

**AN ANALYSIS AND INVESTIGATION
OF
COMMERCE GRADUATES, 1963-67**

by 680

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A MASTER'S REPORT

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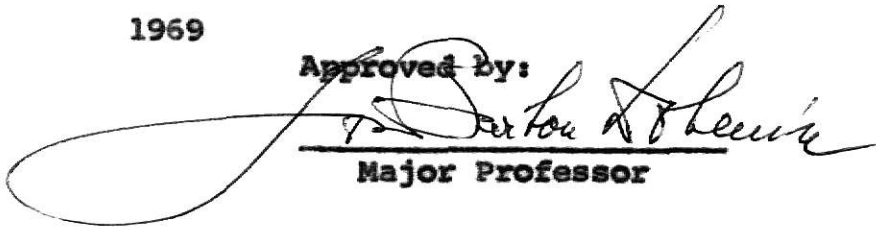
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CHAPTER I

INTRODUCTION

THE PURPOSE AND SCOPE

Very limited information is available relevant to a profile of past Commerce graduates. Therefore, this paper is not a synthesis of much prior empirical and theoretical work. The purpose of this study is to investigate the occupational and educational experiences of graduates of the Kansas State University College of Commerce. Since it would not be feasible to examine all aspects of the above problem, this study will be confined to the following areas: the students' first employment after graduation, their current employment, and graduate study. A section will also be devoted to the graduates' evaluations of the quality of instruction and the curriculums in the College of Commerce. It is felt that this information could be valuable to the College of Commerce faculty in determining the needs of students, and to future graduates who could get a general picture of the occupational experiences of former students and who could

perhaps then better formulate their occupational goals and objectives.

Much of the information obtained concerning the graduates should be viewed in terms of their age at the time of the study, March, 1968. Likewise, developments and trends will be evaluated only up to that time.

SOURCE OF INFORMATION

The College of Commerce was established in 1963; therefore, the data for this study were accumulated from graduates of that year through 1967. The analysis relies entirely on primary data, since all information for this study has been obtained from questionnaires submitted to graduates of the College of Commerce of the five-year period (1963-67). Although all graduates contacted were notified of the importance of the study and the accuracy of their responses, the reliability of the data obtained is not guaranteed. It is felt that a significant factor in the high rate of response was the graduates' strong interest in the objectives of this study.

The women graduates who responded constituted a small fraction (less than 3 per cent) of the total group queried; therefore, their responses were disregarded in the study.

Copies of the cover letter and questionnaire are included in the Appendix. Most of the questionnaire's 60 questions could be answered by putting a cross mark opposite the appropriate answer. The respondents were not required to sign the completed questionnaire. The envelopes were individually addressed, and the cover letters were personally signed. Almost without exception, the returned questionnaires were properly completed.

Initial mailing of the questionnaire went out on the fourth of March, 1968, to all 763 graduates of the College of Commerce of the years 1963 through 1967. Since it is generally recognized by direct mail consultants that the first day of the week and the weekend are not ideal times to seek an individual's fullest possible attention, the questionnaires were mailed on Monday in the hope that they would be received sometime before the weekend.¹ By April 7,

¹Direct Mail Conference, May, 1965, Washburn University, Topeka, Kansas.

the cut-off point for purposes of tabulation, 53 per cent (Table I) of the deliverable questionnaires had been returned.²

TABLE I

EXTENT OF THE SURVEY
Total Graduates, Number and Per Cent of the
Graduates Returning Questionnaires and
Per Cent of Deliverable
Questionnaires Returned

	Number of graduates	Number of questionnaires returned	Per cent of graduates returning questionnaires	Per cent of deliverable questionnaires returned
1963	152	67	44	45
1964	151	73	48	51
1965	156	93	60	61
1966	144	81	56	58
1967	150	80	50	51
TOTAL	763	394	AVERAGE 52	53

SOURCE: Primary data compiled from the author's questionnaire.

²Deliverable questionnaires exclude those questionnaires returned for reason of incorrect address.

OUTLINE OF THE STUDY

The content of this study is divided into seven parts. Chapter I explains the main objectives, indicates sources of information, and presents an outline of the study.

Chapter II describes the general background of the graduates in terms of their age, marital status, age at marriage, family size, academic achievement, and military service. The analysis at this point will provide the general backgrounds of the graduates before specific aspects of the study are examined.

Chapter III is devoted to the major characteristics of the first job after graduation (excluding military service). It consists of an analysis of their place of residence, extent of self-employment, salary, job mobility, and the relation of their educational background to their first job. Chapter IV is focused on changes that have occurred in the above areas between graduation and the time of the study.

The purpose of Chapter V is to present the graduates' evaluations of the curriculum and of the quality of instruction in the College of Commerce. This chapter will also

determine the status of past graduates in relation to graduate study and evaluate their reasons for taking graduate work.

The remaining portions of the chapter deal with the length of time before the graduates returned to graduate school and the degree or degrees they wished to obtain. In Chapter VI the findings of the study are summarized and conclusions are drawn.

CHAPTER II

PERSONAL TRAITS OF GRADUATES OF THE COLLEGE OF COMMERCE

INTRODUCTION

The major areas of the study should not be considered until general information pertaining to the personal characteristics of the subjects of the survey has been presented. Such information will provide a necessary foundation for the chapters that follow and which deal with the characteristics of their employment and graduate study. The remaining aspects of the study can then be analyzed with a knowledge of the graduates' personal backgrounds in regard to the following: (1) marriage, (2) age at marriage, (3) number of years married, (4) number of children, (5) undergraduate degree, (6) grade point average, and (7) military service.

To facilitate discussion of the findings throughout this chapter and the remaining sections of the study, those graduated during the first part of the five-year period (1963 and 1964 graduates) will be referred to as earlier graduates. Those graduated during the second part of the

five-year period (1965 to 1967 graduates) will be identified as recent graduates.

AGE, MARITAL, AND FAMILY STATUS

The graduates' average age, at the time of graduation, ranged from 26 years for the 1963 group to 22.7 years for the 1967 graduates. It was found that, at the time of the survey, more of the earlier graduates were married (89.6 per cent of the 1963 graduates) than was the case with the recent graduates (63.4 per cent of the 1967 graduates). Furthermore, it appears from Table II that, on the average, the 1963 graduates did not marry until they were over 22 years of age; whereas, the 1967 graduates married at an average age of slightly over 21 years. It is interesting to observe that the 1967 graduates have been married just as long as the 1966 graduates (2.9 years), and their families are just as large. Finally, it was found that the number of children per family ranges from 1.4 for the 1963 group to 0.5 for 1966 and 1967.

TABLE II
GENERAL STATISTICS: 1963-67 COMMERCE GRADUATES
Age, Marital, and Family Status

	1963	1964	1965	1966	1967
Number Responding	60	61	70	58	52
Present Age (Years)	30.9	27.2	26.8	24.4	24.4
Married (Percentages)	89.6	83.7	75.3	71.6	63.4
Age at Marriage	22.2	22.9	22.2	21.7	21.3
Number of Years Married	5.7	4.7	3.5	2.9	2.9
Children per Family	1.4	1.0	0.7	0.5	0.5

SOURCE: Primary data compiled from the author's questionnaire.

UNDERGRADUATE DEGREES

The College of Commerce offers two degrees to its undergraduates: (1) Business Administration, and (2) Accounting. As can be seen in Table III, the total number of degrees granted a year in Accounting ranged from a high of 33.4 per cent in 1966 to a low of 24.6 per cent in 1967. The number of degrees in Business Administration granted a year ranged from a low of 66.6 per cent in 1966 to a high of 75.4 per cent in 1967.

TABLE III
UNDERGRADUATE DEGREES AND AREAS OF SPECIALIZATION
(Percentages of Respondents)

	1963	1964	1965	1966	1967
Number Responding	67	73	92	81	81
	%	%	%	%	%
Accounting	25.4	26.0	29.4	33.4	24.6
Business Administration	<u>74.6</u>	<u>74.0</u>	<u>70.6</u>	<u>66.6</u>	<u>75.4</u>
Areas of Specialization:					
Finance				8.6	11.1
Management				3.7	6.2
Marketing				1.2	7.4
Personnel Administration				1.2	6.2
General Business				0.0	2.5
Secretarial				0.0	3.7

SOURCE: Primary data compiled from the author's questionnaire.

Care should be taken in regard to the data in the 1966 and 1967 columns, as presented in Table III. Recent graduates have had the option of selecting an area of specialization. But the students who specialized in the various areas of Marketing, Management, etc. were all granted degrees in Business Administration. Thus, it appears that the question

was misinterpreted, since the total percentage of the areas of specialization is less than the percentage of each year's graduates who received degrees in Business Administration. Those students not granted a degree in Accounting simply failed to indicate their area of specialization.

GRADE-POINT AVERAGE³

As can be observed in Table IV, the percentage of graduates with a grade-point average of 3.0 or above increased from 12.1 per cent in 1963 to more than 20 per cent during 1964, 1965, and 1966. On the other hand, the most frequent grade-point average in 1963 was 2.5 (28.8 per cent) and fell to 2.25 (29.6 per cent) in 1964 and declined further to 2.0 in 1965 and 1966 (27.8 per cent). An analysis of the percentages of graduates with grade-point averages in ranges below 3.0 does not indicate any one grade-point category or range from which the increasing numbers of cumulative grade-point averages above 3.0 were consistently drawn.

The overall yearly grade average fluctuated between

³Scale: A equals 4 grade points.

2.52 and 2.28. It is very difficult to identify specific causes for this phenomena. It could have been the result of changes in academic standards, quality of instruction, or quality of student. Thus for example, in 1965 schools of business became concerned about the attitude of some transfer students which was that "anyone can make it in business," or "if you have to drop out of engineering, you can always

TABLE IV
GRADE-POINT AVERAGE^a OF COMMERCE GRADUATES: 1963-67
(Percentages of Respondents)

	1963	1964	1965	1966	1967
Number Responding	66	71	91	78	81
Grade-Point Average	%	%	%	%	%
2.0	19.7	23.9	28.6	26.9	22.2
2.25	16.7	29.6	25.6	15.4	30.9
2.5	28.8	15.5	17.6	21.8	19.8
2.75	22.7	9.9	7.7	12.8	11.0
3.0	4.5	12.7	12.8	11.6	9.9
3.25	6.1	1.4	2.2	5.1	0.0
3.5	<u>1.5</u>	<u>7.0</u>	<u>5.5</u>	<u>6.4</u>	<u>6.2</u>
	100.0	100.0	100.0	100.0	100.0
YEARLY AVERAGE	2.52	2.44	2.46	2.28	2.46

SOURCE: Primary data compiled from the author's questionnaire.

^aScale: A equals 4 grade points.

get a degree in business."⁴ The rise in the yearly grade-point average in 1967 may have been the result of pressure from the draft. During 1966 and 1967 a student could have easily become eligible for induction into the military service in the event he did not make satisfactory progress toward obtaining a degree.

MILITARY SERVICE

During the five-year period with which this study is concerned, the number of graduates participating in military service steadily increased from 49.3 per cent in 1963 to 59.2 per cent in 1967. The percentage choosing ROTC also increased from 8.7 per cent in 1965 to 27.6 per cent in 1967, which represents the largest increase in any classification of the military programs as listed in Table V. The increasing popularity of the ROTC program may be based on the fact that from the beginning of the summer of 1965 there has been increased pressure toward eventual military service from

⁴Meeting of College and University Educators in Business and Business Administration in Kansas, April, 1965, Kansas University, Lawrence, Kansas.

high draft calls due to the United States' involvement in Viet Nam. This situation, together with the fact that advanced ROTC students are paid \$50 per month while in school, apparently attracted increasing numbers of participants.

More graduates enlisted (12.5 per cent) in 1966, and fewer were inducted (1.3 per cent). On the other hand, in 1967 fewer enlisted (6.6 per cent), and more were inducted (5.3 per cent).

TABLE V

EXTENT OF MILITARY SERVICE
(Percentages of Respondents)

	1963	1964	1965	1966	1967
Number Responding	62	68	85	73	79
	%	%	%	%	%
Enlisted	7.5	11.2	10.9	12.5	6.6
ROTC	10.1	11.2	8.7	11.3	27.6
Inducted	7.5	6.9	1.4	1.3	5.3
OCS	9.0	9.7	1.4	10.0	2.7
Reserves	<u>14.8</u>	<u>16.7</u>	<u>28.2</u>	<u>23.6</u>	<u>17.2</u>
	49.3	55.6	57.0	58.8	59.2

SOURCE: Primary data compiled from the author's questionnaire.

The number of graduates joining one of the reserve programs, such as the National Guard, dropped from 28.5 per cent to 17.5 per cent during 1965-67. As the reserves were accepting first the youngest for enlistment, the college graduate, in his twenties, was usually placed on the bottom of waiting lists.

SUMMARY

From the preceding findings it appears that the individual's age at graduation is getting younger (from approximately 26 years in 1963 to 22.7 years in 1967), and the average age of the 1967 graduates at marriage (21.3 years) was nearly a year less than was the case with the 1963 graduates (22.2 years). The 1963 class at the time of the survey had an average of 1.4 children whereas the 1967 class had an average of 0.5. It is interesting to note that, at the time of the survey, the 1966 and 1967 graduates were of the same age (24.4 years), had been married the same number of years (2.9 years) and had the same average number of children per family (0.5). The number of

degrees earned in Accounting and Business Administration maintained an approximate relationship of 25 to 75 per cent respectively throughout the 1963-67 period. During this same five-year period the yearly grade-point average ranged from 2.52 in 1963 to 2.28 in 1966 and increased to 2.46 in 1967. However, the 3.0 class has been growing and the 2.0 class has been decreasing. The extent of military service also increased from 49.3 per cent, mainly due to the increased participation in the ROTC program.

CHAPTER III

THE GRADUATES' FIRST JOBS

INTRODUCTION

The purpose of this chapter is to investigate some of the characteristics of the graduates' first jobs after graduation, excluding military service. A proper understanding of what has happened to former Commerce students can thus be beneficial to both faculty and students. Presently, very little information is available concerning the employment and occupational history of these graduates.

With this indicated purpose in mind, information was sought concerning the following objectives: (1) the number of graduates accepting employment and remaining in Kansas; (2) the number of graduates becoming self-employed; (3) starting salaries; (4) job mobility; (5) the length of time remaining with their first employer; and (6) the relationship between their educational backgrounds and their beginning employment.

EMPLOYED IN KANSAS

The trend during the four-year period of 1964-67 appears to be toward fewer graduates accepting employment in Kansas. As presented in Table VI, 42.0 per cent of the 1964 graduates remained in Kansas. This proportion decreased to only 29.1 per cent in 1967. J. Bruce Laughlin's following statement seems to reflect this development: "Employers, especially Kansas businessmen (taxpayers), are very disturbed when graduates from state institutions not only desire to move far afield but also are being lured by the pied pipers of giant corporations and federal agencies."⁵

SELF-EMPLOYMENT

As is indicated in Table VI, only very few of the 1963-67 Kansas State University Commerce graduates initially started their own businesses after completing their college education. The situation is apparent especially by the decline in self-employment from 8.2 per cent in 1965 to zero per cent for the 1967 graduates.

⁵J. Bruce Laughlin, "Some State Brain Drains," Journal of College Placement, April, May 1967, p. 99.

TABLE VI
CHARACTERISTICS OF THEIR FIRST EMPLOYMENT
(Excluding Military Service)

	1963	1964	1965	1966	1967
Number Responding	59	66	78	60	55
Employed in Kansas (%)	36.0	42.0	34.2	36.6	29.1
Self-Employed (%)	4.4	4.4	8.2	4.4	0.0
Changed Employers (%)	57.1	40.6	29.4	17.7	15.1
Average Number of Months Before Leaving First Employer	18.5	21.3	13.8	12.0	4.8

SOURCE: Primary data compiled from the author's questionnaire.

JOB MOBILITY

Job mobility appears to be high, as can be gleaned from Table VI. Within five years after graduation, 57.1 per cent of the 1963 graduates had changed employers at least once. These same graduates appeared to stay with their first employer on the average of 20 months. This trend naturally declines; thus of those 1967 graduates 15.1 per cent have left their first employer and had done so

within an average of 4.8 months. E. H. Schein's following statement would indicate that this percentage of employer changes is not exceptional: "Almost every company surveyed in recent years will admit to losing somewhere around 50 per cent of its college hired within the first three to five years of employment."⁶ This situation does not indicate that the 1967 graduates are changing employers sooner, because only the highly discontented individuals would have already moved within this shorter period of time since graduation.

AVERAGE BEGINNING SALARIES

Table VII reveals that average starting salaries have increased 12 per cent during the five-year period, from \$6,549 in 1963 to \$7,224 in 1967.

As presented in Table VII, the largest percentage of the 1963 group started at a salary of \$6,000. The largest part of the 1964, 1965, and 1966 groups improved their beginning salaries and began at \$7,000. Finally, the 1967

⁶Edgar H. Schein, "The Wall of Misunderstanding on the First Job," Journal of College Placement, February March, 1967, p. 49.

group moved up again to the \$8,000 range. In 1963, 11.5 per cent of the graduates began at a salary of \$10,000 or more, as compared with only 2 per cent in 1967. It can thus be concluded that although the average beginning salary increased, the trend was toward fewer graduates beginning at an exceptionally high salary (\$10,000 or more).

TABLE VII
AVERAGE BEGINNING ANNUAL SALARIES
(Percentages of Respondents)

	1963	1964	1965	1966	1967
Number of Graduates	61	63	75	59	49
	%	%	%	%	%
Annual Salary:					
\$4,000	13.1	14.3	5.3	3.3	6.1
5,000	21.3	7.9	14.7	8.5	6.1
6,000	32.8	17.5	22.7	23.7	16.3
7,000	9.8	23.8	43.7	29.8	22.4
8,000	6.6	19.0	4.0	25.4	43.9
9,000	4.9	9.5	9.3	3.4	12.2
10,000	6.6	4.8	8.0	5.1	0.0
12,000-above	<u>4.9</u>	<u>3.2</u>	<u>1.3</u>	<u>1.7</u>	<u>2.0</u>
	100.0	100.0	100.0	100.0	100.0
YEARLY AVERAGE	\$6,459	\$6,920	\$6,853	\$7,050	\$7,224

SOURCE: Primary data compiled from the author's questionnaire.

EDUCATION-EMPLOYMENT RELATIONSHIP

To isolate the extent to which one employs his past education, for any purpose, is not an easy task; therefore, the conclusions that can be drawn from this brief employment is in one of three categories of education-employment relationship--i.e., "Directly related," "Somewhat related," or "Unrelated." Table VIII presents the responses in summary.

TABLE VIII

FIRST EMPLOYMENT RELATIVE TO EDUCATIONAL BACKGROUND
(Percentages of Respondents)

	1963	1964	1965	1966	1967
Number Responding	62	65	80	61	52
	%	%	%	%	%
Directly Related	35.5	52.3	43.8	52.5	51.5
Somewhat Related	58.0	38.5	44.9	37.7	37.0
Unrelated	<u>6.5</u>	<u>9.2</u>	<u>11.3</u>	<u>9.8</u>	<u>11.5</u>
	100.0	100.0	100.0	100.0	100.0

SOURCE: Primary data compiled from the author's questionnaire.

Only 35.5 per cent of the 1963 graduates viewed their first employment as "directly related" and 58.1 per cent felt it was "somewhat related." In contrast, an average of 50.1 per cent of the 1964-67 graduates felt that their first job was in "direct relation" to their area of specialization in college, and an average of 39.6 per cent viewed it as "somewhat related." Table VIII also indicates a trend toward more graduates (11.5 per cent in 1967) accepting employment of a nature unrelated to their education.

It is not known how accurately the graduates, several years removed from their formal education, identified the education-employment relationship of their first job. The earlier graduates had perhaps already moved to employment more directly related to their education, and as a result viewed that first job more critically. Thus, the figures in Table VIII may be to some extent distorted.

Finally, it was also felt that the relationship between the amount of remuneration and educational background would be of significance. For this purpose Table IX was constructed. According to the data presented in this

table, those individuals who took jobs directly related to their educational backgrounds retained consistently throughout the years higher beginning salaries than did those accepting lesser-related jobs.

Thus, the average beginning salaries of the 1963-65 graduates (Table IX) with jobs directly related to their educational background exceeded the beginning salaries of those jobs somewhat related by an average of \$150, and this same margin increased to an average difference of \$1,180 with the 1966-67 graduates. The influence of higher beginning salaries usually experienced by accounting majors would be a factor in this trend. In contrast, during the 1963-67 period the average beginning salaries for jobs "somewhat related" were not always superior to those salaries for jobs "unrelated."

TABLE IX
AVERAGE BEGINNING ANNUAL SALARIES ACCORDING
TO THE EDUCATION-EMPLOYMENT RELATIONSHIP

	1963	1964	1965	1966	1967
Job Directly Related	\$6,666	\$6,424	\$7,121	\$7,438	\$7,000
Job Somewhat Related	6,444	6,363	6,636	6,300	5,777
Job Unrelated	5,500	6,333	6,625	6,666	6,000

SOURCE: Primary data compiled from the author's questionnaire.

SUMMARY

An attempt has been made in this chapter to determine some of the major characteristics of the graduates' first jobs after graduation. A number of conclusions can be drawn from the presented material:

(1) It appears that a growing number of graduates are leaving Kansas for their first jobs. An overall average of 35.6 per cent of 1963-67 graduates remained in Kansas for their first job following graduation. During the five-year period the percentage declined from 42.0 of the 1964 group who remained in Kansas to 29.1 per cent in 1967.

(2) The trend was toward fewer graduates to start their own business, as the per cent moved from 8.2 per cent of the 1965 graduates to zero per cent in 1967.

(3) The graduates are changing employers readily. From figures obtained it appears that within five years after graduation, 57.1 per cent of the 1963 graduates had changed employers at least once within 20 months. Even 15 per cent of the most recent graduates had already changed employers in less than 5 months time.

(4) Average beginning salaries have been increasing, as indicated from the obtained data, from \$6,459 in 1963 to \$7,224 in 1967. However, the dispersion of beginning salaries narrowed and clustered more around the mode of \$8,000 for the 1967 year. As a result only 2 per cent of the 1967 graduates began at a salary of \$10,000 or more, whereas the 1963 graduates indicated 11.5 per cent in the \$10,000 or more category.

(5) An average of 50.1 per cent of the 1964-67 graduates accepted first employment "directly related" to their educational background, and the percentage of those graduates who had accepted employment "unrelated" to their education increased from 6.5 per cent in 1963 to 11.5 per cent in 1967.

(6) The beginning salaries of those graduates with employment "directly related" to their educational backgrounds consistently exceeded those beginning salaries for jobs "somewhat related" by an average of \$150 for the 1963-64 graduates to \$1,180 for the 1966-67 graduates.

CHAPTER IV

THE GRADUATES' CURRENT EMPLOYMENT

INTRODUCTION

The previous chapter presented the major characteristics of the graduates' first employment, excluding the military. In this chapter an attempt is made to evaluate the impact of time (since graduation) on the characteristics of the graduates' present employment, especially in the following areas: (1) the percentage remaining employed in Kansas, (2) the percentage starting their own businesses, (3) current salaries achieved, (4) a comparison of Kansas salaries and out-of-state salaries, (5) the relationship between their educational backgrounds and current employment, (6) the relationship between grade-point average and salaries, and (7) the relationship between job satisfaction and salaries.

GRADUATES REMAINING EMPLOYED IN KANSAS

From the data presented in Table X, it can be observed that at the time of the survey 34.4 per cent of

the 1963 group were employed in Kansas, whereas only 22.8 per cent of the 1967 group remained in the state. In viewing the combined average of the five groups, 31.9 per cent were currently employed in Kansas, as compared to 35.6 per cent immediately following graduation. Therefore, it can be concluded that the tendency of graduates to leave Kansas for employment had continued, and apparently this trend is increasing.

TABLE X
CHARACTERISTICS OF GRADUATES'
CURRENT EMPLOYMENT: OTHER THAN MILITARY
(Percentages)

	1963	1964	1965	1966	1967
Number Responding	59	60	77	58	43
Presently Employed in Kansas	34.4	36.1	34.2	32.2	22.8
Presently Self- Employed	9.8	4.9	7.6	6.8	2.3

SOURCE: Primary data compiled from the author's questionnaire.

GRADUATES STARTING THEIR OWN BUSINESSES

From the data obtained it appears that the longer the period of time since graduation, the greater becomes the percentage of self-employment. As can be seen in Table X, 9.8 per cent of the 1963 graduates were currently self-employed, as compared to 4.4 per cent (Table VI) following graduation. With the exception of 1964, each year the number of self-employed graduates increased by 2 to 3 per cent.

GRADUATES' CURRENT SALARIES

As is indicated in Table XI, salaries had increased substantially in comparison with beginning salaries (Table VII). The 1963 graduates achieved an average current salary of \$10,576, or a 63 per cent increase within five years, or a 12 per cent increase per year. The 1965 graduates were earning an average of \$9,274, or a 35 per cent increase in their average beginning salary of \$6,853, which represents an increase of 11.7 per cent. The 1967 graduates had an average current salary of \$7,837, which

TABLE XI
AVERAGE ANNUAL SALARIES AT THE
TIME OF THE SURVEY

	1963	1964	1965	1966	1967
Number Responding	59	60	77	58	43
	%	%	%	%	%
Annual Salary:					
\$6,000	6.8	10.0	5.1	3.4	23.3
7,000	11.9	8.3	18.1	13.7	18.6
8,000	13.6	21.7	20.8	39.6	37.2
9,000	15.3	22.7	19.5	22.4	11.6
10,000	23.7	26.7	29.8	17.2	2.3
12,000	8.5	8.3	5.1	3.4	4.7
14,000	3.3	0.0	1.2	0.0	2.3
16,000	8.5	3.3	0.0	0.0	0.0
18,000	1.7	0.0	0.0	0.0	0.0
20,000	6.8	0.0	0.0	0.0	0.0
	100.0	100.0	100.0	100.0	100.0
YEARLY AVERAGE	\$10,576	\$9,066	\$9,274	\$8,500	\$7,837

SOURCE: Primary data compiled from the author's questionnaire.

represented an increase of 9 per cent. It appears that the earlier graduates are obtaining larger yearly increases than the recent graduates.

The above table also indicates that 41.9 per cent of the 1967 graduates had a current salary in the range of \$6,000 to \$7,000, whereas an average of only 20 per cent of the 1964, 1965, and 1966 group were still in this income range. An average of 51.1 per cent of the 1967 graduates were earning \$8,000 to \$10,000, as compared with 75.1 per cent of the 1965 and 1966 group. When combining the percentages as was done in the above analysis, it again appears that the longer the period of time since graduation, the greater becomes the likelihood that an individual's salary will significantly exceed the salary of the more recent graduate.

Table XI also confirms the findings established in Chapter III that an exceptionally large percentage (11.5 per cent) of the 1963 graduates had beginning salaries of \$10,000 or more. Furthermore, at the time of the survey 17 per cent of the 1963 graduates were earning \$16,000 or more, as compared with only 3.3 per cent of the 1964 graduates and zero per cent of the 1965-67 graduates. This situation is perhaps true because the 1963 graduates, on the average, had been with their current employers longer, more were self-employed, and the incidence of changing

employers had started to decline. Regardless of these observations, the salary distribution of the 1964 graduates was higher for their first jobs, and that same trend had continued.

**PRESENT SALARIES RELATED TO
EMPLOYER CHANGES**

It was felt that a comparison of current salaries related to employer changes would be of significance. Data pertinent to this analysis are presented in Table XII. They indicate that salaries were higher for those graduates who had remained with their first employers.

TABLE XII
PRESENT ANNUAL SALARIES RELATED
TO EMPLOYER CHANGES
(Average Salaries)

	1963	1964	1965	1966	1967
Same Employer	\$11,478	\$9,667	\$9,093	\$8,351	\$7,829
Changed Employers	<u>10,059</u>	<u>8,667</u>	<u>8,542</u>	<u>7,800</u>	<u>6,800</u>
Difference in Salaries	1,419	1,000	551	551	1,029
Percentage Difference	14.1%	8.7%	6.5%	7.8%	15.1%

SOURCE: Primary data compiled from the author's questionnaire.

The average current salary received by the 1963 graduates with their first employer was \$11,478 (14.1 per cent high) as compared to \$10,059 for those who had changed employers. When combining the graduates of the 1964, 1965, 1966 years, the group still with their first employer had an average salary 7.7 per cent greater than those who had left their first employer. The 1967 graduates who remained with their first employer obtained an average salary which was 15 per cent larger (\$1,029) than was the average salary of those who changed employers. Thus the loss of income from changing employers was greater either in the first year of employment or after four years. From the data in Table XII, it is clear that the 1963-67 graduates, as a group, who changed employers did so at the expense of lower salaries.

A COMPARISON OF KANSAS SALARIES WITH OUT-OF-STATE SALARIES

To provide a measure of the competitive position of salaries paid in Kansas, the salaries of graduates, employed in Kansas, were compared to salaries of graduates employed out of state.

These data, as compiled in Table XIII, indicate that the 1963 and 1967 graduates employed in Kansas had 3.1 and 4.6 per cent higher current salaries than did those employed outside the state of Kansas, but the 1964, 1965, and 1966 graduates employed in Kansas had average salaries that were approximately 7.5 per cent lower than were the average salaries of those not employed in Kansas.

TABLE XIII

PRESENT ANNUAL SALARIES IN KANSAS
COMPARED WITH OUT-OF-STATE SALARIES
(Average Salaries)

	1963	1964	1965	1966	1967
Employed in Kansas	\$10,900	\$8,637	\$8,250	\$8,278	\$8,125
Employed Elsewhere	<u>10,580</u>	<u>9,342</u>	<u>9,120</u>	<u>8,600</u>	<u>7,764</u>
Difference in Salaries	320	705	870	322	361
Percentage Differences	+3.1%	-8.2%	-10.5%	-3.9%	+4.6%

SOURCE: Primary data compiled from the author's questionnaire.

EDUCATION-EMPLOYMENT RELATIONSHIP

It was felt that it would be of interest to identify and evaluate changes, if any, that may have occurred since the first employment in the relationship between the graduate's educational background and his present employment. As presented in Table XIV the graduates were asked to rate their present job as to whether it is "directly related," "somewhat related," or "unrelated" to their educational background.

TABLE XIV
CURRENT EMPLOYMENT RELATIVE TO
EDUCATIONAL BACKGROUND
(Percentages of Respondents)

	1963	1964	1965	1966	1967
Number Responding	60	61	79	60	45
	%	%	%	%	%
Job Directly Related	48.4	42.6	48.1	58.3	57.8
Job Somewhat Related	43.4	49.1	45.6	35.0	35.5
Job Unrelated	8.2	8.3	6.3	6.7	6.7
	100.0	100.0	100.0	100.0	100.0

SOURCE: Primary data compiled from the author's questionnaire.

From the data obtained it appears that the percentage of graduates with employment "directly related" to their education decreased from 48 per cent in 1963 to 42 per cent in 1964 but increased to 57.8 per cent of the 1967 graduates. The areas of jobs "somewhat related" and "unrelated" showed the same trend. Thus, it appears that with the passing of time there was a tendency to move from employment "directly related" to employment "somewhat related" or "unrelated."

A very interesting observation can be made when comparing the above findings to the magnitude of salaries obtained by the graduates. Furthermore, when comparing these results with those developed in Chapter III, an additional insight of this area can be gained. As shown in Table XV, the findings indicate a different relationship than did this same kind of an analysis for their first employment.

Thus, in Chapter III it was established that those graduates with employment "directly related" to their education had higher beginning salaries than did those with jobs of a lesser relationship. However, from Table XV, it appears that as time elapses this tendency changes in the

opposite direction so that "unrelated" jobs produced significantly higher monetary rewards than "somewhat related" and "directly related."

TABLE XV
CURRENT ANNUAL SALARIES ACCORDING TO THE
EDUCATION-EMPLOYMENT RELATIONSHIP
(Average Salaries)

	1963	1964	1965	1966	1967
Job Directly Related	\$8,888	\$9,192	\$9,162	\$8,618	\$7,708
Job Somewhat Related	\$10,461	\$9,103	\$8,527	\$8,250	\$8,125
Job Unrelated	\$12,000	\$8,000	\$7,800	\$8,250	\$7,333

SOURCE: Primary data compiled from the author's questionnaire.

GRADE-POINT AVERAGE AND SALARIES

In a very extensive study conducted by the University of Buffalo it was concluded that grade-point average is more important in specialized fields of a scientific nature than

in the areas of business and law.⁷ Table XVI indicates that the 1963 Kansas State University graduates with a grade-point average between 2.0 and 2.5 were earning an average salary of \$10,945 as compared to \$8,333 for those with a grade-point average of 3.01 and above. The 1967 graduates with a grade-point average of 2.0 to 2.5 also had a higher average current salary (7,909), exceeding the average salary of those with a grade-point average of 3.01 and above by \$1,909. There was little difference in salaries in regard to the 1964 and 1966 graduates. The 1965 graduates with a grade-point average of 3.01 and above were earning an average of \$893 more than those with a grade-point average of 2.0 to 2.5. From the findings in Table XVI two diverse trends are apparent. In the 1963 and 1967 groups, graduates with lower grade-point averages achieved higher remunerations than did those with superior grades. On the other hand, the group in between these two years presents close correlation between grades and income as the highest earners also were members of the group with highest grades.

⁷Edward S. Jones, College Graduates and Their Later Success: a Study of Data Concerning Male Students of the University of Buffalo Related to Their Careers Twenty Years after Graduation. Buffalo: University of Buffalo, 1956.

TABLE XVI
CURRENT ANNUAL SALARIES ACCORDING
TO GRADE-POINT AVERAGE
(Average Salaries)

Grade Point	1963	1964	1965	1966	1967
2.0 to 2.5	\$10,945	\$9,175	\$8,907	\$8,758	\$7,909
2.51 to 3.0	10,666	8,692	7,866	8,888	7,666
3.01 or above	8,333	9,000	9,800	9,000	6,000

SOURCE: Primary data compiled from the author's questionnaire.

THE RELATIONSHIP BETWEEN JOB SATISFACTION AND SALARIES

Finally, an attempt was made to determine whether or not there exists a relationship between job satisfaction and remuneration. As presented in Table XVII, the graduates were asked to indicate their satisfaction with their present job. It was found that the earlier graduates expressed a slightly higher level of job satisfaction than did the recent graduates. There were 45.9 per cent of the 1963 graduates who indicated that they "loved" their current

jobs, as compared with the attitudes of 35.6 per cent of the 1967 graduates. The same trend was true for the next lower level of job satisfaction.

TABLE XVII
JOB SATISFACTION
(Percentages of Respondents)

	1963	1964	1965	1966	1967
Number Responding	61	61	78	60	45
	%	%	%	%	%
Love it	45.9	36.1	37.2	21.7	35.6
It's OK as jobs go	45.9	55.7	52.6	61.7	51.1
Don't much care for it	3.3	3.3	7.6	13.3	8.9
Dislike it	4.9	4.9	2.6	4.3	4.4
Hate it	0.0	0.0	0.0	0.0	0.0
	100.0	100.0	100.0	100.0	100.0

SOURCE: Primary data compiled from the author's questionnaire.

Of the five groups, the 1966 group apparently had the least satisfying jobs as only 21.7 per cent "loved" their current employment. Since in Chapter III it was established that those who changed jobs had done so within

approximately 20 months, it would appear natural for the 1966 graduates to be approaching a higher level of job dissatisfaction than was the case with the other groups.

Finally, when comparing salaries with job satisfaction, clear confirmation of McGregor's Theory Y was obtained.⁸ It can be seen in Table XVIII that, without exception, those graduates who expressed the highest level of job satisfaction and who probably experienced the highest level of motivation also obtained the higher average salaries. The advantage in salary for those with the most favorable attitude toward their job decreases from 13.0 per cent with the 1964, 1965, 1966 group to an average of 5.8 per cent for the 1967 group. This would also be in line with Theory Y as those individuals longer on the same job have probably developed greater motivation than those just recently employed.

⁸Douglas M. McGregor. "The Human Side of Enterprise" in Readings in Managerial Psychology, ed. Harold J. Leavitt and Louis R. Pondy, p. 267.

TABLE XVIII
SALARIES ACCORDING TO JOB SATISFACTION
(Average Salaries)

	1963	1964	1965	1966	1967
Love it	\$10,833	\$10,048	\$9,556	\$8,714	\$8,000
Like it	<u>9,174</u>	<u>9,061</u>	<u>8,439</u>	<u>8,588</u>	<u>7,954</u>
Difference	1,659	987	1,117	126	46
% Difference	18.1	10.9	13.2	14.7	5.8

SOURCE: Primary data compiled from the author's questionnaire.

SUMMARY

This chapter has been devoted to an analysis of changes that had occurred in the major characteristics of the graduates' current employment as compared to these same characteristics of their first employment. The findings may be summarized as follows:

- (1) Graduates had continued to leave the state of Kansas for employment. More of the 1964 graduates had

remained (34.4 per cent) than any other year's graduates. The 1967 graduates showed the greatest inclination to leave the state; the percentage of this group remaining in Kansas declined from 29.1 per cent following graduation to 22.8 per cent at the time of the study, March, 1968.

(2) The 1963 graduates' average beginning salary of \$6,459 has increased during five years to \$10,576, or an average increase of 12 per cent per year. The 1965 graduates had experienced an average yearly increase of 11.7 per cent and were earning \$9,274 as compared to \$6,853 following graduation. Finally, the 1967 graduates had achieved a 9.0 per cent increase in salary. From this evidence can be concluded that the earlier graduates are achieving larger annual salary increases than recent graduates.

The trend of more of the 1963 graduates to earn an exceptionally high salary had continued. Over 11 per cent of the 1963 graduates had beginning salaries of \$10,000 or more, and this same pattern had prevailed in current salaries. Nearly 20 per cent of the 1963 graduates had salaries of

\$16,000 or more, as compared with an average of less than 3 per cent for the other four years' graduates.

(3) Those graduates who had changed employers were earning less than those who had remained with their first employer. The average loss of income from job changing was greatest for those in their first or fourth year of employment.

(4) The 1963 graduates employed in Kansas had a 3.1 per cent higher average salary than did those with employment outside the state of Kansas. In the 1965 group, those employed in Kansas were earning 10.5 per cent less than those employed elsewhere. This disadvantage for Kansas employers declines to 3.9 per cent with the 1966 graduates and shows further improvement, with the 1967 graduates employed in Kansas earning 4.6 per cent greater salaries than were those employed elsewhere.

(5) More of the earlier graduates had moved into employment less directly related to their educational backgrounds than had the recent graduates. Furthermore, the data for the five-year period indicates that individuals with a lesser education-employment relationship achieved

higher salaries than those with employment more directly related to their education.

(6) The average salaries for the 1963 graduates with the lower grade-point averages were significantly greater than the average salaries for those with higher grade-point averages. Whereas of the 1965 group, the graduates with the higher grade-point averages also had the higher salaries. However, no clear-cut conclusions can be drawn from these findings as to the relationship between grades and income.

(7) The longer the period of time since graduation, the higher was the level of job satisfaction. The 1966 graduates who had been with their employer an average of 17.2 months were the only exception to this trend. Since it was found in Chapter III that individuals several years out of college usually change employers within 20 months, it could be expected that the 1966 graduates would be approaching a somewhat lower level of job satisfaction.

The graduates with the higher level of job satisfaction consistently had higher salaries. This could be viewed

as a confirmation of McGregor's Theory Y, as more highly motivated individuals would do a better job and thus command a better salary.

CHAPTER V

CURRICULUM EVALUATION BY COLLEGE OF COMMERCE GRADUATES

INTRODUCTION

Curriculum contents are a source of constant concern to students and faculty, especially in a society of rapid technological change and advancement. It was felt that possibly an evaluation by former students of their educational experience at the College of Commerce and its contribution to their occupational progress could enhance future curriculum planning. Therefore, graduates were asked to evaluate the College of Commerce on the basis of the following aspects: (1) their academic preparation for their first job, (2) the overall quality of instructors, (3) up-to-dateness of courses, (4) the desirability of use of group projects and the case study methods of instruction, (5) the value of a workable knowledge of computers in today's business world, (6) the expected degree of benefit from areas of study within the Commerce curriculum, and (7) the desirability of required and elective courses in the curriculum. Finally, an attempt was made to determine the status and intentions of graduates with respect to advanced studies.

ACADEMIC PREPARATION FOR THE FIRST JOB

It was felt that it would be of interest to obtain graduates' assessments of their own preparation obtained at Kansas State University for their first job after graduation. Therefore, they were asked to evaluate their own knowledge in the light of the academic preparation demonstrated by graduates from other universities.

It was found that consistently three-fourths, or more, of each year's graduates expressed confidence in their academic background and felt they were as well prepared for their first job as graduates from other universities.

QUALITY OF INSTRUCTORS

Also, it was felt that in conjunction with the preceding analysis, an evaluation, by former students, of the College of Commerce instructors would be meaningful. The graduates' responses are presented in summary in Table XIX.

As can be gleaned from the data in that table, the percentage of graduates rating the instructors "above average" moved from 72.3 per cent of the 1963 graduates through 64.8

TABLE XIX
OVERALL QUALITY OF INSTRUCTORS
(Percentages of Respondents)

	1963	1964	1965	1966	1967
Number Responding	65	71	90	79	80
	%	%	%	%	%
Excellent	3.1	8.5	4.4	5.1	3.8
Above Average	72.3	64.8	75.8	67.1	76.2
Below Average	12.3	19.7	12.1	17.7	15.0
No Opinion	<u>12.3</u>	<u>7.0</u>	<u>7.7</u>	<u>10.1</u>	<u>5.0</u>
	100.0	100.0	100.0	100.0	100.0

SOURCE: Primary data compiled from the author's questionnaire.

per cent of the 1964 graduates to a high of 76.2 per cent of the 1967 graduates. When combining the percentages from the categories "above average" and "excellent," 72.2 to 80.0 per cent of each year's graduates responded in this manner. The percentage rating the quality of instructors "below average" declined from a high of 19.7 per cent of the 1964 group to 15.0 per cent of the 1967 group. Thus, it appears that in the eyes of the graduates the large majority of instructors performed above average or better.

UP-TO-DATENESS OF COURSES

The following analysis pertains to graduates' evaluation of the up-to-dateness of courses offered by the College of Commerce. As indicated in Table XX, the earlier graduates appear to have been less satisfied with the up-to-dateness of courses than the recent graduates.

TABLE XX

COURSE UP-TO-DATENESS, AS EVALUATED BY 1963-67 GRADUATES
(Percentages of Respondents)

	1963	1964	1965	1966	1967
Number Responding	65	71	88	79	82
	%	%	%	%	%
All up-to-date	7.7	16.9	8.0	8.9	6.1
Most up-to-date	78.5	70.4	82.9	86.1	87.8
Few up-to-date	12.3	12.7	9.1	5.0	6.1
None up-to-date	1.5	0.0	0.0	0.0	0.0
	100.0	100.0	100.0	100.0	100.0

SOURCE: Primary data compiled from the author's questionnaire.

An average of 12.5 per cent of the 1963 and 1964 groups felt a "few" of the courses taken were up-to-date as compared to an average of only 5.5 per cent of the 1966 and

1967 group. Conversely, the percentage feeling that "most" of the courses taken were up-to-date moved from 70.4 per cent in 1964 to a high of 87.8 per cent in 1967. Thus, from the reactions of the graduates, it appears that in their view the quality of instruction definitely has improved.

DESIRABILITY OF GROUP PROJECT AND CASE STUDY METHODS OF INSTRUCTION

Some schools of business base their entire academic program on the case study method of instruction. Others employ the group project method in which the student does analysis as a member of a project team and contributes to a group decision on that basis. During the time under review, the case study method and group project method were not highly employed in the business curriculum of the College of Commerce. Therefore, the graduates were asked if they felt these methods of instruction should be employed to a greater extent than had been done previously. Tables XXI and XXII present their responses in summary.

TABLE XXI

GRADUATES FAVORING USE OF GROUP PROJECT METHOD OF INSTRUCTION
(Percentages of Respondents)

	1963	1964	1965	1966	1967
Number Responding	63	69	92	79	82
	%	%	%	%	%
Yes	83.3	82.6	80.4	83.3	81.5
No	<u>16.7</u>	<u>17.4</u>	<u>19.6</u>	<u>17.7</u>	<u>18.5</u>
	100.0	100.0	100.0	100.0	100.0

SOURCE: Primary data compiled from the author's questionnaire.

As can be seen in Table XXI, each year's graduates responded very similarly. The percentage of graduates favoring the use of the group project method of instruction ranged from a high of 83.3 per cent of the 1963 and 1964 graduates to a low of 80.4 per cent of the 1965 graduates.

Table XXII depicts a trend similar to that represented by the data in Table XXI. A high of 85.7 per cent of the 1965 graduates felt the case study method should be used to a greater extent.

TABLE XXII

**GRADUATES FAVORING USE OF CASE STUDY METHOD OF INSTRUCTION
(Percentage of Respondents)**

	1963	1964	1965	1966	1967
Number Responding	64	72	91	79	80
	%	%	%	%	%
Yes	79.7	84.7	85.7	83.5	78.8
No	<u>20.3</u>	<u>15.3</u>	<u>14.3</u>	<u>16.5</u>	<u>21.2</u>
	100.0	100.0	100.0	100.0	100.0

SOURCE: Primary data compiled from the author's questionnaire.

Thus, it appears that a large majority of graduates favor an increasing usage of the above techniques of instruction.

**THE SIGNIFICANCE OF A WORKABLE
KNOWLEDGE OF COMPUTERS**

It was felt that business graduates now in the practical world could furnish a meaningful assessment of the value of a workable knowledge of computers. Thus, they were queried on

this subject. When combining the replies (Table XXIII) of those answering this question, 90.9 per cent of the 1963 group and 93.7 per cent of the 1967 group felt that such knowledge would be of major significance.

TABLE XXIII
THE SIGNIFICANCE OF A WORKABLE KNOWLEDGE OF COMPUTERS
(Percentages of Respondents)

	1963	1964	1965	1966	1967
Number Responding	66	72	91	73	79
	%	%	%	%	%
Very Valuable	65.1	61.1	54.9	54.8	55.7
Valuable	25.8	30.6	35.2	32.9	38.0
Little Value	9.1	6.9	7.7	11.0	6.3
No Value	0.0	1.4	2.2	1.3	0.0
	100.0	100.0	100.0	100.0	100.0

SOURCE: Primary data compiled from the author's questionnaire.

When further analyzing data in Table XXIII, it appears that there is little difference in the emphasis placed on use of computers by the recent graduates as compared to the earlier graduates. Accordingly, it may be concluded that the

need for knowledge of computers and computer techniques does exist, and that training in this area should be included in the core part of the curriculum structure.

EXPECTED OCCUPATIONAL BENEFIT FROM AREAS OF STUDY IN BUSINESS

Faculty and students often wonder which areas of study would be regarded by past graduates of greatest benefit in their life's pursuits. Therefore, the graduates were asked to rate six general areas (Table XXIV) of the business program according to the expected degree of benefit in their future occupational success. They were given the choice to rank each area of study in a range from "great benefit" to "little benefit."

From the data in Table XXIV, it appears that Accounting retained its popularity over the five-year period with slight variations. Its index value (as explained in the following table) fluctuated between 3.18 in 1963 to 2.95 in 1967.

Personnel and Management apparently were reviewed to be of greatest benefit in contributing to future success by the general business majors. Management's index moves from

TABLE XXIV

AREAS OF STUDY IN BUSINESS RATED ACCORDING TO THEIR
EXPECTED DEGREE OF BENEFIT IN FUTURE
OCCUPATIONAL PROGRESS
(Index Values)^a

	1963	1964	1965	1966	1967	WEIGHTED AVERAGE
Number Responding	66	71	92	76	78	
Accounting	3.18	3.16	3.14	3.25	2.95	3.13
Economics	2.73	2.75	2.73	2.88	2.80	2.78
Business Law	2.83	2.71	2.73	2.72	2.87	2.77
Management	3.38	3.43	3.51	3.27	3.55	3.43
Marketing	2.75	2.57	2.57	2.60	2.73	2.61
Personnel	3.18	3.27	3.13	2.97	3.30	3.17

SOURCE: Primary data compiled from the author's questionnaire.

^aAn index value of 4 equals great benefit. An index value of 1 equals little benefit. Thus, the closer the index value is to 4, the greater the expected benefit.

3.38 in 1963 to a high of 3.55 in 1967. This same trend can be observed in Personnel's index movement from 3.18 in 1963 to 3.30 in 1967.

Economics, Business Law, and Marketing were consistently rated within the 2.70 range of expected benefit.

Therefore, it can be concluded that the graduates, on the basis of their experience, felt that Management and Personnel would be of greatest value in their future occupational progress, followed in order by Accounting, Economics, Business Law, and Marketing.

CURRICULUM CHANGES AS RECOMMENDED BY GRADUATES

It was felt that former students could provide helpful insights relative to future curriculum development. Therefore, they were asked to recommend which areas of study in their view should (in terms of credit hours) be either increased, decreased, or left unchanged. A summary of responses is presented in Table XXV.

Written and oral communications received the highest support for increase and the lowest for a decrease. The extent of the quantitative areas appeared to be satisfactory as a large majority indicated to retain it as it is. Finally,

TABLE XXV

CURRICULUM CHANGES AS RECOMMENDED BY GRADUATES
(Percentages of Respondents)

	1963			1964		
	1 ^a	2 ^b	3 ^c	1	2	3
Written Communications	66.1	0.0	33.8	61.7	0.0	38.2
Oral Communications	71.2	0.0	28.7	71.0	0.0	28.9
Mathematics	32.3	4.6	63.0	39.7	0.0	60.2
Statistics	30.3	16.7	53.0	29.4	5.9	64.7
Social Sciences	20.0	15.4	64.6	25.0	8.8	66.2
Natural Sciences	6.1	33.3	60.6	11.8	14.7	73.5
Humanities	15.1	22.7	62.1	26.9	13.4	59.7
Accounting	34.8	3.0	62.1	31.3	6.0	62.7
Economics	31.8	1.5	65.1	32.8	7.5	59.7
Business Law	41.0	3.0	56.1	35.3	5.9	58.8
Management	63.6	3.0	33.3	70.6	4.4	25.0
Marketing	38.5	7.7	53.8	32.4	7.4	60.3
Personnel	45.5	7.6	47.0	53.7	4.5	41.8

SOURCE: Primary data from the author's questionnaire.

^a1 equals increase in credit hours.

^b2 equals decrease in credit hours.

^c3 equals no change in credit hours.

1965			1966			1967		
1	2	3	1	2	3	1	2	3
56.0	2.1	41.7	44.1	0.0	55.8	45.4	1.2	54.5
70.3	1.4	37.6	57.1	3.2	32.9	54.4	1.2	45.5
39.6	3.3	57.1	40.3	2.6	57.1	27.8	8.9	63.3
35.2	7.7	57.1	32.5	5.2	62.3	34.3	13.2	52.6
24.2	7.7	68.1	18.2	10.4	71.4	25.6	15.4	59.0
5.5	15.4	79.1	2.7	14.7	82.7	10.3	24.4	65.4
15.4	16.5	67.0	15.6	11.7	72.7	17.9	20.5	61.5
40.7	1.1	57.1	39.0	1.3	59.7	35.0	1.3	63.8
28.6	4.4	67.0	39.5	6.6	53.9	35.4	7.6	57.0
34.1	3.3	61.5	31.6	1.3	67.1	30.0	6.3	63.8
58.2	1.1	39.6	55.8	1.3	42.9	57.5	5.0	37.5
38.5	5.5	56.0	31.2	5.2	63.6	30.3	5.1	64.6
42.9	2.2	53.8	42.1	2.6	53.9	33.8	3.8	62.5

the areas of social sciences, natural sciences, and humanities received the largest number of recommendations to be decreased.

When surveying the areas of the core curriculum, Management and Personnel received the largest percentage of recommendations to be expanded. This coincides with the findings in the previous section that graduates were found to expect Management and Personnel to be of greatest benefit in their occupational progress.

The consistency in responses of each year's graduates should be viewed with care. It points to increased emphasis on communication areas and decreased emphasis on social sciences, natural sciences, and humanities. Within the core areas, Management and Personnel appear to be gaining in popularity, whereas the remaining areas are remaining stable.

THE GRADUATE STUDY

In the final section of the chapter the attitudes of graduates toward advanced studies are revised and analyzed. Table XXVI presents the general findings of the survey from which some interesting observations can be drawn.

TABLE XXVI
THE GRADUATE STUDY
(Percentages of Respondents)

	1963	1964	1965	1966	1967
Number Responding	63	64	88	75	75
	%	%	%	%	%
Graduate work completed:					
KSU	1.6	7.8	4.5	6.7	0.0
Elsewhere	1.6	4.7	3.4	0.0	0.0
TOTAL	3.2	12.5	7.9	6.7	0.0
Graduate work now undertaken:					
KSU	1.6	1.6	0.0	0.0	0.0
Elsewhere	7.9	7.8	11.4	8.0	13.3
TOTAL	9.5	9.4	11.4	8.0	13.3
Plan to do graduate work:					
KSU	0.0	1.6	1.1	4.0	4.0
Elsewhere	14.3	23.4	30.7	33.3	40.0
TOTAL	14.3	25.0	31.8	37.3	44.0

SOURCE: Primary data compiled from the author's questionnaire.

Thus, it appears that only 7.6 per cent of the total 1963-66 group chose to pursue graduate work and also completed it. Of this segment, an average of 5.1 per cent obtained advanced degrees from Kansas State University, whereas 2 per cent had done so elsewhere. None of the 1967 group had finished at the time of the survey.

Finally, it appears that the interest in graduate work is significantly increasing. Whereas only 14.3 per cent of the 1963 class are still interested in advanced studies, 44 per cent of the 1967 graduates are planning to do so. Adding to this percentage those already engaged in graduate work, it appears that more than 57 per cent of the 1967 class are, or will, pursue graduate studies as compared with only 27 per cent of the 1963 class.

It is also interesting to observe the length of time which elapses before the undergraduates returned to graduate school. As apparent from Table XXVII, the earlier graduates waited longer before starting graduate work than did the recent graduates. The length of time between graduation and the beginning of graduate work ranges from an average of 22.3

TABLE XXVII
TIME ELAPSED BETWEEN GRADUATION
AND BEGINNING GRADUATE STUDY
(Months)

	1963	1964	1965	1966	1967
Months	22.3	16.4	9.7	2.4	2.1

SOURCE: Primary data compiled from author's questionnaire.

months for the 1963 group to little more than 2 months for the 1966-67 group.

It was also found that the most frequent degrees pursued were the Master of Science in Business Administration and the Juris Doctorate. With the exception of the 1965 group, two-thirds of the graduates pursuing graduate work were studying business and the remainder law. The 1965 group was evenly divided between the advanced study of business and law.

Several conclusions can be drawn from the above analysis. The trend to pursue graduate study is intensifying and apparently graduates are returning sooner to continue

their formal education. In viewing those who have completed their advanced work, greater proportion had done so at Kansas State University, whereas the opposite is true for those still taking or planning to take graduate work.

SUMMARY

The aim of this chapter was a threefold one. First an attempt was made to evaluate the quality of instruction at the College of Commerce, secondly to determine the merits of the curriculum, and finally to look at the graduate students and their pursuit of graduate work. According to the data presented, the following conclusions can be made:

(1) A large majority of graduates felt they were as well prepared academically for their first job as graduates from other universities.

(2) Most of the graduates assessed the quality of instruction and up-to-dateness of courses to be above average or better.

(3) The graduates, as questioned, tended to favor the group project and case study methods of instruction.

(4) It was definitely felt that a workable knowledge of computers is very valuable in today's business world.

(5) Management and Personnel were expected to be of greatest benefit in the graduates' future occupational progress.

(6) It was recommended that more credit hours be required in written and oral communications and fewer in the area of natural sciences.

(7) The trend is for more graduates to pursue advanced study sooner in the areas of business administration and law.

CHAPTER VI

SUMMARY AND CONCLUSIONS

This paper attempts to offer some pragmatic observations; however, it does not intend to resolve the merits of the findings. The present chapter will, therefore, for practical considerations, address itself to a profile of past graduates only. It is furthermore hoped that the findings would be of interest both to faculty and students. Investigation in the foregoing chapters of such areas as (1) the graduates' personal backgrounds, (2) their first jobs after graduation, (3) the major characteristics of their current employment as compared to those of their first employment, and (4) an evaluation of the instruction and curriculum of the College of Commerce disclosed a number of significant trends. These findings will continue to change, and, therefore, must be viewed only up to the time of this study, March 1968.

A total of 763 questionnaires was mailed to all graduates of the 1963-67 period, and a return of 53 per cent

was obtained. The limitations of time and money prevented a comparison of respondents to non-respondents. It is recognized by the author that such a limitation may, or may not, introduce a bias into the study and affect major findings of the study to some extent.

THE GRADUATES' PERSONAL TRAITS

An examination of the data in Chapter II indicates that the average age at graduation is declining; the earlier graduate is quite likely to be married, although the recent graduate is marrying at a younger age; and the earlier graduate has been married longer and has a larger family than the recent graduate.

An average of three out of every four graduates earns a degree in Business Administration, with the remaining one-fourth receiving a degree in Accounting. Beginning in 1966, a Business Administration major could select an area of specialization, and this option further strengthened the frequency of the Business Administration degree.

The composite grade-point average for each group of graduates fell between the years of 1963 to 1966, and increased again in 1967.

Within the five-year span of time, the level of military participation increased from 49.3 per cent of the 1963 group to a high of 59.2 per cent of the 1967 group. ROTC became increasingly more popular during this period of time, and the reserve programs rapidly declined in popularity following 1966.

THE GRADUATES' FIRST JOBS

A notable finding of this study is the 1964-67 trend of fewer graduates to become employed in Kansas following graduation. In 1964, 42.0 per cent remained in the state, as compared to only 29.1 per cent in 1967.

The percentage of each year's group starting their own business fluctuates between 4 and 8 per cent, with none of the 1967 group becoming self-employed upon graduation. As expected, more of the earlier graduates had changed employers; the percentage falls from 57.1 per cent of the 1963 graduates to a low of 15.1 per cent of the 1967

graduates. From the data it appears that the incidence of employer change reaches a peak after a period of 20 months and then declines.

Although average beginning salaries increased each year, the trend was for fewer recent graduates to begin at exceptionally high salaries. The most frequent beginning salary in 1963 was \$6,000, as compared to \$8,000 in 1967. Even so, 11 per cent of the 1963 graduates began at a salary of \$10,000, or more, whereas only 2 per cent of the 1967 graduates obtained this same amount.

Between 1963 and 1967, more graduates began to accept employment that was directly related to their educational backgrounds. A trend opposite in nature, but moving in the same direction, reveals more graduates also accepting employment of a nature unrelated to their education. However, the average beginning salaries for the jobs directly related were consistently higher than those in the categories of a lesser education-employment relation.

THE GRADUATES' CURRENT EMPLOYMENT

Again, it is worthwhile to point out that the graduates continued to leave Kansas for employment. However, more of the earlier graduates remained in the state as compared to the recent graduates. The percentage of those remaining in Kansas declined from 36.1 per cent of the 1964 group to 22.8 per cent of the 1967 group. On the other hand more of the earlier graduates were starting their own businesses than were the recent graduates.

The earlier graduates were earning more and had experienced larger annual increases in salary than was the case with the recent graduates. It is also of importance to note that 17 per cent of the 1963 group was earning \$16,000, or more, whereas none of the 1965-67 group achieved this pay rate. Those graduates who had changed employers were earning less than those who had remained with their first employer. Those in their first and fourth year of employment made the greatest sacrifice in earnings when changing employers.

Another significant finding was the small difference in salaries of those employed in Kansas to that average salary of those employed outside the state of Kansas. The 1965 graduates employed in Kansas were earning 10.5 per cent less than those employed elsewhere, but the trend moves through a disadvantage of only 3.9 per cent with the 1966 graduates to a 4.6 per cent advantage in Kansas salaries for the 1967 graduates.

The earlier graduates showed a proneness to take a less directly related job to their educational backgrounds than did the recent graduates. With the passage of time, the earlier graduates achieved significantly higher salaries when accepting employment less related to their educational background.

The earlier graduates with lower grade-point averages received higher compensation than did those with higher grade points. In viewing the recent groups, no definite conclusion could be made regarding the relation of grades to income.

It was further found that the earlier graduates had a higher level of job satisfaction than did the recent

graduates, and those indicating higher levels of job satisfaction also were receiving higher salaries.

GRADUATES' EVALUATION OF THE COLLEGE OF COMMERCE

In general, the graduates were complimentary of the College of Commerce. They had confidence in their own academic training, were satisfied with the quality of instructors, and felt the curriculum content was up-to-date. Further use of the group project and case study methods of instruction was advocated, and a strong emphasis was placed on the value of knowledge in the use of computers in today's business world.

According to past experience, the graduates felt that Management and Personnel would be of greatest profit in their future occupational progress. And to follow, it was recommended that more credit hours be required in these same areas from the core business curriculum. A similar feeling prevailed that more credit hours be required in written and oral communications. It was also felt that less hours should be required in the natural sciences.

The trend is for more of the recent graduates to return to graduate school sooner. More graduates were still pursuing advanced work than had completed it, and of the former, more were doing so elsewhere than at Kansas State University. Fewer earlier graduates indicated plans of eventually beginning graduate work than recent graduates, and in all instances, very few plan to return to Kansas State University.

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APPENDIX



March 1968

Dear Graduate:

I am currently a candidate for the Master's degree in Business Administration at Kansas State University. To complete the thesis requirement, I am conducting a study of graduates of the College of Commerce.

The major aims of this study are:

1. To investigate the occupational history of graduates as to mobility, income, and job satisfaction;
2. To obtain graduates' evaluations of the curriculum of the College of Commerce;
3. To determine the status of graduates regarding graduate work, purposes, and areas of study.

Your participation as a member of a selected sample is essential to insure reliable findings. Most of the questions can be answered by putting a cross mark opposite the appropriate answer.

It would be very helpful if you could return the enclosed questionnaire as soon as possible.

I express my sincerest appreciation for your time and effort in assisting with this study.

Sincerely yours,

George G. Dietrich

Enclosure

I. GENERAL INFORMATION:

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- a. Present age_____ Year of graduation_____ Marital status_____
- b. Number of years married_____ How many children_____
- c. Your degree: Accounting_____ Business Administration_____
- d. Recent graduates have had an area of specialization; if this is applicable to you, check one of the areas listed below:
____ Finance ____ Marketing ____ General Business
____ Management ____ Personnel Admin. ____ Secretarial
- e. Overall grade point average: (Check nearest figure)
2.0____ 2.25____ 2.5____ 2.75____ 3.0____ 3.25____ 3.5____
- f. Military Experience: Yes_____ No_____ (If no, go to Section II)
- g. Enlisted_____ ROTC_____ Inducted_____ OCS_____ Reserves_____

II. FIRST JOB: (Other than military)

- a. Were you employed in Kansas? Yes_____ No_____
- b. Were you self-employed? Yes_____ No_____
- c. How many times have you changed employers since graduation? _____
- d. How many months were you associated with your first employer? _____
- e. Type of industry (For example: steel, auto) _____
- f. Annual salary: (Check nearest figure)
____\$4,000 ____\$6,000 ____\$8,000 ____\$10,000
____\$5,000 ____\$7,000 ____\$9,000 ____\$12,000
- g. Your first job relative to your educational background was:
Directly related_____ Somewhat related_____ Unrelated_____

III. CURRENT EMPLOYMENT: (Other than military)

- a. Are you employed in Kansas? Yes_____ No_____
- b. Are you self-employed? Yes_____ No_____
- c. How many months have you been associated with present employer? _____
- d. Type of industry (For example: steel, auto) _____
- e. Present annual salary: (Check nearest figure)
____\$6,000 ____\$8,000 ____\$10,000 ____\$14,000 ____\$18,000
____\$7,000 ____\$9,000 ____\$12,000 ____\$16,000 ____\$20,000
- f. Describe your current title and responsibilities:

III. CURRENT EMPLOYMENT: continued--

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- g. Your current employment relative to your educational background is:
 Directly related_____ Somewhat related_____ Unrelated_____
- h. Which phrase below describes most closely your attitude toward your current job:
 Love it_____ Like it_____ It's O.K. as jobs go_____
 Don't much care for it_____ Dislike it_____ Hate it_____

IV. EVALUATION OF CURRICULUM:

- a. Were you as a graduate of Kansas State's College of Commerce as well prepared for your first job as graduates of other universities?
 Yes_____ No_____ No opinion_____
- b. Which term below most closely describes the overall quality of instructors in the College of Commerce:
 Excellent_____ Above average_____ Below average_____ No opinion_____
- c. Were the courses you took within the College of Commerce up-to-date?
 All_____ Most_____ Few_____ None_____
- d. Should group projects, such as business games, be used as a method of instruction more in business courses? Yes_____ No_____
- e. Among your present business associates, the academic background of graduates of Kansas State's College of Commerce has a reputation for being:
 Above average_____ Average_____ Below average_____ No opinion_____
- f. Of what value would a workable knowledge of computers be to a graduate entering the business world today:
 Very valuable_____ Valuable_____ Little value_____ No value_____
- g. The case study method, where the student does individual analysis, is not highly employed in the College of Commerce at this time. Do you feel this method should be used more? Yes_____ No_____
- h. Rate the following areas of study as to their degree of benefit to you in your future occupational progress: (Use one cross mark - "X"- for each area of study)

Great Benefit		Little Benefit		
_____	_____	_____	_____	(1)Accounting
_____	_____	_____	_____	(2)Economics
_____	_____	_____	_____	(3)Business Law
_____	_____	_____	_____	(4)Management
_____	_____	_____	_____	(5)Marketing
_____	_____	_____	_____	(6)Personnel
_____	_____	_____	_____	Other:
_____	_____	_____	_____	_____

IV. EVALUATION OF CURRICULUM: continued--

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- i. For each area of study indicate your recommendation: (Use one cross mark - "X" - for each area of study.)

-CREDIT HOURS-			
Increase	Decrease	No Change	
_____	_____	_____	(1)Written Communications
_____	_____	_____	(2)Oral Communications
_____	_____	_____	(3)Mathematics
_____	_____	_____	(4)Statistics
_____	_____	_____	(5)Social Sciences: Government, Psychology, Sociology
_____	_____	_____	(6)Natural Sciences
_____	_____	_____	(7)Humanities
_____	_____	_____	(8)Accounting
_____	_____	_____	(9)Economics
_____	_____	_____	(10)Business Law
_____	_____	_____	(11)Management
_____	_____	_____	(12)Marketing
_____	_____	_____	(13)Personnel
_____	_____	_____	Other: _____

V. GRADUATE STUDY:

- a. Check one of the following with respect to a Master's degree:
1. Have completed it at KSU _____ Elsewhere _____
 2. Now taking it at KSU _____ Elsewhere _____
 3. Planning to take graduate work at KSU _____ Elsewhere _____
 4. Do not intend to take graduate work _____
- b. Check the one phrase that most closely describes the major reason you are now taking or have taken graduate work:
1. Better performance on current job _____
 2. Promotion to better job in same field _____
 3. To prepare for new and better job _____
 4. Solely to meet specific job requirements _____
 5. Overall educational and cultural values _____
 6. Other _____
- c. Have you been at a disadvantage (income) by lack of graduate work?
Yes _____ No _____ No opinion _____
- d. How many months after college graduation (excluding time in military service) did you return to graduate school? _____
- e. Number of credit hours toward graduate degree: Completed _____
Still to be taken _____
- f. Graduate degrees granted or worked for _____

**AN ANALYSIS AND INVESTIGATION
OF
COMMERCE GRADUATES, 1963-67**

by

GEORGE G. DIETRICH

**A. A., Highland Junior College, Highland, Kansas, 1963
B. B. A., Washburn University, Topeka, Kansas, 1965**

AN ABSTRACT OF A MASTER'S REPORT

**submitted in partial fulfillment of the
requirements for the degree**

MASTER OF SCIENCE

College of Commerce

**KANSAS STATE UNIVERSITY
Manhattan, Kansas**

1969

This paper addresses itself to an investigation and analysis of College of Commerce graduates of the 1963-67 period in regard to (1) the graduates' personal backgrounds, (2) their first jobs after graduation, (3) the major characteristics of their current employment as compared to those of their first employment, and (4) an evaluation of the instruction and curriculums of the College of Commerce. The findings of the study are developed within a general framework which emphasizes the apparent trends that occurred in these same areas within the period of time since graduation. It should be noted that the profile of the graduates, as presented in the study, will continue to change; thus, the profile obtained can be viewed only up to the time of the survey, March 1968.

In summary, it was found that the average age at graduation is declining. The earlier graduate of the five-year period was more likely to be married than the recent graduate; and although the earlier graduate has been married longer and has a larger family than the recent graduate, the average age at marriage is declining. An average of three out of every four graduates has a degree in Business Administration and the remaining one-fourth in Accounting. During

the 1963-67 period of time, the level of military participation increased from 49.3 per cent in 1963 to a high of 59.2 per cent of the 1967 group.

It was found that the trend was for fewer graduates to begin employment in Kansas. The trend was also for fewer graduates to become self-employed upon graduation. The percentage of graduates who had changed employers ranges from a high of 57.1 per cent of the 1963 group to a low of 15.1 per cent of the 1967 group. Although the most frequent beginning salary had increased from \$6,000 in 1963 to \$8,000 in 1967, the trend was for fewer recent graduates to begin at exceptionally high salaries. Between 1963 and 1967, more graduates began to accept employment that was directly related to their educational backgrounds. The average beginning salaries were higher for the jobs directly related than were the salaries of those jobs of a less direct education-employment relationship.

An analysis of the changes, if any, in the characteristics of their first and present jobs that may have occurred since graduation and the time of the study disclosed that the graduates had continued to leave Kansas for employment. More

of the earlier graduates had remained than had the recent graduates. Also, more of the earlier graduates were starting their own businesses. The earlier graduates were earning more and were receiving larger annual salary increases than recent graduates. Those who had remained with their first employer were earning more than those who had changed employers. The difference in salaries of those employed in Kansas as compared to those not employed in Kansas was small and inconsistent. The earlier graduates with employment less directly related to their education were achieving the higher salaries. The data did not indicate a clear-cut relationship between income and grades. And finally, the earlier graduates expressed a higher level of job satisfaction, and those individuals with the higher levels of job satisfaction also had higher salaries.

The graduates expressed a favorable attitude toward their academic training, the quality of instruction, and curriculum content received from the College of Commerce. They placed a strong emphasis on the necessity of a basic knowledge in the use of computers in today's business world. Graduates rated Management and Personnel to be of greatest

benefit in future occupational progress. It was recommended that more credit hours be required in written and oral communications, and that less hours be required in the natural sciences. The trend showed that the most recent graduates were pursuing graduate study within a shorter period of time after graduation than were the earlier graduates. The advanced degrees most frequently pursued were within the areas of business administration and law. More of the graduates who had returned to Kansas State University for graduate level work had received their advanced degree than the undergraduates of Kansas State University who had gone on to other universities for advanced study. In addition, data obtained by the author show a significant number of the graduates in this study who have not already obtained an advanced degree are presently making plans or are in the process of obtaining their advanced degree. Further checking shows that a large majority indicated plans to obtain their advanced degree at a university other than at Kansas State University. This trend should not be viewed as indicative of a negative attitude toward

the College of Commerce graduate program, since it generally is recommended that graduates transfer to another university to pursue advanced study.