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ABSTRACT

IMPLICATIONS OF CERTAIN SOCIAL, ECONOMIC, AND TECHNICAL TRENDS ON BUSINESS CURRICULA IN THE PUBLIC COMMUNITY COLLEGES OF MICHIGAN

by Robert P. Poland

The purpose of this study was to determine the effect of societal changes on present and future practices of education for business in the public community colleges of Michigan. The investigation was directed toward accounting and office curricula only.

The study was divided into two phases. In the first phase trends were determined which a jury thought to have impact on curriculum development; also, differences in opinion between sub-jury groups were examined. The second phase concerned identification of changes in curriculum, philosophy and objectives, and administration that were consistent with the implications of the societal changes.

Procedures

Data concerning the importance of thirty-three selected social, economic, and technical trends to the curriculum were obtained from questionnaires received from 241 educators and Michigan members of the National Office Management Association. A total of 53 educators in the public

community colleges of Michigan was interviewed to determine practices which were consistent with the implications of the trends.

Findings Related to Trends

1. The social, economic, and technical trends which were ranked highest were those which related directly or indirectly to the expansion or extension of education.
2. The thinking of business education instructors in regard to the trends was similar regardless of the type of collegiate institution in which they were employed or its location.
3. The thinking of the members of the National Office Management Association of Michigan regarding the importance of the trends was less similar than that of business education personnel in the public community colleges of Michigan.
4. A gap exists between an awareness of trends on the part of business education personnel in the public community colleges of Michigan and the implementation of the trends into the business program.
5. A variety of practices was in effect as means of implementing social, economic, and technical trends into the curricula.

6. Generally, few or no implications were seen by business education personnel in the public community colleges of Michigan with regard to the objectives and philosophy of the business programs in implementing the trends.
7. Extremes were evident in the extent of practices which were in effect or being planned pertaining to administrative practices, ranging from non-existent to well-planned practices.
8. In general, the business programs in the public community colleges of Michigan were not reflecting the changes taking place within the community and society as a whole.

Recommendations

It is recommended that business education personnel in the public community colleges of Michigan:

1. Re-evaluate office curricula in light of current social, economic, and technical trends taking place within the community served by the college.
2. Take more formal steps to become better acquainted with the business community which they serve and involve businessmen in curriculum development.
3. Consider the social, economic, and technical trends taking place within the community as a basis for improving their present business programs.

4. Assume the initiative for making appropriate changes in business programs.
5. Seek from other community colleges in the United States effective practices used to implement social changes.
6. Impress upon school administrators and department chairmen the importance of curriculum change.

IMPLICATIONS OF CERTAIN SOCIAL, ECONOMIC, AND TECHNICAL TRENDS ON BUSINESS CURRICULA IN THE PUBLIC COMMUNITY COLLEGES OF MICHIGAN

By

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CHAPTER I

INTRODUCTION

The implementation of curricula commensurate with current social change is a constant challenge to the educator. Many problems are inherent in changes which require the development of specific educational programs and the extension of educational levels. Educators must continually face such problems as the size, scope, direction, and content of the curricula; the enrollment, retention, and dismissal of students; and the proper guidance of students.

Certain societal changes have exceptional significance for vocational training and particularly for education for business at different levels. For example, as automation alters the occupational patterns of the office, the community college's responsibility to education for business increases tremendously. The community college must translate such a trend into its program of education for business in such areas as curricula, objectives and philosophies, and administration if it, in turn, is to meet the needs of the society which it serves.

Statement of the Problem

This study was an analysis of the implications of certain social, economic, and technical trends on education for business in the public community colleges of Michigan. The investigation was a sub-study of a state wide investigation of vocational education in the State of Michigan.[1]

The first phase of the study was concerned with the determination of those trends which certain groups thought were significant enough to be taken into consideration in the development of programs of education for business. In addition, an attempt was made to determine whether or not various sub-jury groups differed in their judgements regarding the importance of specific trends. Agreements or differences in opinion were sought through testing the following null hypotheses:

1. There is no difference between the beliefs held by members of the National Office Management Association and community college business education personnel concerning the importance of certain social, economic, and technical trends.

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[1]The Michigan State Board of Control for Vocational Education, in 1958, authorized a comprehensive evaluation of vocational education in Michigan. The primary purpose of the study was to make evaluative judgements of the programs in operation as a means of aiding educators in planning for improved vocational education programs in the future.

2. There is no difference between the beliefs held by business teacher educators and community college business education personnel concerning the importance of certain social, economic, and technical trends.

3. There is no difference between the beliefs held by community college business education personnel throughout the United States and those in Michigan concerning the importance of certain social, economic, and technical trends.

In the second phase of the investigation, an attempt was made to identify changes, if any, resulting from the impact of trends on education for business in the public community colleges of Michigan. The following areas were evaluated in light of the trends:

1. Philosophy and objectives of business programs in the public community colleges of Michigan.

2. Curricula patterns of business programs in the public community colleges of Michigan.

3. Organizational and administration patterns of business programs in the public community colleges of Michigan.

Purposes of the Study

The ultimate purpose of this study was to determine the effect of societal changes on present and future practices of education for business in the public community colleges of Michigan. Additional purposes closely related to the major purpose of the investigation included:

1. Identifying certain social, economic, and technical trends which affect the business curricula in the public community colleges of Michigan,

2. Deriving a list of practices used by the public community colleges in Michigan in adapting their curricula to the changing society,

3. Determining the degree to which business educators are aware of the existence of social, economic, and technical trends which affect their programs and delineating those trends believed to be of significance or of little significance to business programs in the public community colleges of Michigan,

4. Determining whether various groups who have impact on business programs agree as to the importance of the trends on business programs in the public community colleges of Michigan.

Need for the Study

The need for this study is apparent when consideration is given to the following facts:

1. There is an increased demand for office personnel.

2. There is a need to appraise education for business in the community college in light of social change.

3. There is a need for an evaluation of current business programs in the public community colleges of Michigan.

4. There is a need to determine the practices implemented by the community colleges in solving curricula problems inherent in adapting the current social, economic, and technical trends.

A brief discussion of each of the above facts follows:

The need for office personnel. The type, adequacy, and degree of training given to typists, stenographers, secretaries, accountants, and other office personnel are important to business because of the need for large numbers of well-trained office workers.

In spite of new equipment and methods designed to handle a rising volume of work, the demand for personnel in office administration will continue to rise: "In 1910, only 1 in 20 American workers was engaged in clerical work. By 1940, the proportion of clerical workers had risen to 1 in 10 and, by 1950, to 1 in 8 employed workers. In 1958, it was still higher--about one in seven employed workers."[2]

Douglas, a leader in the field of business education, in discussing the problem of predicting future needs in education for business states:

> Since business education exists as a separate and distinct field of education, primarily due to its specific vocational implications, in common with all education of a vocational nature it has the additional and rather difficult task of attempting to accurately predict rather specific needs of the business of the

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[2]U. S. Bureau of Labor Statistics, Occupational Outlook Handbook, (1959), p. 226.

> future . . . we must make reasonably accurate predictions of the more specific preparation needs in terms of the business of the future.[3]

The lack of well-trained or experienced personnel for office administration has long been pointed out to educators. In fact, as Harrison points out, " . . . obtaining well-trained office workers has been and is so acute that in-service training programs for beginning workers have been installed by some companies; some companies have established training programs in cooperation with schools, colleges, and universities; and other companies have encouraged workers to acquire additional training through the payment or partial payment of tuition for the successful completion of approved courses by employees."[4]

L. M. Collins, writing in the American Business Education Yearbook, points out the problem of the adequacy of present day programs of education for business by stating:

> There are at least two pronounced lines of thought prevalent in business and education as to the future of the clerical worker: first, that machines will assume the routine clerical jobs that are now being accomplished by an

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[3]Lloyd V. Douglas, "The Effect of the 50's on the 60's," The National Business Education Quarterly, XXVIII (Summer 1960), p. 9.

[4]Alice Marjorie Harrison, "An Analysis of Formal In-Service Training Programs for Beginning Stenographers" (unpublished Ph.D. dissertation, The Ohio State University, 1958), p. 4.

> enormous office force; second, that the clerical worker's duties will change as the automated office surrounds him. In either case, more advanced planning should take place if the business education program in . . . colleges is to make a worthwhile contribution in the work and life of tomorrow's office employee.[5]

The need for additional personnel in office administration will probably continue to grow. The type, adequacy, and degree of training given this group will depend to a great extent upon the ability of community college administrators, business teachers, and businessmen to keep pace with current social, economic, and technical trends in the community.

The need for appraisal in light of social and economic trends. The responsibility of keeping pace with current social, economic, and technical trends is shared by administrators of community colleges, business faculty, and businessmen. Because school administrators share in the responsibility of developing a finished product for business, it has been pointed out that such things as mobility of population, curtailment of the preparation for jobs requiring fewer workers, social change, and

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[5]L. M. Collins, "The Clerical Worker of the Future," The Clerical Program in Business Education, The American Business Education Yearbook, The National Business Teachers Association and The Eastern Business Teachers Association (Somerville, N. J.: Somerset Press, Inc., 1959), Vol. 16, pp. 81-82.

population increase are changes which require special attention of school administrators.

The importance of determining current and predictable trends as they relate to education is recognized by leaders in the field of vocational education. Woerdoehoff, Nelson, and Coster in their study state:

> Today, within a new setting distinguished by a complex changing industrial society, those responsible for vocational education must seriously ponder the direction and the functions which this field of education has performed and can perform. It is evident that social, economic, and technical changes are occurring which engender changes in the occupational structure of our society. It follows reasonably, then, that efficiency in vocational education is dependent upon the constant re-examination of societal conditions in terms of implications for the direction of its education programs.[6]

MacLean, of the University of California, and Dodson, of The New York University, suggest that powerful social, economic, political, scientific, and technological forces that move in and through American society should be taken into consideration in the development of programs at the community college level. They further suggest:

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[6]F. J. Woerdoehoff, N. J. Nelson, and J. K. Coster, Vocational Education in Public Schools as Related to Social, Economic, and Technical Trends: Part I. The Analysis of Trends and Concepts, Studies in Education, No. 1 (Lafayette, Indiana, Purdue University, 1960), p. 2.

> Clearly, the planning of the future roles of the multiform institutions devoting themselves to the education of our youth and adults, the identification of the unfolding purposes, and the effective management and development of their operations all depend in large measure upon sharpening our perceptions of dynamic social, economic changes and their implications for education.[7]

Pierson, in The Education of American Businessmen, points out the fact that businessmen must make their needs known to community colleges if they are to receive the workers they desire.

> If industry sincerely believes that structured business programs at the junior college level can produce workers who are more valuable and who have opportunity to assume satisfying and rewarding positions is greater by reasons of their having completed such programs, the fact should be known.[8]

Pierson suggests further that:

> A reclassification of the positions in industry would be a tremendous help. Also, if there is a fundamental interest in including more general education in business programs, it would be well if business would be more articulate in indicating such interest. It may be necessary for the junior college to help

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[7]Malcolm S. MacLean and Dan W. Dodson, "Educational Needs Emerging from the Changing Demands of Society," The Public Junior College, The Fifty-Fifth Yearbook of the National Society for the Study of Education, Part I (Chicago, Illinois: The University of Chicago Press, 1956), p. 11.

[8]Frank C. Pierson, The Education of American Businessmen (New York: McGraw-Hill Book Company, Inc., 1959), p. 653.

> business interpret and express its needs and ideas concerning the most valued kinds of training.[9]

Statements of authorities in the fields of education and business underscore the fact that if education for business is to keep pace with the community, there is a need to evaluate community colleges to determine the adequacy of business programs and their related practices.

The need for evaluation. The responsibility of evaluation cannot be delegated to any particular interest group in education for business. Evaluation is a process which should be the responsibility of educators and laymen alike. It is a continuing process based upon the philosophy of the community college which it serves. Through evaluation, a community college may determine the efficiency and effectiveness of its programs for the present and future. Community college administrators, business educators, and businessmen should all be active in the evaluation of programs of education for business.

The educator should base curriculum development on societal needs as determined by an evaluation of the community his school serves. Medsker, in his study The Junior College: Progress and Prospect, discusses the problem of curriculum development by means of evaluation as follows:

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[9] Ibid.

> Curriculum development in the two-year college is a process that should be guided and evaluated by an expressed institutional philosophy of education and a set of goals stated in terms of outcomes for students. It should be based on the expressed and interpreted needs of students, the community, and the larger society. It is continuous in terms of construction, revision, and evaluation. It involves the teaching staff--directly through periodic consideration by the entire staff and indirectly through appropriate committees. It also requires centralized direction and administration.[10]

Kirkland succinctly points out the need for evaluation of education for business if it is to offer up-to-date programs.

> Rapidly changing social and economic conditions accelerated by pyramiding technological developments will require increasingly better preparation and ability to adapt to changed conditions. In fact, the survey may be required of all who offer up-to-date training programs.[11]

Himstreet, in his study of business education programs in the public community colleges of California, discusses the need for evaluating business programs in relation to social and economic conditions.

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[10]Leland L. Medsker, The Junior College: Progress and Prospect (New York: McGraw-Hill Book Company, Inc., 1960), p. 83.

[11]Travis Kirkland, "Business Education Programs in the Public Junior College of Georgia: An Evaluation with Special Reference to the Needs of Business" (unpublished Ed.D dissertation, The University of Florida, 1955), p. 13.

> . . . it appears that the junior college programs of one era should not be evaluated in terms of social and economic conditions existing at some prior time . . . Changing conditions call for a restatement of objectives and a resultant curriculum evaluation.[12]

Lack of previous studies of business programs in the public community colleges of Michigan reflecting current social, economic, and technical change, emphasizes the need for the present study. This is especially true because of the large and increasing number of business programs in the public community colleges.

The need for determining practices. Curricular problems resulting from a changing society should be recognized and attempted solutions should be made by educators. Education for business at the community college level is faced with many problems. Examples of these problems are discussed below.

The determination of appropriate curricula in a changing society is a problem faced by educators teaching in the context of a community college. Furthermore, the practices and procedures used by educators in adjusting the curriculum to social change must be determined and made known if the business programs are to educate effectively for business.

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[12]William Himstreet, "A Study of Business Education in the Public Junior Colleges of California" (unpublished Ed.D. dissertation, The University of Southern California, 1955), p. 15.

Education for business in the community college is faced with the problem of serving at least two classes of students--transfer and terminal. These classes present problems peculiar to the community college, for example, curricular programs for both classes, guidance facilities available to the students, and the direction of emphasis the department and/or the college will place on either the transfer or terminal programs. The changing occupational structure of the labor force and its emphasis on further education may cause the community college to seek better means to serve both groups of students.

Increasing enrollment in business courses provides a challenging problem for community colleges. The extension of education causes educators to seek improved practices and procedures of enrollment, retention, and dismissal in light of the increasing number of students.

The problems discussed above are but a few faced by the business educator in the public community colleges. It is hoped that this study will aid business departments in solving such problems by revealing practices that are in effect or being planned to meet the problems resulting from a changing society.

Delimitations of the Problem

Delimitation as to public community colleges. This study was directed toward the public community colleges of Michigan (16) which were in operation in the fall of 1960.[13] See Appendix A for a list of the colleges and their locations.

Delimitation as to business programs. This study was concerned solely with the office and accounting curricula in the public community colleges of Michigan. Other business curricula such as marketing, law, and economics were excluded.

Delimitation as to personnel studied. This study was concerned with community college business education personnel in the 16 public community colleges of Michigan, members of the Michigan chapters of the National Office Management Association, business teacher educators in 9 public and private colleges and universities in Michigan, and community college business education personnel in 150 public community colleges throughout the United States.

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[13]The public community colleges of Michigan were located in the following communities: Alpena, Bay City, Benton Harbor, Flint, Ironwood, Grand Rapids, Dearborn, Highland Park, Jackson, Battle Creek, Lansing, Muskegon, Petoskey, Traverse City, Port Huron, and Warren.

Delimitation as to certain social, economic, and technical trends. This study was limited to 33 trends which were derived from the Purdue University Studies in Education, Vocational Education in Public Schools as Related to Social, Economic, and Technical Trends, Part I.[14]

Definition of Terms

Certain terms used frequently in this study are defined below:

Business education as used here refers to "that area of education which develops skills, attitudes, and understanding essential for the successful direction of business relationships . . ."[15] Business education and education for business are used synonymously in this study.

Business education personnel as used for sampling purposes in this study refers to individuals involved with business education programs in community colleges--business teachers, chairmen of business departments, curriculum directors, vocational education directors, and deans.

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[14]Woerdoehoff, Nelson, and Coster, op. cit., pp. 12-16.

[15]Carter V. Good (ed.), Dictionary of Education (New York: McGraw-Hill Book Company, Inc., Second Edition, 1959), p. 71.

A business teacher educator as used for sampling purposes in this study refers to one who teaches professional business education courses, advises students preparing to become business teachers, or supervises student business teachers.

A community college is defined in this study as "an educational institution offering instruction for persons beyond the age of the normal secondary school pupil, in a program geared to the needs and interests of the local level . . ."[16] A junior college is defined as a "post high school educational institution offering a two-year program either of a terminal nature or as preparation for further training in college or university . . ."[17]

Social, economic, and technical trends are prevailing tendencies in society and business persisting over a period of time and affecting the character of institutions in society.

Basic Assumptions
Upon Which the Study Was Predicated

The following assumptions were accepted as fact or truth before the study was made:

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[16] Ibid., p. 108.

[17] Ibid., p. 305.

1. That current social, economic, and technical trends are important facets in the construction of good business programs in the community colleges.

2. That a need exists for an appraisal and recognition of social, economic, and technical trends as they affect business programs in the public community colleges of Michigan.

3. That a need exists for determining the implications for business programs resulting from current social, economic, and technical trends.

4. That business education personnel in the public community colleges of Michigan, business teacher educators, members of the National Office Management Association, and business education personnel in the public community colleges of the United States can evaluate the trends in terms of their importance to business programs in the public community colleges.

5. That the public community colleges of Michigan as a whole accept and are making an effort to accomplish the five functions of a community college. These five functions are: (1) providing a general education for all students; (2) offering college transfer courses in pre-professional fields; (3) providing terminal courses for students entering employment after leaving the local community college; (4) offering adult and community service programs; and (5) providing a program of student personnel and counseling to those enrolled in the school.

CHAPTER II

REVIEW OF RELATED RESEARCH

A review of the studies pertaining to education for business in the community colleges reveals a dearth of literature. No studies of the implications of social, economic, and technical trends on business programs in the public community colleges were found that correlated with the present study. However, studies were found that analyzed and evaluated certain aspects of business programs in the public community colleges; and a few studies have been made which investigated the implications of social, economic, and technical trends on programs other than business in the public high schools.

There is a considerable body of literature concerned with social change and its effect upon education. In this chapter, however, only studies pertaining to certain aspects of business programs in the public community colleges and the implications of social, economic, and technical trends on education programs are reviewed.

All of the studies reviewed are related in some aspect to the present study; yet none are duplicated in

scope, organization, or presentation of data. The reviewing of literature pertinent to the background of this study is divided into three parts: (1) status studies of business programs in the public community colleges; (2) studies of the implications of current social, economic, and technical trends on related educational programs; and (3) status studies of related general and vocational areas in the public community colleges.

Status Studies of Business Programs in the Public Community Colleges

A number of status studies of business programs in the public junior colleges of various states have been made. In general, previous studies of community college business education concentrated on the presentation of factual data, such as the courses offered, the number of transfer and terminal students, and the equipment and layout of business departments. No attempts to identify effective practices for education for business in the public community colleges have been reported.

The following studies are reported by states so that they might be more easily compared with the current study.

California. Himstreet[18] determined the status of certain aspects of business education in the public junior

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[18]Himstreet, op. cit.

colleges of California, evaluated the findings in terms of criteria developed from the literature of the field, and expressed the philosophy as stated by the sample population.

Himstreet studied the areas of philosophy, curriculum, instructional staff, physical facilities, and enrollment trends. This phase of the study was pertinent to the current study in that he classified all phases of business education into these five areas.

Among the conclusions reached by Himstreet are the following:

1. The needs of the immediate community receive primary consideration in the development of the curriculum. At the same time, many educators recognize the mobility factor in the population, feeling that the needs of the entire state should be considered in addition to local needs.

2. Changes in the business curriculum should be based on a definite knowledge of community needs and job opportunity.

A major contribution of the study was the method used in analyzing the status of business education in the public community colleges and the areas studied in analyzing the status--philosophy, curriculum, instructional staff, physical facilities, and enrollment trends.

Perry[19] completed a study of business education in the public junior colleges of California which identified significant issues in business education in the junior colleges of California, surveyed selected leaders regarding desirable practices with reference to these issues, ascertained practices related to the issues, compared the reported practices with the judgements of the selected leaders, and interpreted the data and developed suggestions and implications from the study for the improvement of business education in the public junior colleges of California.

This study was pertinent to the present study in that it approached the study of business programs and practices by identifying issues. Conclusions pertinent to this study are:

1. The philosophy, functions and objectives of the business education program should not be developed until a thorough study has been made of individual student and community needs.

2. The development and revision of the business curriculum should be a joint responsibility of the college administrators, business department staff, lay advisory groups, and curriculum coordinators.

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[19]Richard Perry, "A Critical Study of Current Issues in Business Education in the Public Junior Colleges of California (unpublished Ed.D. dissertation, University of California, 1956).

Georgia. Kirkland's[20] study undertook to determine the qualifications needed for success in office occupations as indicated by an inquiry among business, industrial, and professional groups. His study also attempted to evaluate the adequacy of the junior colleges of Georgia for providing office personnel with desired qualifications. Office managers, graduates, business teachers, and school administrators were sampled. In addition to the use of the questionnaire, Kirkland visited the junior colleges and analyzed college catalogs.

Kirkland noted that it is desirable for business and business educators to work closely in the development of office personnel. He further concluded that it was generally recognized that junior colleges are concerned with the long-range objectives of development of citizenship and business leadership, while business was more concerned with the immediate problems and functioning of everyday business.

The conclusions reached by Kirkland are:

1. Office managers of Georgia are in substantial agreement as to what qualities they desire in office personnel, including the minimum level of education they feel necessary for office occupations.

2. A comprehensive study of a small representative population would yield the same basic

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[20]Kirkland, op. cit.

information on the traits, understandings, and abilities of office employees as a sampling of a much broader population.

3. The business education faculties of the junior colleges of Georgia should be better prepared for junior college teaching.

4. There is a need for more cooperative training in modern business for the terminal business student.

5. There is a need for better selection and guidance of the junior college terminal business student.

Wisconsin. Smith[21] reviewed the literature of business education programs existing in the public junior colleges of the United States. The study investigated the various aspects of the junior college as an education institution--its historical background, growth, purpose, and organization. The major source of material was found at the library of the University of Wisconsin.

A useful contribution to the present study was the bibliography of literature of business education programs in the public community colleges of the United States.

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[21]Mary Lou Smith, "A Review of Literature of Business Education Programs as They Exist in Public Junior Colleges of the United States with Appropriate Conclusions, and Recommendations" (a seminar report submitted in partial fulfillment of the requirements for the Master's degree in Business Education, University of Wisconsin, 1959).

Studies of the Implications of Current Social, Economic, and Technical Trends on Related Education Programs

Major recognition of social, economic, and technical trends as they affect technical education is to be found in the Woerdoehoff, Nelson, and Coster studies, Parts I and II. These studies were financed by a grant from the U. S. Office of Education.

In 1960, Woerdoehoff, Nelson, and Coster completed Part I of the study at Purdue University which identified social, economic, and technical trends and ranked the trends in terms of the extent to which the trends should be considered in planning programs of vocational education. The trends were derived from an exhaustive search in more than 500 literary sources. From a list of 125 original trends, statements of 55 distinct trends were constructed for the questionnaire used. The jury of specialists was composed of economists, sociologists, philosophers of education, vocational educators, and personnel in labor and management. Four hundred and fifty of the 492 specialists who agreed to participate in the study responded to the questionnaire.

The respondents were asked to indicate to what extent each trend should be considered in planning future programs of vocational education and how the public schools

should react to each trend. In addition, the jury was asked to react to eight questions regarding vocational education.

The 55 trends were assigned a quantitative value and ranked in descending order as to the extent to which they should be taken into consideration in planning future vocational education programs. See Table 1.

Among the findings of the Purdue University Study, the following seemed particularly pertinent in regard to the present study:

1. Foremost among the trends which were ranked highest in importance were those related to the continual expansion and extension of education.

2. A pertinent consideration in planning programs of vocational education is the changing nature and level of occupational activity in American society.

3. Trends in American society suggest alterations in the pattern of American life, and a number of these trends merit consideration in planning programs of vocational education, according to the judgement of the group of raters.

4. If action opinion is an index to be used in making judgements regarding the implementation of trends in curriculum planning, the variations of the response patterns for each trend need careful study.

5. Predominate opinion among the jurors pointed toward a conception that programs of vocational education were narrowly designed to emphasize simple skill training and related knowledge or limited to occupational adjustment for given occupations.[22]

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[22]Woerdehoff, Nelson, and Coster, op. cit.

TABLE 1

SOCIAL, ECONOMIC, AND TECHNICAL TRENDS IN DESCENDING RANK ORDER BASED ON THE RATINGS OF 430 RESPONDENTS (Woerdoehoff, Nelson, and Coster Study)

Rank	Total Score	Trend
1	1924	The ratio of occupations requiring specialized training to occupations requiring little or no training is increasing.
2	1879	The number of years youth spend in education prior to entering the labor force is increasing.
3	1864	The number of new occupations resulting from technological developments in business, industry, and agriculture is increasing.
4	1820	The demand for persons with education beyond the high school level is increasing.
5	1807	The ratio of persons in the labor force employed as craftsmen (skilled), operative (semi-skilled), and technicians to persons employed as unskilled laborers is increasing.
6	1783	The percentage of adults enrolled in education programs in public schools is increasing.
7	1780	Expenditures for research and development in agriculture and industry are expanding rapidly.
8	1774	The number of terminal education programs involving two years of post high school education is increasing.
9	1763	The percentage of students in public secondary schools enrolled in vocational education programs is increasing.
10	1715	The range of occupations in which women are employed is increasing.

TABLE 1--Continued

Rank	Total Score	Trend
11	1714	American colleges and universities are becoming more selective with regard to admission policies.
12	1701	Training programs in industry designed to prepare, upgrade, and retrain persons for employment are increasing.
13	1691	The ratio of the number of persons engaged in processing, distributing, and providing services to the number of persons engaged in production is increasing.
14	1680	The average number of years of schooling completed by adults in the total population is gradually increasing.
15	1670	The percentage of persons in the labor force employed in supervisory, managerial, and professional positions is increasing.
16	1654	Persons over 45 years of age are experiencing increasing difficulty in obtaining employment.
17	1647	Rapid social, economic, and technological changes in American society are engendering increased uncertainty in personal values and social direction.
18	1641	The agricultural and industrial productivity of the nation gradually is being concentrated into a relatively small number of units of production.
19	1639	Specialized training and employment opportunities for handicapped persons are increasing.
20	1626	The ratio of the number of persons employed by corporations, institutions, and other persons to the number of self-employed persons is increasing.

TABLE 1--Continued

Rank	Total Score	Trend
21	1619	The number and percentage of women, especially married women, in the total labor force is increasing.
22	1604	The incidence of diseases and disorders of a psychological or emotional origin is increasing and is receiving more attention as a major health problem in America.
23	1598	The management of agricultural and industrial productivity is being shifted gradually from owners to managerial persons.
24	1587	Expenditures for and participation in leisure time and recreational activities are increasing.
25	1582	Management is becoming increasingly concerned about the physical, mental, and emotional welfare, physical comfort, and safety of the employee.
26	1575	The schools are performing and accepting major responsibilities for an increasing number of functions which formerly were vested with the home, church, and other agencies.
27	1560	The American people are becoming increasingly conscious of problems and practices pertaining to health and safety.
28	1558	The number of occupations for which licenses or certificates are required is increasing.
29	1552	Differences in social and economic characteristics of rural and urban groups are diminishing.
30	1546	Individuals are becoming increasingly more dependent on secondary (second-hand) media of communication as sources of interpretation of information.

TABLE 1--Continued

Rank	Total Score	Trend
31	1528	The American people are becoming increasingly security conscious and are participating more extensively in plans for pensions, health and life insurance, and social welfare programs provided by industry and government.
32	1514	The range and scope of family activities and occupational opportunities (due in part to increased units of private transportation) are expanding.
33	1512	Geographical mobility is increasing for highly educated workers.
34	1503	America is moving progressively toward a homogeneous "middle class" society.
35	1502	The percentage of the labor force in farming is declining.
36	1498	The percentage of persons in the labor force who are employed on a second job, either part-time or full-time, is increasing.
37	1490	The percentage of persons in the labor force who are members of organized labor unions is increasing.
38	1483	The percentage of youth who serve in military service prior to entering the labor force is increasing.
39	1480	Interest in and acceptance of improved dietary practices and higher levels of nutrition (e.g., high protein diet, vitamins, calorie content) are increasing.
40	1475	The social and economic life of the nation is becoming more centralized, standardized, and organized into formal patterns.

TABLE 1--Continued

Rank	Total Score	Trend
41	1473	Purchasing habits of the American people are changing with the use of credit buying and long-term payments increasing.
42	1468	The percentage of the population classified as "rural-non-farm" is increasing.
43.5	1463	The percentage of the total national income received by agriculture is declining.
43.5	1463	The ratio of disposable income to total income is declining, with taxes taking a higher percentage of total income.
45	1459	The utilization of synthetic products, low-grade materials, and by-products is increasing.
46	1449	Interest patterns of family members are becoming increasingly varied and oriented toward groups and activities outside the home.
47	1440	The percentage of the population dependent upon incomes from pensions, annuities, and Social Security is increasing.
48	1419	The number of persons over 65, who are not gainfully employed, is increasing.
49	1416	The political life of the nation is becoming more centralized and organized into formal bureaucratic patterns.
50	1413	Sources of value patterns of American people are changing from foundations in eternal value to foundations in social usage.
51	1393	The proportion of land used for purposes other than farming (e.g., transportation, industry, and recreation) is increasing.

TABLE 1--Continued

Rank	Total Score	Trend
52	1298	Secondary groups (e.g., lodges, clubs, and unions) are becoming increasingly important to individuals, and are claiming a larger share of individual time, energies, and loyalties.
53	1288	The percentage of the total income received by the middle 80 per cent of income recipients is increasing slightly.
54	1227	The center of population is shifting toward western and southwestern regions of the United States.
55	962	The percentage of the total population claiming affiliation with a religious organization is increasing.

The second part of the study, entitled "Vocational Education in Public Schools as Related to Social, Economic, and Technical Trends,"[23] analyzed vocational agriculture and industrial education programs in a selected sample of Indiana high schools. The study investigated the programs

[23]Norbert J. Nelson, Frank J. Woerdehoff, and John K. Coster, "Vocational Education in Public Schools as Related to Social, Economic, and Technical Trends, Part II, The Appraisal of Programs of Vocational Agriculture and Industrial Education," Studies in Education, No. 2 (Lafayette, Indiana, Purdue University, 1960).

in terms of the extent to which these programs were manifesting contemporary social, economic, and technical conditions and trends and identified variables which were related to and associated with variation in scores assigned to the programs in schools. Eighty-five high schools offering programs of vocational agriculture and/or industrial education were selected for the sample. Four juries of educational specialists, including specialists in school administration, curriculum construction, and agricultural or industrial education were selected. Instruments were developed which were submitted to the jurors to secure ratings of the importance of the stated purposes for programs of vocational agriculture and industrial education; to the schools to secure ratings of purpose acceptance as goals of the programs of vocational agriculture and industrial education; and to appraise operations of vocational agriculture and industrial education in the schools.

Part II of the study was significant to the present investigation in that it analyzed vocational education programs, namely, agricultural and industrial education, in light of the social, economic, and technical trends identified in Part I. Thirty-three of the same trends were used in the current study.

Status Studies of Related General and Vocational Areas in the Public Community Colleges

A number of general status studies of public community colleges have been made which are pertinent to the investigation of the implications of social, economic, and technical trends on education for business in the public community colleges of Michigan. Three of these studies are discussed below.

Martorana's study.[24] This study of the community college, a phase of John Dale Russell's "Survey of Higher Education in Michigan," attempted to (1) summarize the status of the community college movement in Michigan; (2) relate development of these institutions in Michigan to that which occurred in other parts of the nation; (3) appraise briefly the State's need for the kinds of educational services that these institutions usually provide; (4) establish and describe the usefulness of certain criteria that could be used for locating additional community colleges; (5) identify locations which met the criteria established; (6) recommend ways and means by which the organization and financing of the community college level of educational system in Michigan could be strengthened;

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[24]S. V. Martorana, "The Community College in Michigan, Staff Study No. 1, The Survey of Higher Education in Michigan," (Lansing, 1957).

and (7) recommend procedures for improving and strengthening the central statewide supervision and coordination of these institutions, to the end that their proper growth could contribute meaningfully to evolving an effective and economical total plan for post-high-school education in Michigan.

Martorana surveyed the community colleges by questionnaires, interviews, and reviews of college catalogs and reports.

Among the conclusions that were pertinent to the current study are:

1. The Michigan community colleges on the whole accept and are making energetic efforts to accomplish the five functions usually attached to local, public, community, and junior colleges.

2. Although they are doing significantly greater work than the private colleges or the State colleges in the provision of organized occupational programs, the Michigan community colleges are still placing major emphasis on offerings in pre-professional fields and in the usual lower division arts and science programs for transfer credit.

3. At present the physical plant facilities of the Michigan community colleges are generally very inadequate to enable them to fulfill the five-fold educational functions of comprehensive community colleges for the students seeking the advantages these institutions offer.

4. The Michigan community colleges show close parallel to the nation-wide development of community and junior colleges as an integral unit in the system of post-high-school education. The parallels are shown up in such important points of comparison as:

philosophy and concept of function, scope of programs offered, type of district organization, and plan for administrative control, methods of financing, and enrollment trends and growth patterns.

5. There is a striking loss of potentially productive man-power in Michigan evident in the number of high-school graduates who fail to continue their education beyond this level.

Martorana's study was useful to the present study in that it revealed that the community colleges in Michigan were on the whole attempting to accomplish the objectives and philosophy of a public community college.

Medsker's study.[25] In a study of the two-year college and its activities, Medsker attempted to: (1) observe and report on the patterns of control, finance, and administration of the two-year college in different states, and its relationship to other segments of higher education; (2) describe the functions of the two-year college as they are actually discharged with an attempt to compare the functions performed with the claims commonly made by the institution; and (3) make evaluations of two-year institutions and identify some of the problems which they must face in the immediate years ahead.

The study was limited to 342 two-year colleges in 15 states. Factual data and observations were obtained from the cooperating schools.

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[25]Medsker, op. cit.

Medsker concluded:

1. The two-year college in America is focused more on the transfer than the terminal function.

2. It is evident that employers do not agree on what constitutes the best preparation for a job. There is often little unanimity on this subject among industries or companies or even among personnel at various managerial levels in the same company.

3. Junior colleges have many internal problems with respect to developing terminal programs. Many colleges in his sample were willing to admit that their institutions were partly to blame for the lack of emphasis on terminal work.

Sherman's study.[26] Sherman analyzed the vocational-terminal function, its status and evolving trends, and determined its emerging role in the public community colleges of Michigan. The status portion of the study was based on information obtained from a general review of written material, an analysis of the 1954-55 catalogs of the cooperating colleges, and personal interviews with at least one official in each participating college. The phase concerning recommendations for future expansion or changes was based on the opinions of sixty-one leaders in business, industry, labor, agriculture, education, and homemaking in Michigan.

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[26]Douglas Sherman, "Emerging Role of Vocational-Terminal Education in the Public Community Colleges of Michigan" (unpublished Ed.D. dissertation, Wayne State University, 1956).

Sherman concluded that:

1. There is a strong tendency to develop a two-year course for every occupational training program, i.e., to force the training program within the confine of a structured education framework, rather than adjusting the length of the program to the specific needs of the occupation in question.

2. The majority of the vocational-terminal programs were in the area of business education. This should not be construed to mean that business education was overdeveloped, for such was not the case.

3. Across the board, the non-business curricula seemed only vaguely related to specific occupational objectives.

4. Advisory committees were not generally used.

5. Follow-up studies to determine the success of graduates were seldom made.

6. Placement procedures did not seem to be effective.

7. The instructors in the vocational-terminal area seemed to be excellently qualified from the standpoint of occupational competence and professional preparation.

8. The certification requirement for community college personnel, particularly those teaching in the vocational-terminal area, seemed unrealistic.

9. Most of the Michigan community colleges did not have adequate physical facilities.

10. The community colleges lacked adequate administration staff and personnel.

This study was pertinent to the present investigation because in part it revealed the status and evolving trends of the business programs in the public community

colleges of Michigan and because it revealed problems in the vocational-terminal area in the public community colleges of Michigan.

None of the studies reviewed attempted to involve all community college business education personnel nor did they reveal specific practices which would be effective in education for business in light of social change.

CHAPTER III

SOURCES OF DATA AND METHODS OF PROCEDURE

The instruments, the sampling techniques, the sample populations, and the methods of analysis in determining the implications of certain social, economic, and technical trends on education for business in the public community colleges of Michigan are described in this chapter.

Sources of Data

The data provided by this study consisted in part of responses to questionnaires by a selected sample of business education personnel in the public community colleges of Michigan, business teacher educators in the state colleges and universities in Michigan and the University of Detroit, members of the National Office Management Association in Michigan, and business education personnel in the public community colleges of the United States.

Additional data were obtained through the use of depth interviews with community college business education personnel. This pattern of investigation was adopted on the assumption that curriculum revision stems from

individual efforts. This being the case, the study attempted to involve individuals in close contact with education for business in the public community colleges of Michigan.

Procedure

Methods of securing data. The normative approach was used for this study. A selected jury composed of community college business education personnel, members of the National Office Management Association in Michigan, and business teacher educators were asked their opinion regarding the importance of certain social, economic, and technical trends on education for business in the public community colleges of Michigan. The authenticity of opinion in an investigation has been noted by Hillway:

> . . . there are times when opinion may be the best evidence available. In such cases, care is exercised to make sure the opinion is qualified and authoritative. Ordinarily, this means the opinion of one who is an expert with regard to the matter under consideration.[27]

Good and Scates, in discussing the use of opinion, relate:

> Some types of questionnaires (for example, the depth questionnaire) go beyond statistical data and factual material into the area of attitudes, and hidden motivations. If opinion

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[27]Tyrus Hillway, Introduction to Research, (Boston: Houghton Mifflin Company, 1956), p. 271.

> is recognized as such and the results are carefully interpreted, this is a legitimate field of investigation for the questionnaire, by way of securing a cross section of thought or attitude.[28]

Several methods of securing the data were considered. Because one of the purposes of the study was to canvass present practices in relationship to certain social, economic, and technical trends, the study was divided into two parts. The questionnaire was selected as the instrument to gather data concerning the respondents and their opinions concerning the importance of the trends to business curricula in the public community colleges. This method of investigation was selected on the assumption that a larger percentage of the jury could be polled by questionnaire than by other methods which might have been used to secure the basic data.

Interviews were also used to obtain depth, to clear up possible misunderstandings regarding the trends, to verify the importance of selected trends, and to determine and spell out the practices used or planned in relation to the trends in the community colleges.

Preparation of the questionnaire. Part I of the questionnaire was prepared to gather data concerning the

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[28]Carter Good and Douglas Scates, Methods of Research, (New York: Appleton-Century-Crofts, Inc., 1954), p. 613.

respondents; Part II to gather data concerning thirty-three specific social, economic, and technical trends. A check list was provided on which the respondents were asked to indicate whether the social, economic, and technical trends were very important, important, of little importance, or irrelevant to business programs in the public community colleges of Michigan.

The thirty-three trends were selected from a list of fifty-five social, economic, and technical trends as substantiated in the study Vocational Education in the Public School as Related to Social, Economic, and Technical Trends.[29] The fifty-five trends were submitted to a group of eight instructors in the College of Education and the College of Business and Public Service at Michigan State University. They were asked to indicate those trends which were most relevant to business programs at the community college level. As a result of these opinions, the Purdue study, and the investigator's doctoral guidance committee, the questionnaire was prepared.

A trial questionnaire was submitted to a group of twenty-one business teachers in two high schools in Lansing, Michigan. Seventeen teachers responded to the questionnaire; as a result, the questionnaire was revised slightly (See Appendix B).

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[29]Woerdoehoff, Nelson, and Coster, op. cit.

Kinds of data. Two sets of Part I of the questionnaire were prepared (See Appendices B and C), one for educators and one for members of the National Office Management Association.

Questionnaires for the educators included information regarding the sex and age of the educator, his present position, teaching experience, business experience, and educational background.

Questionnaires for members of the National Office Management Association sought similar information and included questions concerning the product or service of their firms and number of office and company employees.

Part II of the questionnaire was concerned with determining the degree of importance of thirty-three specific social, economic, and technical trends to business programs in the public community colleges of Michigan. Responses to the trends were expected to answer the following questions:

1. What trends are very important to, important to, of little importance to, or irrelevant to business programs in the public community colleges of Michigan?

2. Were there significant differences of beliefs in regard to the importance of the trends held by community college business education personnel and those held by members of the National Office Management Association, business teacher educators, and community college business education personnel throughout the United States?

3. Which of the social, economic, and technical trends should be included in the interviews of community college business education personnel in the public community colleges of Michigan?

Preparation for interviews. The interviews were concerned with nine of the thirty-three trends sent to the jury selected on the following basis: (1) the top six trends, as ranked by a quantitative design, listed by the jury; (2) a trend (ranked 17th) which revealed a difference of opinion between the community college business education personnel of Michigan and that of members of the National Office Management Association and business teacher educators; (3) two trends (ranked 31st and 33rd) which were of less importance than all other trends to business programs in the community colleges; and (4) the time factor in an interview.

A series of trial interviews were held with members of the Business Services Department of the College of Business and Public Service at Michigan State University.

Letters (See Appendices D and E) and the list of trends which were to be used in the interviews were mailed to each of the community college business education personnel responding to the original questionnaire. An interview schedule was set up in each college through the cooperation of the chairman of the business department or a designated individual in each college.

Selecting the sample. A jury of experts was selected, composed of community college business education personnel, business teacher educators, and members of the National Office Management Association in Michigan. Community college business education personnel included business teachers, chairmen of business departments, curriculum directors, and directors of vocational education. Business teacher educators were included in the sample because of their direct relationship to teacher preparation for community colleges in the state. Members of the National Office Management Association were included in the jury of experts to sample the opinions of business representatives and, more directly, the opinions of individuals in direct contact with office administration.

In order to secure the sub-jury of business education personnel in the public community colleges of Michigan, letters (See Appendix F) were sent to the Deans of the community colleges requesting the names of teachers of business subjects, their major teaching area, and their occasional teaching area. In addition, the Deans were asked to submit the names of the Curriculum Director, the Chairman of Vocational Education, and the Chairman of the Business Department if one was so designated in the college (See Table 2). A total of 97 names was supplied by the community colleges. Seventy-six were selected from the

TABLE 2

SUB-JURY OF COMMUNITY COLLEGE BUSINESS EDUCATION PERSONNEL IN MICHIGAN

Community College	Curriculum Director	Chairman Business Department	Vocational Education Director	Business Teachers inc. Chairman of Department	TOTAL SAMPLE	No. questionnaire returns	No. interviews requested	No. interviews
Alpena	1		1	2	4	4	4	4
Bay City		1		5	5	5	5	5
Benton Harbor		1		2	2	2	2	2
Flint		1		11	11	10	10	9
Gogebic	1			4	5	2	2	1
Grand Rapids	1		1	5	7	7	6	6
Henry Ford		1	1	7	8	5	5	1
Highland Park		1		5	5	5	5	5
Jackson	1		1	4	6	6	6	4
Kellogg		1		3	3	3	3	3
Lansing		1		4	4	4	4	4
Muskegon	1	1		2	3	1	1	1
North Central				2	2	2	2	2
Northwestern	1	1		4	5	4	4	4
Port Huron		1		2	2	1	1	1
South Macomb				4	4	3	3	1
Totals	6	10	4	66	76	64	63	53

list of 97 to constitute this sub-jury. Teachers who were listed as teaching full time in retailing, economics, and law were not selected. (It is hoped that a study under the auspices of the Michigan Vocational Education Evaluation Project will investigate these areas of the community college.)

In order to secure a sub-jury of business teacher educators in the State of Michigan, letters (See Appendix G) were sent to the department heads of business teacher education in each of the 8 state universities and colleges and the University of Detroit. The University of Detroit was included in the sample because it is a leading private university in the state with a graduate business education curriculum (See Table 3). The department heads were asked to submit the names of individuals who taught methods courses, who advised students who were seeking teaching certificates, and who supervised student business teachers. A total of 38 names was supplied by the nine colleges and universities. All names submitted constituted this sub-jury.

To secure a random sample of the members of the National Office Management Association in the State of Michigan, letters (See Appendix H) were sent to the presidents of the five Michigan chapters, requesting a list of their members. A total of 541 names was supplied by the presidents. A random sample of 100 names was selected

TABLE 3

SUB-JURY OF BUSINESS TEACHER EDUCATORS

College or University	Number of Educators	Number of Respondents
Central Michigan University	5	3
University of Detroit	3	3
Eastern Michigan University	6	6
Ferris Institute	4	3
University of Michigan	4	4
Michigan State University	5	5
Northern Michigan College	3	3
Western Michigan University	5	3
Wayne State University	3	2
Totals	38	32

from the 541 submitted. A random sample table was used to select the sub-jury.[30] See Table 4 for the number of members selected from each chapter and the number responding to the questionnaire.

The sub-jury composed of community college business education personnel in the United States was secured by a random sample of 150 of the 398 public junior and community

[30] Wilfred Dixon and Frank J. Massey, Jr., Introduction to Statistical Analysis, (New York: McGraw-Hill Book Company, Inc., Second Edition, 1957), pp. 366-370.

TABLE 4

SUB-JURY OF NATIONAL OFFICE MANAGEMENT ASSOCIATION MEMBERS BY CHAPTER

Chapter	Number of Members	Number in Study	Number Responding
Battle Creek	70	12	8
Detroit	284	50	27
Grand Rapids	95	20	15
Lansing	46	9	8
Saginaw Valley	56	9	9
Totals	551	100	62

colleges in the United States as listed in the 1960 Junior College Directory.[31] The random sample, of 150 colleges, was then sub-divided proportionately by the number of junior and community colleges in each of the regional associations of the American Business Education Association.[32] See Table 5.

Table 6 shows the number of colleges selected from each state and region for the sample of community college

[31]Junior College Directory, 1960. Junior College Journal, American Association of Junior Colleges, Vol. 30, No. 6 (January, 1960), pp. 274-306.

[32]United Business Education Association of the National Education Association; see Business Education Forum, XV, No. 3 (December, 1960).

TABLE 5

SUB-JURY OF BUSINESS EDUCATION PERSONNEL IN COMMUNITY COLLEGES IN THE UNITED STATES, REGIONAL SAMPLING*

Region	No. of Junior Colleges in Region	% of Junior Colleges in the United States*	No. Drawn for Jury
Eastern	55	14	21
Mountain-Plains	83	21	32
Central	111	28	42
Southern	57	14	21
Western	92	23	34
Totals	398	100%	150

*Based on a total of 398 public junior colleges listed in 1960 Junior College Directory.

business education personnel in the United States. A random sample table was used to select the sub-jury.[33] The names of the Deans of each community or junior college were obtained from the 1960 Junior College Directory.[34]

Return of questionnaires. Letters (See Appendices I and J) and questionnaires were mailed to 364 members of the jury on January 21, 1961. Of the 364 questionnaires

[33]Wilfred Dixon and Frank Massey, Jr. op. cit., pp. 366-370.

[34]1960 Junior College Directory, op. cit.

TABLE 6

NUMBER OF COMMUNITY COLLEGES SELECTED FROM EACH STATE BY REGION

Eastern Business Education Assoc.		Mountain-Plains Business Education Assoc.		Southern Business Education Assoc.		Western Business Education Assoc.	
Connecticut		Colorado	1	Alabama		Alaska	
Delaware		Kansas	8	Arkansas	1	Arizona	1
Dist. of Columbia		Nebraska	1	Cuba		California	24
Maine		New Mexico		Florida	8	Hawaii	
Maryland	5	North Dakota	1	Georgia	4	Idaho	1
Massachusetts		Oklahoma	6	Kentucky		Montana	1
New Hampshire		South Dakota		Louisiana		Nevada	
New Jersey	1	Texas	13	Mississippi	4	Oregon	1
New York	7	Wyoming	2	North Carolina	3	Utah	
Pennsylvania	8			Puerto Rico		Washington	6
Rhode Island				South Carolina			
Vermont				Tennessee			
				Virginia	1		
				West Virginia			
TOTALS	21		32		21		34

North-Central Business Education Assoc.	
Illinois	7
Indiana	4
Iowa	7
Michigan	7
Minnesota	3
Missouri	3
Ohio	
Wisconsin	11
TOTAL	42

mailed, 181 were completed and returned before February 6, 1961. On February 10, 1961, a follow-up letter (See Appendix K) and another questionnaire were mailed to those who had not returned the original questionnaire; 76 additional questionnaires were returned, making a total of 257 replies. Of the total replies, 16 were unusable because: nine community colleges did not have business programs, two community colleges could not complete the questionnaire without approval of their state department of education, one business teacher educator was no longer teaching in business education, one office manager could not answer the form because of personal reasons, one vocational education director thought it best that the business department chairman answer the questionnaire, and two questionnaires were returned too late to be included.

Of a total of 364 questionnaires sent to the jury, 257, or 70.6 per cent, were returned; and 241, or 66.2 per cent, were usable. See Table 7 for sub-jury categories and number responding to the questionnaire.

Letters and the trends to be discussed in the interviews were mailed beginning on April 19, 1961; the interviews were completed on June 1, 1961. Of the 63 requests for interviews, 53 respondents, or 84.1 per cent, were interviewed.

TABLE 7

SUB-JURY CATEGORIES AND NUMBER RESPONDING TO QUESTIONNAIRE

Sub-Jury Members	No. asked to serve	No. of Unusable Returns	No. of Usable Returns
Community College Business Education Personnel in Michigan	76	1	63
Community College Business Education Personnel in United States	150	13	86
Business Teacher Educators	38	1	31
Members of National Office Management Association	100	1	61
TOTALS	364	16	241

Method of analyzing the data. As each instrument was received, it was coded for IBM key punch operators.

Items included in the questionnaire which were not pertinent to the testing of the hypotheses of the study were, for the most part, analyzed on a percentage of response.

The statistical method used to test the hypotheses was the Chi-square test. This method was chosen because data obtained from the instrument were to be ranked according to discrete categories. Chi-square was used also because the null hypotheses under test state that two

groups do not differ in regard to beliefs (See pages 2 and 3).

If the Table of Percentiles of the Chi-Square[35] showed that the value of Chi-square was significant at the 5 per cent level of confidence, the null hypothesis was rejected. All data submitted to the Chi-square test and all percentiles were calculated only in terms of those persons who responded to a particular item.

One or more methods could be used in classifying information gained through an evaluation of business education programs. Reynolds[36] lists ten areas that should be considered in an evaluation of business education: philosophy, pupil population, pupil activities, guidance, curriculum teaching, staff, administration and supervision, library, plant, and equipment. Himstreet[37] studied the areas of philosophy, curriculum, instructional staff, and physical facilities in his evaluation of business education programs in the public community colleges of

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[35]Dixon and Massey, op. cit., p. 385.

[36]Helen Reynolds, Handbook for Studying Business Education, Bulletin No. 29, National Association of Business Teacher Training Institutions, 1943.

[37]Himstreet, op. cit.

California. Monograph 90,[38] prepared by Tau Chapter of Delta Pi Epsilon, suggests the following areas for consideration in evaluating business education programs: articulation with other departments within the school, club activities, community resources, curriculum, equipment and its utilization, guidance practices, instructional materials--visual and auditory, library materials and facilities, placement and follow-up, qualifications and professional growth of teachers, supervisory practices, teaching methods, and work experience.

For the purposes of this study, the practices as they relate to certain social, economic, and technical trends were listed under three broad areas--curriculum, objectives and philosophies, and administration--on the assumption that all facets of the administration of education for business may be included under these three areas.

Summary

The data provided by this study consisted of responses to questionnaires and interviews by a selected jury of business education personnel in the public community

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[38] Evaluative Criteria for Business Departments of Secondary Schools, Monograph 90, (South-Western Publishing Co., Cincinnati, 1954).

colleges of Michigan, business teacher educators in the state college and universities and the University of Detroit, members of the National Office Management Association of Michigan, and business education personnel in the public community colleges of the United States.

Of the 364 check lists and questionnaires mailed, 70.6 per cent were returned; of the 257 replies, 241, or 66.2 per cent were usable. Of the 63 requests for interviews, 53 respondents, or 84.1 per cent, were interviewed. The statistical method used to test the hypotheses was the Chi-square test. Practices as related to certain social, economic, and technical trends, as found through interviews with the community college business education personnel in Michigan, were classified under curriculum, objectives and philosophy, and administration.

The next three chapters present the findings of the study. Chapter IV provides background information concerning the respondents; Chapter V provides information related to the ranking of the trends; and Chapter VI presents an analysis of the personal interviews.

CHAPTER IV

BACKGROUND INFORMATION CONCERNING RESPONDENTS WHO PARTICIPATED IN THE STUDY

One of the purposes of this study was to seek information concerning the status of office and accounting curricula in the public community colleges of Michigan. In an attempt to gain data which might be helpful in the interpretation of data and in making comparisons, respondents were asked to provide certain background information. This information is presented here.

The chapter is divided into two parts. Descriptive facts concerning the respondents are presented in the first part. In the second part differences between the sub-juries are analyzed and implications resulting from these differences are discussed.

The findings in this chapter are based on the number of respondents who completed each item. Not all of the 241 respondents completed each item on the questionnaire.

Descriptive Facts Concerning the Respondents

Sex of respondents. Table 8 shows the number of respondents by sex. Of the total respondents, 74.5 per cent were men and 25.5 per cent were women. In the public community colleges of Michigan, 65.1 per cent were men and 34.9 per cent were women. In the community colleges sampled in the United States, 79.8 per cent were men and 20.2 per cent were women.

Age of respondents. In general, the percentage of respondents in each sub-jury was similar in the 36-50 range. However, a few deviations are notable. In terms of per cent, there were twice as many respondents over 51 years of age from the public community colleges of the United States and business teacher educators as there were from the public community colleges of Michigan. There were approximately three times as many business education personnel percentage-wise in the public community colleges of Michigan 35 years of age or under as there were business teacher educators in this age bracket. See Table 9 for the age distribution of respondents.

Present position of respondents in education. The data presented in Table 10 indicate that 77.8 per cent of the respondents from the public community colleges of Michigan were teachers. Only 32.9 per cent of the respondents from the public community colleges of the United

TABLE 8

SEX OF 239 RESPONDENTS

Sex	Respondents*									
	CCM		CCUS		BTE		NOMA		TOTAL	
	No.	%	No.	%	No.	%	No.	%	No.	%
Male Respondents	41	65.1	67	79.8	16	51.6	54	89.5	178	74.5
Female Respondents	22	34.9	17	20.2	15	48.4	7	11.5	61	25.5
Total	63	100.0	84	100.0	31	100.0	61	100.0	239	100.0

*CCM--Community Colleges, Michigan
CCUS--Community Colleges, United States
BTE--Business Teacher Educator
NOMA--National Office Management Association.

TABLE 9

AGE OF 230 RESPONDENTS

Age	Respondents*									
	CCM		CCUS		BTE		NOMA		TOTAL	
	No.	%	No.	%	No.	%	No.	%	No.	%
35 or under	18	30.0	18	22.2	3	10.7	16	26.2	55	23.9
36 to 50	32	53.3	35	43.2	15	53.6	35	57.4	117	50.9
51 plus	10	16.7	28	34.6	10	35.7	10	16.4	58	25.2
Total	60	100.0	81	100.0	28	100.0	61	100.0	230	100.0

*CCM--Community Colleges, Michigan
CCUS--Community Colleges, United States
BTE--Business Teacher Educator
NOMA--National Office Management Association.

TABLE 10

POSITIONS HELD BY RESPONDENTS IN THE FIELD OF EDUCATION

Position	Number	Percent
Public Community Colleges, Michigan		
Chairman Business Department	9	14.3
Business Teachers	49	77.8
Curriculum Director	5	7.9
Total	63	100.0
Community Colleges, United States		
Dean	3	3.5
Director	5	5.9
President	3	3.5
Ass't to the President	1	1.2
Dean of Instruction	3	3.5
Principal	1	1.2
Business Manager	1	1.2
Chairman Business Department	38	44.7
Business Teacher	28	32.9
Coordinator	1	1.2
Vocational Education Chairman	1	1.2
Total	85	100.0
Business Teacher Educators		
Chairman Business Education	4	12.9
Acting Head of Department	1	3.2
Business Teacher Educator	22	71.0
Director Teacher Education	1	3.2
Critic Teacher	3	9.7
Total	31	100.0

States were teachers. However, 77.6 per cent of the respondents from the public community colleges of the United States were either business teachers or chairmen of business departments.

Teaching experience. Table 11 is concerned with years of teaching experience. Fifty-seven respondents in

TABLE 11

YEARS TEACHING EXPERIENCE OF 174 EDUCATORS

Years	No. and Percent Having Had Community College Experience			No. and Percent Having Had College or University Experience			No. and Percent Having Had High School Experience			No. and Percent Total Years Experience*		
	CCM**	CCUS**	BTE**	CCM	CCUS	BTE	CCM	CCUS	BTE	CCM	CCUS	BTE
1-3	24 (42)***	12 (17)	6 (86)	8 (50)	11 (39)	3 (10)	17 (33)	17 (30)	9 (33)	3 (05)	4 (05)	
4-6	16 (28)	20 (29)	1 (14)	6 (38)	5 (18)	1 (04)	12 (24)	6 (11)	7 (26)	10 (17)	8 (10)	1 (03)
7-15	16 (28)	24 (34)		1 (06)	7 (25)	16 (55)	16 (31)	26 (45)	8 (30)	22 (37)	27 (32)	12 (39)
More than 15	1 (02)	14 (20)		1 (06)	5 (18)	9 (31)	6 (12)	8 (14)	3 (11)	25 (41)	44 (53)	18 (58)
TOTALS	57	70	7	16	28	29	51	57	27	60	83	31
Median	4.4	7.5	1.4	3.5	4.5	12.1	6.1	8.1	5.7	12.2	17.3	20.3
Mean	5.4	9.8	2.1	4.6	8.3	13.0	7.8	8.5	7.7	14.7	18.1	20.7

*Includes other teaching experience which has little relevance to the study. See Appendix N for further information.

**CCM--Community Colleges, Michigan; CCUS--Community Colleges, United States; BTE--Business Teacher Educators.

***Percentage of total sub-jury group.

the public community colleges of Michigan had a mean of 5.4 years teaching experience in community colleges, and a median of 4.4 years. The total mean years teaching experience for business education personnel in the public community colleges of Michigan in this study was 14.7 years and the median, 12.2 years.

Community or junior college teaching experience in the sample of community colleges in the United States revealed a mean of 9.8 years and a median of 7.5 years. The mean years teaching experience for business education personnel in the public community colleges of the United States was 18.1 and the median, 17.3 years.

Seven of thirty-one business teacher educators had taught in a junior college. The mean years of teaching experience was 20.7 for business teacher educators and the median years, 20.3.

Business experience for respondents in education. The majority of respondents in education had three or fewer years experience in the business world. See Table 12 for the years of business experience for the respondents in the field of education.

Education experience of educators. Sixty respondents from the public community colleges of Michigan indicated they had received a bachelor's degree, fifty-five a master's degree, and three a doctorate.

TABLE 12

BUSINESS EXPERIENCE OF THE RESPONDENTS IN THE FIELD OF EDUCATION

Months	Respondents*								
	CCM			CCUS			BTE		
	Super-visory No.	Non Super-visory No.	Total Months No.	Super-visory No.	Non Super-visory No.	Total Months No.	Super-visory No.	Non Super-visory No.	Total Months No.
6 or less	7	7	7	15	11	6	6	5	5
7 - 12	3	9	5	8	3	7	3	4	2
13 - 18		3	3	1	2	5	2	4	4
19 - 24	3	7	7	3	9	5	1	1	2
25 - 30	1		1	1	3	3		2	2
31 - 36	4	7	7	3	5	7		2	5
37 - 42		1	1	1				2	2
43 - 48	1		1	3	8	3	1	1	
49 - 54		2	2		1	3		1	1
55 - 60	1	1	5	1	1	6	1	1	
61 - 66			1			1			
67 - 72		1	1		2	1			2
73 - 78									
79 - 84			1	1	3	3			
85 - 90					1	2			
91 - 96	1								1

TABLE 12--Continued

Months	Respondents								
	CCM			CCUS			BTE		
	Super-visory No.	Non Super-visory No.	Total Months No.	Super-visory No.	Non Super-visory No.	Total Months No.	Super-visory No.	Non Super-visory No.	Total Months No.
97 - 102	1	1	2			1			
103 - 108					1	3			
109 - 114									
115 - 120		1	2			1		1	
121 plus	1	1	3	6	1	8			1
TOTALS	23	41	49	43	51	65	14	24	27

*CCM--Community Colleges, Michigan
CCUS--Community Colleges, United States
BTE--Business Teacher Educator.

Two-thirds of the business education personnel in the public community colleges of Michigan completed their undergraduate work in colleges or universities in the State of Michigan. Of the fifty-five who had received their master's degree, thirty-three degrees were completed in the state of Michigan. Two of the three doctorates were completed in Michigan schools.

Only seven of thirty-one business teacher educators completed their undergraduate work in Michigan colleges or universities. Six of fifteen business teacher educators completed their doctorates in the state of Michigan. One-third of the business teacher educators completed their master's work in the state of Michigan.

Table 13 shows the colleges and universities attended and degrees received by educators in the state of Michigan.

Seventy-five per cent, or 45, of the business education personnel in the public community colleges of Michigan did their undergraduate work in business or business education. Approximately the same per cent, 74.6, completed their master's degrees in business or business education. The three doctorates were completed in areas other than business or business education. See Table 14 for areas of study.

TABLE 13

COLLEGES AND UNIVERSITIES ATTENDED AND DEGREES RECEIVED BY EDUCATORS IN MICHIGAN

College or University	Community College			Business Teacher Educators		
	Bachelors No.	Masters No.	Doctorate No.	Bachelors No.	Masters No.	Doctorate No.
Central Michigan University	8			1		
Eastern Michigan University	3			1		
Ferris Institute	4			1		
University of Michigan	1	17	1	1	9	5
Michigan State University	10	10	1	1		1
Wayne State University	4	4				
Western Michigan University	7	2				
Northern Michigan College				1	1	
University of Detroit	1					
Other Michigan	2			1		
Out-of-state	20	22	1	24	20	9
TOTAL	60	55	3	31	30	15

TABLE 14

MAJOR AREAS OF STUDY BY DEGREE FOR BUSINESS EDUCATION PERSONNEL IN THE PUBLIC COMMUNITY COLLEGES OF MICHIGAN

Major Area of Study		Number	Per Cent
Bachelors:			
Business			
Accounting	4		
Accounting-Law	1		
Business	21		
Economics	3		
Marketing	1	30	50.0
Business Education		15	25.0
English		2	3.3
English-Music		1	1.7
History		4	6.6
Industrial Education		2	3.3
Liberal Arts		1	1.7
Mathematics-Business		3	5.0
Psychology		1	1.7
Science-Mathematics		1	1.7
Total		60	100.0
Masters:			
Business			
Accounting	1		
Accounting-Mathematics	1		
Business	6		
Economics	2		
Finance	1	11	20.0
Business Education		30	54.6
Education			
Education	4		
Administration	2		
Guidance	3	9	16.4
History		1	1.8
Industrial Education		1	1.8
Speech		1	1.8
Vocational Education		2	3.6
Total		55	100.0
Doctorate:			
Adult Education		1	33.3
Economic Education		1	33.3
Speech		1	33.3
Total		3	99.9

Service or product of companies of National Office Management Association respondents. The National Office Management Association respondents were asked to list the service or product manufactured by the company with which they were associated. Table 15 lists the service or product of the employing company.

The sub-jury consisting of National Office Management Association members in the State of Michigan represented a variety of businesses throughout the State.

Positions held by National Office Management Association respondents. Table 16 lists the titles of the National Office Management Association respondents.

Number of employees and number of office employees. Table 17 shows the total number of employees and the number of office employees in the firms which employed National Office Management Association respondents. There was a close division between firms having 26 to 250 employees and those having between 251 to 1500. Firms employing 26 to 250 office workers showed the largest percentage of office employees, 37.7. Offices with fewer than four workers constituted 19.7 per cent of the total office employees.

Years business experience of National Office Management Association respondents. The mean years employed in the present firm was 13.6 and the median years was 11.5.

TABLE 15

COMPANIES OF NOMA RESPONDENTS CLASSIFIED BY PRODUCT OR SERVICE

Service or Product	Number
Automobiles	1
Auto parts	2
Chemicals	2
Fiber and plastics	1
Food	8
Fuel--coal and oil distribution	1
Hardware	6
Heat exchangers	1
Office equipment	6
Packaging	1
Paper distribution	1
Petroleum	2
Storm windows	1
Vending machines	1
Advertising	1
Banking	5
Business systems	2
Civil Service	3
Education	2
Insurance	7
Newspaper	2
Personnel	1
Savings and loans	2
Technical society	1
Utilities	1
Total	61

TABLE 16

TITLES OF NATIONAL OFFICE MANAGEMENT ASSOCIATION RESPONDENTS

Titles	Number
Accountant	1
Accounting Supervisor	1
Administrative Manager	2
Assistant/Credit and Bookkeeping	1
Assistant Cashier	1
Assistant Director	1
Assistant Training Director	1
Assistant Treasurer	2
Assistant Vice President	2
Auditor	1
Branch Manager	2
Branch Sales Manager	2
Chief Accountant	1
Controller	2
Deputy Director	1
Director Store Finance and Accounting Department	1
District Manager	1
Manager Methods and Procedure	1
Manager Sales Service	1
Managing Director	1
Office Manager	15
Office Manager and Secretary	1
Partner	1
Personnel Manager	4
Plant Controller	1
Sales Representative	1
Secretary-Treasurer	4
Section Head--Office Services	1
Training Supervisor	1
Treasurer	2
Vice President	2
Service Supervisor	1
Supervisor General Accounting	1
Total	61

TABLE 17

TOTAL COMPANY EMPLOYEES AND NUMBER OF OFFICE EMPLOYEES REPRESENTED IN THE STUDY

No. Employees	Firms Reporting No. Firms	Firms Reporting Percent	No. Office Employees	Firms Reporting No. Firms	Firms Reporting Percent
Fewer than 25	9	14.8	1 to 4	12	19.7
26 to 250	20	32.8	5 to 25	11	18.0
251 to 1500	18	29.5	26 to 250	23	37.7
More than 1500	14	22.9	More than 250	15	24.6
Totals	61	100.0		61	100.0

The mean years of supervisory experience was 13.3, while the median was 12.5 years. Members of the National Office Management Association had relatively few years of non-supervisory experience, with the mean being 6.9 years and the median, 6.1. The total number of years working experience reveals a mean years of 19.6 and a median of 19.8 years. Table 18 lists the working experience of the National Office Management Association respondents.

Educational experience of National Office Management Association respondents. Fifty-nine of 60 members of the National Office Management Association had completed high school. One respondent had completed the first eleven grades. Twenty-eight members had completed a

TABLE 18

WORK EXPERIENCE OF THE NATIONAL OFFICE MANAGEMENT RESPONDENTS

Years	Years with Firm	Years Business Experience		
		Supervisory	Non-supervisory	Total
1-3	8	4	10	1
4-6	9	7	20	3
7-9	6	9	8	2
10-12	9	10	10	9
13-15	6	7	5	6
16-18	4	9	1	5
19-21	6	8		9
22-24	4	1		12
25-27	1	3		3
28-30	4	2		3
31-33	1			1
34-36	1			4
37-39	1			1
40-42				1
Total	60	60	54	60
Median	11.5	12.5	6.1	19.8
Mean	13.6	13.3	6.9	19.6

bachelor's degree; six had completed a master's degree; and an additional twenty-five had, at one time or another, sought education beyond the high school.

Seventeen of the twenty-eight undergraduate degrees were completed in colleges or universities in Michigan; all six of the master's degrees were completed in Michigan.

Table 19 lists the colleges and universities attended and the degrees received by members of the National Office Management Association included in the study.

TABLE 19

COLLEGES AND UNIVERSITIES ATTENDED
AND DEGREES RECEIVED BY MEMBERS OF THE
NATIONAL OFFICE MANAGEMENT ASSOCIATION IN MICHIGAN

College or University	No. Degrees	
	Bachelor's	Master's
Central Michigan University	1	
University of Detroit	3	
University of Michigan		2
Michigan State University	5	3
Wayne State University	4	1
Western Michigan College	1	
Other Michigan	3	
Out-of-state	11	
TOTAL	28	6

The sub-jury composed of members of the National Office Management Association was asked to list their major areas of study for each college degree. Their replies are shown in Table 20.

TABLE 20

MAJOR AREAS OF STUDY BY DEGREE FOR MEMBERS OF THE NATIONAL OFFICE MANAGEMENT ASSOCIATION

Major Area of Study		Number	Per Cent
Bachelor's:			
Arts		1	3.6
Business			
Accounting	6		
Business	12		
Economics	2		
Foreign Commerce	1		
Personnel	1	22	78.5
Chemical Engineering		1	3.6
Education		1	3.6
Mathematics		2	7.1
Psychology		1	3.6
Total		28	100.0
Master's:			
Business			
Accounting	1		
Personnel	1		
Public Administration	1	3	50.0
Education			
Education	1		
Guidance	1		
Physical Education	1	3	50.0
Total		6	100.0

Twenty-two, or 78.5 per cent, of those who received a bachelor's degree prepared for business. Three of the six master's degrees were in the field of business.

Difference Between Sub-Juries With Implications for the Study

Age of respondents. The larger percentage of business education personnel in the public community colleges of Michigan in the 35 or under category compared with the percentage of other sub-juries in this age category implies less professional experience on their part. This may mean that business education personnel in the public community colleges of Michigan have had limited experiences in devising and carrying out forward-looking curriculum changes. Therefore, this study may not accurately depict the changes that would have been carried out by an older professional sub-jury.

Present position of respondents in education. The higher proportion of respondents in administration in the sample of the public community colleges in the United States compared with the respondents in administration in Michigan may have been due to the fact that Deans in the United States sample were asked to have the questionnaire completed by either business education personnel or an individual designated by them who would represent the school's attitude toward education for business; whereas questionnaires were sent directly to all business education personnel in the public community colleges of Michigan.

Teaching experience. If teaching is an indicator of professional development, the business education personnel in the public community colleges of Michigan may not have had the experience necessary to develop sound curricula in meeting societal changes. The fact that only seven of thirty-one business teacher educators had taught in a community college may have caused a difference in the ranking of importance of the trends.

Business experience for respondents in education. The fact that the majority of the educational sub-jury groups had three years or less experience in business may raise the question of whether or not these individuals were aware of the practices necessary for education for business.

Education experience of educators. Because the majority of the business education personnel in the public community colleges of Michigan received their degrees in the State of Michigan, the study could be expected to show a close relationship in the opinions held by this sub-jury group and the business teacher educators.

Assuming that preparation for the field of teaching indicates a degree of professional competency, then the business education personnel in the public community colleges of Michigan might be expected to devise adequate curricula practices to meet a changing society.

Service of product of companies of National Office Management Association respondents. Since the members of the National Office Management Association represented a variety of business, they might be expected to express the opinion of the business world in Michigan.

Number of employees and number of office employees. The comparable number of respondents from each of four different sizes of offices may indicate a reliable interpretation of the importance of the trends to education for business.

Years business experience of National Office Management Association respondents. Assuming that business experience is an indicator of an awareness of business needs, then the National Office Management Association members should be able to determine the trends which are significant to education for business in the public community colleges of Michigan.

Summary

Chapter IV presented background information concerning the sample population. The chapter was divided into two parts. In the first part, descriptive facts concerning the respondents were presented. In the second part, differences between the sub-juries were analyzed and an attempt was made to determine implications resulting from these differences.

CHAPTER V

FINDINGS RELATED TO RANKING OF TRENDS

Results of the quantitative analysis of the opinions of the jury with regard to the importance of certain social, economic, and technical trends on education for business in the public community colleges of Michigan are presented in this chapter.

The purpose of the quantitative analysis was:

1. To determine the rank order the 241 jurors would assign the thirty-three trends as to importance to business programs in the public community colleges of Michigan.

2. To determine the rank order each sub-jury would assign the thirty-three trends as to importance to business programs in the public community colleges of Michigan.

3. To discover if there were any differences between the opinions held by the business education personnel in the public community colleges of Michigan and each sub-jury group regarding the importance of each trend to business programs in the public community colleges of Michigan.

Jury members were asked to read each trend carefully and then respond to the basic question: Does this trend involve or suggest a trend which is fundamental to the present business programs in the public community

colleges of Michigan? The jurors were asked to express their opinions by selecting one of five possible responses:

> Very Important--if the trend is very important to business programs in the community colleges of Michigan.
>
> Important--if a trend is involved, but is of considerably less importance to business programs in the community colleges than one checked as very important.
>
> Little Importance--if a trend is of little importance to business programs in the community colleges.
>
> Irrelevant--if a trend is irrelevant to business programs in the public community colleges of Michigan.
>
> No Opinion--if no opinion.

Rank Order of Trends by 241 Jurors

There was no attempt to create an equal interval scale. Since only an ordinal scale was assumed, ranks were assigned to each of the thirty-three trends. These scores were created by the quantitative values assigned to each of the five possible responses.

The quantitative values were:

Possible Responses	Value
Very Important	9
Important	7
Little Importance	5
Irrelevant	3
No Opinion	1

The rank and total scores assigned to each item are shown in Table 21. An analysis of Table 21 reveals that the top ten ranked trends directly or indirectly affect education. It is interesting to note that the two trends involving the increasing number of occupations open for women and the number and percentage of women in the labor force were in the middle ranking of the trends. Geographical mobility for highly educated workers (ranked 27) and the decreasing labor force in farming (ranked 33) appeared to be of little consequence to the public community colleges of Michigan.

Rank Order of Trends by Sub-Jury Groups

For a comparison of the total scores assigned to each item by each sub-jury see Table 22.

Differences in Opinion Indicated by Sub-Jury Groups

A series of statistical tests were conducted to analyze the extent of agreement between the sub-jury groups and the business education personnel in the public community colleges of Michigan. Three major null hypotheses were made which resulted in 99 further null hypotheses.

TABLE 21

THIRTY-THREE TRENDS LISTED IN DESCENDING RANK ORDER, BASED ON RATINGS OF 241 RESPONDENTS

Rank	Item No.	Total Score	Trend
1	28	1987	The demand for persons with education beyond the high school level is increasing.
2	5	1979	The ratio of occupations requiring specialized training to occupations requiring little or no training is increasing.
3	2	1939	The number of years youth spend in education prior to entering the labor force is increasing.
4	29	1931	American colleges and universities are becoming more selective with regard to admission policies.
5	15	1901	The number of new occupations, resulting from technological developments in business, industry, and agriculture is increasing.
6	10	1865	The number of terminal education programs involving two years of post high school education is increasing.
7	8	1863	The percentage of persons in the labor force employed in supervisory, managerial, and professional positions is increasing.
8	27	1793	The average number of years of schooling completed by adults in the total population is gradually increasing.

TABLE 21--Continued

Rank	Item No.	Total Score	Trend
9	23	1763	Training programs in industry designed to prepare, upgrade, and retrain persons for employment are increasing.
10	31	1755	The ratio of persons in the labor force employed as craftsmen (skilled), operatives (semi-skilled), and technicians to persons employed as unskilled laborers is increasing.
11.5	16	1743	The percentage of adults enrolled in educational programs in public schools is increasing.
11.5	21	1743	Persons over 45 years of age are experiencing increasing difficulty in obtaining employment.
13	1	1711	Purchasing habits of the American people are changing, with use of credit buying and long-term payments increasing.
14	4	1699	The ratio of number of persons employed by corporations, institutions, and other persons to the number of self-employed persons is increasing.
15	33	1695	Rapid social, economic, and technological changes in American society are engendering increased uncertainty in personal values and social direction.
16	17	1693	The ratio of the number of persons engaged in processing, distributing, and providing services to the number of persons engaged in production is increasing.

TABLE 21--Continued

Rank	Item No.	Total Score	Trend
17	18	1689	The range of occupations in which women are employed is increasing.
18	11	1687	The percentage of students in public secondary schools enrolled in vocational education programs is increasing.
19	3	1649	Expenditures for research and development in agriculture and industry are expanding rapidly.
20	9	1643	The number of occupations for which licenses or certificates are required is increasing.
21	22	1601	The number and percentage of women, especially married women, in the total labor force is increasing.
22.5	14	1593	Management is becoming increasingly concerned about the physical, mental, and emotional welfare and physical comfort and safety of the employee.
22.5	32	1593	Specialized training and employment opportunities for handicapped persons are increasing.
24	7	1589	The percentage of the population dependent upon incomes from pensions, annuities, and Social Security is increasing.
25	20	1581	The American people are becoming increasingly security conscious and are participating more extensively in plans for pensions, health and life insurance, and social welfare programs provided by industry and government.

TABLE 21--Continued

Rank	Item No.	Total Score	Trend
26	26	1553	The management of agricultural and industrial productivity is being shifted gradually from owners to managerial persons.
27	25	1495	Geographical mobility is increasing for highly educated workers.
28.5	6	1475	The percentage of persons in the labor force who are members of organized labor unions is increasing.
28.5	12	1475	Expenditures for and participation in leisure-time and recreational activities are increasing.
30	13	1441	The agricultural and industrial productivity of the nation is gradually being concentrated into a relatively small number of units of production.
31	19	1421	The percentage of persons in the labor force who are employed on a second job, either part-time or full-time, is increasing.
32	30	1387	The American people are becoming increasingly conscious of problems and practices pertaining to health and safety.
33	24	1349	The percentage of the labor force in farming is declining.

TABLE 22

DIFFERENCES IN SUB-JURY RANKING OF THIRTY-THREE TRENDS

Trend	Total Jury Rank	CCM* Rank	CCUS* Rank	BTE* Rank	NOMA* Rank
1. Purchasing habits of the American people are changing, with use of credit buying and long-term payments increasing.	13	17	11	18	14.5
2. The number of years youth spend in education prior to entering the labor force is increasing.	3	3.5	5	4	3
3. Expenditures for research and development in agriculture and industry are expanding rapidly.	19	21.5	22	27.5	10
4. The ratio of number of persons employed by corporations, institutions, and other persons to the number of self-employed persons is increasing.	14	14.5	21	20.5	8.5
5. The ratio of occupations requiring specialized training to occupations requiring little or no training is increasing.	2	1	2	2.5	2
6. The percentage of persons in the labor force who are members of organized labor unions is increasing.	28.5	28.5	30	30	26

TABLE 22--Continued

Trend	Total Jury Rank	CCM Rank	CCUS Rank	BTE Rank	NOMA Rank
7. The percentage of the population dependent upon incomes from pensions, annuities, and Social Security is increasing.	24	26	19.5	26	22
8. The percentage of persons in the labor force employed in supervisory, managerial, and professional positions is increasing.	7	7	6	15	6
9. The number of occupations for which licenses or certificates are required is increasing.	20	18	23	20.5**	19.5
10. The number of terminal education programs involving two years of post high school education is increasing.	6	3.5	3	5.5	18**
11. The percentage of students in public secondary schools enrolled in vocational education programs is increasing.	18	14.5	16.5	8.3	24**
12. Expenditures for and participation in leisure-time and recreational activities are increasing.	28.5	25	29	22	31**
13. The agricultural and industrial productivity of the nation gradually is being concentrated into a relatively small number of units of production.	30	31	31	32	27

TABLE 22--Continued

Trend	Total Jury Rank	CCM Rank	CCUS Rank	BTE Rank	NOMA Rank
14. Management is becoming increasingly concerned about the physical, mental, and emotional welfare and physical comfort and safety of the employee.	22.5	24	26	23.5	16.5
15. The number of new occupations, resulting from technological developments in business, industry, and agriculture, is increasing.	5	6	7	2.5	4.5
16. The percentage of adults enrolled in educational programs in public schools is increasing.	11.5	8	13	8.3	21**
17. The ratio of the number of persons engaged in processing, distributing, and providing services to the number of persons engaged in production is increasing.	16	13	18	13.5	16.5
18. The range of occupations in which women are employed is increasing.	17	11	19.5	5.5**	25
19. The percentage of persons in the labor force who are employed on a second job, either part-time or full-time, is increasing.	31	30	32	25	32**

TABLE 22--Continued

Trend	Total Jury Rank	CCM Rank	CCUS Rank	BTE Rank	NOMA Rank
20. The American people are becoming increasingly security conscious and are participating more extensively in plans for pensions, health and life insurance, and social welfare programs provided by industry and government.	25	21.5	28	23.5	19.5
21. Persons over 45 years of age are experiencing increasing difficulty in obtaining employment.	11.5	12	15	13.5	8.5
22. The number and percentage of women, especially married women, in the total labor force is increasing.	21	20	24	16	28.5**
23. Training programs in industry designed to prepare, upgrade, and retrain persons for employment are increasing.	9	16	14	14.5	7
24. The percentage of the labor force in farming is declining.	33	32	10**	33	33
25. Geographical mobility is increasing for highly educated workers.	27	27	9	27.5	30
26. The management of agricultural and industrial productivity is being shifted gradually from owners to managerial persons.	26	28.5	25	29	14.5

TABLE 22--Continued

Trend	Total Jury Rank	CCM Rank	CCUS Rank	BTE Rank	NOMA Rank
27. The average number of years of schooling completed by adults in the total population is gradually increasing.	8	9.5	8	8.3	11
28. The demand for persons with education beyond the high school is increasing.	1	2	1	1	1
29. American colleges and universities are becoming more selective with regard to admission policies.	4	5	4	7	4.5
30. The American people are becoming increasingly conscious of problems and practices pertaining to health and safety.	32	33	33	31	28.5
31. The ratio of persons in the labor force employed as craftsmen (skilled), operatives (semi-skilled), and technicians to persons employed as unskilled laborers is increasing.	10	9.5	12	11.5	12**
32. Specialized training and employment opportunities for handicapped persons are increasing.	22.5	23	27	19	23

TABLE 22--Continued

Trend	Total Jury Rank	CCM Rank	CCUS Rank	BTE Rank	NOMA Rank
33. Rapid social, economic, and technological changes in American society are engendering increased uncertainty in personal values and social direction.	15	19	16.5	17	13

*CCM--Community Colleges, Michigan
CCUS--Community Colleges, United States
BTE--Business Teacher Educator
NOMA--National Office Management Association.

**Indicates a significant difference when compared with the responses from the public community colleges of Michigan.

The major null hypotheses were:

1. There is no difference between the beliefs held by members of the National Office Management Association of Michigan and community college business education personnel concerning the importance of certain social, economic, and technical trends.

2. There is no difference between the beliefs held by business teacher educators and community college business education personnel concerning the importance of certain social, economic, and technical trends.

3. There is no difference between the beliefs held by community college business education personnel throughout the United States and those in Michigan concerning the importance of certain social, economic, and technical trends.

The Chi-square in contingency tables was used as a test of the null hypotheses. The standard for rejecting the null hypotheses was set at the five per cent level. Results of Chi-square tests are summarized in Table 23.

The null hypotheses were rejected in 11 instances, once by business education personnel in the public community colleges of the United States, twice by business teacher educators in the State of Michigan, and eight times by members of the National Office Management Association in the State of Michigan.

Further analysis of the data revealed no significant difference in opinions held by the sub-juries and the business education personnel in the public community colleges of Michigan on the first five ranked trends; the remaining

TABLE 23

RESULTS OF TEST OF SIGNIFICANCE OF THREE SUB-JURY GROUPS AGAINST THE BUSINESS EDUCATION PERSONNEL IN PUBLIC COMMUNITY COLLEGES OF MICHIGAN*

Trend				
Total Jury Rank	Item No. on Questionnaire	Community College, U. S.	Business Teacher Educator	National Office Management Association
1	28	NS	NS	NS
2	5	NS	NS	NS
3	2	NS	NS	NS
4	29	NS	NS	NS
5	15	NS	NS	NS
6	10	NS	NS	.05**
7	8	NS	NS	NS
8	27	NS	NS	NS
9	23	NS	NS	NS
10	31	NS	NS	.05**
11.5	16	NS	NS	.05**
11.5	21	NS	NS	NS
13	1	NS	NS	NS
14	4	NS	NS	NS
15	33	NS	NS	NS
16	17	NS	NS	NS
17	18	NS	.05**	.05**
18	11	NS	NS	.05**
19	3	NS	NS	NS
20	9	NS	.05**	NS
21	22	NS	NS	.05**
22.5	14	NS	NS	NS
22.5	32	NS	NS	NS
24	7	NS	NS	NS
25	20	NS	NS	NS
26	26	NS	NS	NS
27	25	NS	NS	NS
28.5	6	NS	NS	NS
28.5	12	NS	NS	.05**
30	13	NS	NS	NS
31	19	NS	NS	.05**
32	30	NS	NS	NS
33	24	.05**	NS	NS

*See Appendix L for complete statistics.

**Significantly different at the 5% level.

28 trends showed eleven significant differences of opinions in the sub-jury groups.

The trends which were rejected are discussed below. Each trend will be analyzed separately.

Trend 9. The number of occupations for which licenses or certificates are required is increasing. Business teacher educators tended to rate this trend of lesser importance to business programs in the public community colleges of Michigan than did the business education personnel in the public community colleges of Michigan (Relative ranks were: 20.5 vs. 18).

A factor which may have resulted in the difference of opinion may be the granting of certificates after completion of two-year's work by community colleges; whereas, four-year institutions grant degrees at the completion of four year's work.

Lack of teaching experience in a community college on the part of the business educators may also account for the significant difference of opinion.

Trend 10. The number of terminal education programs involving two years of post high school education is increasing. Members of the National Office Management Association thought this trend to be of lesser importance to business programs in the public community colleges than did the business education personnel in the public

community colleges of Michigan (Relative ranks were: 18 vs. 3.5).

One or more factors may be responsible for the difference in opinion. Business education personnel in Michigan may be more aware of changes taking place in all fields of vocational education than members of the National Office Management Association; the number of programs may not be as significant to businessmen as the content and quality of the programs; and certain members of the National Office Management Association were from communities lacking post high school education programs.

Trend 11. The percentage of students in public secondary schools enrolled in vocational education programs is increasing. Members of the National Office Management Association tended to give less importance to this trend than did the business education personnel in the public community colleges of Michigan (Relative ranks were: 24 vs. 14.5).

Educators may be more aware of enrollment trends, particularly the increasing number of adult programs in the secondary schools, than businessmen. The current critical analysis of vocational education may have caused the National Office Management Association members to minimize the significance of this trend; furthermore, certain members of the National Office Management Association

members may not consider the community college program to be an extension of the secondary school system.

Trend 12. Expenditures for and participation in leisure-time and recreational activities are increasing. Members of the National Office Management Association thought the trend to be of lesser importance than did the business education personnel in the public community colleges of Michigan (Relative ranks: 31 vs. 25).

It is highly possible that businessmen see relatively little connection between the use of leisure-time and recreational activities and effective business programs. Business education personnel, however, might be expected to indicate concern for all factors related to individual development.

Trend 16. The percentage of adults enrolled in educational programs in public schools is increasing. The members of the National Office Management Association thought this trend to be of lesser importance than did business education personnel in the public community colleges of Michigan (Relative ranks: 21 vs. 8).

Factors which may have caused the difference in opinion may have been the lack of office personnel returning to educational institutions; the lack of an awareness of programs offered by community colleges and/or public schools; the lack of post high school facilities in the

community; and the lack of programs being offered in the office administration area.

Trend 18. The range of occupations in which women are employed is increasing. Business teacher educators and members of the National Office Management Association differed with business education personnel in the public community colleges regarding the importance of the trend (Relative ranks: 25 vs. 11).

Business teacher educators believed the trend to be of more importance to business programs than did the business education personnel in the public community colleges of Michigan. Business teacher educators may have given more credence to the importance of the trend as a result of the number of women in business education and secretarial programs in their schools, or as a result of the current critical analysis of collegiate programs, or because of the increasing demand for better trained personnel to fill top-level positions.

Members of the National Office Management Association thought the trend to be of lesser importance than did business education personnel in the public community colleges of Michigan. Office managers may have ranked the trend of lesser importance because they represented companies in which there has been little or no increase in the range of occupations for women or because they saw no necessity for planning special educational programs for women.

Trend 19. The percentage of persons in the labor force who are employed on a second job, either part-time or full-time, is increasing. There appeared to be a slight difference in opinion with regard to the importance of this trend. The members of the National Office Management Association thought the trend to be of lesser importance than business education personnel in the public community colleges of Michigan (Relative ranks: 37 vs. 30).

It is possible that personnel in the companies represented by the National Office Management Association members do not obtain second jobs; and if they do, this fact may be of little or no concern to the respondents. But the community college educator who is aware of the educational demands of the community recognizes the problem of providing educational training for individuals who desire to increase their scope of employment possibilities.

A further discussion of this trend is found in Chapter VI (See pp. 122-124).

Trend 22. The number and percentage of women, especially married women, in the total labor force is increasing. Members of the National Office Management Association did not believe this trend to be as important as did the business education personnel in the public community colleges of Michigan (Relative ranks: 28.5 vs. 20).

Educators may be more aware of the increasing numbers of married women who are returning to school for

refresher courses or retraining, of the fact that many businesses do not hire the older or married women, and of the demand for challenging positions on the part of many women.

Trend 24. The percentage of the labor force in farming is declining. Business education personnel in the public community colleges of the United States thought this trend to be of considerably more importance to business programs in the public community college than did their counterparts in the public community colleges of Michigan (Relative ranks: 10 vs. 32).

Location of community colleges, programs offered, industrial climate of the communities, and the needs of the communities may have been factors which resulted in the difference in opinion.

Trend 31. The ratio of persons in the labor force employed as craftsmen (skilled), operatives (semi-skilled), and technicians to persons employed as unskilled laborers is increasing. The members of the National Office Management Association thought the trend to be of lesser importance to business programs in the public community colleges of Michigan than did business education personnel in the public community colleges of Michigan (Relative ranks: 12 vs. 9.5).

It is understandable that the community college educator would attach significance to this trend because

it represents increased responsibilities for him in terms of planning appropriate programs for more and more students. It is surprising that the National Office Management Association members should not attach greater significance to the trend because it represents training responsibilities which must be assumed if positions are to be filled by capable individuals.

Trends Suggested by Jury as Important to Education for Business in the Community College

The jury was asked to list additional trends which they believed should be included in the study. These trends are included in Appendix M, listed according to the importance given them by jury members. The majority of opinions regarding other trends indicated that jury members believed the trends they suggested were very important to business education programs in the public community colleges of Michigan. Since many, if not all, of the additional trends listed could be identified with the broader trends of the current study, none of them were investigated further.

Summary

A quantitative analysis was used to determine the rank order the jurors assigned thirty-three trends to indicate importance for education for business in the public

community colleges of Michigan, the rank order each sub-jury group assigned the thirty-three trends, and to determine whether or not there were any statistical differences in opinion between the business education personnel in the public community colleges of Michigan and each sub-jury regarding the importance of each trend.

The top ten ranked trends directly or indirectly affect educational programs. Analysis of the data revealed no significant difference in opinions held by the sub-juries and the business education personnel in the public community colleges of Michigan on the first five ranked trends; the remaining twenty-eight trends showed eleven instances of significant differences of opinions in the sub-jury groups.

CHAPTER VI

ANALYSIS OF DEPTH INTERVIEWS OF THE BUSINESS EDUCATION PERSONNEL IN THE PUBLIC COMMUNITY COLLEGES OF MICHIGAN

Results of 53 personal interviews with business education personnel in the public community colleges of Michigan are discussed in this chapter. The interviews had two major purposes:

1. To determine what practices, if any, the public community colleges of Michigan are undertaking to implement nine trends selected for the interviews.

2. To determine what practices, if any, the public community colleges of Michigan are anticipating or are now planning to implement the nine trends selected for the interviews.

Selection of Trends

The following trends were selected from the original thirty-three trends to form a basis for the interviews:

1. The number of years youth spend in education prior to entering the labor force is increasing. (3)[39]

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[39]Indicates rank of trend by total jury.

2. The ratio of occupations requiring specialized training to occupations requiring little or no training is increasing. (2)

3. The number of terminal education programs involving two years of post high school education is increasing. (6)

4. The number of new occupations, resulting from technological developments in business, industry, and agriculture is increasing. (5)

5. The range of occupations in which women are employed is increasing. (17)

6. The percentage of persons in the labor force who are employed on a second job, either part-time or full-time is increasing. (31)

7. The percentage of the labor force in farming is declining. (33)

8. The demand for persons with education beyond the high school level is increasing. (1)

9. American colleges and universities are becoming more selective with regard to admission policies. (4)

Trends 1, 2, 3, 4, 8, and 9 were selected for the interviews because they were ranked by the total jury as the six most important to business programs. In addition, trend 5 was selected because it was the only trend about which there were significant differences of opinion between the business education personnel in the public community colleges of Michigan and two sub-jury groups: business teacher educators and the members of the National Office Management Association of Michigan. The business teacher educators tended to rank the trend of more importance to education for business than did the business

education personnel in the public community colleges of Michigan. The members of the National Office Management Association tended to rank the trend of lesser importance to education for business than did the business education personnel in the public community colleges of Michigan.

Trend 6 was ranked 31 by the total jury; trend 7 was ranked 33. Trend 6 was selected because of the publicity currently being given to "moonlighting" problems, and trend 7 was selected because it was the only trend about which there was a significant difference of opinion between the business education personnel in the public community colleges of Michigan and their counterparts in the United States.

Method of Collecting Data

A questionnaire (See Appendix E) containing the nine trends was submitted to the sub-jury, composed of business education personnel in the public community colleges of Michigan, in advance of the interviews.

In order to prevent a bias in the interviews, the nine trends were listed in the order found on the original questionnaire. No indication was given during the interview session of the rating of the trends by the jury.

Jury members were asked in advance of the interviews to read each trend carefully and to make suggestions as to what should be done in areas such as curriculum,

instructional materials, equipment, objectives, work experience, selection of teachers, guidance, adult education, and other areas which might be affected by the trends. If a jury member expressed no opinion, he was asked to give his reason for not stating an opinion.

The open-end method of interviewing was used. At the time of the interview, the sub-jury member was asked what practices, if any, were in effect or being planned as a result of each trend. In addition, each person was asked to state what implications he saw, if any, as a result of the trend to business programs in the public community colleges of Michigan.

The interviews were approximately thirty minutes in duration. The interviewer obtained a much greater breadth of material pertaining to trends 1, 2, 3, and 4 than he did for trends 5, 6, 7, 8, and 9. The placement of the trends on the interview schedule may have resulted in less information being gained for the last five trends.

All of the public community colleges in Michigan were visited except one (Gogebic Community College). Because this college is approximately 500 miles from Michigan State University, the interview with the Curriculum Director of that community college was completed by telephone.

Not all business education personnel in any one community college responded to a specific trend in the

same manner. In presenting the information in this chapter, each of the interviews was summarized according to the community college with which the personnel were associated. As a result, practices or implications could be identified which might be representative of each community college.

In part one of this chapter, nine trends are listed and the curriculum practices being used or planned for the future are identified. Part two of the chapter presents a list of the practices which appeared to be effective in implementing the trends.

Part One

Results of Depth Interviews

Three broad areas as they relate to each of the trends were used for grouping the practices. Those practices which were related to community and student needs, student development, enrollment, work experience, vocational competencies, curricula and curriculum development are discussed in the section, Curriculum Practices.

Practices which related to the philosophy and objectives of the community college and/or the business department are discussed in a section, Philosophy and Objectives Practices.

Practices related to follow-up studies, instructional materials, placement, staff selection, equipment,

guidance, supervision, and placement activities are listed under Administrative Practices.

I. The number of years youth spend in education prior to entering the labor force is increasing. Business education personnel in the public community colleges of Michigan indicated by their responses that various practices were in effect or planned in relation to the trend. These practices varied from college to college.

Curriculum Practices:

1. In the area of curricula, the community colleges were, in some instances, adding such courses as: record-keeping for secretaries in lawyer's and doctor's offices, law, data processing, intermediate and cost accounting. A new area of study, retailing, was to be offered at Benton Harbor for the first time during the school year 1961-1962.
2. All community colleges offered classes in business for adults, depending upon the demand in the local community. A complete schedule of courses was offered in business for adults in about half of the community colleges; in others, a few courses such as typewriting, shorthand, law, and accounting were offered.
3. One college was giving thought to teaching by television in order to meet increased enrollments.

All colleges indicated they were anticipating increased enrollments in education for business.

4. The consensus of the business education personnel regarding community surveys to determine what was needed in the business community indicated that few, if any, surveys were being carried out or even planned. Surveys which had been completed were usually undertaken for the purpose of establishing the community college.
5. Teachers expressed a need for cooperative programs, advisory committees, and an effective curriculum.

Philosophy and Objectives Practices:

1. Business education personnel in three community colleges indicated that the very existence of the college was dependent upon providing for increasing numbers of students.
2. Personnel from one-third of the community colleges stated that the "open door" policy was in effect meeting an implication of the trend. The colleges are open to all in the community who meet admission requirements.
3. The majority of business education personnel in five colleges thought too much emphasis was being placed on the transfer student. The

terminal student was not benefiting in these cases.

4. No personnel foresaw a major change in the basic philosophy and objectives of the community colleges.

Administrative Practices:

1. To provide for increasing numbers of students, two colleges were to be housed in new plants during the next school year. Two business departments were to have additional space for the coming year.
2. The business education departments of the public community colleges were adding staff members as the need arose. One school planned to add an additional staff member each year for three years.
3. Few, if any, follow-up studies were being carried on in order to determine what happened to the terminal student; however, follow-up studies were carried on in several institutions to determine how well transfer students fared in four-year institutions.
4. Business teachers called for a better working relationship with the guidance department, a better guidance program, or time for guidance

in their school day in order to aid more adequately the increased number of students in school.

II. The ratio of occupations requiring specialized training to occupations requiring little or no training is increasing. Business education personnel in the public community colleges of Michigan appeared to be aware of the implications of the trend. Public community colleges were attempting to meet the various implications of the trend by adding new courses and recognizing the need for better trained instructors.

Curriculum Practices:

1. Business educators in some schools were adding such courses as traffic management in an adult program, data processing courses, and various secretarial courses. Two schools were adding new secretarial programs.
2. An awareness of the need for knowledge of data processing on the part of their students had resulted in three schools seeking the aid of the business community in teaching data processing. The lack of adequately trained staff and the expense involved in acquiring equipment prevented five colleges from undertaking or planning a desired course in data processing.

3. Field trips were used by instructors in six colleges as a means of informing students of the changes taking place in the business world.
4. Personnel in two community colleges indicated that their work experience programs were a means of implementing the trend.
5. None of the teachers in the community colleges indicated that a community survey was under way to determine the requirements of new occupations in business. Fifty per cent of the community colleges indicated that no advisory committee was used by the business departments in setting up business programs. Advisory committees were used, in some instances, in setting up a new curricula such as the medical assistant program at Traverse City.
6. The majority of teachers indicated that they counseled students on an informal basis in class or out of class as a means of informing students of the changing occupational structure.
7. There was a wide range of differences in the degree of up-grading vocational competencies. Teachers from three colleges indicated that nothing was being done, teachers from one college indicated that it was left to individual teachers, and instructors in one school stated

that they just re-labeled the courses.

8. Business instructors indicated a need for more transfer training on the part of students. In two colleges, students were being trained on ten-key adding machines with the assumption that this training would aid them in acquiring a variety of positions, including the operation of key punch machines.
9. One instructor expressed the opinion that industry should assume more responsibility for specialized occupational training.

Philosophy and Objectives Practices:

This trend had no apparent implications for business education personnel in the public community colleges on the philosophy and objectives of the college or business department.

Administrative Practices:

1. A reoccurring comment concerned the problem of staff preparation. Schools which were implementing their curriculum with data processing had no trained staff members and stated that none could be found. Businessmen were being asked to do the training in such cases.
2. The equipment in the public community colleges appeared to be adequate except for data processing

facilities. The expense involved prohibited schools from acquiring the equipment. Two schools were using equipment in local businesses for training purposes.

3. In general, staff members in the public community colleges had little or no contact with local businessmen.
4. Placement procedures varied from school to school. In certain schools, the Dean was in charge of placement; in others, the department head assumed this responsibility. In still others, staff members were in charge of placement, and a placement director had been appointed in three colleges.
5. A need for better guidance facilities to aid students in choosing an occupation was frequently expressed.

III. The number of terminal education courses involving two years of post high school education is increasing. Business education personnel believed, in most instances, that their present programs were adequately meeting the needs of the trend. New courses mentioned below by the business education personnel were not being instituted widely in all community colleges.

Curriculum Practices:

1. Teachers from twelve of the sixteen community colleges indicated that no new courses were being planned. Two schools were offering data processing for the school year 1961-1962. Secretarial recordkeeping, retailing, law, and accounting sequences were being offered for the school year 1961-1962 in various community colleges. One school was offering a secretarial program for the first time for its day students. Two colleges planned to offer retailing for the school year 1961-1962.
2. Teachers indicated that courses were offered when the demand warranted a course being taught. In some instances this was determined by the college administration by offering a class and checking the enrollment and in others by request of the business community.
3. One Dean expressed a need for more terminal programs. He thought the community college would be composed of 50 per cent terminal students in the future.
4. Business educators in the community colleges indicated a need for closer working relationships between business and the college to

determine what new courses should be offered, what courses should be dropped, and what courses should be revamped in light of current business practices.

See Table 24 for a listing of the business programs, excluding retailing, offered by the public community colleges of Michigan.

Little appeared to be taking place specifically related to future planning. One department head stated, "five years are too far ahead to plan."

One instructor made the following statement: "The proliferation of courses is getting unmanageable. We must restudy the content of our courses to discover cores of learning needed by both terminal and degree-seeking students, so that both can start together in the same courses but that the latter can ultimately go beyond the terminal."

Philosophy and Objectives Practices:

Personnel in two colleges stated that there would probably be no immediate change in the philosophy and objectives of the business program. Emphasis was being placed on the transfer courses rather than terminal courses according to teachers in two community colleges.

TABLE 24

BUSINESS PROGRAMS (EXCLUDING RETAILING PROGRAMS) OFFERED BY THE PUBLIC COMMUNITY COLLEGES OF MICHIGAN

	Terminal Programs																			Transfer Program
	Two-year Programs										One-year Programs									
Community College	Accounting	Business Admin.	Business Mgt.	Clerical	General Business	Industrial Mgt.	Physicians Ass't	Secretarial	Legal Secretarial	Medical Sec.	Accounting	Business Machines	Clerical	Cooperatives	General Business	Medical Ass't	Secretarial	Legal Secretarial	Medical Sec.	Business Admin.
Alpena			x					x									x			x
Bay City (Delta	x				x			x		x	x	x		x			x			x
Benton Harbor				x				x	x	x			x				x			x
Flint	x				x			x		x		x		x			x			x
Gogebic					x			x												x
Grand Rapids	x		x				x	x						x			x			x
Henry Ford	x				x			x						x			x			x

TABLE 24--Continued

Community College	Terminal Programs																			Transfer Program
	Two-year Programs										One-year Programs									
	Accounting	Business Admin.	Business Mgt.	Clerical	General Business	Industrial Mgt.	Physicians Ass't.	Secretarial	Legal Secretarial	Medical Sec.	Accounting	Business Machines	Clerical	Cooperatives	General Business	Medical Ass't.	Secretarial	Legal Secretarial	Medical Sec.	Business Admin.
Highland Park					x			x								x				x
Jackson					x			x						x						x
Kellogg	x		x	x		x		x	x	x			x				x	x	x	x
Lansing	x			x	x			x	x	x										x
Muskegon	x		x	x				x					x	x			x			x
Northcentral					x			x												x
Northwestern					x			x		x										x
Port Huron		x			x			x		x					x		x			x
South Macomb					x			x												x
TOTALS	7	1	4	4	11	1	1	16	3	7	1	2	3	6	1	1	9	1	1	16

Administrative Practices:

Business education personnel called for an awareness on the part of the staff of the business community if business programs were to be effective.

IV. The number of new occupations resulting from technological developments in business, industry, and agriculture is increasing. Business education personnel in the public community colleges of Michigan appeared to be giving less attention to the actual implementation of this trend than they gave to the importance of the trend as indicated by their rating on the original questionnaire. Little, if anything, appeared to be planned for implementing the trend into the curricula.

Curriculum Practices:

1. The majority of the public community colleges in Michigan appeared to be doing little, if anything, in the actual implementation of the trend other than the addition of courses previously mentioned.
2. Business education personnel in 75 per cent of the colleges informed students of new occupations through counseling and/or through class discussions. Twenty-five per cent indicated that field trips were used as a means of implementing the trend.

3. The lack of community surveys on the part of the business departments led business education personnel in six community colleges to base their information of new occupations on readings of business and education magazines and newspapers. In addition, personnel used personal contacts with businessmen in eight community colleges to learn of new occupations. The personal contacts with businessmen were usually on an informal and personal basis.
4. Teachers in four community colleges indicated that not much, if anything, was actually planned to implement the trend in any way in the business programs.
5. Business teachers in three schools indicated that the trend overlapped Trend 2, "The ratio of occupations requiring little or no training is increasing." These teachers stated that their comments for Trend 2 would hold for Trend 4.
6. One business department head indicated that he knew what a good program should be because he had attended a particular university and that schools should run themselves as doctors do--"Doctors aren't told what to do in an operation."

7. Many teachers foresaw the need for upgrading present courses and curricula, and they suggested the use of on-the-job training.

Philosophy and Objectives Practices:

Teachers in three schools reiterated that too much attention was being given to the transfer student.

Administrative Practices:

1. The business departments in the public community colleges appeared to be giving little attention to the trend in the administration of business programs. One school was planning a follow-up to determine the occupations students entered, moved into, and were currently employed in within the community.
2. Business education personnel thought that the trend called for better guidance on the part of teachers and the guidance personnel. One instructor suggested that all teachers should have an acquaintanceship with the various vocational skills in business education.

V. The range of occupations in which women are employed is increasing. The business departments, on the whole, appeared to be giving little or no thought to any additional implementation of the trend in their programs.

The present programs appeared to be adequate to the business teachers in most departments.

Curriculum Practices:

1. Teachers from eleven of the sixteen community colleges stated that there were no plans for this trend in their departments. Business education personnel in twenty-five per cent of the colleges indicated that the trend presented no significant problems to their programs.
2. Kellogg Community College was adding a secretarial program to its day program beginning in 1961. Legal, medical, clerical, and executive secretarial training will be made available. Muskegon added a secretarial program during the year 1960. In both instances, the programs had been available previously to a limited extent in the evening schools. Bay City Junior College was contemplating the addition of a new chemical secretarial program.
3. Business teachers suggested that their present programs were meeting the needs of the trend. Instructors thought that adult classes, offered in the evening and day schools, were helping to implement the trend.

4. Teachers called for a closer working relationship with businessmen to aid in training women.

Philosophy and Objectives Practices:

The belief that no changes would take place in the philosophy and objectives of the school was expressed.

Administrative Practices:

Business education personnel responding to the trend indicated that a stronger and broader guidance program was called for on the part of the community college.

VI. The percentage of persons in the labor force who are employed on a second job, either part-time or full-time, is increasing. The awareness of persons employed on a second job, either part-time or full-time, was hazy as far as business education personnel in the public community colleges of Michigan were concerned. Not one teacher could name or identify a person or a student who was employed on a second job.

Educators in the public community colleges often mentioned that persons should not attempt to hold two jobs during periods of high unemployment.

The personnel interviewed were extremely confused about the trend and in the interview sessions wanted to

talk only of students who were receiving training for a new field or for advancement.

The over-all rank of the trend by the total jury was 31 out of 33. Business education personnel in the public community colleges of Michigan ranked the trend 30. The practices used to implement the trend appeared to justify the ranking of the trend by the educators in the public community colleges of Michigan.

Curriculum Practices:

1. Educators from nine of the sixteen public community colleges indicated nothing was being done in relation to the trend, and teachers in one-fourth of the community colleges stated that they did not understand the trend.
2. Educators, in general, were willing to discuss the trend if it meant that people were coming back to school for a refresher course or for obtaining the skills necessary for a new position. In this case, the business education personnel stated that adult programs would be helpful.

"Moonlighting," in general, was very obscure to educators in the public community colleges of Michigan.

Philosophy and Objectives Practices:

No comments were received concerning this phase of the business programs.

Administrative Practices:

Business education personnel from only two community colleges indicated that implementation of the trend would call for a better guidance program, but they doubted the necessity of dealing with the trend in their programs.

VII. The percentage of the labor force in farming is declining. The trend appeared to have little implication for the business programs in the public community colleges of Michigan as far as the business education personnel were concerned. The trend received an over-all rank of 33 out of 33, was ranked 32 by business education personnel in the public community colleges of Michigan, and was ranked 10 by business education personnel in the public community colleges of the United States.

Curriculum Practices:

1. Business educators in eleven of the sixteen community colleges indicated that, if anything, the trend would mean more students. Teachers in 50 per cent of the public community colleges could

see no problems involved with relationship of the trend to business programs.

2. Business education personnel often gave the opinion that Michigan was an industrial state and the fact that their community college was in an industrial area was given as a reason for their lack of concern for implementing the trend.
3. Business education personnel from two public community colleges, Benton Harbor and Traverse City, foresaw a curriculum in farm management which could be offered to aid fruit farmers in their communities.

Philosophy and Objectives Practices:

No practices or implications were stated.

Administrative Practices:

No practices or implications were given.

VIII. The demand for persons with education beyond the high school level is increasing. This trend was ranked most important to business programs in the public community college in Michigan by the total jury. Business education personnel in the public community colleges of Michigan ranked the trend in second place, whereas, all

other sub-jury groups thought it to be the most important trend.

The responses to the trend appeared not to be as comprehensive as the importance given the trend by business education personnel in the public community colleges of Michigan in the original questionnaire. One or more reasons may have been responsible for the lack of depth answers, including the place of the trend in the interview, the trend may have overlapped the practices and implications of other trends discussed, and/or the trend was not as important to the sub-jury as originally thought.

Curriculum Practices:

1. Personnel from five community colleges indicated that the trend would mean more students for the public community colleges.
2. Several instructors indicated that their previous statements would cover the trend and that previous trends overlapped the present trend.
3. Teachers called for a constant evaluation program to determine whether or not the current business program was meeting the needs of the business community and students.
4. Educators in one-third of the public community colleges believed that more adult programs should be instituted.

Philosophy and Objectives Practices:

1. Business education personnel from three community colleges could see no change in the philosophy or objectives of the community college.
2. Teachers saw the community college taking more and more students who could not go to school elsewhere. As a result of taking an increased number of students, the community college might need to have a closer probation period.

Administrative Practices:

1. Business education personnel reiterated the need for better guidance programs.
2. Other implications as seen by business education personnel were: the need for an increase in staff, an increase in facilities, a need for follow-up studies of terminal students, an adequate placement program, and a more comprehensive program for the future.

IX. American colleges and universities are becoming more selective with regard to admission policies. Business education personnel in the public community colleges saw many implications for the future related to this trend. Though some educators doubted the authenticity of the

trend, they were quick to give implications as they saw them in relation to the business programs in the community colleges.

Curriculum Practices:

1. Business education personnel in nine of the public community colleges indicated that there would be an increased number of students in the public community colleges in the years to come.
2. Business educators in 50 per cent of the public community colleges believed that the business departments needed to do more remedial work. In light of this implication, instructors in 25 per cent of the community colleges believed that a poorer caliber of student would be enrolled in the community college in the future; however, instructors in two community colleges thought a better student would be coming to the community college.
3. Business education personnel in three schools saw implications for transfer students. They thought there would be a need for a closer watch on the programs in order that students could transfer more easily to four-year institutions.

4. Personnel in three community colleges foresaw a need for more advanced planning if the community college was to develop a sound program for the future.
5. Other implications as seen by business education personnel were: a need for more terminal programs, a need to teach by television, a revision of current standards in light of business's needs, an increase in the size of classes, and a development of uniform practices for the business department.

Philosophy and Objectives Practices:

1. Business education personnel from one-third of the public community colleges saw no change in the philosophy or objectives of their programs.
2. Business education teachers in 50 per cent of the public community colleges indicated that the "open door" policy would continue. However, teachers, from six of the sixteen colleges, believed that public community colleges might need to become more selective in the admission of students. One public community college, for the first time in its history, was going to begin a policy of selective admission. This was

not being done to promote a higher quality of student but was due to a lack of facilities.

Administrative Practices:

1. Personnel from six of the sixteen public community colleges called for a better guidance program.
2. Four community colleges were increasing their facilities for business programs, two departments were moving to new campuses, and two to other buildings where additional classrooms were to be available.

Part Two

Practices Contributing to Implementation of Trends

A list of practices which, in the opinion of the interviewer, appeared to be contributing to the implementation of the nine trends included in the interviews of business education personnel in the public community colleges in Michigan are found below. The practices were not found in all public community colleges but they represent those which were believed to be used effectively in incorporating the trends. The practices are listed under three headings: Curriculum Practices, Philosophy and Objectives Practices, and Administrative Practices.

Curriculum practices:

1. The addition of new courses or areas of study.
2. Adult programs in education for business.
3. Teaching by television.
4. Advisory committees in aiding in the development of curricula.
5. Field trips.
6. Cooperative training programs.

Philosophy and objectives practices:

1. The "open-door" policy of public community colleges.

Administrative practices:

1. The addition of new staff members.
2. The enlargement of the business department or addition of new facilities.
3. Follow-up studies of transfer students.
4. Counseling services provided for students.
5. Equipment suitable and adequate for an efficient department.

CHAPTER VII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Nature of the Problem

This study was an analysis of the implications of certain social, economic, and technical trends on business programs in the public community colleges of Michigan.

The study was divided into two phases. The first phase of the study was concerned with the determination of those trends which certain groups thought were significant enough to be taken into consideration in the development of programs of education for business. In addition, an attempt was made to determine whether or not various subjury groups differed in their judgements of specific trends. In the second phase, an attempt was made to identify changes, if any, resulting from the trends on education for business in the public community colleges of Michigan.

The hypotheses under test. Agreements or differences in opinion were sought through testing the following null hypotheses:

1. There is no difference between the beliefs held by members of the National Office Management Association and community college business education personnel concerning the importance of certain social, economic, and technical trends.

2. There is no difference between the beliefs held by business teacher educators and community college business education personnel concerning the importance of certain social, economic, and technical trends.

3. There is no difference between the beliefs held by community college business education personnel throughout the United States and those in Michigan concerning the importance of certain social, economic, and technical trends.

Purposes of the study. The ultimate purpose of this study was to determine the effect of societal changes on present and future practices of education for business in the public community colleges of Michigan. Additional purposes closely related to the major purpose of the investigation included:

1. Identifying certain social, economic, and technical trends which affect the business curricula in the public community colleges of Michigan.

2. Deriving a list of practices used by the public community colleges in Michigan in adapting their curricula to the changing society.

3. Determining the degree to which business educators are aware of the existence of social, economic, and technical trends which affect their programs and delineating those trends believed to be of significance or of little significance to business

programs in the public community colleges of Michigan.

4. Determining whether various groups who have impact on business programs agree as to the importance of the trends on business programs in the public community colleges of Michigan.

Need for the study. A need for an investigation of the implications of certain social, economic, and technical trends on business programs in the public community colleges of Michigan was apparent when consideration was given to the following facts:

1. There is an increased demand for office personnel.

2. There is a need to appraise education for business in the public community college in light of social change.

3. There is a need for an evaluation of current business programs in the public community colleges of Michigan.

4. There is a need to determine the practices implemented by the community colleges in solving curricula problems inherent in adopting the current social, economic, and technical trends.

The demand for office workers is identified in a statement provided by the United States Bureau of Labor Statistics: "In 1910, only 1 in 20 American workers was engaged in clerical work. By 1940, the proportion of clerical workers had risen to 1 in 10, and by 1950, to 1

in 8 employed workers. In 1958, it was still higher--about one in seven employed workers."[40]

Woerdoehoff, Nelson, and Coster stated the need for an appraisal and recognition of social, economic, and technical trends as they affect vocational education:

> Today, within a new setting distinguished by a complex changing industrial society, those responsible for vocational education must seriously ponder the direction and the functions which this field of education has performed and can perform. It is evident that social, economic, and technical changes are occuring which engender changes in the occupational structure of our society. It follows reasonably, then, that efficiency in vocational education is dependent upon the constant re-examination of societal conditions in terms of implications for the direction of its education programs.[41]

A need for an evaluation of current business programs in the public community colleges of Michigan was apparent as there had not been a study of business education programs in the public community colleges of Michigan in light of current social, economic, and technical trends.

Evidence indicates that if an educational program is to be sound, it must meet the needs of the community it serves. Therefore, if education for business in the public community colleges of Michigan is to meet the needs of the students and the business community it serves,

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[40]U. S. Bureau of Labor Statistics, op. cit.

[41]Woerdoehoff, Nelson, and Coster, op. cit.

it must develop practices which will meet the changes taking place within the community.

Limitations of the study. The study was directed toward the 16 public community colleges of Michigan which were in operation in the fall of 1960. No attempt was made to extend the findings to other public or private community colleges or to other educational institutions.

The findings were limited to business education personnel in the public community colleges of Michigan, business teacher educators in Michigan, members of the National Office Management Association in Michigan, and business education personnel in the public community colleges of the United States.

The investigation was directed toward office and accounting curricula only. Curricula in marketing education, law, and economics in the public community colleges of Michigan were disregarded for the purposes of this study. No comparison of the relationship of the trends to marketing education, law, and economics was intended.

The thirty-three trends, chosen for this investigation, were taken from the Purdue University Studies in Education, Vocational Education in Public Schools as Related to Social, Economic, and Technical Trends, Part I.[42]

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[42] Ibid.

Summary of the Procedures

Definition of the population. The population was composed of business education personnel in the public community colleges of Michigan, business teacher educators in the state universities and colleges and the University of Detroit, members of the National Office Management Association in Michigan, and business education personnel in the public community colleges of the United States.

Structure of the sample. The sample was composed of 364 persons including 76 business education personnel in the public community colleges of Michigan, 38 business teacher educators, 150 business education personnel in the public community colleges of the United States, and 100 members of the National Office Management Association in Michigan.

Collection of the data. A questionnaire was sent to the jury. Part I of the questionnaire was prepared to gather data concerning the respondents. Part II of the questionnaire was prepared to gather data concerning thirty-three specific social, economic, and technical trends.

The questionnaires were submitted to the jury during January and February, 1961. Of a total of 364 questionnaires sent to the jury, 257 or 70.6 per cent were

returned; of the 364 sent, 241 or 66.2 per cent were usable. As each instrument was received it was coded for IBM key punch operators.

The personal interview was utilized to determine the practices, if any, being carried on to implement the trends. All interviews were accomplished by the author.

Nine trends were selected for interviews because of their importance to business programs as determined by the jury or because of significant differences in opinion regarding the importance of the trends. An attempt was made to determine the accuracy of the ranking of the trends by the business education personnel in the public community colleges of Michigan.

The open-end method of interviewing was used allowing the person to have a considerable amount of freedom in responding to the trend.

The personal interviews were conducted during April, May, and June, 1961. Of a total of 63 requests for interviews, 53 persons or 84.1 per cent were interviewed.

Statistical Tests Used in the Analysis of Data

Scores were assigned to each of the thirty-three trends to determine rank order by summing the quantitative values assigned to each of the five possible responses.

The Chi-square in contingency tables was used as a test of the null hypotheses. The standard of rejecting the null hypotheses was set at the five per cent level.

Findings

Background of respondents.

1. Men outnumbered women 3 to 1 in the sample population.
2. In general, the age distribution of respondents in each category was similar in the 36-50 range.
3. The business education personnel in the public community colleges of Michigan had less experience in each of the categories of teaching experience (community college, college or university, high school) than did the business education personnel in the public community colleges sampled in the United States.
4. The majority of education respondents had three or fewer years of business experience.
5. The total number of years working experience for the members of the National Office Management Association revealed a mean of 19.6 years and a median of 19.8 years.
6. Two-thirds of the business education personnel in the public community colleges of Michigan completed their undergraduate degrees in Michigan

schools. Of the fifty-five who had completed their master's degrees, thirty-three were completed in Michigan colleges or universities, and two of the three doctorates were completed in Michigan.

7. Three-fourths of the business education personnel in the public community colleges of Michigan took their undergraduate work and graduate work in business administration or business education.
8. All but one member of the National Office Management Association had completed high school. Twenty-eight members had a bachelor's degree, 17 of which were completed in Michigan colleges or universities. All six master's degrees were completed in Michigan.
9. Seven of thirty-one business teacher educators had taught in a community college.
10. The sub-jury consisting of members of the National Office Management Association in Michigan represented a variety of businesses throughout the State.
11. The largest percentage of office employees, 37.7 per cent, was in firms employing 26 to 250 office workers. Of the total office employees, 19.7 per cent were employed in offices with fewer than twenty-five workers.

Quantitative analysis of the data.

12. The social, economic, and technical trends which were ranked highest were those which related directly or indirectly to the expansion and/or extension of education. See Table 21 for the rank order of the thirty-three trends.

13. The null hypothesis, "There is no difference between the beliefs held by members of the National Office Management Association of Michigan and community college business education personnel concerning the importance of certain social, economic, and technical trends," was rejected in eight instances. The following trends were rejected:

Trend 10. The number of terminal education programs involving two years of post high school education is increasing.

Trend 11. The percentage of students in public secondary schools enrolled in vocational education programs is increasing.

Trend 12. Expenditures for and participation in leisure-time and recreational activities are increasing.

Trend 16. The percentage of adults enrolled in educational programs in the public schools is increasing.

Trend 18. The range of occupations in which women are employed is increasing.

Trend 19. The percentage of persons in the labor force who are employed on a second job, either part-time or full-time, is increasing.

Trend 22. The number and percentage of women, especially married women, in the total labor force is increasing.

Trend 31. The ratio of persons in the labor force employed as craftsmen (skilled), operatives (semi-skilled), and technicians to persons employed as unskilled laborers is increasing.

Members of the National Office Management Association tended to rank the trends rejected of lesser importance to business programs in the public community colleges of Michigan than did the business education personnel in the public community colleges of Michigan.

14. The null hypothesis, "There is no difference between the beliefs held by business teacher educators and community college business education personnel concerning the importance of certain social, economic, and technical trends," was rejected in two instances. The following trends were rejected:

Trend 9. The number of occupations for which licenses or certificates are required is increasing.

Trend 10. The range of occupations in which women are employed is increasing.

Business teacher educators tended to rank Trend 9 of lesser importance to business programs in the public community colleges of Michigan than did the business education personnel in the public community colleges of Michigan.

Business teacher educators tended to rank Trend 10 of more importance to business programs in the public community colleges of Michigan than did the business education personnel in the public community colleges of Michigan.

15. The null hypothesis, "There is no difference between the beliefs held by business education personnel in the public community colleges of the United States and business education personnel in the public community colleges of Michigan concerning the importance of certain social, economic, and technical trends," was rejected once. The following trend was rejected:

Trend 24. The percentage of the labor force in farming is declining.

The business education personnel in the public community colleges of the United States tended to rank Trend 24 of more importance to

business programs in the public community colleges than did the business education personnel in the public community colleges of Michigan.

Findings from interviews.

16. The addition of new courses or areas of study was used to implement the following trends:

    The number of years youth spend in education prior to entering the labor force is increasing.

    The ratio of occupations requiring specialized training to occupations requiring little or no training is increasing.

    The number of terminal education programs involving two years of post high school education is increasing.

    The number of new occupations, resulting from technological developments in business, industry, and agriculture is increasing.

    The range of occupations in which women are employed is increasing.

    The demand for persons with education beyond the high school level is increasing.

17. Adult programs in education for business were used to implement the following trends:

    The number of years youth spend in education prior to entering the labor force is increasing.

    The range of occupations in which women are employed is increasing.

    The percentage of persons in the labor force who are employed on a second job, either part-time or full-time, is increasing.

The demand for persons with education beyond the high school level is increasing.

18. Teaching by television was being planned to implement the following trends:

    The number of years youth spend in education prior to entering the labor force is increasing.

    The demand for persons with education beyond the high school level is increasing.

19. Advisory committees were used in the development of curricula for the following trends:

    The ratio of occupations requiring specialized training to occupations requiring little or no training is increasing.

    The number of new occupations, resulting from technological developments in business, industry, and agriculture is increasing.

    The demand for persons with education beyond the high school level is increasing.

20. Field trips were used to augment classroom experiences for the following trends:

    The ratio of occupations requiring specialized training to occupations requiring little or no training is increasing.

    The number of new occupations, resulting from technological developments in business, industry, and agriculture is increasing.

    The demand for persons with education beyond the high school level is increasing.

21. Cooperative training programs were used to incorporate the following trends:

The ratio of occupations requiring specialized training to occupations requiring little or no training is increasing.

The number of new occupations, resulting from technological developments in business, industry, and agriculture is increasing.

The demand for persons with education beyond the high school level is increasing.

22. The "open door" policy of public community colleges in Michigan was used to implement all nine trends included in the interviews.

23. The addition of new staff members was used to implement the following trends:

    The number of years youth spend in education prior to entering the labor force is increasing.

    The demand for persons with education beyond the high school level is increasing.

24. The enlargement of the business department and/or new facilities were used to augment the following trends:

    The number of years youth spend in education prior to entering the labor force is increasing.

    The demand for persons with education beyond the high school level is increasing.

    American colleges and universities are becoming more selective with regard to admission policies.

25. Follow-up studies of transfer students were used in incorporating the following trends:

The number of years youth spend in education prior to entering the labor force is increasing.

The number of new occupations, resulting from technological developments in business, industry, and agriculture is increasing.

The demand for persons with education beyond the high school level is increasing.

26. Counseling students was used to relate the following trends to the program:

The ratio of occupations requiring specialized training to occupations requiring little or no training is increasing.

The number of new occupations, resulting from technological developments in business, industry, and agriculture is increasing.

The demand for persons with education beyond the high school level is increasing.

27. In some instances, equipment was found to be meeting the needs of the following trends:

The ratio of occupations requiring specialized training to occupations requiring little or no training is increasing.

The number of new occupations, resulting from technological developments in business, industry, and agriculture is increasing.

The demand for persons with education beyond the high school level is increasing.

American colleges and universities are becoming more selective with regard to admission policies.

28. The addition of new courses or areas of study was suggested by business education personnel in the public community colleges of Michigan as a means of implementing the following trends:

    The ratio of occupations requiring specialized training to occupations requiring little or no training is increasing.

    American colleges and universities are becoming more selective with regard to admission policies.

29. Adult programs in education for business were suggested by business education personnel in the public community colleges of Michigan as a means for implementing the following trend:

    The demand for persons with education beyond the high school level is increasing.

30. Cooperative training programs were suggested as a means for incorporating the following trends:

    The number of years youth spend in education prior to entering the labor force is increasing.

    The number of new occupations, resulting from technological developments in business, industry, and agriculture is increasing.

31. Closer working relationships with business representatives and the entire college staff were suggested as a means for implementing the following trends:

The number of terminal education programs involving two years of post high school education is increasing.

The range of occupations in which women are employed is increasing.

32. More emphasis on the terminal program and student was suggested as a means for incorporating the following trends:

The number of years youth spend in education prior to entering the labor force is increasing.

The number of terminal education programs involving two years of post high school education is increasing.

The demand for persons with education beyond the high school level is increasing.

American colleges and universities are becoming more selective with regard to admission policies.

33. A better guidance program was suggested as a means for implementing the following trends:

The number of years youth spend in education prior to entering the labor force is increasing.

The ratio of occupations requiring specialized training to occupations requiring little or no training is increasing.

The number of terminal education programs involving two years of post high school education is increasing.

The number of new occupations, resulting from technological developments in business, industry, and agriculture is increasing.

The range of occupations in which women are employed is increasing.

The demand for persons with education beyond the high school level is increasing.

American colleges and universities are becoming more selective with regard to admission policies.

34. Planning for future needs and developments were suggested as a means for implementing the following trends:

    The number of terminal education programs involving two years of post high school education is increasing.

    The number of new occupations, resulting from technological developments in business, industry, and agriculture is increasing.

    The demand for persons with education beyond the high school level is increasing.

    American colleges and universities are becoming more selective with regard to admission policies.

Conclusions

From an analysis of the findings of this study pertaining to the implications of certain social, economic, and technical trends on business programs in the public community colleges of Michigan, the following conclusions have been drawn.

1. The jury was interested in the implications of certain social, economic, and technical trends on business programs in the public community colleges of Michigan. This interest was indicated

by the high percentage of response to the questionnaires, the large number of interviews granted, and the favorable reception given the interviewer.

The interest shown by the jury may be reflected in curricula revisions or important innovations on the part of the public community colleges of Michigan if leadership emerges.

2. The thinking of business education instructors in regard to the trends was similar regardless of the type of collegiate institution in which they were employed or its location.

The business teacher educators in Michigan differed on only two occasions in their opinions of the importance of the trends with business education personnel in the public community colleges of Michigan.

The business education personnel in the public community colleges of the United States differed only once in their opinions of the importance of the trends with business education personnel in the public community colleges of Michigan.

If educators hold the same basic premises concerning the trends, then it may be assumed that practices appropriate for one institution

may be acceptable and desirable for other institutions.

3. The thinking of the members of the National Office Management Association of Michigan regarding the importance of the trends was less similar than that of business education personnel in the public community colleges of Michigan.
4. A gap exists between the knowledge and/or awareness of trends on the part of business education personnel in the public community colleges of Michigan and the implementation of the trends into the business programs.

   The business education personnel in the public community colleges of Michigan appear to be aware of the trends but certain factors have evidently inhibited curricula development or innovation.
5. A variety of practices were in effect in the public community colleges of Michigan as a means of implementing social, economic, and technical trends into the curricula. No one practice or group of practices was found in all colleges.
6. Generally, few or no implications were seen by business education personnel in the public

community colleges of Michigan with regard to the objectives and philosophy of business programs in implementing the trends.

It may be that educators feel that the objectives and philosophy of the public community colleges are meeting the needs implied by the trends.

7. Extremes were evident in the extent of practices which were in effect or being planned in the public community colleges of Michigan as to administrative practices, ranging from nonexistent to well-planned practices.
8. In general, the business programs in the public community colleges of Michigan were not reflecting the changes taking place within the community and society as a whole.

The tone of the interviews, the results of the interviews, and the observations made of the departments inferred little planning was actually being carried on. Many educators could see implications for trends but there was slight evidence to indicate they were planning major changes in their programs.

Recommendations

The following recommendations are made from the findings and conclusions of this study.

1. That business education personnel in the public community colleges of Michigan re-evaluate office curricula in light of current social, economic, and technical trends taking place within the community served by the college.

   That the re-evaluation be done through the cooperation of local chapters of the National Office Management Association and the National Secretaries Association (International), business advisory committees, and/or special lay committees.

2. That business education personnel in the public community colleges of Michigan become acquainted with the business community which they serve.

   This may be achieved as a result of participating in many activities, such as becoming acquainted with the business community through advisory committees and visitations, membership in local service clubs, acting as consultants for business, using local businessmen as consultants in the classroom, and/or by making community surveys.

3. That business education personnel in the public community colleges of Michigan and businessmen

within the community work together to arrive at a sound business program.

The previous activities, stated for Recommendation 2, may hold true for this recommendation.

4. That business education personnel in the public community colleges of Michigan should consider the social, economic, and technical trends taking place within the community as a basis for improving their present business programs.
5. That business education personnel in the public community colleges of Michigan impress upon the school administrators and their department chairman the importance of curricula change.

   This may be achieved as a result of follow-up studies, community surveys, informing administrative personnel of effective practices taking place in other institutions, and/or through the placement pattern of business students.
6. That the initiative for changes within the business program be assumed by the business teachers and department heads of the public community colleges of Michigan.
7. That business education personnel in the public community colleges of Michigan seek from other

community colleges in the United States effective practices used to implement social changes.

The practices could be obtained by correspondence, the exchange of business staff members in the colleges, and/or visitations to other colleges.

8. It is recommended that a study be made of the practices which should be in effect by business departments in relation to social, economic, and technical trends as seen by the members of the National Office Management Association.
9. It is recommended that a study be made of the implications of social, economic, and technical trends on marketing education in the public community colleges of Michigan.

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APPENDICES

APPENDIX A

PUBLIC COMMUNITY COLLEGES OF MICHIGAN

College	Location	Total Number Enrolled*	Founded
Alpena Community	Alpena	276	1952
Bay City Junior (Delta College)	Bay City	2,162	1922
Community College and Technical Institute	Benton Harbor	594	1946
Flint Community Junior	Flint	4,144	1923
Gogebic Community	Ironwood	145	1932
Grand Rapids Junior	Grand Rapids	2,294	1914
Henry Ford Community	Dearborn	5,820	1938
Highland Park Junior	Highland Park	1,770	1918
Jackson Junior	Jackson	1,095	1928
Kellogg Community	Battle Creek	819	1956
Lansing Community	Lansing	857	1957
Muskegon Community	Muskegon	1,444	1926
North Central Michigan	Petoskey	168	1958
Northwestern Michigan	Traverse City	606	1951
Port Huron Junior	Port Huron	1,165	1923
South Macomb Community	Warren	1,233	1953

*Head count, fall 1959.

MICHIGAN STATE UNIVERSITY
College of Education

APPENDIX B

IMPLICATIONS OF SOCIAL, ECONOMIC, AND TECHNICAL TRENDS ON BUSINESS PROGRAMS IN THE PUBLIC COMMUNITY COLLEGES OF MICHIGAN

Please Check: Male____ Female ____ Age: 35 or under ____ 36-50 ____ 51 plus _____

Present Teaching Institution: Junior College _____ College or University _____

Name of College or University _____

Title of Position _____

Years Teaching Experience: Junior College _____ College or University _____

High School _____ Other _____ Total Years _____

Months Business Experience: Supervisory ____ Non-Supervisory _____ Total _____

Positions Held in Business: _____

Colleges or Universities Attended	Major Area	Dates Attended	Degrees Received

- -

INSTRUCTIONS FOR ANSWERING CHECK LIST:

1. Please read each trend carefully, and ask yourself, "Does this trend involve or suggest a trend which is fundamental to the present business programs in the public community colleges of Michigan?"

2. Place a check (✓) in one of the four columns to the right of each trend.

   Check (Very Important)----if the trend is very important to business programs in the community colleges of Michigan.

   Check (Important)----if a trend is involved, but is of considerably less importance to business programs in the community colleges than one checked as very important.

   Check (Little Importance)-if a trend is of little importance to business programs in the community colleges.

   Check (Irrelevant)----if a trend is irrelevant to business programs in the public community colleges of Michigan.

3. Additional trends which you believe should be included in the study may be listed on page 5. Please indicate the importance of your suggested trends.

4. I wish to receive the results of the study. ____ Yes ____ No.

5. Your cooperation in completing this check list prior to February 6, 1961,

*SOCIAL, ECONOMIC, AND TECHNICAL TRENDS

If you have no opinion, please leave the column blank.

		Very Important	Important	Little Importance	Irrelevant	
1.	Purchasing habits of the American people are changing, with use of credit buying and long-term payments increasing.					1
2.	The number of years youth spend in education prior to entering the labor force is increasing.					2
3.	Expenditures for research and development in agriculture and industry are expanding rapidly.					3
4.	The ratio of number of persons employed by corporations, institutions, and other persons to the number of self-employed persons is increasing.					4
5.	The ratio of occupations requiring specialized training to occupations requiring little or no training is increasing.					5
6.	The percentage of persons in the labor force who are members of organized labor unions is increasing.					6
7.	The percentage of the population dependent upon incomes from pensions, annuities, and Social Security is increasing.					7
8.	The percentage of persons in the labor force employed in supervisory, managerial, and professional positions is increasing.					8
9.	The number of occupations for which licenses or certificates are required is increasing.					9
10.	The number of terminal education programs involving two years of post high school education is increasing.					10
11.	The percentage of students in public secondary schools enrolled in vocational education programs is increasing.					11

*SOCIAL, ECONOMIC, AND TECHNICAL TRENDS

If you have no opinion, please leave the column blank.

	Very Important	Important	Little Importance	Irrelevant	
12. Expenditures for and participation in leisure time and recreational activities are increasing.					12
13. The agricultural and industrial productivity of the nation gradually is being concentrated into a relatively small number of units of production.					13
14. Management is becoming increasingly concerned about the physical, mental, and emotional welfare and physical comfort and safety of the employee.					14
15. The number of new occupations, resulting from technological developments in business, industry, and agriculture is increasing.					15
16. The percentage of adults enrolled in educational programs in public schools is increasing.					16
17. The ratio of the number of persons engaged in processing, distributing, and providing services to the number of persons engaged in production is increasing.					17
18. The range of occupations in which women are employed is increasing.					18
19. The percentage of persons in the labor force who are employed on a second job, either part-time or full-time, is increasing.					19
20. The American people are becoming increasingly security conscious and are participating more extensively in plans for pensions, health and life insurance, and social welfare programs provided by industry and government.					20
21. Persons over 45 years of age are experiencing increasing difficulty in obtaining employment.					21

*SOCIAL, ECONOMIC, AND TECHNICAL TRENDS

If you have no opinion, please leave the column blank.

		Very Important	Important	Little Importance	Irrelevant	
22.	The number and percentage of women, especially married women, in the total labor force is increasing.					22
23.	Training programs in industry designed to prepare, upgrade, and retrain persons for employment are increasing.					23
24.	The percentage of the labor force in farming is declining.					24
25.	Geographical mobility is increasing for highly educated workers.					25
26.	The management of agricultural and industrial productivity is being shifted gradually from owners to managerial persons.					26
27.	The average number of years of schooling completed by adults in the total population is gradually increasing.					27
28.	The demand for persons with education beyond the high school level is increasing.					28
29.	American colleges and universities are becoming more selective with regard to admission policies.					29
30.	The American people are becoming increasingly conscious of problems and practices pertaining to health and safety.					30
31.	The ratio of persons in the labor force employed as craftsmen (skilled), operatives (semi-skilled), and technicians to persons employed as unskilled laborers is increasing.					31
32.	Specialized training and employment opportunities for handicapped persons are increasing.					32

*SOCIAL, ECONOMIC, AND TECHNICAL TRENDS

If you have no opinion, please leave the column blank.

	Very Important	Important	Little Importance	Irrelevant	
33. Rapid social, economic, and technological changes in American society are engendering increased uncertainty in personal values and social direction.					33

*The trends were taken from The Purdue University Studies in Education, 1960, Vocational Education in Public Schools as Related to Social, Economic, and Technical Trends.

Please list additional trends which you believe should be included in the study below and indicate the importance of the trends.

A.					A
B.					B
C.					C
D.					D
E.					E
F.					F

MICHIGAN STATE UNIVERSITY
College of Education

APPENDIX C

IMPLICATIONS OF SOCIAL, ECONOMIC, AND TECHNICAL TRENDS ON BUSINESS PROGRAMS IN THE PUBLIC COMMUNITY COLLEGES OF MICHIGAN

Please Check: Male ____ Female ____ Age: 35 or under ____ 36-50 ____ 51 plus ____

Product or Service of Firm ____________________

Name of Firm ____________________

Title of Position ____________________ Years at Firm ______

Number of Employees in Firm ______________ Number of Office Employees _________

Years Business Experience: Supervisory ____ Non-Supervisory ____ Total __________

Circle Highest Grade Completed: 8 9 10 11 12 (List additional education below)

Colleges or Schools Attended	Major Area	Dates Attended	Degrees Received

INSTRUCTIONS FOR ANSWERING CHECK LIST:

1. Please read each trend carefully, and ask yourself, "Does this trend involve or suggest a trend which is fundamental to the present business programs in the public community colleges of Michigan?"

2. Place a check (✓) in one of the four columns to the right of each trend.

   Check (Very Important)----if the trend is very important to business programs in the community colleges of Michigan.

   Check (Important)----if a trend is involved, but is of considerably less importance to business programs in the community colleges than one checked as very important.

   Check (Little Importance)-if a trend is of little importance to business programs in the community colleges.

   Check (Irrelevant)----if a trend is irrelevant to business programs in the public community colleges of Michigan.

3. Additional trends which you believe should be included in the study may be listed on page 5. Please indicate the importance of your suggested trends.

4. I wish to receive the results of the study. ____ Yes ____ No.

5. Your cooperation in completing this check list prior to February 6, 1961, will be appreciated.

MICHIGAN STATE UNIVERSITY EAST LANSING

COLLEGE OF EDUCATION

April 19, 1961

Thank you for your help in completing the first phase of my study of the implications of social, economic, and technical trends on business programs in the public community colleges of Michigan.

As part of the final phase of the study, I would appreciate having an opportunity to discuss some of the trends with you. Would a 30-minute period on be a convenient date for you? As there are a number of faculty members to be interviewed, Mr. has agreed to aid me by recording the time you desire for the interview. Would you please, therefore, tell Mr. the time that would be convenient for you on .

Only nine trends have been selected for a further depth study. The time you give will be very helpful in providing information which could not be obtained through a questionnaire. The nine trends which I would like to discuss with you are listed on the enclosed form.

If you will save the form, with any notations you desire to make concerning the trends, the interview session will be expedited.

Sincerely yours,

Robert Poland
Michigan Vocational Education Evaluation Project
305 College of Education

RP/cas

Enclosure

MICHIGAN STATE UNIVERSITY
College of Education

APPENDIX E

IMPLICATIONS OF SOCIAL, ECONOMIC, AND TECHNICAL TRENDS ON BUSINESS PROGRAMS IN THE PUBLIC COMMUNITY COLLEGES OF MICHIGAN

Out of all the work which I have done, I have listed some trends below which may have implications for education for business in the community colleges. For each trend please make specific suggestions as to what should be done in terms of such areas as curriculum, instructional materials, equipment, objectives, work experience, selection of teachers, guidance, and adult education programs. These are a few areas which may be affected by the trends. Please list any other areas which you think are now or will be affected by these trends. If you think nothing should be done in terms of the trends, please give reasons for your opinion.

If you will make your notations prior to our meeting in the space provided below each trend, it will expedite the interview session.

- -

1. The number of years youth spend in education prior to entering the labor force is increasing.

2. The ratio of occupations requiring specialized training to occupations requiring little or no training is increasing.

3. The number of terminal education programs involving two years of post high school education is increasing.

4. The number of new occupations, resulting from technological developments in business, industry, and agriculture is increasing.

5. The range of occupations in which women are employed is increasing.

6. The percentage of persons in the labor force who are employed on a second job, either part-time or full-time, is increasing.

7. The percentage of the labor force in farming is declining.

8. The demand for persons with education beyond the high school level is increasing.

9. American colleges and universities are becoming more selective with regard to admission policies.

MICHIGAN STATE UNIVERSITY EAST LANSING

COLLEGE OF EDUCATION

October 28, 1960

I am undertaking a study in conjunction with the Evaluative Study of Vocational Education in Michigan which is being directed by Dr. Lawrence Borosage, of Michigan State University, and will appreciate your assistance.

We are at this time holding meetings with Mr. Victor Bielinski, Research Consultant for the Michigan Council of Community College Administrators, seeking the cooperation of the community colleges in this study.

Enclosed is a list of your business staff for the school year 1959-60. Will you please indicate additions or deletions; the major area in which the staff member teaches, such as secretarial, accounting, or retailing; and other areas in which the staff member is occasionally called upon to teach.

If you have a chairman of the Business Department, a Chairman of Vocational Education, and a Curriculum Director, may I also have these names? This information may be listed at the bottom of the attached form.

Your cooperation in completing this list prior to November 10, 1960, will be appreciated. A self-addressed envelope is enclosed for your convenience.

Sincerely yours,

Robert Poland

Enclosures 2

APPENDIX G

MICHIGAN STATE UNIVERSITY EAST LANSING

COLLEGE OF EDUCATION

October 28, 1960

I am undertaking a study of current social, economic, and technical trends as they affect the status and practices of business education programs in the public community colleges of Michigan and I will appreciate your assistance.

May I please have a list of your staff who teach in the business teacher education area? Many community college business teachers have their training in business teacher education programs such as yours, so I want to include the teacher trainers in my study. The business teacher education area is limited in this case to those who teach methods courses, professional undergraduate and graduate courses; to those who advise students who are seeking teaching certificates; and to those who supervise student business teachers. Please do not list those who teach content courses only, such as shorthand and typewriting.

The enclosed form may be used to list your staff. I would appreciate your indicating the duties of your staff by a check mark in the appropriate column. Please indicate the chairman or individual staff member who is in charge of business teacher preparation at your school.

Your cooperation in completing this list prior to November 20, 1960, will be appreciated. A self-addressed envelope is enclosed for your convenience.

Yours sincerely,

Robert Poland

Enclosures 2

APPENDIX H

MICHIGAN STATE UNIVERSITY EAST LANSING

COLLEGE OF EDUCATION

November 29, 1960

Your cooperation in providing a list of members of your chapter of the National Office Management Association will be very helpful in carrying out a research project pertaining to office management. I am beginning a study of current social, economic, and technical trends as they affect the status and practices of business programs in the public community colleges of Michigan. The study will be part of a state-wide study of vocational education programs in Michigan. I have talked with Mr. Alex Kirkpatrick, President of the Lansing NOMA Chapter and he feels that NOMA in Michigan would be interested in such a study.

Many community college business students are or will be working in offices where your members are employed, so I want to include the NOMA members of Michigan in my study. The NOMA members will be asked to state their opinions regarding current social, economic, and technical trends as they relate to business programs.

If business programs in the community colleges of Michigan are to meet your needs, then the first-hand knowledge of the office managers must be taken into consideration in the development of programs.

Your cooperation in this study will be appreciated. A self-addressed envelope is enclosed for your convenience. I would appreciate receiving your membership list prior to December 9, 1960.

Sincerely yours,

Robert Poland

Enclosure

APPENDIX I

MICHIGAN STATE UNIVERSITY EAST LANSING

COLLEGE OF EDUCATION

WHAT CURRENT TRENDS ARE AFFECTING COMMUNITY COLLEGE BUSINESS PROGRAMS?

Because you are an individual interested in the preparation of future business personnel, I would appreciate your cooperation in completing the enclosed questionnaire. This questionnaire is also being sent to approximately 425 office managers and business educators in an attempt to discover the implications of current social, economic, and technical trends on business programs in the public community colleges of Michigan. The study is to be part of a state-wide study of vocational education in Michigan being conducted by the Michigan Vocational Education Evaluation Project.

The trends have been substantiated in the Purdue University Studies in Education, 1960, Vocational Education in Public Schools as Related to Social, Economic, and Technical Trends.

There are only thirty-three trends to which responses are requested. A few minutes of your time in completing the questionnaire -- just a few check marks -- will aid business educators in developing sound business programs in the community colleges.

If you wish results of the study, please check the blank provided on the questionnaire. An extra copy of the trends is enclosed for your use.

An addressed envelope is enclosed for your convenience in returning the questionnaire prior to February 6, 1961.

Sincerely yours,

Robert Poland
Michigan Vocational Education Evaluation Project
305 College of Education

RP:cas

Enclosures 3

MICHIGAN STATE UNIVERSITY EAST LANSING

COLLEGE OF EDUCATION

WHAT CURRENT TRENDS ARE AFFECTING COMMUNITY COLLEGE BUSINESS PROGRAMS?

If you have a business program or are planning for one in the future, I would appreciate your asking the business department chairman or an individual designated by you to aid me by completing the enclosed questionnaire. This questionnaire is also being sent to approximately 425 office managers and business educators in an attempt to discover the implications of current social, economic, and technical trends on business programs in the public community colleges. This study is to be part of a state-wide study of vocational education in Michigan being conducted by the Michigan Vocational Education Evaluation Project.

The trends have been substantiated in the Purdue University Studies in Education, 1960, Vocational Education in Public Schools as Related to Social, Economic, and Technical Trends.

There are only thirty-three trends to which responses are requested. A few minutes time in completing the questionnaire -- just a few check marks -- will aid business educators in developing sound business programs in the community colleges.

If you wish results of the study, please check the blank provided on the questionnaire. An extra copy of the trends is enclosed for your use.

An addressed envelope is enclosed for your convenience in returning the questionnaire prior to February 6, 1961.

Sincerely yours,

Robert Poland
Michigan Vocational Education Evaluation Project
305 College of Education

RP:cas

Enclosures 3

APPENDIX K

MICHIGAN STATE UNIVERSITY EAST LANSING

COLLEGE OF EDUCATION

February 10, 1961

A few weeks ago I sent you, as one of many businessmen and educators, a questionnaire concerning the implications of current social, economic, and technical trends on business programs in the public community colleges. If my records are correct, I have not received your opinion.

The local presidents of the National Office Management Association and the Michigan Council of Community College Administrators have given their backing to this partial study of a state-wide investigation of vocational education in the State of Michigan -- but more than their backing is needed, your response is needed!

There are only thirty-three trends to which responses are requested. A few minutes of your time in completing the questionnaire will insure its delivery prior to February 25, 1961. Thank you.

Sincerely yours,

Robert Poland
Michigan Vocational Education Evaluation Project
305 College of Education

RP:cas

APPENDIX L

OPINIONS OF RESPONDENTS CONCERNING IMPORTANCE OF THIRTY-THREE TRENDS AND RESULTS OF STATISTICAL TESTS

1. Purchasing habits of the American people are changing, with use of credit buying and long-term payments increasing.

Degree of Importance	Sub-Jury Groups								Total Jury	
	CCM		CCUS		BTE		NOMA			
	No.	%	No.	%	No.	%	No.	%	No.	%
Very Important	23	36.5	34	39.5	12	38.7	18	29.5	87	36.1
Important	31	49.2	42	38.8	13	42.0	25	41.0	111	46.1
Little Importance	4	6.3	5	5.8	5	16.1	8	13.1	22	9.1
Irrelevant	1	1.6	2	2.3	1	3.2	6	9.8	10	4.1
No Opinion	4	6.3	3	3.5			4	6.6	11	4.6
Total	63	99.9[b]	86	99.9[b]	31	100.0	61	100.0	241	100.0
Chi Square			.368		2.963		4.370			

[a]CCM--Community Colleges, Michigan; CCUS--Community Colleges, United States; BTE--Business Teacher Educators; NOMA--National Office Management Association

[b]Discrepancy due to rounding off percentages

*Significantly different at 5% level

APPENDIX L—Continued

2. The number of years youth spend in education prior to entering the labor force is increasing.

Degree of Importance	Sub-Jury Groups								Total Jury	
	CCM		CCUS		BTE		NOMA			
	No.	%	No.	%	No.	%	No.	%	No.	%
Very Important	43	68.2	47	54.6	19	61.3	35	57.4	144	59.8
Important	18	28.6	37	43.0	11	35.5	18	29.5	84	34.9
Little Importance	2	3.2	1	1.2	1	3.2	5	8.2	9	3.7
Irrelevant	1	1.2					2	2.3	3	1.2
No Opinion							1	1.6	1	.4
Total	63	100.0	86	100.0	31	100.0	61	100.0	241	100.0
Chi Square			2.761		.419		4.448			

APPENDIX L--Continued

3. Expenditures for research and development in agriculture and industry are expanding rapidly.

Degree of Importance	Sub-Jury Groups								Total Jury	
	CCM		CCUS		BTE		NOMA			
	No.	%	No.	%	No.	%	No.	%	No.	%
Very Important	15	23.8	20	23.3	7	22.6	25	40.9	67	27.8
Important	33	53.4	47	54.6	16	51.6	22	36.1	118	48.9
Little Importance	12	19.0	14	16.3	4	12.9	7	11.5	37	15.4
Irrelevant	1	1.6	1	1.2	3	9.7	3	4.9	8	3.3
No Opinion	2	3.2	4	4.6	1	3.2	4	6.6	11	4.6
Total	63	100.0	86	100.0	31	100.0	86	100.0	241	100.0
Chi Square			.056		.054		7.580			

APPENDIX L--Continued

4. The ratio of number of persons employed by corporations, institutions, and other persons to the number of self-employed persons is increasing.

Degree of Importance	Sub-Jury Groups								Total Jury	
	CCM		CCUS		BTE		NOMA			
	No.	%	No.	%	No.	%	No.	%	No.	%
Very Important	20	31.7	21	24.4	11	35.5	16	26.2	68	28.2
Important	26	57.1	48	55.8	15	48.4	35	57.4	134	55.6
Little Importance	5	7.9	11	12.8	3	9.7	6	9.8	25	10.4
Irrelevant			2	2.3			3	4.9	5	2.1
No Opinion	2	3.2	4	4.6	2	6.4	1	1.6	9	3.7
Total	63	99.9[b]	86	100.0	31	100.0	61	100.0	241	100.0
Chi Square			2.468		.840		1.083			

APPENDIX L—Continued

5. The ratio of occupations requiring specialized training to occupations requiring little or no training is increasing.

Degree of Importance	Sub-Jury Groups								Total Jury	
	CCM		CCUS		BTE		NOMA			
	No.	%	No.	%	No.	%	No.	%	No.	%
Very Important	48	76.2	56	65.1	22	71.0	37	60.6	163	67.6
Important	13	20.6	27	31.4	8	25.8	17	27.9	65	27.0
Little Importance	2	3.2	3	3.5	1	3.2	4	6.6	10	4.1
Irrelevant							2	3.3	2	.8
No Opinion							1	1.6	1	.4
Total	63	100.0	86	100.0	31	100.0	61	100.0	241	99.9[b]
Chi Square			2.087		.306		3.408			

APPENDIX L—Continued

6. The percentage of persons in the labor force who are members of organized labor unions is increasing.

Degree of Importance	Sub-Jury Groups								Total Jury	
	CCM		CCUS		BTE		NOMA			
	No.	%	No.	%	No.	%	No.	%	No.	%
Very Important	9	14.3	11	12.8	3	9.7	12	19.7	35	14.5
Important	30	47.6	40	46.5	17	54.8	23	37.7	110	45.6
Little Importance	14	22.2	25	29.1	7	22.6	14	22.9	60	24.9
Irrelevant	8	12.7	8	9.3	3	9.7	8	13.1	27	11.2
No Opinion	2	3.2	2	2.3	1	3.2	4	6.6	9	3.7
Total	63	100.0	86	100.0	31	100.0	61	100.0	241	99.9[b]
Chi Square			1.182		.701		1.543			

APPENDIX L—Continued

7. The percentage of the population dependent upon incomes from pensions, annuities, and Social Security is increasing.

Degree of Importance	Sub-Jury Groups								Total Jury	
	CCM		CCUS		BTE		NOMA			
	No.	%	No.	%	No.	%	No.	%	No.	%
Very Important	17	27.0	27	31.4	6	19.4	18	29.5	68	28.2
Important	20	31.7	38	44.2	16	51.6	19	31.2	93	38.6
Little Importance	18	28.6	14	16.3	7	22.6	10	16.4	49	20.3
Irrelevant	6	9.5	4	4.6	2	6.4	13	21.3	25	10.4
No Opinion	2	3.2	3	3.5			1	1.6	6	2.5
Total	63	100.0	86	100.0	31	100.0	61	100.0	241	100.0
Chi Square			4.960		3.638		4.002			

8. The percentage of persons in the labor force employed in supervisory, managerial, and professional positions is increasing.

Degree of Importance	Sub-Jury Groups								Total Jury	
	CCM		CCUS		BTE		NOMA			
	No.	%	No.	%	No.	%	No.	%	No.	%
Very Important	36	57.1	39	45.3	14	45.2	31	50.8	120	49.8
Important	24	38.1	43	50.0	12	38.7	23	37.7	102	42.3
Little Importance	1	1.6	1	1.2	4	12.9	4	6.6	10	4.1
Irrelevant	1	1.6	2	2.3	1	3.2	1	1.6	5	2.1
No Opinion	1	1.6	1	1.2			2	3.3	4	1.7
Total	63	100.0	86	100.0	31	100.0	61	100.0	241	100.0
Chi Square			2.046		3.848		3.239			

APPENDIX L—Continued

9. The number of occupations for which licenses or certificates are required is increasing.

Degree of Importance	Sub-Jury Groups								Total Jury	
	CCM		CCUS		BTE		NOMA			
	No.	%	No.	%	No.	%	No.	%	No.	%
Very Important	23	36.5	18	20.9	7	22.6	13	21.3	61	25.3
Important	25	39.7	44	51.2	21	67.7	27	44.3	117	48.6
Little Importance	12	19.0	21	24.4	2	6.4	14	22.9	49	20.3
Irrelevant	2	3.2	1	1.2			5	8.2	8	3.3
No Opinion	1	1.6	2	2.3	1	3.2	2	3.3	6	2.5
Total	63	100.0	86	100.0	31	100.0	61	100.0	241	100.0
Chi Square			4.532		6.693*		4.592			

APPENDIX L--Continued

10. The number of terminal education programs involving two years of post high school education is increasing.

Degree of Importance	Sub-Jury Groups								Total Jury	
	CCM		CCUS		BTE		NOMA			
	No.	%	No.	%	No.	%	No.	%	No.	%
Very Important	47	74.6	56	65.1	17	54.8	17	27.9	137	56.9
Important	13	20.6	23	26.7	14	45.2	25	41.0	75	31.1
Little Importance	1	1.6	6	7.0			11	18.0	18	7.5
Irrelevant	1	1.6					2	3.3	3	1.2
No Opinion	1	1.6	1	1.2			6	9.8	8	3.3
Total	63	100.0	86	100.0	31	100.0	61	100.0	241	100.0
Chi Square			1.601		3.722		29.840*			

APPENDIX L--Continued

11. The percentage of students in public secondary schools enrolled in vocational education programs is increasing.

Degree of Importance	Sub-Jury Groups								Total Jury	
	CCM		CCUS		BTE		NOMA			
	No.	%	No.	%	No.	%	No.	%	No.	%
Very Important	24	38.1	28	32.5	14	45.2	10	16.4	76	31.5
Important	27	42.8	38	44.2	15	48.4	26	42.6	106	44.0
Little Importance	10	15.9	18	20.9	2	6.4	18	29.5	48	19.9
Irrelevant	1	1.6	1	1.2			3	4.9	5	2.1
No Opinion	1	1.6	1	1.2			4	6.6	6	2.5
Total	63	100.0	86	100.0	31	100.0	61	100.0	241	100.0
Chi Square			.618		2.586		10.283*			

APPENDIX L--Continued

12. Expenditures for and participation in leisure time and recreational activities are increasing.

Degree of Importance	Sub-Jury Groups								Total Jury	
	CCM		CCUS		BTE		NOMA			
	No.	%	No.	%	No.	%	No.	%	No.	%
Very Important	16	25.4	14	16.3	10	32.3	6	9.8	46	19.1
Important	26	41.3	44	51.2	10	32.3	22	36.1	102	42.3
Little Importance	13	20.6	15	17.4	10	32.3	12	19.7	50	20.8
Irrelevant	5	7.9	7	8.1	1	3.1	14	22.9	27	11.2
No Opinion	3	4.8	6	7.0			7	11.5	16	6.6
Total	63	100.0	86	100.0	31	100.0	61	100.0	241	100.0
Chi Square			2.614		3.761		10.610*			

APPENDIX L--Continued

13. The agricultural and industrial productivity of the nation gradually is being concentrated into a relatively small number of units of production.

Degree of Importance	Sub-Jury Groups								Total Jury	
	CCM		CCUS		BTE		NOMA			
	No.	%	No.	%	No.	%	No.	%	No.	%
Very Important	10	15.9	14	16.3	6	19.4	15	24.6	45	18.7
Important	31	49.2	43	50.0	11	35.5	22	36.1	107	44.4
Little Importance	12	19.0	15	17.4	5	16.1	10	16.4	42	17.4
Irrelevant	3	4.8	4	4.7	2	6.4	6	9.8	15	6.2
No Opinion	7	11.1	10	11.6	7	22.6	8	13.1	32	13.3
Total	63	100.0	86	100.0	31	100.0	61	100.0	241	100.0
Chi Square			.067		2.811		3.358			

[redacted]

APPENDIX L--Continued

14. Management is becoming increasingly concerned about the physical, mental, and emotional welfare and physical comfort and safety of the employee.

Degree of Importance	Sub-Jury Groups								Total Jury	
	CCM		CCUS		BTE		NOMA			
	No.	%	No.	%	No.	%	No.	%	No.	%
Very Important	14	22.2	17	19.8	9	29.0	16	26.2	56	23.2
Important	31	49.2	45	52.3	14	45.2	25	41.0	115	47.8
Little Importance	12	19.0	19	22.1	4	12.9	11	18.0	46	19.1
Irrelevant	3	4.8	1	1.2	4	12.9	7	11.5	15	6.2
No Opinion	3	4.8	4	4.6			2	3.3	9	3.7
Total	63	100.0	86	100.0	31	100.0	61	100.0	241	100.0
Chi Square			.959		1.147		1.336			

APPENDIX L—Continued

15. The number of new occupations, resulting from technological developments in business, industry, and agriculture is increasing.

Degree of Importance	Sub-Jury Groups								Total Jury	
	CCM		CCUS		BTE		NOMA			
	No.	%	No.	%	No.	%	No.	%	No.	%
Very Important	39	61.9	42	48.8	22	71.0	33	54.1	136	56.4
Important	22	34.9	35	40.7	8	25.8	21	34.4	86	35.7
Little Importance	2	3.2	6	7.0	1	3.2	5	8.2	14	5.8
Irrelevant										
No Opinion			3	3.5			2	3.3	5	2.1
Total	63	100.0	86	100.0	31	100.0	86	100.0	241	100.0
Chi Square			4.190		.762		.766			

APPENDIX L--Continued

16. The percentage of adults enrolled in educational programs in public schools is increasing.

Degree of Importance	Sub-Jury Groups								Total Jury	
	CCM		CCUS		BTE		NOMA			
	No.	%	No.	%	No.	%	No.	%	No.	%
Very Important	35	55.6	33	38.4	14	45.2	12	19.7	94	39.0
Important	21	33.3	39	45.4	15	48.4	27	44.3	102	42.3
Little Importance	4	6.3	10	11.6	2	6.4	15	24.6	31	12.9
Irrelevant	1	1.6	2	2.3			4	6.6	7	2.9
No Opinion	2	3.2	2	2.3			3	4.9	7	2.9
Total	63	100.0	86	100.0	31	100.0	61	100.0	241	100.0
Chi Square			3.418		2.064		19.819*			

APPENDIX L--Continued

17. The ratio of the number of persons engaged in processing, distributing, and providing services to the number of persons engaged in production is increasing.

Degree of Importance	Sub-Jury Groups								Total Jury	
	CCM		CCUS		BTE		NOMA			
	No.	%	No.	%	No.	%	No.	%	No.	%
Very Important	31	49.2	27	31.4	13	41.9	16	26.2	87	36.1
Important	20	31.7	42	48.8	14	45.2	28	45.9	104	43.1
Little Importance	8	12.7	10	11.6	4	12.9	9	14.8	31	12.9
Irrelevant			2	2.3			2	3.3	4	1.7
No Opinion	4	6.3	5	5.8			6	9.8	15	6.2
Total	63	99.9[b]	86	99.9[b]	31	100.0	61	100.0	241	100.0
Chi Square			5.744		1.751		7.460			

APPENDIX L--Continued

18. The range of occupations in which women are employed is increasing.

Degree of Importance	Sub-Jury Groups								Total Jury	
	CCM		CCUS		BTE		NOMA			
	No.	%	No.	%	No.	%	No.	%	No.	%
Very Important	21	33.3	23	26.7	17	54.8	11	18.0	72	29.9
Important	36	57.1	44	51.2	14	45.2	24	39.3	118	48.9
Little Importance	6	9.5	15	17.4			17	27.9	38	15.8
Irrelevant							6	9.8	6	2.5
No Opinion			4	7.4			3	4.9	7	2.9
Total	63	99.9[b]	86	100.0	31	100.0	61	99.9[b]	241	100.0
Chi Square			4.249		4.048*		17.786*			

19. The percentage of persons in the labor force who are employed on a second job, either part-time or full-time, is increasing.

Degree of Importance	Sub-Jury Groups								Total Jury	
	CCM		CCUS		BTE		NOMA			
	No.	%	No.	%	No.	%	No.	%	No.	%
Very Important	10	15.9	16	18.6	9	29.0	8	13.1	43	17.8
Important	25	39.7	30	34.9	11	35.5	14	22.9	80	33.2
Little Importance	23	36.5	29	33.7	9	29.0	13	21.3	74	30.7
Irrelevant			6	7.0	2	6.4	22	36.1	30	12.5
No Opinion	5	7.9	5	5.8			4	6.6	14	5.8
Total	63	100.0	86	100.0	31	99.9[b]	61	100.0	241	100.0
Chi Square			1.093		2.209		20.464*			

APPENDIX L--Continued

20. The American people are becoming increasingly security conscious and are participating more extensively in plans for pensions, health, and life insurance, and social welfare programs provided by industry and government.

Degree of Importance	Sub-Jury Groups								Total Jury	
	CCM		CCUS		BTE		NOMA			
	No.	%	No.	%	No.	%	No.	%	No.	%
Very Important	18	28.6	20	23.3	7	22.6	19	31.1	64	26.5
Important	30	47.6	41	47.7	18	58.1	22	36.1	111	46.1
Little Importance	10	15.9	11	12.8	3	9.7	9	14.8	33	13.7
Irrelevant	5	5.8	2	3.2	2	6.4	6	9.8	15	6.2
No Opinion	9	10.4	3	4.8	1	3.2	5	8.2	18	7.5
Total	63	100.0	86	100.0	31	100.0	61	100.0	241	100.0
Chi Square			2.568		1.355		3.488			

APPENDIX L--Continued

21. Persons over 45 years of age are experiencing increasing difficulty in obtaining employment.

Degree of Importance	Sub-Jury Groups								Total Jury	
	CCM		CCUS		BTE		NOMA			
	No.	%	No.	%	No.	%	No.	%	No.	%
Very Important	24	38.1	29	33.7	12	38.7	25	41.0	90	37.3
Important	32	50.8	43	50.0	17	54.8	21	34.4	113	46.9
Little Importance	4	6.3	8	9.3	1	3.2	8	13.1	21	8.7
Irrelevant	1	1.6	3	3.5	1	3.2	5	8.2	10	4.2
No Opinion	2	3.2	3	3.5			2	3.3	7	2.9
Total	63	100.0	86	100.0	31	99.9[b]	61	100.0	241	100.0
Chi Square			.906		.472		5.264			

APPENDIX L--Continued

22. The number and percentage of women, especially married women, in the total labor force is increasing.

Degree of Importance	Sub-Jury Groups								Total Jury	
	CCM		CCUS		BTE		NOMA			
	No.	%	No.	%	No.	%	No.	%	No.	%
Very Important	11	17.5	18	21.9	11	35.5	14	22.9	54	22.4
Important	42	66.6	46	53.5	17	54.8	18	29.5	123	51.0
Little Importance	8	12.7	17	19.8	2	6.4	13	21.3	40	16.6
Irrelevant			2	2.3	1	3.2	12	19.7	15	6.2
No Opinion	2	3.2	3	3.5			4	6.6	9	3.8
Total	63	100.0	86	100.0	31	99.9[b]	61	100.0	241	100.0
Chi Square			2.933		4.047		21.873*			

APPENDIX L--Continued

23. Training programs in industry designed to prepare, upgrade, and retrain persons for employment are increasing.

Degree of Importance	Sub-Jury Groups								Total Jury	
	CCM		CCUS		BTE		NOMA			
	No.	%	No.	%	No.	%	No.	%	No.	%
Very Important	22	34.9	34	39.5	14	45.1	24	39.3	94	39.0
Important	31	49.2	37	43.0	14	45.1	27	44.3	109	45.2
Little Importance	7	11.1	11	12.8	3	9.7	6	9.8	27	11.2
Irrelevant	1	1.6	1	1.2			2	3.3	4	1.7
No Opinion	2	3.2	3	3.5			2	3.3	7	2.9
Total	63	100.0	86	100.0	31	99.9[b]	61	100.0	241	100.0
Chi Square			.543		1.204		.327			

APPENDIX L--Continued

24. The percentage of the labor force in farming is declining.

Degree of Importance	Sub-Jury Groups								Total Jury	
	CCM		CCUS		BTE		NOMA			
	No.	%	No.	%	No.	%	No.	%	No.	%
Very Important	3	4.8	17	19.8	3	9.7	6	9.8	29	12.0
Important	26	41.3	31	36.1	9	29.0	13	21.3	79	32.8
Little Importance	20	31.7	29	33.7	11	35.5	24	39.3	84	34.9
Irrelevant	9	14.3	7	8.1	7	22.6	10	16.4	33	13.7
No Opinion	5	7.9	2	2.3	1	3.2	8	13.1	16	6.6
Total	63	100.0	86	100.0	31	100.0	61	99.9[b]	241	100.0
Chi Square			9.785*		1.753		6.210			

APPENDIX L--Continued

25. Geographical mobility is increasing for highly educated workers.

Degree of Importance	Sub-Jury Groups								Total Jury	
	CCM		CCUS		BTE		NOMA			
	No.	%	No.	%	No.	%	No.	%	No.	%
Very Important	11	17.5	15	17.4	7	22.6	10	16.4	43	17.8
Important	30	47.6	39	45.3	14	45.1	17	27.9	100	41.5
Little Importance	14	22.2	24	28.0	7	22.6	21	34.4	66	27.4
Irrelevant	5	7.9	6	7.0	3	9.7	9	14.8	23	9.5
No Opinion	3	4.8	2	2.3			4	6.5	9	3.7
Total	63	100.0	86	100.0	31	100.0	61	100.0	241	99.9[b]
Chi Square			.947		.426		6.138			

APPENDIX L--Continued

26. The management of agricultural and industrial productivity is being shifted gradually from owners to managerial persons.

Degree of Importance	Sub-Jury Groups								Total Jury	
	CCM		CCUS		BTE		NOMA			
	No.	%	No.	%	No.	%	No.	%	No.	%
Very Important	12	19.0	19	22.1	7	22.6	19	31.2	57	23.6
Important	27	42.9	45	52.3	15	48.4	24	39.3	111	46.1
Little Importance	15	23.8	15	17.4	3	9.7	9	14.8	42	17.4
Irrelevant	3	4.8	3	3.5	2	6.4	3	4.9	11	4.6
No Opinion	6	9.5	4	4.7	4	12.9	6	9.8	20	8.3
Total	63	100.0	86	100.0	31	100.0	61	100.0	241	100.0
Chi Square			2.777		2.691		3.267			

[redacted]

APPENDIX L--Continued

27. The average number of years of schooling completed by adults in the total population is gradually increasing.

Degree of Importance	Sub-Jury Groups								Total Jury	
	CCM		CCUS		BTE		NOMA			
	No.	%	No.	%	No.	%	No.	%	No.	%
Very Important	29	46.0	36	41.9	17	54.8	21	34.4	103	42.7
Important	28	44.4	42	48.8	11	35.5	28	45.9	109	45.2
Little Importance	2	3.2	6	7.0	1	3.2	5	8.2	14	5.8
Irrelevant	2	3.2	2	2.3	2	6.4	3	4.9	9	3.7
No Opinion	2	3.2					4	6.6	6	2.5
Total	63	100.0	86	100.0	31	99.9[b]	61	100.0	241	99.9[b]
Chi Square			.294		.743		3.443			

APPENDIX L--Continued

28. The demand for persons with education beyond the high school level is increasing.

Degree of Importance	Sub-Jury Groups								Total Jury	
	CCM		CCUS		BTE		NOMA			
	No.	%	No.	%	No.	%	No.	%	No.	%
Very Important	44	69.8	58	67.4	20	64.5	36	59.0	158	65.6
Important	19	30.2	27	31.4	11	35.5	22	36.1	79	32.8
Little Importance							1	1.6	1	.4
Irrelevant			1	1.2			1	1.6	2	.8
No Opinion							1	1.6	1	.4
Total	63	100.0	86	100.0	31	100.0	61	99.9[b]	241	100.0
Chi Square			.102		.253		1.629			

APPENDIX L--Continued

29. American colleges and universities are becoming more selective with regard to admission policies.

Degree of Importance	Sub-Jury Groups								Total Jury	
	CCM		CCUS		BTE		NOMA			
	No.	%	No.	%	No.	%	No.	%	No.	%
Very Important	42	66.6	51	59.3	17	54.8	35	57.4	145	60.2
Important	19	30.2	32	37.2	11	35.5	19	31.2	81	33.6
Little Importance	1	1.6	2	2.3	3	9.7	3	4.9	9	3.7
Irrelevant	1	1.6	1	1.2			2	3.3	4	1.7
No Opinion							2	3.3	2	.8
Total	63	100.0	86	100.0	31	100.0	61	100.0	241	100.0
Chi Square			.854		2.065		1.152			

APPENDIX L--Continued

30. The American people are becoming increasingly conscious of problems and practices pertaining to health and safety.

Degree of Importance	Sub-Jury Groups								Total Jury	
	CCM		CCUS		BTE		NOMA			
	No.	%	No.	%	No.	%	No.	%	No.	%
Very Important	4	6.3	10	11.6	4	12.9	8	13.1	26	10.8
Important	17	27.0	35	40.7	13	41.9	22	36.1	87	36.1
Little Importance	28	44.4	31	36.1	10	32.3	22	36.1	91	37.8
Irrelevant	9	14.3	7	8.1	4	12.9	6	9.8	26	10.8
No Opinion	5	7.9	3	3.5			3	4.9	11	4.5
Total	63	100.0	86	100.0	31	100.0	61	100.0	241	100.0
Chi Square			6.251		4.121		3.735			

31. The ratio of persons in the labor force employed as craftsmen (skilled), operatives (semi-skilled), and technicians to persons employed as unskilled laborers is increasing.

Degree of Importance	Sub-Jury Groups								Total Jury	
	CCM		CCUS		BTE		NOMA			
	No.	%	No.	%	No.	%	No.	%	No.	%
Very Important	26	41.2	34	39.5	14	45.1	14	22.9	88	36.5
Important	32	50.8	42	48.8	14	45.1	33	54.1	121	50.2
Little Importance	3	4.8	4	4.7	3	9.7	8	13.1	18	7.5
Irrelevant			2	2.3			4	6.6	6	2.5
No Opinion	2	3.2	4	4.7			2	3.3	8	3.3
Total	63	100.0	86	100.0	31	99.9[b]	61	100.0	241	100.0
Chi Square			.594		.304		7.963*			

APPENDIX L--Continued

32. Specialized training and employment opportunities for handicapped persons are increasing.

Degree of Importance	Sub-Jury Groups								Total Jury	
	CCM		CCUS		BTE		NOMA			
	No.	%	No.	%	No.	%	No.	%	No.	%
Very Important	8	12.7	13	15.1	6	19.3	10	16.4	37	15.4
Important	43	68.2	48	55.8	22	71.0	29	47.5	142	58.9
Little Importance	9	14.3	20	23.3	3	9.7	15	24.6	47	19.5
Irrelevant	2	3.2	2	2.3			4	6.6	8	3.3
No Opinion	1	1.6	3	3.5			3	4.9	7	2.9
Total	63	100.0	86	100.0	31	100.0	61	100.0	241	100.0
Chi Square			2.596		1.859		6.016			

APPENDIX L--Continued

33. Rapid social, economic, and technological changes in American society are engendering increased uncertainty in personal values and social direction.

Degree of Importance	Sub-Jury Groups								Total Jury	
	CCM		CCUS		BTE		NOMA			
	No.	%	No.	%	No.	%	No.	%	No.	%
Very Important	21	33.3	35	40.7	13	41.9	21	34.4	90	37.3
Important	30	47.6	36	41.9	15	48.4	25	41.0	106	44.0
Little Importance	9	14.3	6	7.0			5	8.2	20	8.3
Irrelevant			3	3.4	2	6.5	4	6.6	9	3.7
No Opinion	3	4.8	6	7.0	1	3.2	6	9.8	16	6.6
Total	63	100.0	86	100.0	31	100.0	61	100.0	241	99.9[b]
Chi Square			4.305		1.635		5.355			

APPENDIX M

ADDITIONAL TRENDS SUGGESTED BY JURY AS IMPORTANT TO BUSINESS PROGRAMS IN THE PUBLIC COMMUNITY COLLEGE MICHIGAN

Very Important

Increasing need for better economic education. 21*

Business courses need to be more rigorous, challenging, teachers better prepared. 21

The public is asking why teachers are not paid more according to merit. 21

There is an increasing demand for training in business data processing. 26

There is a greater demand for women as secretaries in civil service positions. 38

Failure to communicate economic developments when they occur. For example, West Frankfort and Cairo, Illinois, have been depressed areas, yet the situation has become known only recently. 43

Girls marrying younger and not going to college. 54

The need for and trend for federal, or state aid to public junior colleges and private colleges in organizing programs of technical education of a terminal nature. 55

The percentage of secondary schools and junior colleges offering high school is increasing. 56

Dependence of some communities upon government contracts, in place of private enterprises. 60

Increased taxation at all levels, becoming confiscatory. 69

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*Juror code number.

APPENDIX M--Continued

Increased attitude on part of government that society will take care of aged indicating no need to save for old age. 69

Continued attempt, though usually failing, to tax the rich, resulting in lack of investment capital. 69

Unfortunate increase of industries based solely on national defense needs. 69

Increased double taxation on same income. 69

Increased changes toward socialization depressing individual initiative towards planned use of income for old age and hard times. 69

Development of skills in minority groups as contrasted to non-skill (manual). 84

The apparent increase in number of marriages before either mate is finished high school. 92

The insidious growth of our dependence upon the automobile. 92

The increase in the number and cost of accidents by drivers under 25 years. 92

Business is making some progress with automated and mechanical data processing systems. 96

The constantly increased importance of effective communications in business and industry places new emphasis on the value of superior skills in English, both written and spoken. 97

The changes in attitude (loyalty, responsibility, etc.) brought about by large scale automation have profound effects on workers and managerial personnel. 97

Federal aid to higher education. 126

Co-operation with business continuing and taking new forms. 126

Consumer credit limits among low income groups are rising rapidly, and may be approaching a dangerous level. 129

APPENDIX M--Continued

There is evolving among consumer groups an attitude of "dog eat dog" or "the devil catch the hindmost" that among other factors is enabling foreign producers to successfully compete in the American market. 129

The scholastic caliber of students entering junior colleges is decreasing. 132

Senior colleges are raising scholastic requirements. 135

Senior colleges are down grading vocational training in business and emphasizing management as a profession. 135

The emphasis is now on general education for business students. 149

Insistence of "cultural," "basic" education as separate and apart from, and in place of vocational education. 168

Wide-spread interest in the opportunities that may be afforded the student, and business, through the Cooperative Education Programs. 168

Automation. 174

Purchases by ultimate consumers from wholesale catalogs and discount houses. 174

Trend toward automation. 189

Occupations requiring technical knowledge are showing increase in number and variety. 190

Rising standard of living in conjunction with increased pressure for technical skills to qualify for more occupations. 190

Increasing cost of attending four-year colleges and universities. 202

Scarcity of available teaching personnel. 202

The rise in the average age of community college--junior college students indicating a more mature person for which the curriculum needs to be adapted. 207

APPENDIX M--Continued

The educational tide toward the academic program. 223

The parents are "protecting" their children and not letting them assume responsibility at high school age. 225

The American housewife is more and more helping her family by working outside the home rather than at home. 232

The objectives of the high school are becoming more liberal and specialization is being postponed until later years. 232

Items 4, 9, 10, 11, 12, 15, 18, 19, 21, 22, 28, 31, 32, indicate a tremendous need for vocational guidance programs to aid in the adjustment of workers. 234

Trend to marry earlier and still continue college education with the idea of receiving assistance either by government loan. 235

Gap between management and white collar workers is widening. 239

Stepping stones from initial jobs to management positions are being eleminated through technological change, i.e., account clerk may no longer expect to advance to accountant. 239

The use of teaching machines in various areas of education. 240

Trend for greater (much greater) proportion of population to be between the ages of 20 and 24 and 25 than ever before. 249

We should give our student answers to the apparent ideas of creeping socialism which seems to be more acceptable than formerly by teaching the advantages of democracy, free enterprise, and each worker's responsibilities. 252

The more efficient producer has less difficulty in marketing his product--whether it be one's services or a tangible product. 252

We should investigate thoroughly the procedures of work simplification to increase our output and the value of our work contribution. 252

APPENDIX M--Continued

Idealistically, we should teach "a day's work for a day's pay" rather than "the world owes me a living." 252

More attention given to selection process on the part of many companies--selecting the right employee for the job. 253

The trend to more education is not equal to better education and higher standards. Let's stress kind and quality. 266

Let's emphasize the importance of the fundamentals of education--can the students read, write and spell. 266

The trend in economics and business education is to ignore the value of the "profit motive." 266

Basic economics must include comparisons of foreign labor costs. 266

Ratio of permanently unemployed to number of newly created jobs is increasing. 277

The congregate voice of labor (collective bargaining) is becoming increasingly important in the business office. 277

The trend of cities and states to spend more and thus increase taxes. 288

The trend of unions to force unskilled wages up. 288

The trend of foreign competition to take over manufacturing high labor content products. 288

Technical, human and conceptual skills are required of most executives. 320

The demand for people who enjoy public contact work and have or have developed a "gift of gab" are becoming more and more desirable as employees in sales, office, and administrative fields. 320

The number of employees willing to take a salary week after week, without feeling any personal responsibility for the success of their employers business is increasing. 321

APPENDIX M--Continued

Seemingly endless obligations to state and federal governments in the form of taxes and tax reports discourage more and more individuals from entering "one man" or family type businesses. 321

The number of individuals who are able to convince themselves that this world of business is geared to the survival of the fittest, and that they in no way are responsible for the other fellow is increasing. 321

Trend to fewer hours for work week. 324

The public expects business as well as labor leaders to be aware of their responsibilities to the community at large. 325

The interrelationship of government and business is playing an increasing part in planning. 325

Increasing size and internal complexity of firms increases need for coordination and planning within the organization. 328

The success of an industry or firm is becoming increasingly dependent upon new products, less costly methods of production (automation), new materials. 328

Much more dependence is being placed upon economics, mathematics, statistics, psychology, etc. in the solution of complex business problems. 328

Bigger and bigger central government--controls. The government will do it for us. 340

Awareness of a cultural heritage tends to be lost in a multiplicity of unrelated aspects of a superficial contemprneity. 348

Vocational skills are being sharpened and refined in "institutions of higher learning" to the extent that human thinkers are being replaced by human machines. 348

Educational values in a scholarly sense are being prostituted or eliminated in and by the market place. 348

APPENDIX M--Continued

Economic and vocational interest and demands are leveling humanity in general to hopeless conformity to mediocrity. 348

Young girls should be encouraged to learn shorthand, typing and bookkeeping in high school. 352

Students must learn how to spell. 352

It seems a trend is developing toward consumer buying in discount houses--greatly affecting the small retailer. 354

Unionization of our labor force. 355

The high cost of the American products, and the effect that this has on our economy because of the foreign products that are on the market. 355

Public educational institutions are duplicating private educational institutional programs at much cost to the taxpayer. 361

Public institutions offer too much liberal-arts training and less and less "specifics." 361

Public educators have over-emphasized the need and value of graduate degrees until they are known as "degree factories." 361

Public educators seem to feel that their purpose is to offer a complete run of courses, pertaining to any field of endeavor. 361

Important

The declining number of responsibilities children can be given in the home. 92

Increased enrollment and expansion in curricula and courses. 126

Trend away from vocational-type courses. 126

Period of business training on the increase. 126

Increased recognition of business administration as a professional sphere of endeavor. 126

APPENDIX M--Continued

Union demands for government help in retraining displaced workers. 166

Lower marriage age. 180

Almost universal minimum employment age of 18. 180

Students are being encouraged to engage in science and math programs. 216

Local night school students are being counseled out of business programs. 216

Three out of ten unemployed are young, under 25, unskilled and untrained people. 261

Suburban locations appear to be commanding more and more attention for new businesses--as opposed to central urban location. 277

The trend to try to solve the welfare problem with unemployment compensation. 288

The use of electronic data processing machines and computers to aid in management decision making is expanding. 331

Good penmanship should be important. 352

The trend of our economy for capitalism to socialism. 355

Certain general, basic subjects are not necessary in some areas of vocational endeavor. 361

Little Importance

The amount of taxes levied to support welfare and penal institutions is greater than those supporting the same number of people in an educational institution. 261

APPENDIX N

YEARS TEACHING EXPERIENCE OF 174 EDUCATORS

Years	No. Having Had Community College Experience			No. Having Had College or University Experience			No. Having Had High School Experience		
	CCM*	CCUS*	BTE*	CCM	CCUS	BTE	CCM	CCUS	BTE
1-3	24	12	6	8	11	3	17	17	9
4-6	16	20	1	6	5	1	12	6	7
7-9	7	6		1	1	4	5	11	3
10-12	6	10			3	8	6	9	4
13-15	3	8			3	4	5	6	1
16-18		5			2	4	2	4	1
19-21		3		1	2	2	3	3	1
22-24	1	4				1			
25-27		1				1	1	1	
28-30					1				
31-33		1				1			1
34-36									
37-39									
40-42									
43-45									
TOTAL	57	70	7	16	28	29	51	57	27
Median	4.4	7.5	1.4	3.5	4.5	12.1	6.1	8.1	5.7
Mean	5.4	9.8	2.1	4.6	8.3	13.0	7.8	8.5	7.7

*CCM--Community Colleges, Michigan
CCUS--Community Colleges, United States
BTE--Business Teacher Educators.

APPENDIX N--Continued

Years	No. Having Had Other Experience			Total Years		
	CCM	CCUS	BTE	CCM	CCUS	BTE
1-3	7	8	6	3	4	
4-6	2	7	1	10	8	1
7-9	2	2	3	13	5	1
10-12		2		5	12	6
13-15	1			4	10	5
16-18		1		6	6	
19-21				4	6	3
22-24				6	9	4
25-27				1	6	4
28-30				3	3	2
31-33				2	6	2
34-36				2	7	1
37-39					1	2
40-42						
43-45				1		
TOTAL	12	20	10	60	83	31
Median	2.5	5.0	3.3	12.2	17.3	20.3
Mean	4.5	5.4	4.4	14.7	18.1	20.7