>6</td>
<td>21</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>3 35</td>
</tr>
<tr>
<td>$8,000 - $8,999</td>
<td>13</td>
<td>9</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>0 30</td>
</tr>
<tr>
<td>$9,000 - $9,999</td>
<td>7</td>
<td>12</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0 23</td>
</tr>
<tr>
<td>$10,000 - $11,999</td>
<td>9</td>
<td>12</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0 25</td>
</tr>
<tr>
<td>$12,000 - $14,999</td>
<td>6</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0 18</td>
</tr>
<tr>
<td>$15,000 or above</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0 3</td>
</tr>
</tbody>
</table>

Question 11: "Please add any comments below or on the reverse side of this sheet which you think would help in appraising the worth of the undergraduate education you received at Nicholls."

Since seventy-three respondents chose to write comments pertaining to their undergraduate education, these remarks can be found in Appendix A.

SUMMARY

This chapter presented information relating to both graduate education and occupational experiences of the graduates, as obtained
from Parts II and III of the questionnaire used in this study.

It was found that less than one fourth of the respondents had pursued additional course work since graduation from Nicholls State University. A larger percentage of economics majors had continued their formal education than any other group of graduates. Approximately 96 percent of those graduates who had enrolled for graduate study did so of their own volition, rather than at the insistence of an employer. Most of the graduates were not considered deficient in any academic area when they began graduate work.

Nearly two thirds of the respondents who had taken additional course work were working toward another degree, in most instances the Master of Business Administration. Nearly 25 percent of the respondents doing additional collegiate work had received some form of financial award, in most cases a teaching assistantship. Most of those graduates were doing their advanced work at Nicholls State University although sixteen had chosen other Southern colleges and universities. Four graduates had already been awarded an advanced degree when this study was made. Over 45 percent of the respondents held an advanced degree to be necessary to their careers.

In reviewing the information on occupational experiences of the graduates, it was learned that nearly 62 percent of the respondents were gainfully employed in the area for which they studied as an undergraduate. However, only 40 percent of the respondents believed it necessary to major in their area of study in college in order to adequately perform in their present position.

Only a small percentage of the respondents had experienced difficulty in finding full-time employment after graduation, but the majority
of graduates believed that the on-campus interviewing function could be improved upon at Micholls. Most graduates were left to their own devices when it came to securing full-time employment. Only nine graduates had obtained initial employment through the assistance of the college placement service. The majority of respondents felt that the grades they had received as a college student played some part in obtaining their first job.

Job mobility, as evidenced by the number of different full-time jobs held by the respondents since graduation, was very low. The majority of the graduates expressed satisfaction with their choice of a major in business administration, with accounting and office administration graduates more satisfied than any other group. Although most of the respondents were earning between $5,000 and $7,000 when they began full-time employment, most of them were earning between $6,000 and $8,000 when this study was made. Nearly 25 percent of the graduates who were employed were making $10,000 or more annually at the time of this study.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

A questionnaire survey was made of the graduates of the College of Business Administration at Nicholls State University from 1965 through 1969. A total of 263 men and women had completed four-year programs within the university; and 197 of them elected to return the questionnaire mailed to them, making a return of 74.9 percent.

The major purpose of the survey was to elicit responses from the graduates in an attempt to evaluate the adequacy of the offerings and the program of the College of Business Administration. Specifically, information relating to three major areas was sought: opinions regarding the curriculum studied within the College of Business, graduate education experiences, and occupational experiences of the graduates. A review of both general education and business administration requirements was made, both as to specific courses and semester hour requirements.

Information obtained from the questionnaire revealed that a small number of the Nicholls business graduates attended other collegiate institutions during their undergraduate years. An even smaller number of graduates had chosen another field of study before attempting to receive a degree in business. Most graduates of the College of Business Administration at Nicholls State University enrolled in an area of business administration as freshmen and spent their entire undergraduate years at Nicholls.
Graduates were rather evenly divided in the opinions they entertained regarding the worth of the "Book-per-Semester" program, an experience unique to Nicholls State University business students. Approximately 50 percent of the graduates believed that the program should be continued, while slightly more than 43 percent believed that the program should be discontinued.

It was also learned from the questionnaire that extracurricular activities did not play a major role in the college life of a significant number of the graduates, as far as importance to job preparation was concerned. Almost as many graduates as held extracurricular activities to be important in job preparation maintained that part-time employment during college was their most significant "extracurricular" activity.

The majority of the graduates believed that the proportion of required courses in business administration was satisfactory in relation to the number of electives available in that field. A smaller percentage of the graduates (but still a majority) harbored the opinion that the total number of semester hours required in business administration in relation to the number required in general studies was satisfactory. However, a sizable percentage believed that fewer hours in general studies courses and more in business administration should be required. The need for a knowledge of office machines operation and typewriting was recognized by nearly all of the graduates.

The majority of the graduates participating in this study believed that the quantity of instruction in all major areas of business was at least sufficient, with the exception of electronic data processing, insurance, and oral communications. However, the amount of instruction available in data processing has been increased significantly.
during the past two years. Future opinions as to the adequacy of instruction in this area could be different than those obtained in the present study.

Core requirements in business administration were also rated by the graduates according to their value to specified major areas of study. More than 50 percent of the graduates believed that the following courses had a high value or better: Principles of Accounting, Economic Principles, Business Finance, Principles of Management, Business Law, Business Communications, and Statistics. Only Marketing and Introduction to American Business were not so held.

A rather small percentage of the graduates involved in this study had attended graduate school after earning a baccalaureate degree. Those who did continue their education were not, for the most part, considered deficient in any area.

Most of the graduates who continued their studies chose Nicholls State University again as the university in which to enroll. However, a number of other universities—mainly in the South—were attended by graduates of Nicholls. Most of the graduates who had done advanced work were proceeding toward another degree, chiefly the Master of Business Administration.

Approximately one fourth of the graduates who had continued their education had received some form of financial recognition for academic achievement or talent, in most cases a teaching assistantship. Four graduates had been successful in earning at least one advanced academic degree at the time of this study. All but three of the graduates who had continued their education believed an advanced degree was either necessary or would be helpful to their future careers.
In analyzing the section on occupational experiences of the graduates, it was found that nearly two thirds of the graduates were working in an area for which they had studied while in college. Less than one half of those employed graduates, however, believed that a college degree was essential to perform the work they were performing when this study was made.

Although only about 20 percent of the graduates experienced some measure of difficulty in securing full-time employment after graduation, over 80 percent believed that on-campus interviewing was in need of improvement at Nicholls State University. The vast majority of graduates had been left to their own devices in finding work. Most of the graduates thought that college grades had been a factor in the initial hiring process.

The vast majority of the graduates were quite stable in their employment history, as most had held only one full-time job since graduation. Most of the graduates seemed to be making progress on the wage front. While the majority of graduates began employment in the $5,000 to $7,000 annual income bracket, most were earning between $6,000 and $8,000 at the time of this study. Graduates who had majored in accounting or business administration seemed to be the highest paid, while office administration majors seemed to be earning less, on the average. However, most of the graduates expressed satisfaction with their choice of a major in business administration.

II. CONCLUSIONS

From a consideration of the information collected from the graduates of the College of Business Administration at Nicholls State
University from 1965 through 1969, the following conclusions appeared to be warranted:

1. Most of the graduates of the College of Business Administration spent four or more years at that institution and did not change their major field of study during that time. A significant number of those graduates worked part time during their undergraduate years.

2. Course requirements in business administration and general studies were held to be satisfactory by the majority of the graduates, from a quantity standpoint. Individual courses in business administration were also held to be adequate, for the most part, from that same quantity standpoint. Additional instruction was felt to be needed, however, in electronic data processing, oral communications, and insurance.

3. All core requirements in business administration—except Marketing and Introduction to American Business—were felt to be valuable by most of the graduates.

4. Even though a small number of graduates had continued their formal education, several had received some form of financial aid in recognition of scholastic ability.

5. Nicholls State University and other Southern colleges and universities were important in the graduate education experiences of the respondents. Most of the graduates believed that an advanced degree would be helpful to them in their future.

6. The majority of the graduates who had not continued their formal education were employed in an area related to their undergraduate major. Most of the graduates had gotten their first full-time job through their own initiative. Only a very small number of the graduates made use of public employment services in obtaining their first job.
Most of the graduates recognized certain deficiencies in job-placement procedures at Nicholls State University.

7. The graduates exhibited unusual job stability and were progressing, at least from a salary standpoint, in their jobs.

III. RECOMMENDATIONS

On the basis of the information obtained from graduates and as a result of the conclusions delineated in this study, the following recommendations should be considered in planning and improving the entire educational program for business administration students at Nicholls State University:

1. Attention should be given to ways to continue to increase the amount of instruction in electronic data processing, oral communications, and insurance. This recommendation is based on the fact that a rather sizable percentage of the graduates felt that additional instruction in those areas would be advantageous.

2. The place of Introduction to American Business and Marketing in the business curriculum needs to be re-evaluated, and ways to increase the relevance of those two courses to students should be sought. This recommendation is resultant from the fact that 16.75 percent of the graduates evaluated Introduction to American Business as having had little or no value to them, while the same was said for Marketing by 15.23 percent of the graduates.

3. The possibility of eliminating the requirement that office administration majors complete the courses in Business Finance and Statistics should be investigated. Fifty percent of those graduates maintained that Business Finance had been of little or no value to them,
and 33 percent believed that Statistics had no value whatsoever to them.

4. The one-semester course in office machines should be retained as a requirement for all majors. Over 90 percent of all graduates voiced the belief that instruction in this area would be helpful. Furthermore, at least one semester of collegiate-level typewriting should be required of all business majors. Nearly 85 percent of the graduates stated that a course in that area would also be helpful.

5. Core requirements in business administration and general studies should remain as they are. In both instances, the majority of the graduates believed these requirements to be satisfactory.

6. The "Book-per-Semester" program should have additional study and evaluation in order to determine with more validity whether this program should be continued. Graduates were divided in their opinions in this regard.

7. Since most of the Nicholls business graduates who continued their formal education did so at Nicholls State University, an evaluation of the masters degree program at that institution would be timely. Graduates should be subjected to a variety of courses of greater breadth and depth than was the case in their undergraduate years.

8. In view of the fact that those graduates who did not choose Nicholls State University for graduate study chose, mainly, Southern colleges and universities, an awareness of requirements and procedures at these schools must be continually maintained. Of the six graduates considered deficient upon beginning graduate study, six had enrolled in other universities.

9. On-campus interviewing and job-placement procedures at Nicholls State University should be scrutinized. Over 80 percent of the
graduates said that improvement in those areas would be desirable. Furthermore, the services of the state employment agencies should be explained and emphasized in the various business classes. Only two business graduates over a five-year period obtained employment through these agencies in their job-seeking campaign.

10. Since the present study represented the first formal effort of its nature in the College of Business Administration, additional studies of this kind should be made periodically in order to continually upgrade the program available to the students at Nicholls State University.
REFERENCES CITED

A. PUBLICATIONS OF THE GOVERNMENT, LEARNED SOCIETIES, AND OTHER ORGANIZATIONS


B. PERIODICALS


C. UNPUBLISHED WORKS


Davis, Don. "An Evaluation of a Pre-Service Program of Teacher Education Based Upon the Opinions of In-Service Teachers." Unpublished Doctor's dissertation, Wayne State University, 1952.


D. MISCELLANEOUS

Telephone conversation with Dan T. Montz, Jr., Registrar, Nicholls State University, March 8, 1971.

Telephone conversation with Louis J. Rodriguez, Dean, College of Business Administration, Nicholls State University, March 8, 1971.
APPENDIX A

COMMENTS SUPPLIED BY THE GRADUATES
"As of this date, I am not too familiar with the present business administration program at Nicholls. However, from my own experience, I wish that it would have been mandatory for a student to have a specific major in business administration. In other words, I'm not in favor of a student following the 'general business' area of business administration. A student with a specialized knowledge has a much better chance for employment in this shrewd business world of today. If I were to do it all over again, I would not follow the general business phase of business administration. I would stay in the business field, but I would major in a particular field--like accounting or management--rather than become a 'jack-of-all trades' like I am now."

"There should be a sales course available, and it should be required of all business students. Most of the presidents of large companies started in sales."

"The more education I got, the more doors I found open to me. A degree was not a 'must' in obtaining my present position, but it should figure strongly in any future promotions--especially since most of the channels of promotion in this company require a strong business or management knowledge and background."

"I have a brother now enrolled in the College of Business Administration at Nicholls, and it seems that a great many improvements have been made since 1966 regarding the quality of education there."
"I feel that I gained more from those business courses taught with the *application* approach than those taught from the book or by the traditional method. Learning the basic principles from a text is fine; but if you don't understand how to use and apply them, you are as well off as the fellow who has never even heard of them."

"Competence in typing should be required of every college student. Ideally, it would be required in a high school college-preparatory curriculum, perhaps on a 'required, pass-fail' basis. Otherwise, typing should be required in each college curriculum on a 'pass-fail' basis, with or without credit toward graduation."

"I believe that I received a quality education at Nicholls—one that was highlighted by the close personal contact with the professors. If I had it to do all over again, I would not change one phase of my education at Nicholls."

"It is my belief that one is required to spend too much time studying history, poetry, physical education, and other subjects not related to a student's field of interest."

"Ninety-five percent of my professors were people who possessed good judgment, sound common sense, and adequate moral standards. There were only a few (whom I avoided) who had a high I.Q., liked to go off on tangents which weren't related to the course, and who adhered to a certain style of appearance and mode of dress not becoming to a person in that position."

"Although a college degree was not necessary for my present job, it has helped me broaden my background considerably. The one course I
would like to see added to the business curriculum is a course in public relations. In a public-oriented business (like I work for), it is very important to be able to talk to people, impress them, and sell them on your product."

"While in attendance at Nicholls, I found the program to be improving each semester. The economics and accounting departments appeared to me to be the strongest, because of the intense personal interest shown by professors in their respective courses. I did feel that the management courses could have been of a higher quality, and I, in particular, would have profited from a course in salesmanship had one been offered."

"I feel that more courses in tax accounting and auditing would be most beneficial. Also, more courses that are directed at preparation for the CPA exam would definitely be desirable."

"I believe that going to a small, quality-type institution like Nicholls for undergraduate work was and is an asset. I have been accepted for admission at the University of Texas for graduate study in business administration and will start in January, 1971."

"About the only thing I can say in appraising the worth of the undergraduate education I received at Nicholls is that it inspired me to further my education, which is all one can ask of a college or university."

"I took two courses at Nicholls that, at the time, I placed little value in and have since learned to regret that feeling: Business Communications and Introduction to Electronic Data Processing. I have
seen faulty communications cause many problems in business that should never have occurred.

In this day and age, very few companies of any size are without electronic data processing equipment of some kind. Regardless of what position a graduate has with a company, he will be working with data processing in some way—either supplying data or making use of information supplied him by data processing equipment. I have seen a vice-president take two weeks of his valuable time just to learn what a computer could do for him. I think students should be made fully aware of the importance of these two areas: communications and electronic data processing."

"I look back on my business education at Nicholls with a feeling that is very pleasant. The faculty impressed me most with their helpfulness and willingness to give individual attention whenever it was requested."

"I have come to realize that college is not simply a number of courses to be taken and a grade to be received. To me, college is a learning process which helps us get along with other people. Mainly it is the ability to accept ideas from others—ideas which are foreign to one's own. Maybe it would be wise to give more attention to teaching students how to get along with co-workers and, especially, how to apply for a job."

"I would suggest that programs be arranged whereby students could gain some practical work experience. Experience could be gained either in the actual business community or by use of practice sets, as is sometimes done in accounting courses."
"The major problem I ran into at Nicholls involved courses that were not offered every semester. These courses were on the 300 and 400 level. Several of these courses that I wanted to take in my last year were not offered at that time, for one reason or another. A couple of them hadn't been offered for at least two semesters in a row. This affected my education of small businesses seriously. I finally took three economics courses in my last semester. This meant nine hours of upper-level economics courses in one semester, and it created an unnecessary strain. This was especially serious since I had a limited interest in the field of economics."

"I feel that most of the teachers at Nicholls were too lenient. They presented the material in a manner which the students demanded."

"The demand at this time for individuals with general business degrees isn't the greatest. An individual should be advised to concentrate more on a particular specialized field."

"Perhaps one of the most meaningful experiences that an undergraduate could have would be to have some job experience in his/her major field. Perhaps a study should be undertaken to determine student and employer interest along these lines. The business program at Nicholls provides for field observation in much of its course work, but I feel that 'first-hand' experience would be more rewarding.

For instance, I was a commuter while studying at Nicholls. If I had been given the opportunity of participating in a part-time work situation, I would have grabbed it. I really feel that this would aid in a better understanding of course work, give the student more 'ammunition' at securing a better position upon graduation, and provide 'stand-in'
labor for the business community—especially those businesses which are seasonal (sugar mills, etc.)."

"Nicholls should offer at least a few courses covering credit. These would help potential office managers develop ability and techniques in extending credit and checking credit references."

"My education in office administration (not only the courses in office administration but the entire business curriculum) at Nicholls has given me a valuable and well-rounded background. Since most of the administrative and sales personnel at Gem Oil Tool Company are college graduates, my degree has given me a great amount of self-confidence that has enabled me to work smoothly and efficiently with them."

"My only comment is that I feel that Nicholls should institute a program to give the student a more practical introduction to business. Whether it be field trips or some sort of internship program, the student needs more exposure to actual circumstances in business. I might also add that I feel that the average college student has little or no training in human relations and in developing self-confidence. I feel that a small amount of 'Dale Carnegie-type' training would reap rewards many times over for the student and Nicholls State University."

"I found it difficult to appraise the program because of the inseparability of teacher performance and adequacy of the college in general. As far as course work is concerned, my evaluations were influenced by my curriculum at the time I attended Nicholls.

In general, I felt the outside requirements in engineering were valuable, yet they caused my curriculum to be a misnomer. I graduated
in 1968 with a degree in industrial management and with only one manage­
ment course under my belt (Introductory 259). I, therefore, feel that
inside electives were too few for this curriculum and should be expanded.

All in all, though, I feel that I received an adequate education
at Nicholls. And I understand that most of my criticisms are in the pro­
cess of being corrected at this time."

"I definitely feel that more specialized courses in management--
like personnel or office management--should be required of all management
majors."

"The library at Nicholls State University leaves much to be
desired. More books and periodicals are definitely necessary."

"At the time of my graduation, Nicholls was a good place to
prepare for a business position in a small- to medium-sized town. I
feel that if I had gone to work in a metropolitan area, the competition
from graduates of larger and better-known universities would have been
very strong. The graduate program at Nicholls, though, should help to
prepare students for positions in larger cities with larger companies."

"The College of Business Administration at Nicholls needs more
specialized courses in finance, computer science, salesmanship, and at
least one course in human relations."

"I believe that some sort of work-study program should be
arranged for college students to help "bridge the gap" between the
school and the world of work."

"Nicholls should require more courses in accounting, especially
cost accounting. They should also add at least one case-approach course
in management. I believe, also, that more liberal arts courses should be required."

"I think that my education was adequate. However, Nicholls is still too small, and much personal effort is required to get a good job. Both jobs that I have secured were gotten by much personal aggressiveness on my part. In other words, Nicholls graduates are not in great demand. We're considered 'average,' as is our college. I was just an 'average' student at Nicholls, though, and maybe that's why I had to work so hard to get a good job. I am proud to be a graduate of Nicholls, and I feel that a college degree has helped my chances in the business world immeasurably."

"There should be a greater range of course selection in the College of Business."

"As a graduate of the College of Business Administration and with my present status as a school teacher, my biggest complaint that I had while attending Nicholls was with the choice of faculty. Just because a person is a CPA or has been a department store manager for thirty years or is working on a doctorate does not mean he is a good teacher. Since I am presently working on certification (almost completed), I am able to see now why I had difficulties in some subjects. I assign some blame to myself, but, regretfully, I can't help but say that some of the business courses were not presented in a 'learnable' fashion. I think, also, that tests should be evaluated (before they are given to the student) by someone with a knowledge of testing. Many of the tests I took at Nicholls, I'm sure, were not valid and did not measure the scope of subject matter that had been presented."
"I believe that more concentration in accounting, data processing, office machines, business law, business mathematics, statistics, and insurance is necessary at Nicholls. Economics and management courses should definitely be eliminated as much as possible since they are not relevant to the 'eight to five' world of office work."

"I feel that my work in my field during three years of my college education has given me a strong edge over other students in job placement."

"More courses preparing one for positions in personnel management should be available at Nicholls."

"Since my graduation from Nicholls, I have been enrolled as a full-time graduate student at Louisiana State University. Any appraisal of the worth of the undergraduate education which I received would have to be made by comparison with my experiences at ISU. Basically, the undergraduate programs in business administration are nearly identical. This says quite a lot for Nicholls because ISU is held in high esteem by many people. I think the business administration graduates of Nicholls are prepared for employment just as well as the ISU graduates. The only advantages of the ISU program are that more specialized courses are offered in particular fields of study and a large-scale placement service is available to the business administration graduates of ISU."

"In my particular business (offshore oil), I find that I could have used more and better personnel courses. What I mean by 'better' is that a more practical approach should be given than when I was at Nicholls. I find myself, though, using every one of the business courses I took at Nicholls. I do think there should be more emphasis on communications, both written and oral. If I can ever be of assistance to anyone
at Nicholls concerning the offshore boat and oil industry, please feel free to call on me."

"Anyone will tell you that practical experience is worth more than gold. And practical experience is one thing we never get enough of. I do believe that more practical experience and fewer lectures would improve the business curriculum at Nicholls. I have been working in a savings and loan association for over a year. In that time, I've learned more than I would have learned in a graduate school. There must be some way that Nicholls could have on-the-job training. I believe it would help the student in getting better accustomed to the real business world."

"A program should be designed for a student to major in personnel management."

"From the four years I spent at Nicholls, I can honestly say that the undergraduate business program improved each year."

"Teachers should not emphasize the textbook quite as much as they do. Education should tend more toward the practical."

"I personally became quite bored with a number of the business courses; namely, Introduction to American Business and Principles of Economics. Most of these classes were horribly repetitious, and everything 'learned' in those two courses was gone over again (at least once) in other courses higher in the sequence."

"I think that more courses should be taught by the case approach, where the students need to do more research in order to participate more fully in class. I had one such course (Sales Management) under Mr. Grover
Phillips. Looking back over all of the courses I had in college, I consider that one the best. This is because, simply, the students did all the work, the teacher guided them, and that was it. Lecture courses are fine in some areas. But by the senior year, most students have definitely decided on a major and are willing to work harder to gain more knowledge in the field. Therefore, it is my personal belief that the professor should be there to guide and assist the students in their learning process rather than to 'spoon-feed' them through lectures.

"I spent only two years at Nicholls prior to obtaining my degree, so I am not too familiar with the exact course requirements of freshmen and sophomores. Generally, I do feel that fewer general studies courses should be required, and more requirements or electives should be offered in the major fields of study.

I also feel that mathematics should be stressed more, with the emphasis on a good basic foundation, business mathematics, and computer mathematics. I also feel that business communications should be stressed more. There was a fine course in that area which I took at Nicholls in 1967. However, I feel that oral communications could be stressed more in that course. Or maybe some sort of business-oriented speech class should be available.

In addition, I think that more intermediate marketing and management classes should be offered at Nicholls. Although there are a few intermediate management courses, I don't remember any marketing courses between Principles of Marketing and the Marketing Seminar.

These are minor suggestions on my part. I do believe that the over-all quality of the education I received in business administration at Nicholls was excellent. I am proud to have obtained my degree from there."
"The value of reading a good book can't be overemphasized. However, considering how some of the students and faculty treated the 'Book-per-Semester' program, the usefulness of that program and its desired results should be reviewed. I was only interviewed once out of four semesters at Nicholls, and many students and faculty ridiculed that program."

"I wanted to take more courses in business communications. I found that many students did not have an adequate understanding of the need for such a course. I think Business Communications should be expanded into a two-semester program, if not more. A major in economics requires term papers galore, and there were many students in some of my classes who were not equipped to write such papers (to say nothing of a clear statement on an essay test). The need for a good course in business communications can't be overstressed. It can be a difficult and time-consuming course, but an individual is judged by his peers according to how well he can write a letter or memorandum in the business world."

"There should be more emphasis on research in the business courses offered at Nicholls. Also, business students should be required to subscribe to a business newspaper and/or a business magazine (and to read them!). This is especially important since the Nicholls library lacks current issues of business periodicals or newspapers."

"As one who has majored both in history and in business, it is my observation that those who take only a social science-oriented curriculum have no idea how business (the Establishment, if you will!) operates. It is my considered opinion that all students, no matter what their major, should take a minimum of twelve hours of courses in business (not
including typing, shorthand, or office machines). I'm sure that such a program would be much more relevant than, say, a government major taking a required (unnecessarily, I believe) course in biology. It appears to me that those who protest the capitalistic system have the least knowledge of how said system operates."

"The most important appraisal of a Nicholls undergraduate education is in terms of the job the graduate is able to secure upon graduation. Some graduates are working as bookkeepers or grocery store clerks because of a lack of recruiter interest generated at Nicholls. More effort should be directed by the university to help obtain a more honorable occupation for a college graduate."

"There should be more management courses required of the industrial management major. Also, I find a need for knowledge of production scheduling. I am now knowledgeable enough in the process and can perform this function of management. However, it would have been easier for me and for the company which employed me if I had been educated in this capacity. Let me please emphasize that while I was at Nicholls there was only one management course—259—in the industrial management curriculum."

"I feel that a course in small business ownership would have been helpful."

"In my opinion, more mathematics, statistics, and finance courses should be required of all business administration students. At present, Nicholls doesn't have enough finance courses available for an aspiring financier."
"One of the complaints I had at Nicholls was that there were never enough sections opened for a particular course. Even the required courses were only taught for one class period. Also, some of the required courses weren't taught every semester. One had to schedule classes with this thought constantly in mind. Some of the so-called advisors did not even take this into consideration!"

"I feel that the students at Nicholls should have more electives available to choose from. I think that too many hours are consumed in courses that could be used as business electives (especially science and science laboratories). I only wish there had been more business administration electives and fewer economics electives to choose from while I was a student there."

"An oral communications class should be required of all business students, and this class should be business oriented."

"I think there are too many requirements a person must fulfill that aren't very important to the business area."

"I think that more accounting courses should be added to the curriculum at Nicholls. Additional tax, auditing, cost, and some governmental accounting courses would probably be of much help to those who later attempt to pass the CPA exam."

"Nicholls State University should take a more active part in placing its graduates."

"I would suggest that no student be allowed to finish his degree requirements in business administration without the ability to type at
least 35 words per minute. It should make no difference what sort of job
he hopes to take—the college graduate in business should be able to type."

"I found that a business administration degree in general business
administration gives one a very general background, and employers are not
looking for this. They want someone with a specialty or with experience.
This may not be a very good evaluation because of the present economy and
the unemployment situation. My opinion would probably be different under
other economic conditions."

"My degree in business administration is of much value to me in
fulfilling my future goal—student personnel work. I think that the knowl­
edge received through course work in business administration is very much
applicable to my own personal life, too. In other words, I will never
regret receiving a degree in business administration."

"I would consider myself adequately educated and prepared for a
job in business. However, because of the depressed economic conditions
and my less-than-spectacular 2.3 academic average, I had much difficulty
in finding a satisfactory position.

I think that the worst practice of the Nicholls State University
business administration department is the 'Book-per-Semester' reading
program—mainly because the choice of books required to be read is
consistently poor."

"I feel that my education at Nicholls was very worth while. I do
believe, however, that typewriting should be a mandatory course for all
those majoring in any area of business administration. In addition, I
feel that more emphasis should be placed on data processing and marketing
courses."
"My personal opinion of the business administration program at Nicholls is that it needs to be revised and be made more flexible to meet the needs of each individual student. I think that a basic foundation in each area of business is necessary, but it is absurd to be required to take twelve hours of accounting when your major field of study is marketing or management.

Also, there is urgency for a new office machines program! The machines—especially the ten-key adding machines—are now obsolete and thus of very little use to the students ultimately. We need more modern machines to keep up with the many technological changes."

"I think my undergraduate program at Nicholls State University was more than adequate. This is because, mainly, of the quality of the professors who were part of the business department."

"Too few people have ever heard of Nicholls! The college could better help its graduates by getting itself better known!"

"Nicholls needs a stronger program in computer science."

"More courses in communications—both written and oral—should be required. This is a very important field in business today."

"My opinion is that Nicholls State University has an excellent college of business. It just needs to be more widely known and acclaimed."
APPENDIX B

INITIAL LETTER OF TRANSMITTAL TO THE GRADUATES
December 5, 1970

Name of Nicholls Graduate
Street Address
City, State, and Zip Code

Dear (Name)

The success of any school program is measured, in part, by the success of its graduates. The faculty at any school is always interested in hearing its graduates' opinions regarding the effectiveness of the school program so that they can better meet the needs of present and future students.

In an effort to learn how well the business courses you took at Nicholls State University have served you, one of our former faculty members is making a survey of all graduates who received a bachelor's degree from the College of Business Administration from 1965 through 1969. This survey will be the basis for a doctoral dissertation at Louisiana State University entitled "An Appraisal of the College of Business Administration at Nicholls State University."

Your help and cooperation are necessary to make this study a success. Its findings should prove of real value to Nicholls. Would you please, therefore, complete the enclosed questionnaire and return it to Mr. Randy Cone at Louisiana State University by December 22, 1970. A stamped and addressed envelope is also enclosed for your convenience in replying.

All information will be kept confidential. Only totals will be used in the conclusions, and names will not be referred to in any way.

Your prompt cooperation will certainly be appreciated.

Sincerely yours

/s/ Louis J. Rodriguez

Louis J. Rodriguez, Dean

RC:gbl
Enclosures
APPENDIX C

FOLLOW-UP LETTER TO THE GRADUATES
January 6, 1971

Dear [Name],

Last December 5 a questionnaire was mailed to you as part of "An Appraisal of the College of Business Administration at Nicholls State University." As yet, your completed questionnaire has not been received.

The response which the 1965-1969 graduates of Nicholls have given this questionnaire is encouraging. To date, 160 of the 263 graduates (60.84 percent) have returned their questionnaire. But your comments and opinions are wanted, too. The College of Business and its present and future students stand to benefit greatly from this study. Won't you please, then, take just a few minutes of your time to help us?

Here is another copy of the questionnaire being used in this survey. Would you please complete it and mail it in the enclosed stamped and addressed envelope by January 19, 1971. Your prompt reply will certainly be appreciated.

Sincerely yours

/s/ Louis J. Rodriguez

Louis J. Rodriguez, Dean

RC: gbl
Enclosures
APPENDIX D

SAMPLE QUESTIONNAIRE
Please write your major field of study in college in the space provided above. Then proceed to Part I of the questionnaire. All information will be kept confidential, and answers will be tabulated for statistical purposes only. Place a check mark (✓) in the appropriate response, or fill in if required.

**PART I - CURRICULUM**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>()</td>
<td>()</td>
</tr>
<tr>
<td>1. Did you obtain part of your collegiate education at an institution other than Nicholls State University? If yes, approximately how many semesters were spent elsewhere?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>()</td>
<td>()</td>
</tr>
<tr>
<td>2. Did you change majors in order to obtain a degree through the College of Business Administration? If yes, please list your previous major(s).</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>()</td>
<td>()</td>
</tr>
<tr>
<td>3. Do you believe that the &quot;Book-per-Semester&quot; reading program has enough value to warrant its continuation at Nicholls?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>()</td>
<td>()</td>
</tr>
<tr>
<td>4. What extracurricular activities, if any, do you believe helped you most in preparing you for employment?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>()</td>
<td>()</td>
</tr>
<tr>
<td>5. Please rate each of the following factors in relation to your college preparation. Check only one for each factor.</td>
<td></td>
</tr>
</tbody>
</table>

a. Number of requirements in business administration in relation to number of electives in business administration:

   ( ) Need more requirements and fewer electives.
   ( ) Need fewer requirements and more electives.
   ( ) Proportion of requirements to electives was satisfactory.

b. Number of semester hours required in business administration courses in relation to number of semester hours required in general studies (English, history, science, etc.)
Need more semester hours in business administration courses and fewer semester hours in general studies.

Need fewer semester hours in business administration courses and more semester hours in general studies.

Proportion of semester hours in business administration courses in relation to semester hours in general studies was satisfactory.

c. Extent of need, if any, for a basic knowledge of office machines operations (rotary calculators, ten-key adding machines, etc.):

Necessary.
Would be helpful.
Would be of little value.
Would be of no value.

d. Extent of need, if any, for a course in typewriting for your major in business administration:

Necessary.
Would be helpful.
Would be of little value.
Would be of no value.

6. Please evaluate the adequacy of your preparation in terms of amount of instruction in the areas listed below. Do not evaluate the quality of instruction—only the quantity. Place a check mark in the appropriate column for each area.

5="More than necessary"
4="Adequate"
3="Less than necessary"
2="Very inadequate"
1="Does not apply"

<table>
<thead>
<tr>
<th>AREA</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Accounting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Electronic Data Processing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Economics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Finance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Insurance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Business Law</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Statistics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Written Communications</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Oral Communications</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>k. Business Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>l. Typewriting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>m. Office Machines</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

93
7. Please evaluate the following required courses in terms of their relative value to your major area of study. Place a check mark in the appropriate column for each course, and omit any courses not included in your particular program.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Introduction to Business</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Principles of Accounting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Economic Principles</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Business Finance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Principles of Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Marketing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Business Law</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Business Communications</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Statistics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PART II - GRADUATE EDUCATION EXPERIENCES

Complete Part II only if you have taken (or are taking) courses at the graduate level at a college or university since graduation from Nicholls.

YES NO

1. Have you taken additional course work since graduation from Nicholls? If yes, how many semester hours credit have you received? __________________________________________

2. Was additional course work taken to satisfy a requirement of your employer?

3. Were you considered deficient in any areas when you enrolled for graduate study? If yes, please specify the areas in which you were considered deficient. __________________________________________

4. Are you currently working toward an advanced degree? If yes, which one? (M.A., M.S., M.B.A., Ph.D., Ed.D., etc.) __________________________________________

5. Have you received any type of financial aid from a graduate school because of your academic or scholastic qualifications? If yes, what was the nature of that aid? (Assistantship, fellowship, research grant, etc.) __________________________________________

6. Which graduate school did you attend or are you now attending? (Name of specific college or university.) __________________________________________
7. Please check the degrees listed below which you now hold:

( ) B.A.  ( ) M.A.  ( ) M.B.A.  ( ) D.B.A.  Certificates
        C.F.S., etc.)

8. In considering the value of an advanced degree to your major
field of study, please check one of the following:

( ) Definitely necessary.
( ) Unnecessary but helpful.
( ) Definitely unnecessary.
( ) No opinion.

PART III - OCCUPATIONAL EXPERIENCES

Complete Questions 1-10 in Part III only if you have been employed full
time (or are currently employed full time) since graduation from
Nicholls. All graduates may respond to Question 11.

YES  NO

( ) ( ) 1. Are you currently employed in an area of business for which
you studied? (For example: Accounting, finance, manage-
ment, office administration, etc.) If not, please list
your current field of employment. ____________________________

( ) ( ) 2. Do you believe it is necessary for a person to have majored
in your area of study to adequately perform the work that
is required of you in your present position?

( ) ( ) 3. Did you have any difficulty in securing full-time employ-
ment after graduation from Nicholls?

( ) ( ) 4. Do you believe that on-campus interviewing could be improved
at Nicholls? If yes, check the item(s) which, in your
opinion, would result in improvement:

( ) More interviews should be scheduled.
( ) More interviews with national organizations should be
scheduled.
( ) Interviews should be held earlier in the school year.
( ) Interviews should be held later in the school year.
( ) More information about the interviewing firms should
be supplied the student before the interview.
( ) Other. Please specify. ____________________________
5. How did you obtain your first position after graduation from Nicholls? Please check one:

( ) College placement service.
( ) Friends.
( ) Newspaper advertisement.
( ) Private employment agency.
( ) Public employment agency.
( ) Unsolicited personal application.
( ) Other. Please specify.

6. To what extent do you feel that grades you received in course work were considered a factor in obtaining your first job? Check one:

( ) Very important.
( ) Moderately important.
( ) Of little importance.
( ) Of no importance.
( ) Don't know.

7. How many different full-time positions have you held since graduation from Nicholls?

( ) One.
( ) Two.
( ) Three.
( ) Four.
( ) Five or more.

8. Considering your present position, to what extent are you satisfied with your choice of a major in business administration? Check one:

( ) Very satisfied.
( ) Generally dissatisfied.
( ) Fairly satisfied.
( ) Definitely dissatisfied.

9. Please check the salary range given below which indicates the beginning annual salary in your first full-time position after graduation from Nicholls.

( ) $3,000-$3,999
( ) $4,000-$4,999
( ) $5,000-$5,999
( ) $6,000-$6,999
( ) $7,000-$7,999
( ) $8,000-$8,999
( ) $9,000-$9,999
( ) $10,000 or above.

10. Please check the salary range given below which indicates your current annual salary.

( ) Below $5,000
( ) $5,000-$5,999
( ) $6,000-$6,999
( ) $7,000-$7,999
( ) $8,000-$8,999
( ) $9,000-$9,999
( ) $10,000-$11,999
( ) $12,000-$14,999
( ) $15,000 or above

11. Please add any comments below or on the reverse side of this sheet which you think would help in appraising the worth of the undergraduate education you received at Nicholls. THANK YOU VERY MUCH FOR YOUR COOPERATION!
VITA

Randolph Edward Cone was born in DeKalb, Illinois, on October 31, 1936, to Edward Francis and Ann Elizabeth Cone. He received his elementary education at Ellwood School in that city.

After graduating from DeKalb Township High School in 1954, he entered Northern Illinois University where he majored in business education and minored in social science. His Bachelor of Science degree was granted from that institution with high scholastic honors in 1958. He received his Master of Science degree from Florida State University in 1959, again majoring in business education, and attended Stanford University during the summer of 1960.

He began his teaching career in 1959 at Morrison Community High School in Morrison, Illinois, where he was a member of the Business Department for three years. In 1962 he joined the staff of the Business Department at Miami Senior High School in Miami, Florida, and in 1964 was named Chairman of the Business Department at Miami Springs Senior High School in Miami Springs, Florida. He held this position until 1967 when he became Assistant Professor of Business Administration at Nicholls State University in Thibodaux, Louisiana, where he remained until 1969. He has also held employment as an interviewer with the United States Department of Labor in Washington, D. C., and as an investigator for West Coast Detectives in Los Angeles, California.

He is a member of the National Education Association, Phi Delta Kappa, Kappa Delta Pi, Pi Omega Pi, and Cavaliers.
EXAMINATION AND THESIS REPORT

Candidate: Randolph Edward Cone

Major Field: Education

Title of Thesis: An Appraisal of the College of Business Administration
At Nicholls State University

Approved:

[Signatures]

Major Professor and Chairman

Dean of the Graduate School

EXAMINING COMMITTEE:

[Signatures]

Date of Examination:

[Blank spaces]