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Exploring 4-Year Business School Curriculum's Relation to Graduates' Hiring and Earnings

Richard A. Gayle
Walden University

Walden University

College of Management and Technology

This is to certify that the doctoral dissertation by

Richard A. Gayle

has been found to be complete and satisfactory in all respects,
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the review committee have been made.

Review Committee
Dr. Carol Wells, Committee Chairperson, Management Faculty
Dr. Raghu Korrapati, Committee Member, Management Faculty
Dr. Jean Gordon, University Reviewer, Management Faculty

Chief Academic Officer and Provost
Sue Subocz, Ph.D.

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Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Management

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Abstract

In 2013, roughly 7% of college graduates under 25 could not find employment, and about 37% were underemployed. Public university tuition costs increased by 42% between 1999 and 2012, and 71% of college graduates have an average of $29,400 in outstanding student debt. Employers for several decades have complained about how higher educational institutions have failed to deliver graduates with developed nontechnical skills comprising (a) work ethic, (b) communication, (c) organization, (d) problem solving, and (e) teamwork. The purpose of this qualitative archival study was to assess and explore integrating the nontechnical skills that businesses require to hire graduates immediately after graduation. The samples were from 24 public and 24 private nonprofit 4-year business school curricular programs selected from 12 states within three of the six regional accrediting commissions in the United States. The research question focused on how education contributes to increased skills, productivity, and earnings, applying the human capital theory as the conceptual framework. Data gathering involved public access curriculum publications and digital advertisements. Finding 25 showed soft skills (6%), nontechnical (2%), and work ethic (0%) results for all regions. Finding 26 Region 1 showed soft skills (0%) and nontechnical (0%) results. Finding 27 Region 2 showed soft skills (6%) and nontechnical (0%) results. Finding 28 Region 3 showed soft skills (6%) and nontechnical (0%) results. Therefore, 4-year business schools did not prioritize soft and nontechnical skills with decades of complaints. The results of this research may contribute to positive social change by encouraging curriculum developers to restructure business schools' curriculum development.

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Dedication

I dedicate this dissertation to my mom, wife, brothers, sister, stepchildren, grandchildren, godson, goddaughter, family, and extended family.

Thousands of people made sacrifices, and many died to give me the voice and freedom I have today. A part of Walden University's dissertation process is for graduates of their Ph.D. programs to contribute to positive social change. Therefore, I am tasked to advocate for the voiceless. My dissertation is the springboard for starting my positive social change journey and acknowledging and saying thank you to those who came before me by helping to preserve the present and fight to protect the future. To do any less would be squandering the sacrifices that my predecessors made.

My dissertation journey was not a smooth and noneventful experience, but it has helped prepare me for the next chapter in my life. To my wife Cecile, my dissertation journey had me missing several family events and activities, which I am sorry I could not attend, which also took time away from our marriage. This new journey we can do together, and I am looking forward to this new adventure.

I take the honor of holding a Ph.D. seriously. I plan on doing everything in my power to represent Walden University and represent the voiceless. The challenge ahead will not be easy, but the advocating starts with God, my wife, family, and extended family support. Please, Dr. Wells and Dr. Forbes, take a bow because you have contributed to the path I am on today, and I thank you both.

To my wife Cecile, I love you, and I appreciate you. Your sacrifices did not go unnoticed, and soon your sacrifices will only be a distant memory. I am inspired to help

humanity using the tools I have learned and not only because I think it is expected of me but because I expects it of myself. I am a black man born in Jamaica; today, I am a citizen of the United States of America. I know the struggles that have brought me to this point in my life. These struggles did not happen only in the U.S. but around the world, and it is still happening today in similar and different ways. I have a hunger for knowledge, and one of the questions I have is what we can learn from the past to protect the future. Because of the responsibilities I feel I have, I have the following mantra, which is a significant motivation for my actions: *Let's give help before we need help because just saying "sorry" is not enough.*

Acknowledgments

First, I would like to thank God for the breath of life and His grace.

Second, I would like to thank my mom, Cinderella K Gayle, for taking a chance to leave Jamaica for the U.S. She experienced several challenges to bring my sister (Sonia), brother (Orville), and myself to the U.S., she persevered, and finally, we made it to the U.S.

Third, I would like to thank my beautiful wife, Cecile Coley-Gayle, for her love and support. She changed my life; before her, marriage was not in my plan because I passed the time I set, so I thought it would never happen. I had a plan to (a) stay single and only use the 'M' to represent "marriage," (b) never date or marry someone with children, (c) no pets, and (d) nonsmoker. The only thing that went as planned was the nonsmoker. Cecile came with three children (Camylle, Jourdan and Zuri) and two cats, then a dog was added years later. Now I am a granddad of two and another on the way.

Forth, my committee with Dr. Carol Wells as the chair and Dr. Judith L Forbes as the second. Dr. Wells took no excuses and pushed me to go beyond what I thought I could accomplish. Dr. Wells was destined to be my mentor, and I appreciated her mentorship and energy, which gave me the energy to write one more paragraph, page, and a chapter. You might not like some of her answers, but I believe she did that to drive us to succeed, which I appreciated. I also had Dr. Forbes, who approached her mentorship from a different angle, while not having regular contact with my dissertation. This put her at an advantage because now there was an additional set of eyes to dissect my dissertation. Dr. Wells and Dr. Forbes were the perfect one-two punch for my

dissertation; this day would not have been possible without both mentors' continuous support.

Fifth, my family and extended family. Extended family (a) the three guys I met at a community college (Frank, Sam, & Calvin), (b) the three ladies I met at work (Bernie, Kathy, & Marilynn), and (c) a guy named Vince whom we lost. We also lost mom, his mother, and his sister. Vince left behind two wonderful daughters (Corey & Vicky), who are now married with their own families. I wish he could be here to share in the celebration and accomplishment. Vince is gone but not forgotten.

These individuals have affected and continue to impact my life. My mom and my wife Cecile have changed the trajectory of my life. I thank God for being so lucky to be surrounded and supported by such an outstanding supporting group of individuals. Thank You All!

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Chapter 1: Introduction to the Study

Four-year public and private nonprofit business schools are being challenged to deliver graduates whom businesses will accept as viable candidates for employment, especially graduates with soft skills. Griffin and Annulis (2013) wrote that graduates leave university with more theories than soft skills. Business leaders have been pressuring business schools to deliver graduates with these skills so that they can immediately engage in productive interactions with coworkers and customers on hiring (Bedwell et al., 2014, p. 1). S. Wang and Wang (2015) stated that no simple explanation existed for why business schools have not kept up with changing times. Piotrowski and Guyette (2013) stated that the value of a college education should be "comprehensive" and should incorporate a range of academic disciplines. Allen et al. (2009) expressed that traditional curriculum techniques are not enough to complete the process and that traditional course delivery methods such as tutoring and lecturing may no longer be effective.

In 1991, the Association to Advance Collegiate Schools of Business (AACSB) amended its accreditation standards to promote standards linking mission and school through a continuous improvement measure (Allen et al., 2009). The AACSB in 2003 included Assurance of Learning (AoL) standards to allow for quality assessment of business school education worldwide and expected its members to comply by 2007 (Allen et al., 2009). AoL is the basic process for a business school to control, measure, and monitor the program learning goals within the context of the school's mission (Allen et al., 2009). Gaps exist between what students learn, what is taught, what the working

world needs, and formal education (Lukea-Bhiwajee, 2010). Universities are not teaching what business organizations need but instead universities are teaching what they want to teach and are in danger of losing touch with the realities of managers and businesses in today's increasingly dynamic and global environment (Lukea-Bhiwajee, 2010).

Lukea-Bhiwajee (2010) speculated that business schools already suffer from irrelevance and obsolescence. However, they have an essential role in how public and private institutions manage and foster the best possible level of growth to improve people's lives (Lukea-Bhiwajee, 2010). Compared with the actual changes, most business schools have been slow in revising their curricula (Lukea-Bhiwajee, 2010). This is partly due to the slow change in adjusting the curriculum to provide students with the soft skills required to deal with actual business world needs (Lukea-Bhiwajee, 2010). Business school curricula focus more on analytics, with insufficient emphasis on problem findings as contracted with problem solving and implementation (Lukea-Bhiwajee, 2010). Business school academics have seemingly refused to focus on past lessons instead of keeping up with the latest fashion or fad (Piercy, 2012). Professors play an essential role in shaping curricula; selecting reading materials and core textbook plays a vital role in informing students at every level of the fundamental practices of a subject (Piercy, 2012).

In the information technology (IT) field, Mishra (2014) found that 75% of graduates are "unsuitable for immediate hire" because they lack soft skills. An opportunity for 4-year business schools exists to include nontechnical skills in their curricula (Ward & White, 2015), but limited data exist on performing this integration. This study may contribute to positive social change by addressing how to enhance

university graduates' chance of employment and higher compensation after earning a degree.

The purpose of this qualitative archival study was to assess and explore ways of integrating the nontechnical skills that businesses require to hire graduates immediately after graduation. This methodology required a review of historical data (Hodder, 2017; McIntush et al, 2019). Douglas (2017) expressed archival research as a community gathering with an abundance of knowledge where questions are asked and answered. However, limited data exist on how to use the curriculum to improve soft skills education.

How might 4-year business college or university curricula administrators address business hiring managers' concerns that graduates lack critical nontechnical skills required for hiring after graduation? The recent increase in service jobs calls for new employability skills, such as decision making, self-confidence, social skills, self-management, readiness skills, problem solving, and communication (MacDermott & Ortiz, 2017). Griffin and Annulis (2013) reported that employers complained that recently graduated university students were ill-equipped to function in the workplace because they lacked these skills. Tran (2013) described increasing interest being paid to skills referred to as portable, generic, cross-curricular, core, soft, key, transferable, and employability skills. Employers ranked problem-solving skills as number one and employability skills as number three when considering new hires (Hall & Rogers, 2014). I selected human capital theory as the conceptual framework for this study.

Background of the Study

Colleges and universities in the United States need the approval of three accrediting regulatory agencies to provide services legally and promote their status: (a) state, required approval to operate; (b) regional, university-wide accreditation; and (c) in some fields, national and disciplinary accreditation (Strang, 2013). An accredited institution or program protects students and the public through its accreditation and is in voluntary compliance with the standards of educational institutions and programs in the United States (Adrian, 2004; Dooley, 2005). Accreditation agencies are charged with reviewing educational institutions and setting standards of best practices, and these standards can be dramatically different by state and institution (Dooley, 2005).

Schools' Geographic Locations

The universities were selected from the East North Central, Middle Atlantic, East South Central, and South Atlantic regions as established by the Census Regions and Divisions of the United States geographical map. The six U.S. accrediting regions are as follows:

- Northwest Commission on Colleges and Universities (NWCCU)
- Senior College and Universities Commission (WSCUC) & Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC)
- Higher Learning Commission (NCAHLC)
- Southern Association of Colleges and School Commission on Colleges (SACSCOC)

- Middle States Commission on Higher Education (MSCHE)
- New England Commission on Higher Education (NECHE)

Employability Skills

Hall and Rogers (2014) expressed that 39% of U.S. business hiring managers in a 2013 survey complained about finding qualified workers. Employers seek employees with hard skills, and more importantly, soft skills (Hall & Rogers, 2014). Numerous authors have made claims that graduates leave universities with more theories than soft skills (Griffin & Annulis, 2013). Postsecondary education students are unprepared, and employers have difficulties finding a qualified workforce (Brooks & Calkins, 2016). For example, in the IT field, Mishra (2014) found that 75% of graduates are unsuitable for immediate hire because they lack soft skills. Hall and Rogers (2014) wrote that business hiring managers complained of a skills gap that they identified as a critical reason for sluggish hiring levels since the Great Recession.

Venkateswaran et al. (2014) expressed that soft skills play an important role in professional life success. Those soft skills are intangible, personality-specific, and nontechnical, determining one's strengths as a negotiator, conflict mediator, listener, and leader. The desirable soft skills that employers seek, in order of importance, are (a) interpersonal, (b) team working, (c) negotiation, (d) communication, (e) time management, (f) stress management, and (g) leadership skills (Venkateswaran et al., 2014). During the industrial era, hard skills were the only skills that employers considered necessary for success (Venkateswaran et al., 2014). With the increasingly diverse roles that employees play within the organization, hard skills are no longer the

required skills; soft skills are now crucial to success (Venkateswaran et al., 2014). They complement social grace, personal habits, friendliness, and personality traits (Venkateswaran et al., 2014). Hard skills have been part of many excellent educational curricula; however, there needs to be further emphasis on soft skills, so that students learn the importance of these skills and prepare for their future careers (Venkateswaran et al., 2014).

Despite the different terminologies used to refer to the term *nontechnical skills*, the translation remains the same. Several terms are used when writing about nontechnical skills, including *employability skills*, *noncognitive skills*, and *intrapersonal skills* (Beblavý et al., 2016; Bedwell et al., 2014; Mishra, 2014; Ward & White, 2015).

Employment Prerequisite

Education is widely considered "a pillar of a country's development" (Badea & Rogojanu, 2012; Boldea, 2016). However, some researchers have commented on the low return for a college degree and questioned whether an investment in a college education translates to a lifetime of reward (Dynarski et al., 2013; Hooper, 2015; Karageorge, 2014). Some Americans who know of the value of a college education are disappointed with the increased cost and the financial strain on students and family members (Nicoletta, 2015).

Business Blames University

Employers for several decades have complained about how higher education institutions have failed to deliver graduates with employable skills (Dabke, 2015; Griffin & Annulis, 2013; Ward & White, 2015). An increasing number of Americans think that

the higher education system is inadequate because of the increase in the cost of attending a university coupled with decreasing value in education given to students (Stetson, 2013). Furthermore, colleges and universities have failed to teach students to succeed in life and business (Stetson, 2013). A college education is, for many, the first step to a vocation or career, and the curriculum sets the stage for completion (Williameaton, 2014). How college curriculum leaders respond to these claims will affect the immediate employability of future college graduates.

The Urgency of Immediate Hiring of College Graduates

Quality learning requires a curriculum equipping students with relevant employability skills (Brown & Vosper, 2013). The education level achieved positively correlates with earnings as defined by human capital theory (Seong-O & Patterson, 2014). People receive higher salaries or wages because of education when applying human capital theory (Mavromaras et al., 2013). Karageorge (2014) found that workers with a bachelor's degree between 1970 and 2013 earned about $64,500 annually after adjusting for inflation, excluding those with a postgraduate degree. In contrast, Karageorge (2014) found that workers with only a high school diploma earned $41,000 while workers with an associate degree earned $50,000 per year after adjusting for inflation. Education contributes to increased skills, increased skills translate to increased productivity, and higher earnings are rewarded (Seong-O & Patterson, 2014).

However, 71% of college graduates have an average of $29,400 outstanding student debt (Ward & White, 2015). In 2013, 7% of college graduates under 25 could not secure employment, and about 37% were underemployed (Ward & White, 2015). About

260,000 college graduates earned at or below the minimum wage of $7.25 an hour in 2013 (Ward & White, 2015). Higher college costs with a low paying job increase and extend college graduates' outstanding debt. Outstanding unsecured student loan debt exceeded $1 trillion, as reported by the Consumer Financial Protection Bureau (CFPB; Dibbern et al., 2013). Unsecured student debt has surpassed credit card unsecured debt (Monks, 2014; Nicoletta, 2015; Strohush & Wanner, 2015). A necessary and powerful tool linking environmental, economic, and societal concerns under a sustainable development strategy moving households, communities, and nations toward a sustainable future is education (Chen et al., 2015). The root that connects local settings to a larger international field of knowledge is higher education (Chen et al., 2015).

Accrediting Organizations' Possible Roles

Colleges and universities in the U.S. need the approval of three accrediting regulatory agencies to provide services legally and promote their school's status (Strang, 2013). Accreditation agencies are charged with reviewing educational institutions and setting standards of best practices, and these standards can be dramatically different by state and institution (Dooley, 2005). In 1992, because of increased pressures from the federal government, they created a national agency, the Council for Higher Education Accreditation (CHEA), to improve accountability in higher education in colleges and universities (Dooley, 2005). A specialized agency, the Association to Advance Collegiate School of Business (AACSM), grants accreditation for undergraduate and graduate accounting and business administration programs (Dooley, 2005). One of the highest achievements for business schools is holding the AACSB business accreditation (Dooley,

2005). Britt and Aaron (2008) said that for the public, accreditation demonstrates that an institution or program has met or exceeded specific operations requirements and acts as a quality gauge in the United States (Britt & Aaron, 2008). In the U.S., the six regional accrediting agencies have created standards based on best practices in colleges and universities (Manning, 2011).

Problem Statement

In 2013, 37% of recent college graduates were underemployed and 7% were unemployed (Ward & White, 2015), accounting for 44% of college graduates experiencing negative returns on their investment. Ng (2013) stated that over 90% of college graduates could not meet business expectations and could not work without continuous supervision. Employers, for several decades, have complained about how higher education institutions have failed to deliver graduates with developed employable skills (Dabke, 2015; Griffin & Annulis, 2013; Ward & White, 2015). Business leaders have been pressuring business schools to deliver graduates with soft skills so that they can immediately engage in productive interactions with coworkers and customers upon hiring (Bedwell et al., 2014, p1).

The general management problem is that some 4-year business college curricula programs are below the market's expectations, creating a disservice to the graduates and businesses. The specific management problem is that some 4-year business college curricula programs may have delivered graduates that lack the nontechnical skills that businesses require to hire graduates after graduation. A university's responsibilities include innovating by creating new opportunities and programs for students to gain the

necessary skills to gain employment upon graduation (Ward & White, 2015). Public university costs rose 42% from 2000 to 2011 (Ward & White, 2015). Once employed, graduates have problems paying off high student loans (Ward & White, 2015). Robles (2012) stated that university curricula should emphasize soft skills importance; however, limited data exist on how to perform this integration.

Purpose of the Study

The purpose of this qualitative archival study was to assess and explore integrating into 4-year business schools' degree curricula the nontechnical skills that businesses require to hire graduates immediately after graduation. Science, technology, engineering, and math (STEM) and fine arts were not part of this study. Today's business depends on nontechnical skills, which account for 75% soft skills, while 25% corresponds to hard skills (Robles, 2012; Venkateswaran et al., 2014). The samples were 48 public and private nonprofit business schools selected from 24 public and 24 private nonprofit colleges and universities within three of the six regional accrediting commissions agencies in the U.S. The three regional accrediting commissions selected were (a) North Central Association Higher Learning Commission (NCA HLC), (b) Southern Association of Colleges and Schools Commission on Colleges (SACS COC), and (c) MSCHE. I used publicly accessible archival data about colleges' and universities' business school curriculum program development to answer the research question.

Curriculum publications, university catalogs, and university official websites were the areas in which I collected the data.

Research Questions

The overarching question was as follows: How might 4-year business college or university curricula administrators address business hiring managers' concerns that graduates lack critical nontechnical skills required for hiring after graduation?

Conceptual Framework

Human capital theory was the conceptual framework designated in this study. Seong-O and Patterson (2014) stated that the education that an individual gains correlates with earnings as defined by human capital theory. Human capital theory indicates that people receive a higher salary or wage with higher education and experience (Mavromaras et al., 2013). Seong-O and Patterson (2014) contended that education contributes to increased skills; increased skills translate to increased productivities, and increased productivities are rewarded with higher earnings. Human capital theory is the framework that helps to explain the failure or growth of a firm's venture (Rauch & Rijsdijk, 2013), and a significant contributor to growth is human capital (Oster et al., 2013); additionally, education leads to increased productivity in workers (Vermeylen & Giuliano, 2014). Human capital is an employee's investment, where an employee with human capital adds value to the business unit (Ployhart et al., 2014).

Bodenhofer (1967) defined human capital as an investment in an individual's development that improves his or her welfare. Ehrlich and Murphy (2007) wrote that human capital is an intangible asset of knowledge comprising productive and innovative

skills, entrepreneurship, information, health, and education that emerged from investment in health, schooling, and job training. Human capital theory implies that higher education investment positively affects earnings because of higher productivity (Way et al., 2013). Way et al. (2013) also stated that employability increases with human capital investment. Loughran et al. (2013) wrote that activities that influence future income define human capital.

Education

One area with a positive result in human capital theory is education. Education is a significant contributor to the human capital because it improves nutrition and health (Schatzel et al., 2012). Individual investment in training and education increases individual labor market returns (Loughran et al., 2013), and two main elements of human capital are health and education (Olimpia, 2013). Some human capital investments are education, health, and nutrition (Schatzel et al., 2012). Embracing the human capital theory implies a financial investment and reward transulate to an individual's employability and health improvement status.

Education represents explicit knowledge that is transferred between firms and individuals (Williams, 2013). Schulz et al. (2013) argued that formal education contributes to employees' compensation, and the value associated with human capital comes from the employee's experience, education, and training. Human capital combines abilities, aggregate knowledge, skills, and other competencies of the company's workforce (Onkelinx et al., 2016; Ployhart et al., 2014). Skill enhancement comes from improving existing skills or learning new skills secured through firm-specific or general

training (Supangco, 2015). The path to learning a new skill is through education and training.

A close relationship exists between education and human capital, and education continues to evolve (Badea & Rogojanu, 2012). One pillar of a country's development is education (Badea & Rogojanu, 2012; Boldea, 2016). The government in many countries has subsidized tertiary education to support and make available higher education because subsidizing education avoids future failure in the financial market by reducing the amount of money that students must borrow, reducing financial education debt (Boldea, 2016).

Human capital contributes to wealth generation, and today's education increases the competitiveness of nations (Badea & Rogojanu, 2012). Employees' knowledge and skills offer critical resources for business because of the competitive advantage they afford to the organization (Schultz et al., 2012). A low level of education hurts productivity, while a high level of education positively affects productivity (Vermeylen & Giuliano, 2014). How learning institutions design their curricula will dictate the impact of the value attached to education.

The Impact on Teaching Institutions

A significant metric for school administrators, job placement officers, and program recruiters is the return on investment, and program design may improve by understanding the factors affecting this metric (Way et al., 2013). Talented employees differ from other employees because of their human capital adding factor (Sparrow &

Makram, 2015). Jeswani (2016) stated that employers' understanding of employability is that graduates contribute to organizational objectives soon after starting the job.

General and Firm-Specific Human Capital

A part of business competitiveness is the impact of general or firm-specific human capital. Human capital contributes to employment in two ways, through general and firm-specific capital (Kessler & Lulfesmann, 2006; Schulz et al., 2013; Williams, 2013). General human capital applies to multiple business settings, whereas firm-specific capital applies to only one firm (Schulz et al., 2013). The human capital basic theory argument reveals that people who earned a high level of specific, general or both levels of human capital will receive higher compensation as an enticement from the business for their new knowledge (Schulz et al., 2013).

General Human Capital

An employee's productivity increases after general human capital investment benefiting multiple businesses (Schulz et al., 2013). The employee pays the cost of general training, and the business benefits. Therefore, firms should pay market wages; otherwise, they lose out on hiring workers with the skills to perform (Supangco, 2015). Many businesses benefit from general training other than those providing it; in a competitive labor market, some businesses will not invest in their general employee training because of fear of losing returns on their investment (Kessler & Lülfesmann, 2006). Some businesses are clear on investing in general employee training because of the perceived return value.

Firm-Specific Capital

Firm-specific human capital applies to the employee's company (Robson et al., 2013; Schulz et al., 2013); it does not afford benefits outside the business (Supangco, 2015) and is not transferable to another business because of unique insights, processes, and procedures having limited value to outside businesses (Williams, 2013). Businesses pay for firm-specific training because they are the beneficiary, and they are not concerned about competing organizations enjoying their employees' training (Supangco, 2015). Both employee and employer share the cost of investments and returns in firm-specific skills (Kessler & Lülfesmann, 2006). The time that an employee stays at a business increases his or her firm-specific human capital (Schulz et al., 2013).

Some Benefits of Human Capital for Society

Society and individuals achieve economic benefits through human capital (Schatzel et al., 2012; Torten et al., 2016). Individuals' lifetime earnings, occupational and social status, and health improve while the chance of unemployment lowers and a more fulfilling work environment is provided (Schatzel et al., 2012). Experience, education, and training increase an employee's productive capability, benefiting society (Schulz et al., 2013).

Global observers of society have determined that skills and knowledge are essential for individuals to adapt to the social environment and economic change (Badea & Rogojanu, 2012). Some 20th-century economists pointed out that investing in capital and infrastructure create a competitive business environment (Badea & Rogojanu, 2012). Mavromaras et al. (2013) wrote that the supply side of the labor market is addressed by

the human capital model allowing for earnings decided by years of education and experience, while the demand side uses the job competition model, which links productivity to the job instead of the worker. Human capital theory focuses on the contribution and value that an individual brings to the job in the labor market. The competitive job model implies that all workers in a particular job get paid the same despite their qualifications. Mavromaras et al. found that the job assignment model incorporates both the demand and supply side of the labor market. Future productivity and future earnings are the contributions of work (Welch, 2013).

Nature of the Study

I selected the qualitative archival study method for this study. Hicks (2003) stated that archival research power comes from using archives as a discovery process and performing keyword searches. McCausland (2011) stated that archival research is a literature review, and original records are accessed. Acquisition, aggregation, and transformation are archival research elements (McIntush et al., 2019), where archival study provides robust and flexible research and external validity (Bercovitch, 2004) and authentication (Shrivastava, 2017). Archives can also serve as an abundant resource for the past, present, and future (Tetreaualt, 2019) with strength in reviewing extensive data (Bercovitch, 2004; Shah et al., 2014; Shrivastave, 2017). An archival study deals with the reconstruction of history (Tetreaualt et al., 2019). It is an investigative process of documents and textual materials, including electronic databases, webpages, and email (Ventresca, 2017).

Qualitative Selection

Qualitative archival study methods allow questions to understand a phenomenon (Sackett & Lawson, 2016) and serve as an abundant resource for the past, present, and future (Tetreaualt, 2019). Business leaders have been pressuring business schools to deliver graduates with soft skills so that they can immediately engage in productive interactions with coworkers and customers on hiring (Bedwell et al., 2014, p. 1). Archival research points to the review of historical information (Hodder, 2017; McIntush et al., 2019), and a part of archival research pertains to online archives (Early-Capistrán et al., 2018). McCausland (2011) stated that archival research is a literature review, and Onyancha et al. (2015) found that trends and patterns represent an archival research study. Further, archival studies confirm or disprove questions asked (Trevisan, 2013).

The Research Population Data Collection

For this qualitative archival study, the population sample was 24 public and 24 private nonprofit colleges' and universities' 4-year business schools. Ohio shares its borders with five states: Michigan, Indiana, Kentucky, West Virginia, and Pennsylvania; Ohio and these five bordering states fall in three of the six regional accrediting agencies (see Figure 1). The three regional accredited commission agencies are the NCA HLC, SACS COC, and MSCHE (see Figure 2). Within the three regional accredited agencies, 12 states were selected (see Figure 3). Four universities were selected from each state, consisting of two public and two private nonprofit universities. Within the two public and two private nonprofit university selections, there was another breakdown, with one selection from a large undergraduate enrollment school and one selection from a small

undergraduate enrollment school. Large and small undergraduate enrollment differs from region to region and from state to state, and between public and private nonprofit colleges and universities.

Figure 1

Ohio's Bordering States

Figure 2

The Three Selected Regional Areas

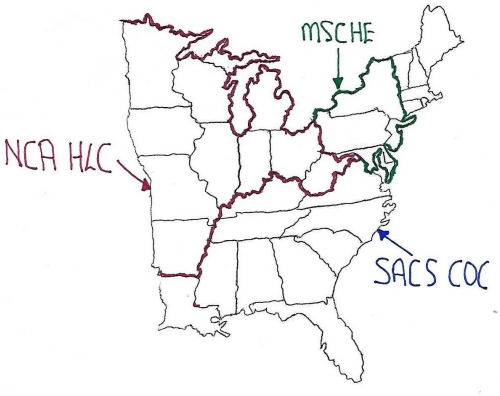
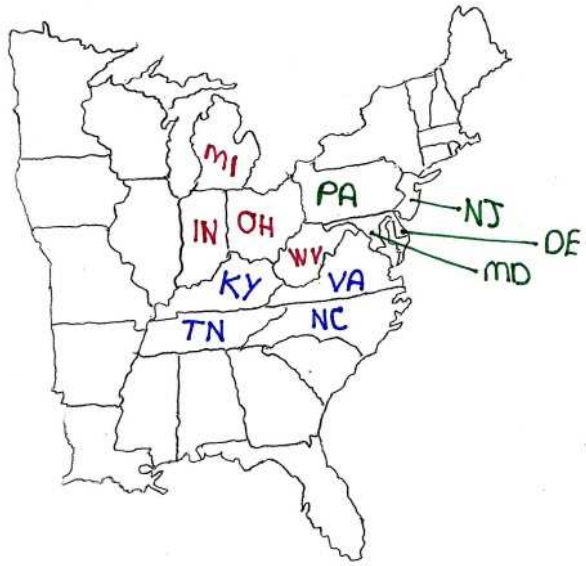


Figure 3

The Selected 12 States



Definitions

Information technology (IT): The study or use of networks, hardware, software, or other technologies to communicate or process data (Blaskovich & Mintchik, 2011).

Information technology outsourcing: The use of third-party providers or vendors to provide IT products and services formerly handled in-house (Han & Mithas, 2013).

Consumer Financial Protection Bureau (CFPB): (Dibbern et al., 2013).

Assumptions

The first assumption related to designing a 4-year business school curriculum and prioritizing a standard for delivering candidates whom hiring managers feel comfortable hiring. I assumed that placing graduates at the top of the priority list requires frequent

business collaboration with 4-year business schools to address business needs. Second, I assumed that the selected business school curriculum administrator posted the information on their website, and the printed catalogs represented the truth about the curriculum development process. Third, I assumed that the pressures placed on 4-year business schools are not outside of their control.

Politicians, businesses, and communities have expressed the value of earning a college degree, but earning a college degree does not guarantee employment with equitable financial compensation. Rose (2013) argued how difficult it would be for the economy if colleges did not improve graduates' skills. Rose stated that 48% of people with a bachelor's degree make low wages and work jobs requiring less schooling and questioned how to secure college graduates higher wages. College tuition has risen faster than inflation; therefore, universities must do more by controlling costs with less (Holter & Seganish, 2014). President Obama's State of the Union address in 2012 and 2013 mentioned the College Scorecard concept for affordability and how future federal funding would depend on institutions keeping costs in line (Holter & Seganish, 2014). A college degree implies securing employment, contributing to society's growth and advancement, and taking care of oneself and one's family.

Scope and Delimitations

The selected schools were 4-year business schools whose administrators were tasked with developing college and university curricula. The specific management problem was that some 4-year business college curricula programs may have delivered

graduates who lack the nontechnical skills that businesses require to hire graduates after graduation.

Employers for several decades have complained about how higher education institutions have failed to deliver graduates with developed employable skills consisting of (a) work ethics, (b) communication, (c) teamwork, (d) problem solving, and (e) organization (Dabke, 2015; Griffin & Annulis, 2013; Ward & White, 2015). Business leaders have been pressuring business schools to deliver graduates with employable skills so that they can immediately engage in productive interactions with coworkers and customers upon hiring (Bedwell et al., 2014, p. 1).

For this qualitative archival study, the population sample was 24 public and 24 private nonprofit colleges' and universities' 4-year business schools. These colleges and universities were selected from three regional accrediting commissions areas, starting with U.S. states sharing their borders with Ohio.

Limitations

The limitations of this qualitative archival study applied to the selected population's requirements for state, regional, and national accreditation for colleges and universities, as well as how truthful the information written in institutions' catalogs and published on their websites is about curricular design. STEM and fine arts were not part of this study. This study involved the assumption that before a college program is offered to students, the administrators and institution conducted some research before designing the program's curriculum. Years of experience designing college programs' curricula do not signal a successful program design. Colleges and universities go through an

accreditation process, allowing students to get financial aid from the U.S. federal government; therefore, the program's design could become restrained by the federal government requirement. When state, regional, and national accreditation organizations set different standards, those guidelines also could restrain curricula design. Another concern is the business community with its expectations of 4-year business school college graduates. The process used in designing 4-year business school programs' curricula could limit the designer's flexibility. When a Harvard University graduate is rewarded over a graduate from a nonprestigious university with a similar major, that signals a limitation in the curriculum design.

Education and Experience

Multiple human-resource representatives from a company for which I worked for over 24 years told me that my degrees had no value. I earned two associate's degrees from a community college, one in arts and the other in science. I completed a Bachelor of Arts in Business Information Systems, magna cum lauda, with a minor in Project Management and Organizational Management through an online program. Additionally, I earned a Master of Arts in Organizational Management with specialties in Global Management and Supply-Chain Management through an online program. I have completed the coursework requirement for my PhD in Management with a Leadership and Organizational Change concentration and am working on my dissertation. However, representatives from that company's human-resource department still expressed my educational accomplishments as having no value. I am pursuing my PhD through an online program. I still could not secure a first-level management position with 24 years of

firm-specific and general human capital. I traveled around the United States and Canada as a project manager and business analyst, implementing projects that streamlined the manufacturing processes while reducing cost. I was terminated after 24 years of service when the company I worked for was acquired another company. The representative of the company's human-resource department said that my termination was a staffing reduction initiative.

The Generations

The focus of this qualitative archival study was not from the viewpoint of different generational classifications, such as Baby Boomers or Millennials. Today's work environment comprises five generations, with a multigenerational workforce consisting of a diversity of beliefs, work habits, and attitudes that require consideration when building relationships with colleagues (Stutzer, 2019). The multigenerational workforce consists of the Silent Generation (1928–1945), Baby Boomers (1946–1964), Generation X (1965–1980), Millennials (Generation Y; 1981–1997), and Post Millennial (Generation Z; 1997–today; Stutzer, 2019). The major political, technological advancements, and social events during a specific generation's journey to adulthood shape the generation's beliefs, work habits, and attitudes (Stutzer, 2019). Another significant generational impact comes from the expectations and views of leadership, communication, and educational and professional goals (Stutzer, 2019). Cogin (2012) wrote that today's work environment consists of at least four generations: Traditionalists, Baby Boomers, Generation X, and Generation Y, which translates to a combining aging population. Cogin (2012) defined a generation as a group that shares both a set of world

views of historical or social events and birth years that have occurred during the generation's formative development years. Lub et al. (2016) asserted that the interest in academic generational differences has increased; the interest in academic generational differences impacts technological and cultural shifts in society impacting the workplace, economic, and large demographic.

Generation X cohorts achieved professional goals with tertiary education, and if they attended a business school or top university, they would gain a higher achievement (Anderson & Baron, 2015). The higher education system in the 20th century in much of the Western world has worked toward standardizing learning (Anderson & Baron, 2015).

Generation Y or Millennials refers to a specific generation of the population born on or after 1982 to the mid-1990s (Balaji & Indradevi, 2015). Balaji and Indradevi (2015) characterized Millennials as family oriented, willing to take initiative, ambitious, self-loving, seeking constant positive feedback, and technology savvy. Millennials will make up 75% of the workforce in 10 years (MacDermott & Ortiz, 2017). In the summer of 2004, the first Millennial college graduate entered the workforce, and members of this generation will continue entering until around 2022 (Hershatter & Epstein, 2010). Meister and Willyerd (2010) compared Generation X's population of 50 million to the Millennial population of 88 million in the United States.

Significance of the Study

This qualitative archival study focused on discovering how to integrate the missing nontechnical skills that businesses need to hire graduates after graduation. The missing skills may change the employability issues and possibly place those graduates at

an advantage instead of a disadvantage. Employers for several decades have complained about how higher education institutions have failed to deliver graduates with developed employable skills such as (a) work ethics, (b) communication, (c) teamwork, (d) problem solving, and (e) organization (Dabke, 2015; Griffin & Annulis, 2013; Ward & White, 2015). Business leaders have told postsecondary institutions that they expect graduates to exhibit soft skills in the working environment. Today's businesses rate soft skills as equal to technical skills, known as hard skills (Dabke, 2015). State and federal governments have emphasized how important it is for their citizens to participate in higher education because it increases economic growth, improves the workforce, and increases innovation (Leguizamon & Hammond, 2015). Khonde et al. (2014) stated that a source of knowledge for young minds and industries rests with academic institutions delivering innovative workers capable of solving today's industrial problems.

For decades, noted business publications, well-respected business executives, and scholarly research articles have mentioned the ongoing challenges of finding employees among new graduates (MacDermott & Ortiz, 2017). MacDermott and Ortiz (2017) stated that literature in past years has shown quick movement to a global world where goods, services, and money know no borders and employees' skill sets are needed to adapt to the demands of a global workforce. For graduates to make these contributions, they need a place of employment with adequate financial compensation.

Significance to Practice

Higher education institutions provide the product that businesses employ. Ward and White (2015) asserted that in 2013, 37% of recent college graduates were

underemployed and 7% were unemployed, accounting for 44% of college graduates experiencing negative returns on their investment. Ng (2013) contended that over 90% of college graduates could not meet business expectations and could not work without continuous supervision. A critical performance indicator for today's business success is that soft skills accounted for 75% of long-term business success, while hard skills accounted for 25% (Robles, 2012; Venkateswaran et al., 2014).

Public universities' costs increased by 42% between 1999 and 2012 (Ward & White, 2015). Seventy-one percent of college graduates graduated with an average of $29,400.00 outstanding student debt (Ward & White, 2015). These unemployed college graduates see their college degrees as ineffective and do not contribute 100% to society (Ward & White, 2015). Gabriel and Schmitz (2015), Khan (2013), Nicoletta (2015), and Purcell et al. (2015) discussed the rising cost of a college degree. Houle (2014) expressed how rising college cost was outpacing inflation, and Hooper (2015) found that some families appeared to wonder if they made the right decision by investing in their children's college educations.

About 260,000 college graduates earned the minimum wage of $7.25 an hour in 2013 (Ward & White, 2015). Higher college costs with a low-paying job increase and extend college graduates' outstanding debt. Outstanding unsecured student-loan debt exceeds $1 trillion, as reported by the CFPB (Dibbern et al., 2013). The U.S. gross domestic product (GDP) was $16.77 trillion in 2013 and $17.42 trillion in 2014 (The World Bank, 2015). China's GDP was $9.49 trillion in 2013 and $10.36 trillion in 2014 (The World Bank, 2015). Students, and perhaps the economy, suffer from student debt

(Mulig, 2014). First-time homeownership fell to the lowest percentage in 2011 for the median age of 31 since 2006 (Mulig, 2014). Unsecured student debt surpassed credit card unsecured debt (Monks, 2014; Nicoletta, 2015; Strohush & Wanner, 2015). Bankruptcy addressed the housing market bubble, but students' debts cannot be addressed with bankruptcy (Strohush & Wanner, 2015). Graduates' inability to secure employment with adequate financial rewards can limit economic growth.

In the past few years, a debate has focused on whether higher education is worth the investment (Soyars, 2015). Many students have taken out sizable student loans because of soaring higher education costs, and the soaring college cost has contributed to declined enrollment (Soyars, 2015). In 2007, college enrollment was at a high of 70.1% of high school graduates; by 2013, the number had decreased to 65.9% (Soyars, 2015). Workers with a college degree in 1979 made up to 35% more than the average with a high school degree; that gap increased to earnings of nearly 80% by 2013 (Soyars, 2015).

An opportunity for universities to include nontechnical skills in the school's curriculum exists (Ward & White, 2015), and Robles (2012) stated how university curricula should emphasize soft skills' importance; however, limited data exist on how to perform this integration.

Significance to Theory

Research data about college education and its potential financial reward for graduates compared with someone without a college degree exist. State and federal governments have placed effort into educating their citizens because leaders see this as improving the quality of the labor force, boosting economic growth, and increasing

innovation (Leguizamon & Hammond, 2015). Some states have implemented policies to enhance their residents' college-level education, and one third of the states have invested in a merit-based financial aid program (Leguizamon & Hammond, 2015). Each state has its version of a merit-aid program, but they share in-state tuition programs with their best local students and do not consider incomes (Leguizamon & Hammond, 2015). Jin et al. (2014) stated that some departments upgraded their curriculum and described how universities give students many opportunities to interact with companies. Ward and White (2015) asserted that no simple solution exists to address student debt and how universities get pressured to reevaluate existing programs and curricula. Ward and White expressed that some universities agreed to discuss the student debt crisis by reducing costs through applicable financial aid packages and graduating students on time as another way of addressing the student debt challenge.

Significance to Social Change

This study's results may provide much-needed insight into how universities deliver graduates whom businesses hire and adequately compensate. Insight from this study may guide postsecondary institutions in aligning curricula with the expectations of companies. Such alignment has implications for positive social change, in that it may enhance university graduates' chances of employment and higher compensation after earning a degree. Higher education faces a double crisis in the early 21st century, with poor completion rates and inadequate access (Soares, 2013). Soares (2013) contended that the United States, which once led the world in college enrollment and graduates, trailed behind nine nations, while six others were nipping at the United States' heels. The

college graduation rate will lead to a shortage of college-educated adults in a workforce of 16 million by 2025; the United States is in severe danger of supplying too few college graduates for its economic needs in 2025 (Soares, 2013). Soares wrote that for the United States to prevent a disaster, the adult college graduate rate must increase from 39% to 60% by 2025. The graduation rate in the United States averages around 1.6 million per year, and that number needs to be approximately 2.4 million per year (Soares, 2013). A severe challenge exists for the United States to meet the economy's demand for college graduates. However, a more severe need is to deliver college graduates with the skill sets that hiring managers require.

Summary and Transition

Summary

Some 4-year business school graduates may lack nontechnical skills that businesses require for immediate hire after graduation. Graduates leave universities with more theories than soft skills (Griffin & Annulis, 2013). In 2013, 37% of recent college graduates were underemployed and 7% were unemployed (Ward & White, 2015), accounting for 44% of college graduates experiencing negative returns on their investment. Ng (2013) stated that over 90% of college graduates could not meet business expectations and could not work without continuous supervision. Employers for several decades have complained about how higher education institutions have failed to deliver graduates with developed employable skills comprising (a) work ethics, (b) communication, (c) teamwork, (d) problem solving, and (e) organization (Dabke, 2015; Griffin & Annulis, 2013; Ward & White, 2015). Business leaders have been pressuring

business schools to deliver graduates with employable skills so that they can immediately engage in productive interactions with coworkers and customers upon hiring (Bedwell et al., 2014, p. 1). An opportunity for business schools exists to include nontechnical skills in the curriculum (Ward & White, 2015); however, limited data exist on how to perform this integration. Such integration could support positive social change by enhancing university graduates' chances of employment and higher compensation after earning a degree.

The general management problem was that some 4-year business college curricula programs are below the market's expectations, creating a disservice to graduates and businesses. The specific management problem was that some 4-year business college curricula programs may have delivered graduates who lack the nontechnical skills that businesses require to hire graduates after graduation. Universities' responsibilities include innovating by creating new opportunities and programs for students to gain the skills they need to gain employment upon graduation (Ward & White, 2015).

The purpose of this qualitative archival study was to assess and explore integrating into 4-year business schools' degree curricula the nontechnical skills that businesses require to hire graduates immediately after graduation. STEM and fine arts were not part of this study. Today's business depends on nontechnical skills, accounting for 75% soft skills, while 25% accounts for hard skills (Robles, 2012). The population sample was 24 public and 24 private nonprofit colleges' and universities' 4-year business schools within three regional accrediting commissions with states sharing their borders with Ohio.

Human capital theory was the conceptual framework designated in this study. A person's education positively correlates with earnings as defined by human capital theory (Seong-O & Patterson, 2014). According to human capital theory, people receive a higher salary or wage with higher education and experience (Mavromaras et al., 2013). Seong-O and Patterson (2014) mentioned that education contributes to increased skills, increased skills translate to increased productivities, and increased productivity gets rewarded with higher earnings. Human capital theory is a framework that helps explain the failure or growth of a firm's venture (Rauch & Rijsdijk, 2013). A major contributor to growth is human capital (Oster et al., 2013), and education leads to increased productivity in workers (Vermeylen & Giuliano, 2014).

I selected the qualitative archival study method for this study. Hicks (2003) mentioned that archival research involved using archives as a discovery process and keyword searches. McCausland (2011) stated that archival research is literature review. McCausland further explained that original records get accessed in archival research. Acquisition, aggregation, and transformation are archival research elements (McIntush et al., 2019). An archival study provides powerful and flexible research and external validity (Bercovitch, 2004). Archival material gets used for authentication (Shrivastava, 2017); archives can also be an abundant resource for the past, present, and future (Tetreaualt, 2019). An archival study's strength is associated with sampling many data (Bercovitch, 2004; Shah et al., 2014; Shrivastave, 2017). Archival study deals with the reconstruction of history (Tetreaualt et al., 2019).

Transition

In Chapter 1, I introduced the general and specific business problem, discussed the research topic's purpose and significance, identified the research method, listed the research question, and introduced human capital theory as the conceptual framework.

In Chapter 2, I will restate the general and specific business problem statement, discuss the literature search strategy, and break down the different search engines, databases, and keywords used to gather data. In the literature review section in Chapter 2, I will review the research topic and the conceptional framework, human capital theory. The literature review section will include national, regional, and state accreditation organizations that are responsible for setting colleges' and universities' guidelines when developing curricula. Other contributing factors affecting curricula design could be government's inputs, graduates' expectations, and how a business defines employability.

In Chapter 3, I will discuss the research method with justification for using the qualitative archival study method and discuss the research population and instrumentation.

In Chapter 4, I will discuss the 31 preexisting codes, the six categories, and two themes used for the data analysis.

In Chapter 5, I will discuss the 28 findings and how they confirmed, disconfirmed or extended knowledge.

Chapter 2: Literature Review

The general management problem is that some 4-year business college curricula programs are below the market's expectations, creating a disservice to graduates and businesses. The specific management problem is that some 4-year business college curricula programs may have delivered graduates who lack the nontechnical skills that businesses require to hire graduates after graduation. Universities' responsibilities include innovating by creating new opportunities and programs for students to gain the necessary skills required for employment upon graduation (Ward & White, 2015). Robles (2012) stated that university curricula should emphasize soft skills' importance; however, limited data exist on how to perform this integration.

Seventy-one percent of college graduates in 2012 left school with an average outstanding debt of $29,400, and public university costs rose 42% from 2000 to 2011 (Ward & White, 2015). Once employed, graduates have problems paying off high student loans (Ward & White, 2015). The purpose of this qualitative archival study was to assess and explore integrating into 4-year business schools' degree curricula the nontechnical skills that businesses require to hire graduates immediately after graduation. STEM and fine arts were not part of this study.

In 2013, 37% of recent college graduates were underemployed and 7% were unemployed (Ward & White, 2015), accounting for 44% of college graduates experiencing negative returns on their investment. Ng (2013) stated that over 90% of college graduates could not meet business expectations and could not work without continuous supervision. Employers for several decades have complained about how

higher education institutions have failed to deliver graduates with developed employable skills consisting of (a) work ethics, (b) communication, (c) teamwork, (d) problem solving, and (e) organization (Dabke, 2015; Griffin & Annulis, 2013; Ward & White, 2015). Business leaders have been pressuring business schools to deliver graduates with employable skills so that they can immediately engage in productive interactions with coworkers and customers upon hiring (Bedwell et al., 2014, p. 1).

Poon and Brownlow (2015) postulated that curriculum design and development are essential to students' overall development, and curricula have the components of a program and should illustrate the appropriate sequencing of courses to learn critical skills. Jackson (2014) described how higher education is considered a high investment and some students seek a degree to secure employment. Brooks and Calkins (2016) stated that postsecondary institutions have failed to prepare students for the workplace, and employers find it increasingly difficult to find qualified workers. Learning institutions face the challenge of providing students with high-quality coursework and rigorous research, and they lack collaboration with industry partners (Laukkanen et al., 2013). According to Hahn and Fairchild (2015), skills lacking in graduates of U.S. universities are writing, critical thinking, and problem solving, and essential workplace skills are deteriorating. Today's business long-term job success depends on nontechnical skills, accounting for 75%, and hard skills accounting for 25% (Robles, 2012). Robles (2012) also stated another study supporting business success with 85% nontechnical skills and 15% hard skills.

In the United States, colleges and universities must incorporate assurance of learning (AoL) to maintain accreditation with the six regional accreditation bodies (Hahn & Fairchild, 2015). Business school programs gain national accreditation from the AACSB, the Accreditation Council for Business Schools and Programs (ACBCP), and the International Assembly for Collegiate Business Education (IACBE; Hahn & Fairchild, 2015). The education that an individual receives positively correlates with higher earnings as defined by human capital theory (Mavromaras et al., 2013; Seong-O & Patterson, 2014).

Literature Search Strategy

I started the data search using words from the working title. At the start of gathering data, I experienced challenges in identifying peer-reviewed articles to support my topic; the conclusion that I arrived at led to rewrites of the working title rendering different versions. The first working title was "The Diabolical Disconnect Between Educating Institutions and Businesses: College Degree Diminishing Value." Searching for "college degree value" produced a limited amount of quality data. Another working title, "Hiring Manager-Selecting Criteria: Your Degree Has No Value; Possible Causes, Discrimination, Racism, Business Culture, or Uneducated Hiring Managers," did not help in focusing on the research topic. Another working topic, "Universities and Businesses Collaborating Adding Value to Degree: College Degree Diminishing Value," provided guidance but missed important research study elements. The working title, "Qualitative: Exploring 4-Year Business School Curricula Impact on Graduate's Hiring and Earnings," provided focus and supported the research study; with this title, I had a definite focal

point. One question I asked was the following: What influences 4-year business school curricular design? Another question I asked was the following: What appealed to hiring managers? The inspirations for my investigating questions came from the working titles.

Required Skills

While conducting research, I noticed written words in articles, giving me ideas to develop keywords. *Nontechnical skills*, *soft skills*, *college curriculum*, *accreditation*, and *accrediting* were words and phrases that I read in articles.

Nontechnical Skills

I searched Master File Premier in EBSCOhost using criteria "nontechnical skills" for publication dates between 1992 and 2017, with results limited to peer-reviewed articles; this search yielded 323 results. I then searched for "nontechnical skills" and "business" between publication dates 2004 and 2017 with peer-reviewed status; this yielded 27 results. Nontechnical skills search criteria used in searching the Business Source Complete database with the limiters full text, peer-reviewed scholarly journals, and publication date 2012 to 2015 yielded nine results. Intrapersonal skills search criteria used in searching the PsycINFO database with the limiters full text, peer-reviewed scholarly journals, and publication date 2012 to 2016 yielded six results. Employability skills search criteria used in searching the ProQuest central database with the limiters peer-reviewed scholarly journals and publication date 2012 to 2016 yielded 334 results.

Soft Skills

I searched the Business Source Complete database in EBSCOhost using the criteria "soft skills" and "employment" and selected full text, peer-reviewed scholarly

journals, and publication dates between 1997 and 2016; this yielded 88 results. I searched PsycINFO using the criteria "employment" and "soft skills" with the limiters full text, peer-reviewed scholarly journals, and publication date 2004 to 2015; this yielded 16 results. I searched the Business Source Complete database with criteria for college degree using the limiters full text, peer-reviewed scholarly journals, and publication year 2012 to 2016; this yielded 67 results.

Accreditation

I searched the Business Source Complete database in EBSCOhost using "curricula AND book" as the search criteria, not changing "select a field (option…)," which yielded 728 results for the 1911 to 2016 publication date range, setting the search limit to full text. Changing the date search criteria from January 1, 2013 to December 31, 2016 yielded 85 results, then selecting peer-reviewed scholarly journals yielded 42 results. Using "college accreditation" limited to full text between 1995 and 2014 yielded five results. After adding the peer-reviewed scholarly journals option, the search yielded two results. I used "university accreditation" set to full text between 2001 and 2015, which yielded 12 results; after adding the peer-reviewed scholarly journals option, it yielded eight results. The search criteria "accreditation organization" yielded 31 results between 1997 and 2016; after adding the peer-reviewed scholarly journals option, it yielded six results. The search criteria "accreditation agency" between 1996 and 2015 yielded 32 results; after adding the peer-reviewed scholarly journals option, it yielded 15 results. I searched the Business Source Complete database using accreditation as the search criteria with limiters full text and publication date from 1952 to 2017, which

yielded 10,174 results. By changing the publication date (2016 to 2017), I reduced the total to 1,622. I selected the peer-reviewed scholarly journal option, which produced 456 results. Some articles mentioned the Accreditation Council for Business Schools & Programs (ACBSP), AACSB, and European Quality Improvement System (EQUIS). I used accreditation and ACBSP criteria to search the Business Source Complete Database with limiters full text, peer-reviewed scholarly journals, and publication date 2013 to 2017, yielding five results. Accredited and ACBSP criteria were used to search the Business Source Complete Database with limiters full text, peer-reviewed scholarly journals, and publication date 2013 to 2017, yielding one result. Accreditation criteria used to search titles in the Business Source Complete database with limiters full text, peer-reviewed scholarly journals, and publication date 2013 to 2017 yielded 88 results.

Accreditation in the United States

Using the words "accreditation in the United States" produced five results using the limiters peer-reviewed scholarly journals and publication date 1977 to 2005 when searching the database Business Source Complete. I searched the Business Source Complete database using AACSB with limiters peer-reviewed scholarly journals and publication date 1965 to 2016, which produced 640 results. Changing the search publication date parameters to 2013 to 2016 yielded 144 results. Using ACBSP with the limiters peer-reviewed scholarly journals and publication date 2013 to 2016 yielded seven results when searching the Business Source Complete database. I searched the Education Source database using ACBSP with the limiters peer-reviewed scholarly journals and publication date 1990 to 2015, which yielded 10 results. Using the Middle

States Commission on Higher Education to search business source complete database with the limiters peer-reviewed scholarly journals and publication date 2007 to 2016 produced three results.

College Curriculum

"College curriculum" used to search the Business Source Complete database with the limiters full text, peer-reviewed scholarly journals, and publication date 2012 to 2016 yielded 141 results. "College curriculum" and "design" used as search criteria for the Business Source Complete database with the limiters full text, peer-reviewed scholarly journals, and publication date 2012 to 2016 yielded 21 results. I used "college graduate" criteria to search the Business Source Complete database with the limiters full text, peer-reviewed scholarly journals, and publication date 2012 to 2016, yielding 36 results. I used "college graduate" and "hiring" criteria to search the Business Source Complete database with the limiters full text, peer-reviewed scholarly journals, and publication date 2012 to 2016, yielding three results. "College graduate" and "working" criteria used to search the Business Source Complete database with the limiters full text, peer-reviewed scholarly journals, and publication date 2012 to 2016 yielded five results. "Instructor" and "curricula" were other search criteria used to search the Business Source Complete database with the limiters full text and publication date 1926 to 2016, yielding 802 results; I added peer-reviewed scholarly journals to the limiters, yielding 633 results.

Discovering Supporting Theory

While reading articles, I read about human capital theory and its connection to my research topic. I used "human capital theory" search criteria to search the Business

Source Complete database with the limiters full text, peer-reviewed scholarly journals, and publication date 2012 to 2016, yielding 72 results. “Human capital theory” and “employment search” criteria used in searching Business Source Complete with the limiters full text, peer-reviewed scholarly journals, and publication date 2012 to 2016 yielded 29 results. “Cost of college” search criteria used in searching the Business Source Complete database with the limiters full text, peer-reviewed scholarly journals, and publication date 2012 to 2016 yielded six results. “College cost” search criteria used in searching the Business Source Complete database with the limiters full text, peer-reviewed scholarly journals, and publication date 2012 to 2016 yielded seven results. “College tuition” search criteria used in searching the Business Source Complete database with the limiters full text, peer-reviewed scholarly journals, and publication date 2012 to 2016 yielded 31 results. “College tuition” and “working” search criteria used in searching the Business Source Complete database with the limiters full text, peer-reviewed scholarly journals, and publication date 2012 to 2016 yielded two results.

“Human capital theory” search criteria used in searching the ProQuest Central database with the limiters peer-reviewed, scholarly journals, and publication date 2012 to 2016 yielded 690 results. “Human capital theory,” “employment,” and “United States” search criteria used in searching the ProQuest Central database with the limiters scholarly journals and publication date 2012 to 2016 yielded 665 results. “Human capital theory” and “Gary Becker” search criteria used in searching the ProQuest Central database with the limiters full text, peer-reviewed, scholarly journals, and publication date 2012 to 2016 yielded four results.

Conceptual Framework

The Connection

Little (2003) stated that Schultz and Becker revived human capital theory from the early 1960s; in a speech to the American Economists' Association in 1960, Schultz urged fellow economists to reevaluate the concept of education being a form of investment into human capital. Badea and Rogojanu (2012) stated that today, global observers concluded that society is moving toward an era where individuals' essence gets determined by their abilities to use skills and knowledge to adapt to the social environment and economic changes. Scientists have turned their attention to wealth factors such as corporate governance, macroeconomic stability, technical progress, and human capital (Badea & Rogojanu, 2012). According to human capital theory, people receive a higher salary or wage because of education and experience (Mavromaras et al., 2013). Education achieved positively correlates with earnings as defined by human capital theory; education contributes to increased skills, increased skills translate to increased productivities, and increased productivities get rewarded with higher earnings (Seong-O & Patterson, 2014). Instability, competitive pressures, and crises have characterized the new economic environment; human capital has turned into an essential pillar leading to economic development and growth. One engine of economic development, at both the social community and individual level, is human capital (Badea & Rogojanu, 2012). Education is related to human capital, and high learning institutions help to rediscover the relationshipand influence economic changes (Badea & Rogojanu, 2012). Today, an increased focus is the power of education and how it improves the

welfare and hence the competitiveness of nations (Badea & Rogojanu, 2012). Moreover, in globalization, the competence of an international institution college education, along with policymakers and a suite of scientists, have emphasized universities' and graduates' role in the innovation processes necessary to achieve economic objectives (Badea & Rogojanu, 2012).

Human Capital

Schatzel et al. (2012) contended that society and individuals gain economic benefits by investing in people through human capital development. Schatzel et al. emphasized that enlightened citizenry, economic growth, and population control are primary benefits for society. Individuals' primary benefits come from lower unemployment, better health, improved occupational and social status, a fulfilling work environment, and higher lifetime earnings (Schatzel et al., 2012). Schatzel et al. stated that human capital investments include nutrition, education, and health, noting that education contributes to nutrition and health.

Schatzel et al. (2012) wrote that some researchers had questioned human capital theory because it failed to explain the inconsistency between increased economic opportunities and higher education. Modern economies have experienced considerable underemployment despite increased investments in human capital, and often, workers who have lost their jobs have not been able to secure comparable jobs after participating in training and education (Schatzel et al., 2012). Despite the criticisms of human capital theory, postsecondary education improves individuals' chances for a promising career (Schatzel et al., 2012). Data from the U.S. Census Bureau in 2011 revealed that

individuals with bachelor's degrees earned 87% more than individuals with high school degrees (Schatzel et al., 2012).

Vermeylen and Giuliano (2014) stated that capabilities derived through education, which increases worker's productivity, defined the human capital theory. Supangco (2016) stated that skills derived from firm-specific training or general training contributed to human capital. General training benefits any organization, and employees pay the cost, while organizations that benefit from firm-specific training pay that cost (Supangco, 2016). Schulz et al. (2016) wrote that a firm's human capital expressed by the skills and knowledge of its employees represent a critical resource of the firm and a source of competitive advantage. An employee's human capital productive capabilities come from experience, education, and training (Schulz et al., 2016).

Under the classic human capital theory, two forms of human capital exist: firm-specific and general; the theory predicts that an employee who acquires firm-specific experience will become more productive to the organization (Schulz et al., 2016). Insights, a unique set of processes, and procedures with a limited value outside the original firm represent firm-specific human capital (Williams, 2013). Multiple organizations benefit from employees with general human capital (Schulz et al., 2016).

Williams (2013) wrote that the human capital theory is linked to three schools of thought (a) the resource-based view of the firm, (b) the behavioral school of decision making, and (c) social capital theory. Education delivers specific knowledge transferred between businesses and individuals; greater cognitive knowledge and capability come from an individual's higher level of education; therefore, higher task performance is

accomplished by human capital theory scholars associated with higher levels of education (Williams, 2013). Discipline, commitment, and motivation are reflected through education, and critical human capital theory essential qualities to running a new venture (Williams, 2013). An individual's life experience or education may enhance someone's decision-making ability, which relates to general human capital, and capabilities and knowledge that cannot transfer entirely to other industries related to industry-specific human capital. (Williams, 2013).

Onkelinx et al. (2016) wrote that skills, abilities, aggregate knowledge, and other competencies of the organization's workforce define employee human capital; therefore, knowledge, education, skills, and experience are human capital attributes. Ployhart et al. (2014) wrote that workers with human capital add value to the business, and human capital unit-level comes from knowledge, skills, abilities, and other characteristics (KSAOs). Olimpia (2013) stated that the level of per capita income and growth rates are supported by human capital development; the two main components of human capital are health and educational capital. Also, economic output is associated with health and educational capital (Olimpia, 2013).

Oster et al. (2016) wrote that global life expectancy increased almost 20 years in the United States and worldwide over the past five decades, which was credited to economic growth. Also, life expectancy comes through human capital investment because longer life expectancy was predicted by the human capital theory, which increases the incentive to invest in skill acquisition (Oster et al., 2016). A major input to growth is human capital (Oster et al., 2016). The human capital theory positively affects

earnings and productivity through financial and college investment (Way et al., 2013). Way et al. (2013) articulated that a critical metric for administrators, job placement officers, and program recruiters is the returned-on investment for the school. Torten et al. (2016) stated that employee productivity leading to increased capital value defines the human capital theory; the human capital theory emphasized that the investment in people will lead to society's economic advantages. Loughran et al. (2013) found that the investments in training and the education individuals received increased their market returns. Sparrow and Makram (2015) stated that employees differed by their human capital, allowing them to add value to the business.

A connection exists between human capital theory, education, and income. Seong-O and Patterson (2014) stated that human capital theory suggested that education level correlated with higher income. Human capital theory offers important insight into the relationship between earning and education and the connections between earning and education (Seong-O & Patterson, 2014). The insights lead to three implications of human capital theory starting with the individual, then the organization, and finally the country-level (Seong-O & Patterson, 2014). At the individual level, human capital theory discusses the supply-side analyzing individual data affecting the labor market supply-side of the business (Seong-O & Patterson, 2014). The organization-level discusses the demand-side, considering the business-related phenomena through analysis of turnover, productivity, and investment (Seong-O & Patterson, 2014). The country's level is merging both supply-side and demand-side theory in defining national policies (Seong-O

& Patterson, 2014). Skills acquisitions define by human capital theory achieved through training and education (Seong-O & Patterson, 2014).

The most important way of obtaining human capital is through education, and training offers a method of investing in human capital (Seong-O & Patterson, 2014). Individuals spend money to invest in human capital paying for supplies, tuition, and books (Seong-O & Patterson, 2014). Companies provide individuals with training programs showing their willingness to investment in human capital (Seong-O & Patterson, 2014). Individuals investing in human capital acquired a higher level of skills and are rewarded higher pay (wages or salaries) in return for their improved productivity (Seong-O & Patterson, 2014). Higher productivities and improved performances from workers benefit companies (Seong-O & Patterson, 2014). Explaining the phenomena of human capital, many labor economists have explored empirical data and built functional theoretical analyses (Seong-O & Patterson, 2014).

Specific Training Versus General Training

General training marginally increases trainees' productivity by the same amount in other firms. Specific training on trainees' productivity does not affect other firms. The business has the advantage of firm-specific knowledge (Robson et al., 2013).

Comparison and Implication of Human Capital Theory

Human capital theory is analyzed by both the supply-side of the labor market, translates to individuals and the demand-side of the labor market, translates to organizational perspectives, with a broader perspective addressing the country-level of the labor market (Seong-O & Patterson, 2014). From the individual's worker's

perspective, human capital theory provides the principles of an individual's accumulations, earning profiles, cost, and human capital returns (Seong-O & Patterson 2014). From the organizational perspective, human capital theory presented the ideas about the labor market, turnover, labor mobility, the risk of investment, costs, benefits, and productivity (Seong-O & Patterson 2014). The individual and organization perspectives at the country level have a comprehensive approach involving governmental policymaking in human resources (Seong-O & Patterson 2014).

Schooling Versus Training

On-the-job training and schooling are the two essential forms of human capital investment (Seong-O & Patterson, 2014). The general purpose of knowledge comes from teaching conceptual information and the tools used in various industries and occupations provided through schooling (Seong-O & Patterson, 2014). Schooling contributes to acquiring more specific skills providing employees with the flexibility to realize their comparative advantage (Seong-O & Patterson, 2014). Schooling plays a significant role in increasing individual pay and affects individuals' total life earnings (Seong-O & Patterson, 2014). After schooling, increased productivity for a profession would come from on-the-job training, and an increase in wage and salary is derived from training (Seong-O & Patterson, 2014).

Badea and Rogojanu (2012) stated that human capital is among the factors determining competitiveness and is an essential pillar to economic development and growth. Human capital and education increases focus on the power of education, which emphasized the role of universities and their graduates in the innovation to achieve

economic objectives; one of the economic development engines for both community and social levels is human capital (Badea & Rogojanu, 2012). M. Wang et al. (2012) stated that human capital comes from investing in training, education, health, and migration. Bodenhofer (1967) wrote that an individual's welfare with resources for developing human capacities defines human capital.

Mavromaras et al. (2013) wrote that the supply-side of the labor market gains support from the human capital model emphasized that earnings are determined by experience and education. The demand side of the labor-market gains supports from the job competition model, which suggests that productivity comes from the job rather than the worker, where productive personal characteristics push the worker to the top (Mavromaras et al., 2013).

Strober (1990) suggested that if someone seeks an excellent job, that requires a good education, which embodies the human capital theory. Displaced homemakers, unemployed workers, school children, and adolescents hear this message daily by outplacement counselors, clergy members, public office seekers, teachers, and parents about the importance of a college degree (Strober, 1990). Strober contended that many individuals giving this advice never heard about the human capital theory, but they believed earning an education translated to getting ahead in life. Earning an education, training, or on-the-job experience makes workers more productive, and earnings increase because they are more productive (Strober, 1990). On-the-job training provides specific human capital, which translates to knowledge and skills used only in a specific company, or general human capital, which translates to knowledge and skills transferable to

different companies' settings (Strober, 1990). The human capital theory is the supply-side theory (Strober, 1990).

Literature Review

The Buildup

Underemployment and rising tuition cost did not diminish the value of higher education and recipients of a bachelor's degree over a lifetime earned 66% more than the average high school graduate (Nonis et al., 2015). The earning median is about 2.3 million, with a bachelor's degree compared to 1.3 million with a high school diploma with young college graduates having an 8.7% unemployment, while high school graduates having a 13.8% unemployment rate (Nonis et al., 2015). Student-loan and credit card debt contributed to low student self-esteem, withdrawal from school, and high-stress levels (Nonis et al., 2015).

According to Hahn and Fairchild (2015), skills lacking by graduates of United States universities are writing, critical thinking, and problem-solving, and that critical workplace skills are deteriorating. Transparency is mentioned as addressing graduates' value to the business (Hahn & Fairchild, 2015). Some examples of transparency are the Future Business Leaders-Phi Beta Lambda's Comprehensive Business Examination (CBE), the success rate on professional certification exams, and the Educational Testing Service's Major Field Test in Business (MFTB; Hahn & Fairchild, 2015). One example that meets spelling's criteria for comparing and assessing post-secondary learning outcomes comes through the Uniform Certified Public Accounting Examination (UCPAE; Hahn & Fairchild, 2015).

Skilled teacher-scholars are in demand for college and universities, and when selecting new faculty, the department administrators gave effectiveness in teaching 87.6% (Schnader et al., 2016). A critical function of a university is educating society, and the AACSB accreditation standards encourage universities to develop their faculty's skills (Schnader et al., 2016). University promotion and tenure components are associated with teaching even at learning institutions where scholarly productivity is their primary emphasis (Schnader et al., 2016).

Learning institutions face the challenge of providing students with high-quality coursework, rigorous research, and lacking collaboration with industry partners (Laukkanen et al., 2013). Many marketing academic departments faced three challenges (a) conducting rigorous research, (b) providing the students with a high-quality education, and (c) collaborating with business (Laukkanen et al., 2013). A shift in teaching techniques by the AACSB included simulations, problem-based learning by students, and projects completion (Laukkanen et al., 2013). The fast pace of today's Internet and television has influenced universities students' desire for short lectures over long lectures (Laukkanen et al., 2013). New-product development and business innovation using students as a source or research labs support the university's collaboration with partners (Laukkanen et al., 2013). Wart et al. (2014) stated that poor teaching contributed to the great recession. Stivers and Onifade (2014) contended that the business environment had changed, but academic institutions have failed to adjust, particularly social values and technologies. Hiring qualified faculties seems to be needed for all accreditation organizations (Sarrico & Pinheiro, 2015).

Bal and Anitsal (2014) stated that traditional universities face a severe challenge from technological changes, globalization, and increased competition. The major national universities survived from their reputation, the positive foundation of ranking, and prestige, while regional universities rely on accessibility, cost, and convenience (Bal & Anitsal, 2014). Bal and Anitsal contended that business schools need to remember that recruiting and selecting talents is important; it must lead to desirable consequences for recruiting companies and students. Work experience by itself does not determine a successful career regarding promotions and salary levels (Bal & Anitsal, 2014). Students from different geographical locations require different curricula design; for example, European students may need communication skills, consultancy, and analysis, while Eastern students may need marketing, industrial management, and operation management skills (Bal & Anitsal, 2014).

Reasons for Accreditation

Accreditation is voluntary, but a business school must participate to get federal funding; therefore, colleges pursuing accreditation cannot be careless in this process (Hepburn, 2014). Independent assessments are required for business school program accreditation in the United States to prove faculty competency and learning students (Strang, 2013). Assuring the public regarding accredited college members meeting the standard is the ACCJC accreditation process (Hepburn, 2014).

Strang (2013) wrote that accredited business schools in higher education are experiencing challenges preparing students for high-stakes examinations. Strang (2013) also stated that universities in the United States face three levels of stringent

accreditation: disciplinary, approval from the state level to operate, and regional university-wide accreditation self. Machuca and Lockwood (2014) stated that accreditation helps recruit, hire, and keep qualified faculty.

Employability Skills

Employability

Employability is defined as a set of accomplishments such as skills and understanding that makes graduates more likely to gain employment (Haque, 2013). Cardona and Andres (2014) wrote that employability is a set of skills, achievement, understanding, and personal attributes that improve graduates' chances for employment, benefiting the workforce, themselves, the economy, and the community. Veld et al. (2015) wrote that employability, the shared responsibility between employee and employer. According to human capital theory, formal education, competence development, and training can enhance employability (Veld et al., 2015). Williams (2014) defined employability as a set of understanding and personal attributes, skills, and knowledge that makes a person feel comfortable, satisfied, and successful in their job. Naveed et al. (2015) defined employability as a person's capability to gain and maintain a job. Diedrich and Styhre (2013) defined employability as an individual's potential to gain employment.

Turhan and Akman (2013) defined employability as attitudes and commercial understanding skills and knowledge, allowing graduates to contribute to the business soon after employment. Diedrich and Styhre (2013) also stated that employability has gained renewed political attention over the last two decades. Employability skills do not

apply to a specific job but are applicable at every employment level (Williams et al., 2014). Williams et al. (2014) stated that college graduates lacked personal attributes and skills despite their excellent academic qualifications. Brown and Vosper (2013) wrote that quality learning requires a curriculum equipping students with relevant employability skills. In the 21st century, a partnership exists between the educational institution and business because the learning institutions provide future employees (Williams et al., 2014). Galloway et al. (2014) expressed difficulties articulating the term employability because of overlapping interpretations. Coetzee and Potgieter (2014) wrote that lifelong learning comes with employability in a fast changing and advancing technological knowledge economy. Also, Coetzee and Potgieter stated that employees and employers realized that to remain competitive requires continued investments in education. Das and Subudhi (2015) expressed that employability applies to being able to secure and maintain employment. Ipate et al. (2014) emphasized that employability comes from complex learning.

Sulphey (2015) stated that employability is debated with many theories, definitions, and experts confusing the topic. Sulphey wrote that a primary goal of employability is the critical ability needed to convince and upgrade an individual with skills different from technical skills. Human capital theory takes a comprehensive approach using a social-psychological perspective, stating that employability is limited to shaping experience, talents, and techniques for individuals getting a job and points towards completing work (Sulphey, 2015). Individuals with employability skills are an asset to the business that hired them because of their performance across all job

categories. Employability is a set of achievements, personal attributes, and understanding that increases graduates' chances of employment; skills benefit the economy, community, and the workforce.

Riebe and Jackson (2014) asserted that employability skills are known by other names such as professional, key, generic, nontechnical, or core skills. Riebe and Jackson contended that any other skill that enables graduates to effectively and innovatively contribute to the workplace is called employability skills. Employability skills are an intricate part of higher education, empowering the individual to solve problems, work, conduct critical thinking, and communicate (Riebe & Jackson, 2014). Over the last three decades, the opinions expressed were education and the contribution it makes to the labor market (Riebe & Jackson, 2014). Messum et al. (2015) stated that in the last five years communication and interpersonal, teamwork, critical reasoning, work experience, emotional intelligence, cultural alignment, knowledge of the industry, and caliber of academic qualification rates as the most important employability skills. Wachs et al. (2012) wrote that complementing technical skills (TS) is nontechnical skills (NTS), social, cognitive, and personal skills, and NTS has three broad categories (a) communication, (b) situation awareness, and (c) decision making. Gokuladas and Menon (2014) cited employability as the marketable skills and attributes employers demand from the employees and that employee used employability skills to meet customers' changing needs. Keeping one's job and securing a job validates employability (Gokuladas & Menon, 2014).

Teale (2013) expressed that employability develops a perception important for universities signaling the relevance of academic studies. Teale asserted that the generic employability skills or attributes are self-management, planning and organization, communication, teamwork, initiative and enterprise, learning and technology, and problem-solving. Castro (2014) wrote that the increase in graduates had not stopped the industry sector from complaining about the shortage of graduates regarding competencies and skills, and many graduates find themselves underemployed. Velasco et al. (2014) wrote that the knowledge older individuals learned and incorporated in their toolboxes creating competencies must be extended with new competencies such as communicating, adapting to changing, lifelong learning, taking the initiative, and teamwork. Saissi and Napoli (2014) wrote that employability was linked to skills and experience.

Nontechnical Skills

Lavy and Yadin (2013) wrote that many synonyms throughout the industry used to define nontechnical skills, including emotional skills, soft skills, employability skills, and people skills. Lavy and Yadin stated that attitudes and personality traits that drive one's behavior is called nontechnical skills. Balcar (2014) wrote that different companies used different definitions for soft skills and academic use alternative terms, such as people skills, noncognitive skills, or personal skills. Oladele et al. (2013) wrote that every higher learning institution rest on graduating graduates for the job market.

Galloway et al. (2014) wrote about the usefulness of the workplace as an effective means for skills development. Jackson et al. (2014) wrote that the corporate sector identified teamwork as the most invested skill, also called generic, professional,

nontechnical, or core skill. Gaining momentum worldwide is the business expectation of graduates with employability skills (Jackson et al., 2014). Jackson et al. (2014) expressed how skills-based education becomes challenging because skills vary with job design through environmental characteristics and evolving economy. Grant et al. (2014) wrote that skills are expertise and capabilities linked to activity or occupation; the term skills do not apply only to technical competencies but also cognitive and behavioral competencies.

Daff et al. (2012) expressed concerns about developing nontechnical generic skills, and that one such nontechnical skill lacking in graduates is an interpersonal skill. Daff et al. postulated that a point of interest relates to after graduates mastered nontechnical skills because that accomplishment does not guarantee success in future performance. Daff et al. discussed a study tracking successful IT graduates and noting generic skills, while important, were not enough to increase professional performance because of high levels of emotional intelligence (IE). Emotional intelligence is equally important because emotional intelligence allows teamwork and strategic decision-making to build client relations and leadership (Daff et al., 2012).

Soft Skills

Gibson and Sodeman (2014) stated that scholars recognized Millennials' deficiencies in soft skills because of how comfortable they adapt and learn modern technology. Gibson and Sodeman defined soft skills as an individual's ability to effectively communicate, utilizing problem solving and critical thinking skills to solve problems while building and maintaining relationships with others through effective oral and written communication. Gibson and Sodeman also stated that communication and

managing people are skills future employees look for in graduates. Faridi et al. (2014) wrote that businesses look forward to hiring individuals with soft skills such as building up problem solving mechanisms, creativity, confidence, cultivating leadership quality, innovation, initiative, and teamwork spirit. Dozier (2015) mentioned soft skills, also known as basic skills, defined as an employees' work ethic, which allows them to interact with coworkers cooperatively and successfully. Dozier contended that basic skills include reliability, interpersonal skills, confidence, punctuality, critical thinking, flexible and adaptable attitudes, communication, teamwork, and problem-solving. Soft skills are transferable, which constitutes why employers demand these skills; also, soft skills advantage over technical skills is that soft skills rarely become obsolete; their application covers a large area (Dickfos et al., 2014).

University

Taylor and De Luea (2014) stated that universities supported the economy by supplying skilled workers and that university graduates' employability and industry needed center stage status by the government. However, organizations such as the Sector Skills Councils (SSCs) argued that college graduates lack essential working skills (Taylor & De Luea, 2014). The strategies deployed by universities in addressing employability graduates include a curriculum-based approach involving industry curriculum development specialists and incorporating generic work skills in the curriculum (Taylor & De Luea, 2014). Oladele et al. (2013) wrote that every higher learning institution rest on graduating graduates for the job market. Renganathan et al. (2012) wrote that an important part of the academic curriculum in a higher education institution is an

industrial internship. Renganathan et al. (2012) asserted that an internship provides undergraduates an opportunity to incorporate their formal learning with work-related experience. Salamonson et al. (2016) wrote that the past two decades had seen a rapid growth of student enrollments in higher education, influenced by student accessibility. Ipate et al. (2014) stated that a higher education institution's responsibility is the employability of its graduates, and a need exists for universities to equip graduates with a set of skills that prepared them for the labor market.

White (2016) stated that a common goal of every university program is preparing graduates with specific skills needed for success in the workplace, and most employers value soft skills even when workplace success might be specific to each discipline. Jantawan and Tsai (2013) wrote that college graduate employability remains a national issue due to the high volume of graduates each year. Valenzuela (2013) wrote that the younger generation faces employability problems because higher education has shifted from a social institution to an industry cumulated with policies to strengthen the relationship between the free market and universities. Jantawan and Tsai also stated that enrollment more than double in higher education over the past two decades, from 68 million in 1991 to 151 million in 2008, reported by the United National Educational Scientific and Cultural Organization. Towers-Clark (2015) stated that some graduates lack nontechnical skills, the understanding of how business works, and communication, and that a need for students with soft and technical skills exist. Cuthbert and Molla (2015) stated that training and education contributed to more productivity from workers stimulating and bringing about national economic development. Panigrahi et al. (2015)

wrote that the educational paradigm moved towards employability issues, and education offered a good job and a comfortable career.

Thomas and Day (2014) expressed that university graduates influence future society and workplaces. Jantawan and Tsai (2013) wrote that the relationship between universities and workplaces experienced increased scrutiny in how universities provide education. Since the mid-1990s, employers have been clear about seeing new employees with generic skills, including communication, literacy, problem solving, and teamwork (Jantawan & Tsai, 2013). Universities must identify important issues more likely to affect future communities, allowing them to prepare students to meet these challenges (Jantawan & Tsai, 2013). Kulkarni and Chachadi (2014) wrote that developing a person economically, individually, and socially gets credited with an education. One critical contribution of education is employable human power (Kulkarni & Chachadi, 2014). University students' employability after graduation is their priority (Ramirez et al., 2014). Paadi (2014) wrote that through higher education institutions (HEI's), many graduates annually, and half become desolated or frustrated because of their inability to secure jobs while having high student loans. Tight (2013) stated how universities used sophisticated marketing tools to attract students with advice coming through the media suggestion which institution and courses to choose.

Employee Request

Sheppard et al. (2015) wrote how business schools lack understanding of business issues. Pal and Anamika (2015) expressed how employers look for skilled employees to contribute to the gross domestic product (GDP) and improve their bottom line. However,

when skilled and qualified graduates cannot find a job, it causes them to lose interest in finding a job, which becomes a concern for society (Pal & Anamika, 2015). Kumar (2013) wrote that there has not been a significant improvement in the quality of higher education, creating skill shortages, skill gaps, and unemployable graduates. Divini and Schiniotakis (2015) expressed how employers seek employees with professional work attitudes, flexibility, self-management, team spirit, and communication. Balta et al. (2012) wrote how higher education institution is receiving pressure from employers to produce highly skilled, work ready, and knowledgeable graduates because a difference exists between what the universities provide and what the industry needs. Oliveira (2015) stated how today's universities face increased pressures from national and international communities to promote graduates' employability. The pressures come from the government, employers, students, and stakeholders about graduates' employability (Oliveira, 2015). Ramirez et al. (2014) stated that a nation's economy runs on the skills and knowledge of its people, whereby skills come from globalization, external investment, and technological advancement. Ipate et al. (2014) wrote that all major university courses should increase the employability of future graduates. People keep pace with changes through their education, acquiring productive skills; the most important engine for empowering people's socio-economic rests with an education that allows for technological and political development (Ramirez et al., 2014). Delaney et al. (2013) wrote that employers demanded teamwork from their employees, which is a generic skill. A primary instrument for integrating employability into the education process is the academic curriculum (Ipate et al., 2014).

Dickfos et al. (2014) wrote that the student's generic and technical skills could be a priority for higher education, which then positions graduates to transition from the university to the workplace. Coetzee et al. (2015) wrote that technological advancement and the global competitive markets are driving the demand for skilled graduates in a wide variety of jobs. Hall and Rogers (2014) wrote that 39% of United States businesses expressed problems finding qualified employees. Skills training must be the focus of the university curriculum (Ipate et al., 2014). Fernandez-Santander et al. (2012) stated how employers look for professionals to work in a team, analyze, and resolve problems. Yew Wong et al. (2014) wrote that recent graduates are stronger than their predecessors and the business curriculum improved, but graduates have failed to meet employers' expectations. Ajiboye et al. (2013) wrote about building employability curricula of higher education considering the rate at which college graduates were being disqualified globally during interviews and job tests. Y.-F. Wang (2013) wrote that organizations sought employees with adaptive abilities to contribute their mental capital to keep them competitive.

Rospigliosi et al. (2014) stated that human capital theory implies that higher education increases students' productivity, so nongraduates earn less than graduates. Scott and Ali (2013) found that organizations saw human capital as the competitive edge and beginnings to think about ways to incorporate the expertise and skills of their employers. Pavlin (2014) wrote that higher education institution graduates got reviewed by what they bring to the business. Cameron et al. (2014) wrote that one fundamental to any profession is an educational framework that supports generic skills and technical knowledge,

allowing students to transition into the workplace. Technical skills represent knowledge about a specific discipline, while generic skills are not defined to a specific discipline and applied to different contexts, including the workplace and higher education (Cameron et al., 2014).

Maurer and Mawdsley (2014) defined transferable or soft skills as employability skills. Maurer and Mawdsley wrote how Europe had increased their discussions about college graduates and their employability. The concern about business school graduates is not a United States challenge but a global one. Maurer and Mawdsley wrote that teamwork and sector-specific skills are the two major skills lacking in graduates. Higher education in Europe pertains to interpreting what skills constitute transferable and the concept of employability because both skills are vague (Maurer & Mawdsley, 2014).

Tudor and Mendez (2014) stated that opening a dialogue with an employer does not guarantee an effective outcome because businesses have difficulties understanding higher education, compounding the perception that universities offer is cumbersome and outdated. Curtis and Samy (2014) wrote that business school survival required adapting to the changing market requirements and recognized being performance-led. However, given the public disappointment of the value of a business school degree, there are vital questions requiring investigation relating to the impact on future strategic direction. Burrows and Wragg (2013) wrote that higher education could equip students with the tools for future employment. Burrows and Wragg also stated that student applications in 2012 for higher education were reduced because rising fees showed that students required more than qualification and worried about their employability. Ayarkwa et al. (2012)

wrote that a mismatch exists between the skills graduates learned at higher education institutions and the skills industry's demand. Ayarkwa et al. also stated that a gap exists between higher education providers' and employers' needs. Universities are responsible for producing graduates with excellent qualifications and backgrounds to meet business expectations (Ayarkwa et al., 2012). Masum and Lodhi (2015) wrote that industries and universities constituted two basic components of society responsible for social development. Parvu et al. (2014) wrote that new challenges exist by the unprecedented expansion in student graduates. Labor market pressures force universities to act appropriately in generating strategies and policies targeting social needs (Parvu et al., 2014).

Hashim et al. (2014) wrote a growing concern among education policymakers and educators in teaching and learning methods fostering problem solving and critical thinking. Hashim et al. also stated that the concerns are partly to psychologists, and some scholars have identified these skills as crucial in helping students understand and solve the problem. Tomlinson (2012) stated that graduates' employability remains a priority for higher education policymakers in many advanced and western economies. The climate of broader labor market uncertainty has renewed the focus on graduates' employability. Policymakers continued to stress graduates with employability skills because that allows them to meet a flexible labor market (Tomlinson, 2012). Chertkovskaya et al. (2013) stated that employability had risen to prominence over the past 20 years, gaining remarkable traction in organizational life, society, and policymaking; the term has become popular when associated with full employment. Scheepers and Maree (2015)

wrote that criticism levied against management educators for not preparing graduates for a fast-changing work environment requiring adapting and bringing a creative worker contributing to the changing labor market. Velasco et al. (2014) stated that the old individual work toolbox required an upgrade to include communicating, lifelong learning, adapting to change, multitasking taking the initiative, and teamwork. Jackson (2014) wrote that higher education required significant investment to address lower earnings and reduced workplace experience because students considered their degree as a means of gaining employment. Significant for higher education providers to entice the potential students is favorable employment outcomes, which fund their operation (Jackson, 2014).

Akor et al. (2014) asserted that a precursor for economics is the school and industrial development of any nation with technical education. Today, no society or nation can wage war without a well-equipped army (Akor et al., 2014). Rao (2013) wrote that the education system made students unemployable because it limits students' thinking and knowledge application. Today's education system encourages notetaking, repetition of old concepts, and memorization (Rao, 2013). Padaguri and Bagali (2014) stated that businesses today struggle to recruit skilled employees. There is a balance between specific skills and generic skills required for successful employee engagement (Padaguri & Bagali, 2014).

Rao (2014) stated that knowledge and technical skills accounted for about 15% of an individual getting a job, while the remaining 85% link to their people skills. Nagendra et al. (2013) wrote that the education attained, and the skill level of the workforce determined business productivity. Laguador (2013) stated that formal education comes

from academic instruction, where graduates gain the skills and knowledge necessary for future employment. Mishra (2014) stated that advancements in technology and globalization had changed today's working environment, and organizations demand different skills from the previous requirement. Mishra (2014) wrote that soft skills are interpreted and defined differently by various communication schools. One of the world's largest technical professional societies, the Institute of Electrical and Electronics Engineers (IEEE), claimed that soft skills are needed to work with each other (Mishra, 2014). Mishra stated that individual and interpersonal skills are defined as soft skills. Hamid et al. (2014) wrote that the number of graduates entering the job market grows every year, but concerns surfaced about graduates' employability skills from prospective employers. Post-secondary institutions are falling behind in meeting the job requirements of businesses (Hamid et al., 2014).

Global Look

Finch et al. (2013) stated that postsecondary education had drastically increased in the past 60 years. Before World War II, the societal elite with economic capacity experienced postsecondary education (Finch et al., 2013). Power (2014) wrote that today's university degree seems by many as a financial investment leading to a better chance in life. Smalley et al. (2016) wrote that developing leaders for a global society entrusted higher education institutions to deliver. Gupta and Bharadwaj (2013) wrote that the global information economy forces businesses to design new organizational structures, devise new strategies, develop new business models, and develop new capabilities. Businesses request colleges to deliver graduates with employable skills

(Gupta & Bharadwaj, 2013). Griffin and Annulis (2013) expressed how globalization and technology have changed the workplace, requiring employers to hire employees with proficient employability skills at all levels. Employability skills signal essential competencies for job success and establish a core transferable skill needed by the 21st-century workplace (Griffin & Annulis, 2013). Problem solving, work ethic, communication, and teamwork are employability skills (Griffin & Annulis, 2013).

Other Countries

Goh (2013) wrote that all approved higher education institutions in Australia are required to participate in a quality review every five years by the Australian University Quality Agency (AUQA). Huq and Gilbert (2013) stated that employability is high in higher education institutions in Australia because of employer demand, shortage of skills in the workforce, students' needs, and government policy. Huq and Gilbert articulated that self-management, problem solving, planning and organizing, communication, initiative and enterprise, and teamwork define employability skills in Australia. Australia in 1992 identified eight employability skills such as problem-solving, technology, self-management, planning and organizing, learning, teamwork, initiative and enterprise, and communication (Dickfos et al., 2014). Li and Miller (2013) wrote that the higher education sector in Australia had experienced robust growth in recent years. Li and Miller contended that Australians between the age of 20 – 64 years old with a university degree increased from three percent in 1971 to 24% in 2006. Governmental policies in Australia at the federal level encourage people to earn a university degree. However, questions arise if the labor market can support such growth in higher education (Li & Miller, 2013).

An increase in college graduates may also increase the chance of graduates taking on occupations not requiring a degree (Li & Miller, 2013).

Tran (2013) wrote about how thousands of Vietnamese students graduated every year with a higher education degree having difficulties finding work and employers complaining about how hard it was finding graduates with required skills. Paadi (2014) wrote that South Africa was not excluded from the increasing level of unemployment among the country's graduates. Nilsson and Ripmeester (2016) stated that 4.5 million students study abroad with no citizenship, with an annual growth rate of 7%. Ajiboye et al. (2013) wrote that in Nigeria, higher educational institutions acknowledged that for many students, transitioning from education into employment is not a straightforward task, and many students are ill-equipped for the transition. Wilton (2014) wrote how in the United Kingdom government policy addressed the concern about the future of higher education (HE) by emphasizing the fundamental role higher education plays in providing highly skilled labor to meet internationally competitive knowledge-intensive United Kingdom (UK) economy. Upon securing a job, students should repay loans (Wilton, 2014). In the UK, the HE sectors for several decades complained about graduate's employability because graduate contributes to competitiveness and economic growth (Poon & Brownlow, 2015). Laetitia and Rodrigues (2014) wrote that the European Council, in May 2012, adopted a new student employability strategy, the new strategy focused on increasing learning mobility, increasing higher education graduates, and getting adults to continue in lifetime learning in the strategy with an accomplishment date set by 2020.

The Association to Advance Collegiate Schools of Business

Morgan (2011) wrote that the largest and most prestigious business school accreditation organization is the AACSB International. However, critics of AACSB accreditation question if the high cost of gaining accreditation is worth the benefit (Morgan, 2011). The critics also questioned if AACSB standards place too much importance on PhD credentials, faculty research, and publication at the expense of classes and practical business needs (Morgan, 2011). Supporters of AACSB accreditation suggested that academic research fosters improvement in teaching (Morgan, 2011). AACSB accreditation's central purpose is the quality improvement of business education (Morgan, 2011). President-elect of the AACSB in 1983 proclaimed that increased competition would become significant for business schools, and strategies must get developed and implemented to improve their competitive position (Tyllis & Camey, 2007). The status of business school competitive environment 20 years after then-president-elect prediction surpassed prediction (Tyllis & Camey, 2007).

Stepanovich et al. (2014) wrote that the AACSB mission includes advancing the quality of management education with the spread of accreditation; many business schools consider being at a competitive disadvantage without AACSB and a part of the quality assurance mission. Stepanovich et al. (2014) wrote that accreditation assured instructors who have professional or academic qualifications to teach; accreditation put a process to monitor the providers and customers of higher education, providing feedback for continuous improvement. Stepanovich et al. (2014) expressed concerns not with the AACSB standards but with the implementation and interpretation within the programs.

Two conceptual bases come with accreditation: critical theory and institutional theory (Stepanovich et al., 2014). AACSB's impact on higher education is questioned, but the quality is undeniable (Stepanovich et al., 2014).

Scherer et al. (2005) postulated that business schools in the United States once dominated the world, but today's business schools in the United States face challenges from Europe and the world. Higher education is a multibillion-dollar business, including overseas universities and international students (Scherer et al., 2005). An increasing number of business schools since the early 1990s from the United States and overseas have pursued AACSB International accreditation because they adopted a standard to respond to a technology-driven global and diverse environment (Scherer et al., 2005). Schere et al. contended that new AACSB International business school accreditation standards published in April 2003 changed reaffirmation from ten years to five years. One tool used to attract the best faculty is accreditation (Scherer et al., 2005). A benchmark to the quality of education is for both the United States and European business schools linked to AACSB International Accreditation (Scherer et al., 2005). AACSB accreditation is not mandatory, but continuous improvement and quality become the school's focus once achieved (Scherer et al., 2005). Business school's reason to seek AACSB International accreditation follow: (a) improve image and reputation, (b) curricula development flexibility, (c) secure financial resources, (d) increase intellectual capital in research and teaching, (e) competent graduates, and (f) strategic alliance with other AACSB International schools (Scherer et al., 2005). Business school deans must educate their faculty and communicate the AACSB accreditation process (Scherer et al.,

2005). Gaining accreditation is not the sole responsibility of the dean and the accreditation team, which is why the dean must communicate the process to the entire faculty (Scherer et al., 2005).

Bal et al. (2013) defined scholastic as human capital and that some schools encouraged virtual management, conflict management, team building, and mediation and arbitration as soft skills. The conversation about what amount to soft skills (nontechnical skills) has different meanings throughout higher educational institutions, confusing the definition of nontechnical skills. Colleges and universities total 4,387 in the United States and Canada, with 1,602 having business schools, 481 in Canada, and the United States accredited by AACSB (Bal et al., 2013). Multiple business magazines published business programs ranking every year, and researchers incorporate student satisfaction when completing business school ranking (Bal et al., 2013).

Since its inception in 1961, the AACSB International was recognized as the gold standard for business school accreditation, and business schools total, over 600 worldwide, have achieved AACSB accreditation (Everard et al., 2013). Everard et al. (2013) stated the gratitude of business school leaders with AACSB accreditation for the value of their business programs. The AACSB initiated a significant change during 1991 – 1992 in the accreditation process, moving from an objective set of standards to a mission-driven set of standards (Everard et al., 2013). Everard et al. (2013) stated that a shift to be mission-driven could be because of competition from another group pursuing a different accreditation model as early as 1988. The pressure increased on the AACSB accreditation organization when a splinter group offered accreditation to business schools

unable to meet the AACSB process standards (Everard et al., 2013). Colleges was handcuffed with AACSB accreditation standards reducing and limiting their ability to change when the market changes (Everard et al., 2013). Accreditation signals quality, which business schools use in their recruitment, contributing to a school's reputation (Everard et al., 2013). AACSB accreditation is an external validation of excellence, and students use it as a tool in deciding which business school to attend (Everard et al., 2013). The employee uses AACSB accreditation in establishing the quality of education (Everard et al., 2013). Everard et al. asserted that switching from an objective set of standards to a mission-driven focus increases business school AACSB accreditation effort. Everard et al. contended that switching from an objective set of standards to mission-driven focus reduced AACSB standards allowing more schools to meet the accreditation standards that would have failed before. During the AACSB objective set of standards phases, it took 77 years to certify 57% of the business school; after the change to mission-driven objectives, it took 18 years to certify the remaining 43% (Everard et al., 2013). Accreditation could apply to the entire university or just a program within the university, for example, business school (Everard et al., 2013).

Publication companies that print business schools' rankings are the US News & World Report, Princeton Review, and Business Week, but when a school receives a higher ranking, one school loses its ranking; also, a business school could have a different ranking than the entire university (Everard et al., 2013).

Business schools gaining AACSB accreditation see it as a prestigious accomplishment (Bastin & Kalist, 2013). In 1916, AACSB International was established

as a voluntarily accrediting organization for undergraduate and graduate business school programs, and gaining International accreditation opens doors to excellent and future professional job opportunities (Bastin & Kalist, 2013). AACSB business school programs attract companies seeking highly talented students by delivering a competitive advantage in today's global business market. AACSB Business school accreditation is costly because initial fees pass $20,000, and annual fees range between $4,000 and $6,500 (Bastin & Kalist, 2013). A prequalification of hiring additional professionals and faculty are required to gain AACSB accreditation (Bastin & Kalist, 2013). Bastin and Kalist (2013) stated how A&M University College of Business increased their budget by approximately $2 million, adding 20 new faculties. Other costs included a stipend for faculty scholarship and travel, faculty release time, and course load (Bastin & Kalist, 2013). Bastin and Kalist stated how economists questioned AACSB accreditation cost. A new AACSB accreditation standard based on mission-driven got introduced in 1991 (Bastin & Kalist, 2013). Bastin and Kalist also stated that AACSB changed its accreditation standards because of competition from another accreditation institution founded in 1988, the ACBSP. AACSB benefited from changing its standards in 1991 because dues-paying schools increased from 326 in 1995 to 551 in 2007, that was 225 new schools in 11 years met AACSB accredited new standards (Bastin & Kalist, 2013). Bastin and Kalist (2013) stated that students starting salaries of graduates from AACSB accredited programs earned $1,100 to $1,400 salaries higher than NonAACSB graduates.

Gruenewald (2014) wrote that a business school that strives for AACSB International accreditation knows the importance organizations place on mission-driven

standards; business schools expect to demonstrate a deep understanding of what makes them distinctive. Universities compete for an increasing share of the global education market, higher world ranking, and internationally accredited status (Gruenewald, 2014). The realities of large seminar rooms and multicultural lecture halls, different national education standards, language and integration issues are just some challenges for business schools trying to increase their international students and faculties population (Gruenewald, 2014). Quality management system increased awareness, exchange of good practices, and greater internal transparency (Gruenewald, 2014).

AACSB Status

Gaining AACSB International accreditation has become a prestigious accomplishment, and the rigorous requirement perceives a business school as providing curricular of substance and attractiveness for student enrollment (Womack & Krueger, 2015). Earning AACSB accreditation is expensive and a long process with extensive revisions (Womack & Krueger, 2015). Womack and Krueger (2015) stated that if student enrollment decreases, the leaders could review the value of pursuing AACSB accreditation and the contribution to the college. Deans pursue accreditation because it demonstrates their program competitiveness, and it helps with marketing the business school (Womack & Krueger, 2015). A business school's reputation, prestige, and competitiveness play an important role in students' selection (Womack & Krueger, 2015). Miller and Epstein (2013) wrote that the AACSB's primary goal was to promote quality in learning, and eighteen universities must agree on new AACSB standards regardless of where or how the learning occurs. AACSB International standards present a

challenge because of the interaction with international business, culture, and crossing international borders (Miller & Epstein, 2013). The challenge is teaching a body of knowledge diverse enough to apply academic standards to a diverse country or company position (Miller & Epstein, 2013).

Assurance of Learning

Muuka et al. (2016) stated three significant challenges existed within a business school seeking entry or maintenance of their AACSB accreditation (a) intellectual contribution, (b) assurance of learning, and (3) strategic management. Assurance of Learning (AoL) is defined as the systematic collection, use, and review of an educational program that improves student learning and development (Muuka et al., 2016). AoL, with its complex challenges and guidelines, has the greater benefit of being a rewarding endeavor (Muuka et al., 2016). The business school 2012 list of the accredited school indicated that for students seeking the best education and companies seeking high-quality talent, AACSB International accreditation provides one of the most important affirmations signaling the quality the business school delivers (Muuka et al., 2016). Muuka et al. (2016) stated how accreditation ensures structured programs guaranteeing to learn and assuring student comprehension of learning objectives. Business school program evaluation to ensure assurance of learning (AoL) need to eradicate the deficiencies that stop continuous improvement, known as closing the loop (Muuka et al., 2016). Closing the loop is different for each business school; however, many schools have similar problems (Muuka et al., 2016). Closing the loop for AoL involves direct

measures of knowledge and skills demonstrated by the student and indirect measures involving alumni, stakeholders, and advisory board (Muuka et al., 2016).

Collegiate schools of business programs strive to establish and achieve assurance of learning (AoL) and its assessment to maintain accreditation by the AACSB (Simmons et al., 2015). AACSB updated its accreditation standards in 2003 to center on AoL and direct measures of student learning (Simmons et al., 2015). The AoL standards shifted the focus to what students learn instead of what instructors teach (Simmons et al., 2015). AACSB insisted that schools of business establish student learning goals, access continuous improvement, and implement instruments and measures to evaluate learning; this new standard emphasized student learning as critical to collegiate education (Simmons et al., 2015). To meet the AACSB's AoL standard, the university's goals and missions must link directly to students' learning outcomes (Simmons et al., 2015). Universities have flexibilities when deterring how to assess learning objectives and goals as defined by the AACSB standards (Simmons et al., 2015).

Lakhal and Sévigny (2015) wrote that the quality of higher education is not something new. Over the past two decades, countries like Canada, Europe, Australia, and the United States have put quality assurance processes in place (Lakhal & Sévigny, 2015). Changes in globalization development and knowledge dissemination forced to trade and opened borders ignited with advanced technologies, forcing social institutions and businesses to be more competitive and innovative with a highly skilled workforce (Lakhal & Sévigny, 2015). Students had a high expectation regarding higher education quality and the concerned about the return on their investment (Lakhal & Sévigny, 2015).

Business schools have been under pressure from stakeholders to ensure that graduates have the required skills to meet the demands (Lakhal & Sévigny, 2015). Lakhal and Sévigny (2015) wrote that answering this call, stakeholders of business school accreditation organizations such as AACSB and EFMD put in place quality assurance standards to address the issues. The AACSB named the standards assurance of learning (AoL), which focuses on student outcome assessment consisting of five interactive and interrelated steps (Lakhal & Sévigny, 2015). Lakhal & Sévigny (2015) listed the five AACSB AoL processes:

1. Student objectives and learning goal's definitions
2. Adopted goals with curricula alignment
3. Measuring assessed learning and identification of instruments
4. Collecting, analyzing, and distributing information
5. Used information for continuous improvement

Lakhal and Sévigny stated that the first step pertains to learning goals for each degree linked with the business schools' mission, reflecting attitudes and skills acquired in the program, achievement of knowledge expected by the business community regardless of a business major. Lakhal and Sévigny (2015) wrote that the goals could focus on general ethical reasoning, problem-solving, and communication skills. AACSB acknowledges that each business school has different resources, stakeholders, and missions, leading to different expectations. Aligning the curriculum with program goals constitutes the second step, and the second step verifies that the academic program adequately covers and defines the learning goals (Lakhal & Sévigny, 2015). Lakhal and

Sévigny wrote that when the curricula covered the learning goals, that increased the probability of students achieving these goals.

Avery et al. (2014) wrote that assurance of Learning (AoL) standards addresses continuous improvement by AACSB. Business schools pursuing or maintaining AACSB accreditation must design a set of defined learning goals and collect data to access direct educational achievement (Avery et al., 2014). AACSB standards established in 2003 stated that all schools must develop assessment tools to measure the effectiveness of the school curriculum (Avery et al., 2014). A system can confirm and measure learning outcomes that provide confidence and quality to the program (Avery et al., 2014). Faculty drives the AoL process in college (Avery et al., 2014). An AoL committee comprises four at-large undergraduate faculty members program director, graduate programs coordinator, and a faculty chair; at least twice every five years, this committee meets to review learning objective measures (Avery et al., 2014). The AoL system of the business college consists of five shared core values (a) technological competence, (b) ethical courage, (c) social responsibility, global awareness, and (e) professional preferences (Avery et al., 2014).

Publication

Bryan et al. (2013) wrote that standard two of the AACSB emphasis the intellectual contributions of faculty, which come from publishing in peer-reviewed journals signaling faculty member academic qualification. Bryan Kethley et al. (2013) wrote about a complaint with the AACSB accreditation standards with publications because business schools focus on faculty publications. Bryan Kethley et al. (2013)

continued that universities obsess with publications and the journal used for publication. Because of the discussions about acceptable publications of intellectual contribution, confidence in online journals being questioned, so many peer review teams focus on traditional academic journals as their metric (Bryan Kethley et al., 2013). With such emphasis on the peer review published articles by faculty in AACSB accreditation standards signaled the importance in business school accessing faculty member qualification (Bryan Kethley et al., 2013).

Two of the distinctions of business schools' faculties are how many articles they publish in prestigious journals and the quality of their article because grants to business schools are awarded on the quality of the school faculties' work (Beets et al., 2016). Helping with determining the quality of faculty's business school research is the internally developed journal list (IDJ lists;Beets et al., 2016). Publishers of the IDJ lists assign a value to different journals based on the journal's perceived quality (Beets et al., 2016). Journals in the IDJ list as high, moderate, low, or unacceptable; or A+, A, -A, or B+ (Beets et al., 2016). Faculties up for promotion or tenure increased their chances of publishing their research in journals considered high-quality publications (Beets et al., 2016). Business ethic concerns increase with the push for faculty publication in quality journals (Beets et al., 2016). Scholars in universities seeking tenure must publish in peer-reviewed journals judged as legitimate by colleagues of a similar field of study (Beets et al., 2016).

AACSB was founded in 1916, and its initial members included Columbia, Wharton, Standard, and Harvard (Lowrie & Willmott, 2009). By 2006, the AACSB had

1060 members from 72 countries and accredited membership of 527 in 30 countries (Lowrie & Willmott, 2009). The spread of AACSB to include international universities introduced the risk of product substitution for international accreditation, which threatened to reduce the reputational differential between non-US competitors and United States schools (Lowrie & Willmott, 2009).

Womack and Krueger (2015) stated that prestige comes with accreditation by the AACSB, with its rigorous requirements; therefore, one would expect the resulting curricular improvements be attractive to business students. Womack and Krueger (2015) wrote that students' attractiveness is measured through enrollment. Earning AACSB accreditation is expensive and a long process that may require many revisions; if these changes encourage enrollment, then adequate facilities and faculty are required (Womack & Krueger, 2015). Womack and Krueger (2015) added that if enrollment decreased with AACSB accreditation, the leadership should reevaluate their reason to pursue accreditation. Womack and Krueger (2015) stated that deans pursuing accreditation indicated accreditation demonstrated the competitiveness of the school's programs recognized as a preeminent institution.

The Accreditation Council for Business Schools and Programs

Universities in the United States have three strict accredited authorities who are (a) state, required approval to operate in the state; (b) regional, university-wide accreditation; and (c) national, disciplinary accreditation standards (Strang, 2013). The failure of many business universities in the United States to meet the AACSB standards gave birth to the ACBSP in 1988 (Lowrie & Willmott, 2009). Burris and Kane (2016)

detailed the steps taken by a small, liberal arts business school program at Guilford College in Greensboro, North Carolina, who redesigned their business program curriculum to gain ACBSP accredited approval. Burris and Kane wrote that when negotiations failed with the math department, students had to take a math class online to fulfill the ACBSP accredited requirement. Burris and Kane also stated that ACBSP focuses on continuous quality improvement and assessment. ACBSP standard professional components (CPCs) for undergraduate business programs include (a) business finance, (b) management, (c) accounting, and (d) functional areas of marketing (Burris & Kane, 2016).

Both ACBSP and AACSB incorporated active learning as a part of the business school accrediting process (Eisner, 2015). ACBSP standards and criteria in the core values and concepts section identify "learning-centered education" as the first listing (Eisner, 2015). Eisner (2015) wrote that there is a need for business schools and programs to focus on students' problem solving skills and active learning. The United States Department of Education reported more postsecondary degrees awarded in business than any other fields in both undergraduate and graduate studies, with 365,000 annually (undergraduate) and 187,000 annually (graduate) (Eisner, 2015). Lowrie and Willmott (2009) wrote that the appeal for business schools to gain accreditation is not a difficult one. Accreditation places a seal of approval on a school's program, and recruiting faculties and students is a critical affirmation of a business school worth attending (Lowrie & Willmott, 2009). Eisner (2015) stated how a Google search for "leadership education" yielded 489,000,000.00, and businesses spend more than $170 billion

annually on leadership curriculum, which the American Society of Training and Development (ASTD) reported.

The accreditation body consists of a three-person team selected from well-qualified trained individuals with one person designated as the leader (Notgrass et al., 2013). First, the team considers the entire unit and then verifies the site's self-study; also, the team used the clarity of mission, collective judgment, and the business unit's ability to deliver a quality educational experience to students. (Notgrass et al., 2013).

Fox Garrity and Finney (2007) wrote that the Council of Regional Accrediting Commission, formed in 2001 to study student learning outcomes by regional accrediting agencies. Fox Garrity and Finney (2007) contended that the regional accrediting agencies were reluctant to establish common learning goals for all institutions and programs because of the degrees awarded and the institution's mission statement. Fox Garrity and Finney (2007) mentioned, the ACBSP placed moderate-heavy emphasis on curriculum and educational programming and faculty and minimal emphasis on the remaining dimensions, including outcomes. Fox Garrity and Finney (2007) wrote that the AACSB, the oldest accredited organization, placed moderate-heavy emphasis on curriculum and educational programming and faculty (Fox Garrity & Fenney, 2007). Fox Garrity and Fenney (2007) stated that AACSB emphasized moderate emphasis on students and minimal emphasis on goals and mission, outcomes, resources and facilities, and evaluation. Fox Garrity and Finney wrote that no emphasis was placed on governance and program administration by the AACSB. The IACBE places heavy emphasis on educational programming and curriculum and moderate emphasis on faculty

dimension attention (Fox Garrity & Finney, 2007. The remaining dimension receives minimal emphasis, including minimal emphasis outcomes (Fox Garrity & Finney, 2007). Fox Garrity and Finney stated that none of the accrediting bodies placed more than a minimal emphasis on outcomes. Bastin and Kalist (2013) stated that the ACBSP based accreditation on the program's mission emphasizes teaching quality and learning outcomes.

The Association of American Colleges and Universities

Pratt et al. (2014) wrote about a warning issued by The Association of American Colleges and Universities (AAC&U) to business colleges of the need for a new graduate class. As part of the warning and requirement, graduates lack higher-level skills, the ability to apply knowledge to complex problems, an active sense of social and personal responsibility, and cross-disciplinary and wide-range knowledge (Pratt et al., 2014). Businesses expressed their needs for analytical and critical thinking skills for problem solving, graduates' ability to design and deploy creative solutions to improve organizational performance, and effective communication skills (Pratt et al., 2014). Less than 5% of the world's business programs have earned AACSB accreditation (Pratt et al., 2014).

In 2013, the AACSB added IS accreditation standards requiring the new and renewing business school to comply (Pratt et al., 2014). Standard eight requires accredited business colleges to specify timely and relevant learning goals and ways to document degree program curriculum and continuous reviewing of the process (Pratt et al., 2014). Standard nine of the AACSB addressed general skill areas students should

show proficiency in after earning their business degree (Pratt et al., 2014). Pratt et al. (2014) wrote that the AAC&U goal guide promotes high-quality liberal education. The AAC&U has diverse membership ranging from small liberal arts colleges, community colleges, and major research universities (Pratt et al., 2014). A progressive initiative launched in 2005 by the AAC&U defined a set of essential learning outcomes that promised to prepare college graduates with meaningful contributions to deal with complex and dynamic global society (Pratt et al., 2014). The new initiative titled Liberal Education and America's Promise (LEAP) aggregated information from experts from policy leaders, educational, business, and community leaders to meet the public and economic demands of the 21st century (Pratt et al., 2014).

Interest in U.S. Universities

Begalla (2013) stated that 764,495 international students attend universities in the United States, contributing 22.7 billion. Begalla contended that Americans who went overseas simultaneously totaled 273,996.

Code of Conduct

Colon et al. (2015) wrote how some business programs include a code of conduct or code of ethics as a requirement for students. Faculties are encouraged to embrace technology to enhance student learning and their full potential (Colon et al., 2015). Colon et al. also wrote about a targeted learning outcome among business programs related to practice oral and written communication skills. Colon et al. wrote that developing communication skills involves engaging in business writing, listening, and delivering presentations.

Accrediting Agencies

Grosse (2013) wrote that accrediting agencies such as EQUIS and AACSB emphasized academic publications, which many business schools use in faculty performance evaluation. As part of the AACSB accreditation process, 50% of business institutions' instructors must qualify academically (AQ; Grosse, 2013). As part of EQUIS accreditation standards, business schools require faculty to publish in an international academic journal and contribute to international knowledge in business administration (Grosse, 2013). Business school ranking plays a vital role in schools' success to where outside entities like The Financial Times and US News and World Report, report on the participation (Grosse, 2013). These newspapers and magazines report on publications of faculties, student and employer satisfaction, and salaries of graduates (Grosse, 2013). Business schools used their ranking to recruit students (Grosse, 2013).

Before Accreditation, and Why Seek Accreditation?

Nigsch and Schenker-Wicki (2013) wrote that over the last 30 years, the most important transformation in higher education is quality management. New managerialism in higher education, focusing on institutional performativity, caused universities to implement quality management, incorporating the concepts and models from the business world (Nigsch and Schenker-Wicki, 2013). Nigsch and Schenker-Wicki wrote that many governments promote external quality assurance in higher education as an accountability tool to ensure the proper public fund's investment. Institutional accreditation signals external quality assurance and internal quality management (Nigsch and Schenker-Wicki, 2013). Business school volunteers to apply for accreditation (Nigsch and Schenker-

Wicki, 2013). Business schools today that seek accreditation by AACSB in the United States or EFMD in Europe with EQUIS increase's business school's reputation (Nigsch and Schenker-Wicki, 2013). Accreditations signal quality and provide a competitive advantage in student recruitment (Nigsch and Schenker-Wicki, 2013). However, some scholars view accreditation as restrictive to academic freedom, an obstacle to innovation, and a bureaucratic burden (Nigsch and Schenker-Wicki, 2013). Nigsch and Schenker-Wicki (2013) also stated that how others see accreditation as positive with organizational effectiveness and its contributions to strategic planning.

Accreditation contributes to quality management within higher education and requires significant personal and financial resources (Nigsch & Schenker-Wicki, 2013). Nigsch and Schenker-Wicki (2013) defined quality management as all processes and activities executed in learning, design, research, and administrative activity's functions in higher education, and improve and evaluate teaching. In academics, quality management has existed, but many higher education institutions have implemented quality management systems based on the business world model and concepts (Nigsch & Schenker-Wicki, 2013). The Malcolm Baldrige Criteria, the Excellent Model of the European Foundation for Quality Management, the ISO-9000 standards, or Total Quality Management, are systems the business school uses for quality management system implementation (Nigsch & Schenker-Wicki, 2013). Quality management systems that incorporate business ideas improve their chances of acceptance by external stakeholders (Nigsch & Schenker-Wicki, 2013). A national authority accredits higher education institutions in many European countries, and private agencies grant accreditation in the

United States (Nigsch & Schenker-Wicki, 2013). A business school's international reputation increases with a prestigious accreditation as EFMD or AACSB (Nigsch & Schenker-Wicki, 2013). Academic managers concluded that a power struggle comes with accreditation and academic freedom innovation (Nigsch & Schenker-Wicki, 2013). Nigsch and Schenker-Wicki (2013) continued that innovation limited by accreditation affects business schools' adaptability. Accreditation improves strategic development, which improves business school performance (Nigsch & Schenker-Wicki, 2013).

Hasan (2016) wrote that the business school's primary mission was to develop and teach the business curriculum at the leading edge of research, practice, and management theory. Universities usually recognize three criteria for tenure, pay, and promotion of personnel, which translate to research, research, research, and others (Hasan, 2016). Hasan wrote how some business schools are responsible for the 2008 financial crisis because they taught flawed financial models. Hasan stated that business schools teaching these flawed financial models must rapidly reassess or risk damaging their credibility. Today's business education does not differ from the early 1990s because business school then taught their agenda instead of the industrial-organizational and business need, setting themselves up to fail (Hasan, 2016). Accreditation does not guarantee business school excellence because accreditation sets standards for minimum satisfactory performance (Hasan, 2016). The accreditation guide included the number of PhD faculty on staff and not how well they communicate; it asks if a subject, though, not how well it is thought (Hasan, 2016). Accreditation addressing future challenges mean being proactive in new initiatives and encouraging flexibility and creativity (Hasan,

2016). Like other industries in the United States, business schools are declining to adjust to competitive challenges and environmental and technological advancement (Hasan, 2016).

International Big Three Agencies

Perryer and Egan (2015) wrote that the three dominating international accreditation business school organizations are AACSB, EQUIS, and AMBA. Perryer and Egan stated that achieving accreditation advertise that the institution focuses on continuous improvement, external peer-review, benchmark standards, and the institutional commitment to self-study. Over 12,000 business schools worldwide fall short of the big three benchmarks; developed countries account for over 90% of accredited business schools worldwide (Perryer & Egan, 2015). The Asian Forum on Business Education (AFBE) came into existence to offer an affordable, inclusive international accreditation organization for business schools unable to meet the big three standards fostering quality improvement (Perryer & Egan, 2015).

Graduate

Humburg and van der Velden (2015) wrote that a pivotal start in a graduate's life is transitioning from college to work. Graduates gauged their college investment when applying for jobs (Humburg and van der Velden, 2015). Brooks and Calkins (2016) wrote that employers found these skills the most important in graduates (a) written communication, (b) teamwork, (c) oral communication, (d) problem solving, and (e) work ethic or professionalism. Brooks and Calkins stated that employers graded graduates' overall preparedness awarding 23.6% as excellent and 64.5% as adequate.

Brooks and Calkins (2016) stated how postsecondary institutions have failed in preparing students for the workplace and how employers find it increasingly difficult to find qualified workers, resulting from a 2011 survey of employers completed by the Accrediting Council for Independent Colleges and Schools (ACICS). Skills employer's access as deficiencies from the ACICS surveys included innovation, written communication, self-direction, work effort, and leadership (Brooks and Calkins, 2016). Brooks and Calkins wrote that consistency with previous research citing the most important applied skills based on inadequate response is written communication, interpersonal and oral communication, and ethics. Brooks and Calkins also stated that over 90% of respondents expressed that oral and written communication, decision-making ability, interpersonal and ethics skills are essential to the success of a new hire.

Rajkumar et al. (2015) wrote that employer branding is used to promote a business, organization, or institution when recruiting new employees, members, or students. Rajkumar et al. stated that the American Marketing Association (AMA) defined a brand as a name, sign, design, symbol, term, or any combination of the listed items used to differentiate a business from its competitors. Employer's brand produces psychological, identified with the company, functional, and economic benefits provided by employment (Rajkumar et al., 2015). Employers design their identity based on their brand, which depicts their mission, vision, value, and behavior towards their objectives (Rajkumar et al., 2015). Maintaining the perceptions and awareness of employees, stakeholders, associates, and future employees strategically focused on defined employer branding (Rajkumar et al., 2015).

Qualitative Archival Study

An archival research method where a researcher examines a set of archives or accumulated documents defines archival analysis (Frantz et al., 2015). Cook (2009) suggested that archive records are critical to discovering facts about the past and shaping and reshaping record meanings. Archival materials have the potential to break the silence of history (Vincelette, 2018). Hicks (2003) wrote that archival research could use archives to discover and do keyword searches. An archival study strength is associated with sampling many data (Bercovitch, 2004; Shah et al., 2014; Shrivastave, 2017). The archival study deals with reconstructing history (Tetreaualt et al., 2019) with access to records (Bearman, 1995). Archival research points to historical information review (Hodder, 2017; McIntush et al., 2019; Moon, 2000; Mullenite, 2020; Ventresca, 2017) and a rich information source (Duff-Jones, 2018). Archival research includes performing an exhaustive search of historical data to discover the past facts (Cook, 2009). Cook defined archives as organic products. Data gathering required no contact with the person who posted it online (Kim, 2018).

A part of archival research pertains to online archives (Early-Capistrán et al., 2018), online access (McCausland, 2011), used to confirm or disprove ideas (Trevisan, 2013), and a discovery process (Hicks, 2003). The archive is a space to trace and a collection of memories (Hodder, 2017). The training, education, and exposure in records and archives management cannot get overemphasized (Onyancha et al., 2015). Onyancha et al. (2015) stated that trends and patterns are elements in the archival study. Bercovitch (2004) wrote several archival data categories such as private memoirs, official and public

records and documents, and newspaper accounts. Also, photographic materials, audio and visual content, and text documents are archival collection elements (Fernández, 2016). Archival data allow studying past occurrences, conducting research over a long time, and identifying trends, traditions, and changes (Bercovitch, 2004). Archival data include electronic databases, web pages, and email (Ventresca, 2017). Related literature (Ahmed, 2014). Archives provide an opportunity to review past information (Vincelette, 2018).

The archival study is painstaking and tedious work satisfying the researcher's curiosity (Manolis, 2000), a systematic process (Bercovitch, 2004), and using curiosity to traverse discovering and uncovering the unknown define archival research (Manolis, 2000). McCausland (2011) stated that archival research is a literature review, and original records are accessed in archival research. The acquisition, aggregation, and transformation are archival research elements (McIntush et al., 2019). Archival research is an investigative process of documents and textual materials consisting of documents created in the past providing renewing access (Ventresca, 2017), using existing data (Arulrajah, 2016).

A distinction exists between experimental and archival research methods; experimental allows the randomization and manipulation of data while archival provides evidence between interest variables (Church, 2015). Church (2015) wrote that experimental emphasized internal validity while archival stressed external validity. The archival study provides powerful and flexible research and external validity (Bercovitch, 2004). Also, archival material is used for authentication (Shrivastava, 2017). Archives can also serve as an abundant resource for the past, present, and future (Tetreaualt, 2019).

The start of archival research comes out of questions and curiosity (Tetreaualt, 2019). Three possible questions, (a) why is something this way? (b) how did it get this way? (c) how can the past inform the present (Tetreaualt, 2019)? Douglas (2017) expressed archival research as a community with knowledge-making activities through strategic contemplation where questions get asked. Douglas (2017) stated that some questions such as, (a) what connections between members? (b) who has a vested interest? and (c) how might the community benefit? The archival research study provided an opportunity of addressing this research question by reviewing the past.

The Gap in the Literature

Executives and academics have recognized that those teaching students hard skills such as marketing, finance, or accounting are no longer a guarantee for students' success in seeking the right job or success in their job performance (Borden, 2015). Over the past decade, much has been written about nontechnical skills, teamwork, and oral communication, which amount to a skills gap (Borden, 2015). Managers have called for closer collaboration between business schools and industry and have provided a range of ideas for business schools to incorporate within their curriculum (Sigurjonsson et al., 2015).

The characteristics and qualities prioritized for students through business schools' curricula are not the most sought by prospective employers (Clark et al., 2016). Graduates are the products going to market, and employers are the customers of business schools. However, little research has addressed any discrepancy between the supply and demand of the quality sought in graduates (Clark et al., 2016). Companies need to find

workers with the right skills providing a challenge to business schools and universities accused of being detached by the business world because students are unprepared to enter the job market (Succi, 2015).

Nontechnical skills are a dynamic combination of metacognitive, intellectual and practical, and interpersonal skills (Succi, 2015). Nontechnical skills give people the ability to deal with the challenges of their everyday and professional life (Succi, 2015). Succi (2015) stated that nontechnical skills predict success in life. Succi wrote that employability is the opportunity for gaining and maintaining a job, which includes a set of skills, personal attributes, and know-how. Nontechnical skills are essential for employability and confront competitive situations effectively (Bhagra & Sharma, 2018). Bhagra and Sharma (2018) contended that business needs employees who can contribute value to the bottom line to incorporate nontechnical skills.

MacDermott and Ortiz (2017) wrote that as we enter the 21st century, employers are worried that besides new hires lacking well-developed communication skills, they also lack critical thinking, persuasion, problem solving, and motivation skills; nontechnical skills. Nontechnical skills require training in the arts of persuasion, high levels of social and emotional intelligence, and language ability (MacDermott & Ortiz, 2017). Today, nontechnical skills are essential in guaranteeing customer satisfaction and working with people (MacDermott & Ortiz, 2017).

Universities must prepare students for the workforce (MacDermott & Ortiz, 2017). In supporting the student's development of nontechnical skills, universities must best fulfill this long-standing deficit (MacDermott & Ortiz, 2017). MacDermott and Ortiz

(2017) asked if if colleges and universities are doing enough to prepare graduates for the workforce? Poon and Brownlow (2015) wrote that curriculum design and development are essential to students' overall development. Curricula have the components of a program and should illustrate the appropriate sequencing of courses to learn critical skills (Poon & Brownlow, 2015). Jackson (2014) wrote about how higher education is considered a high investment, and some students see a degree to secure employment. Brooks and Calkins (2016) wrote how postsecondary institutions have failed to prepare students for the workplace, and employers find it increasingly difficult to find qualified workers. Learning institutions face the challenge of providing students with high quality coursework, rigorous research and lack collaboration with industry partners (Laukkanen et al., 2013). Hahn and Fairchild (2015) listed writing, critical thinking, and problem solving as skills that United States university graduates lack. Burris and Kane (2016) wrote that students across the United States are not improving their complex reasoning, writing, and critical thinking skills.

In the United States, colleges and universities must incorporate assurance of learning (AoL) to maintain accreditation with the six regional accreditation bodies (Hahn & Fairchild, 2015). Seong-O and Patterson (2014) wrote that an individual's education positively correlates with earnings defined by human capital theory. When applying human capital theory, people receive a higher salary or wage with higher education and experience (Mavromaras et al., 2013). Badea and Rogojanu (2012) wrote that today, global observers concluded that society is moving towards an era where an individual's essence will determine their ability to use skills and knowledge to adapt to the social

environment and economic changes. Schatzel et al. (2012) stated that society and individuals gain economic benefits by investing in people through human capital theory. Schatzel et al. stated that enlightened citizenry, economic growth, and population control are primary benefits of society. Individuals' primary benefits come from lower unemployment, better health, improved occupational and social status, a fulfilling work environment, and higher lifetime earnings (Schatzel et al., 2012). Schatzel et al. contended that human capital investments include nutrition, education, and health. Education contributes to both nutrition and health (Schatzel et al., 2012). Onkelinx et al. (2016) wrote that skills, abilities, aggregate knowledge, and other competencies of the organization's workforce define employee human capital; therefore, knowledge, education, skills, and experience are human capital attributes.

Stivers and Onifade (2014) stated that the business environment had changed, but academic institutions have failed to adjust to social values and technology changes. Bal and Anitsal (2014) wrote that traditional universities face a severe challenge from technological changes, globalization, and increased competition. The major national universities survived from their reputation, the positive foundation of ranking, and prestige, while regional universities rely on accessibility, cost, and convenience (Bal & Anitsal, 2014). The business school needs to remember that recruiting and selecting talents are important in this competitive environment, but it must lead to desirable consequences for recruiting companies and students (Bal & Anitsal, 2014).

Haque (2013) defined employability as skills and understanding that made graduates more likely to gain employment. Cardona and Andres (2014) wrote that

employability is a set of skills, achievement, understanding, and personal attributes that improve graduates' chances for employment, benefiting the workforce, themselves, the economy, and the community. Sheppard et al. (2015) stated that business schools lack understanding of business issues. Pal and Anamika (2015) expressed how employers look for skilled employees to contribute to the gross domestic product (GDP) and improve their bottom line. However, when skilled and qualified graduates cannot find a job, it causes them to lose interest in finding a job, which becomes a concern for society (Pal and Anamika, 2015).

Hepburn (2014) asserted that colleges pursued accreditation to receive federal government funding; therefore, colleges cannot be careless in this process. Accreditation is voluntary, but a business school must participate to get federal funding (Hepburn, 2014).

Fox Garrity and Finney (2007) wrote that the Council of Regional Accrediting Commission, formed in 2001 to study student learning outcomes by regional accrediting agencies. Fox Garrity and Finney stated that the regional accrediting agencies were reluctant to establish standard learning goals for all institutions and programs because each institution has a different mission statement that contributes to designing the curriculum. Fox Garrity and Finney wrote that the ACBSP placed moderate-heavy emphasis on curriculum and educational programming and faculty and minimal emphasis on the remaining dimensions, including outcomes. Fox Garrity and Finney wrote that the AACSB, the oldest accreditor, places moderate-heavy emphasis on curriculum, educational programming, and faculty. Fox Garrity and Finney stated that the AACSB

places a moderate emphasis on students; minimal emphasis on goals and mission, outcomes, resources and facilities, and evaluation. Fox Garrity and Finney (2007) wrote that no emphasis got placed on governance and program administration by the AACSB. Fox Garrity and Finney (2007) added that the IACBE places heavy emphasis on educational programming and curriculum and moderate emphasis on faculty dimension attention. The remaining dimension receives minimal emphasis, including minimal emphasis outcomes. Fox Garrity and Finney noted that none of the accrediting bodies placed more than a minimal emphasis on outcomes. Bastin and Kalist (2013) stated that the ACBSP based accreditation on the program's mission emphasizes teaching quality and learning outcomes.

Today's business depends on nontechnical skills, which accounted for 75%, and technical skills, which accounted for 25% (Robles, 2012). Recipients of a bachelor's degree over a lifetime earned 66% more than the average high school graduate (Nonis et al., 2015). The earning median is about 2.3 million, with a bachelor's degree compared to 1.3 million with a high school diploma (Nonis et al., 2015). Young college graduates have an 8.7% unemployment, while high school graduates have a 13.8% unemployment rate (Nonis et al., 2015).

Attempts were made to address the lack of nontechnical skills among business school graduates, but schools have not addressed these skills (Borden, 2015). The nontechnical skills gap is lacking more in undergraduate than graduate students (Borden, 2015). Thirty-five percent of all undergraduate degrees awarded in 2008-2009 in the United States were business degrees (Sigurjonsson et al., 2015). Business schools for a

long time got criticized for their heavy emphasis on hard skills and narrow emphasis on soft critical skills (Desai & Bedi, 2017). Desai and Bedi (2017) stated that today's business schools, with their curricula and practices, find it hard to catch up with the rapidly changing global business environment (Desai & Bedi, 2017).

A summary of Codes and Categories: Category 1 consisted of codes colleges, and universities use to promote and distinguish themselves from others. Category 2 consisted of code that can help when planning a school program. Category 3 consisted of codes that would help in the designing of the curriculum. Category 4 consisted of codes dealing with the future. Category 5 consisted of codes dealing with the results of the program. Category 6 consisted of codes representing the skills hiring managers required their new hires to demonstrate. Category 1 thru 5 played a supporting role to Category 6.

Findings 1 to 5: These findings used each category across all three regions, Region 1, Region 2, and Region 3. Finding 1 thru 5 extended knowledge because despite being in different governing regions, they concluded that letting the future student know their accreditation status while promoting their schools will improve their chances of being selected by the student. In the planning program category, 100% in all three regions agree that they must talk about their program and alumni associations. In the designing program category, 39 of 48 colleges and universities mentioned "core," signaling they have a vehicle to transport the message. Forty-seven of 48 mentioned "research"; if done correctly, they could use this tool to determine the need for hiring managers. Forty-one of 48 universities mentioned "graduation," but what a statement could be made when a school announced that their graduating classes are equipped with the nontechnical (soft)

skills hiring managers are seeking. This does not address the research question, but it places them in the position to address the research question because they would now have the students.

Finding 6: Region 1, Region 2, Region 3: Finding 6 confirmed universities in Region 1, Region 2, and Region 3 are not listening to their customers. Three of 48 colleges and universities mentioned "soft skills," one of 48 mentioned "nontechnical" skills, and zero of 48 mentioned "work ethic" to their future students.

Findings 7 to 11: Findings seven to 11 focused on Region 1, extended knowledge because they showed where 4-year business colleges and universities focused. If 4-year colleges and universities pay more attention to category promoting school, planning program, designing program, future adjustment, and program effects, they could use those categories to improve category organizational survival soft skills.

Finding 12: Region 1 Category 6: Finding 12 confirmed universities in Region 1 are not listening to their customers. When one of 16 mentioned nontechnical, eight of 16 mentioned critical thinking, one of 16 mentioned soft skills, five of 16 mentioned problem-solving, 14 of 16 mentioned communication, nine of 16 mentioned teamwork, and zero of 16 mentioned work ethics, the data confirmed the problem exists.

Findings 13 to 17: These findings extended knowledge, and they showed where 4-year colleges and universities were placing their focus. Suppose 4-year colleges and universities pay more attention to category promoting programs, planning programs, designing programs, future adjustment, and program effects. In that case, they could use those categories to improve category organizational survival skills.

Finding 18: Region 2 Category 6: Finding 12 confirmed universities in Region 2 are not listening to their customers. When zero of 16 mentioned nontechnical, 10 of 16 mentioned critical thinking, one of 16 mentioned soft skills, eight of 16 mentioned problem-solving, 15 of 16 mentioned communication, eight of 16 mentioned teamwork, and zero of 16 mentioned work ethics; the data confirmed the problem exists.

Findings 19 to 23: Findings 19 to 23 focused on Region 2, extended knowledge because they showed where 4-year business colleges and universities focused. Suppose 4-year colleges and universities pay more attention to promoting school, planning programs, designing programs, future adjustment, and program effects. In that case, they could use those categories to improve category organizational survival soft skills.

Finding 24: Region 3 Category 6: Finding 24 confirmed universities in Region 3 are not listening to their customers. When zero of 16 mentioned nontechnical, 11 of 16 mentioned critical thinking, one of 16 mentioned soft skills, seven of 16 mentioned problem-solving, 16 of 16 mentioned communication, seven of 16 mentioned teamwork, and zero of 16 mentioned work ethics; the data confirmed the problem exists.

Finding 25 Code Words Ranking for All Three Regions, 48 Data Sets: Poon and Brownlow (2015) wrote that curriculum design and development are essential to students' overall development. Curricula have the components of a program and should illustrate the appropriate sequencing of courses to learn critical skills (Poon & Brownlow, 2015). Badea and Rogojanu (2012) wrote that today, global observers concluded that society is moving towards an era where an individual's essence will determine their ability to use skills and knowledge to adapt to the social environment and economic

changes. Finding 25 showed that on a large level, with the combination of all three regions, colleges and universities are not trying hard enough to accommodate the request of business hiring managers on the skills they would like new hires to exhibit, nontechnical skills. The business school needs to remember that recruiting and selecting talents are important in this competitive environment, but it must lead to desirable consequences for recruiting companies and students (Bal & Anitsal, 2014).

Findings 25 confirmed postsecondary institutions (colleges and universities) have failed to prepare students for the workplace, and employers find it increasingly difficult to find qualified workers (Brooks & Calkins, 2016). Managers have called for closer collaboration between business schools and industry and have provided a range of ideas for business schools to incorporate within their curriculum (Sigurjonsson et al., 2015). MacDermott and Ortiz (2017) asserted that as we enter the 21st century, employers are worried that besides new hires lacking well-developed communication skills, they also lack critical thinking, persuasion, problem-solving, and motivation skills, nontechnical skills. The findings confirmed the overarching research question: How might 4-year business college or university curricula administrators address business hiring managers' concerns that graduates lacked critical nontechnical skills required for hiring after graduation?

Finding 26 Region 1 code words ranking of 16 data sets: Today's business depends on nontechnical skills, which accounted for 75%, and technical skills, which accounted for 25% (Robles, 2012). Poon and Brownlow (2015) wrote that curriculum design and development are essential to students' overall development. Curricula have

the components of a program and should illustrate the appropriate sequencing of courses to learn critical skills (Poon & Brownlow, 2015). Badea and Rogojanu (2012) wrote that today, global observers concluded that society is moving towards an era where an individual's essence will determine their ability to use skills and knowledge to adapt to the social environment and economic changes. Finding 26 showed that on a large level, colleges and universities are not trying hard enough to accommodate the business community's request on graduates with improved nontechnical skills. The business school needs to remember that recruiting and selecting talents are important in this competitive environment, but it must lead to desirable consequences for recruiting companies and students (Bal & Anitsal, 2014).

Findings 26 confirmed postsecondary institutions (colleges and universities) have failed to prepare students for the workplace, and employers find it increasingly difficult to find qualified workers (Brooks and Calkins, 2016). Managers have called for closer collaboration between business schools and industry and have provided a range of ideas for business schools to incorporate within their curriculum (Sigurjonsson et al., 2015). MacDermott and Ortiz (2017) asserted that as we enter the 21st century, employers are worried that besides new hires lacking well-developed communication skills, they also lack critical thinking, persuasion, problem-solving, and motivation skills, nontechnical skills.

Finding 27 Region 2 code words ranking of 16 data sets: Sheppard et al. (2015) stated that business schools lack understanding of business issues. Pal and Anamika (2015) expressed how employers look for skilled employees to contribute to the gross

domestic product (GDP) and improve their bottom line. Poon and Brownlow (2015) wrote that curriculum design and development are essential to students' overall development. Curricula have the components of a program and should illustrate the appropriate sequencing of courses to learn critical skills (Poon & Brownlow, 2015). Badea and Rogojanu (2012) wrote that today, global observers concluded that society is moving towards an era where an individual's essence will determine their ability to use skills and knowledge to adapt to the social environment and economic changes. Finding 27 showed that on a large level, colleges and universities are not trying hard enough to accommodate the business community's request on graduates with improved nontechnical skills. The business school needs to remember that recruiting and selecting talents are important in this competitive environment, but it must lead to desirable consequences for recruiting companies and students (Bal & Anitsal, 2014).

Findings 27 confirmed postsecondary institutions (colleges and universities) have failed to prepare students for the workplace, and employers find it increasingly difficult to find qualified workers (Brooks and Calkins, 2016). Managers have called for closer collaboration between business schools and industry and have provided a range of ideas for business schools to incorporate within their curriculum (Sigurjonsson et al., 2015). MacDermott and Ortiz (2017) asserted that as we enter the 21st century, employers are worried that besides new hires lacking well-developed communication skills, they also lack critical thinking, persuasion, problem-solving, and motivation skills, nontechnical skills.

Finding 28 Region 3 code words ranking of 16 data sets: Poon and Brownlow (2015) wrote that curriculum design and development are essential to students' overall development. Curricula have the components of a program and should illustrate the appropriate sequencing of courses to learn critical skills (Poon & Brownlow, 2015). Badea and Rogojanu (2012) wrote that today, global observers concluded that society is moving towards an era where an individual's essence will determine their ability to use skills and knowledge to adapt to the social environment and economic changes. Finding 28 showed that on a large level, colleges and universities are not trying hard enough to accommodate the business community's request on graduates with improved nontechnical skills. The business school needs to remember that recruiting and selecting talents are important in this competitive environment, but it must lead to desirable consequences for recruiting companies and students (Bal & Anitsal, 2014).

Findings 28 confirmed postsecondary institutions (colleges and universities) have failed to prepare students for the workplace, and employers find it increasingly difficult to find qualified workers (Brooks and Calkins, 2016). Managers have called for closer collaboration between business schools and industry and have provided a range of ideas for business schools to incorporate within their curriculum (Sigurjonsson et al., 2015). MacDermott and Ortiz (2017) asserted that as we enter the 21st century, employers are worried that besides new hires lacking well-developed communication skills, they also lack critical thinking, persuasion, problem solving, and motivation skills, nontechnical skills. The findings also confirmed the claim, employers for several decades have complained about how higher-education institutions have failed to deliver graduates with

developed employable skills such as (a) work ethics, (b) communication, (c) teamwork, (d) problem solving, and (e) organization (Dabke, 2015; Griffin & Annulis, 2013; Ward & White, 2015).

Sorted data sets showed the focus areas of public and private nonprofit 4-year business colleges and universities selected for this archival research study. There were no significant differences between public and private nonprofit colleges and universities with 100% focus in Region 1, Region 2, and Region 3 with accreditation, program, and alumni. Soft skills, nontechnical, and work ethics were at the bottom of the result, revealing how much focus colleges and universities provided to the public on these topics. Three (6%) data sets mentioned soft skills, one (2%) data set mentioned nontechnical, and zero (0%) data set mentioned work ethics.

Summary and Conclusions

Summary

When applying the human capital theory, people receive a higher salary or wage because of education and experience (Mavromaras et al., 2013). The education achieved positively correlates with earnings as defined by human capital theory (Seong-O & Patterson, 2014). Education contributes to increased skills, increased skills translate to increased productivities, and increased productivities get rewarded with higher earnings (Seong-O & Patterson, 2014). Poon and Brownlow (2015) wrote that curriculum design and development are essential to students' overall development. Curricula have the component of a program and should illustrate the appropriate sequencing of courses to learn critical skills (Poon & Brownlow, 2015). Today's business depends on nontechnical

skills, with 75% accounts for soft skills, while 25% accounts for hard skills (Robles, 2012). Since the mid-1990s, employers have been clear about seeing new employees with generic skills, including communication, literacy, problem-solving, and teamwork (Jantawan & Tsai, 2013). Universities must identify important issues more likely to affect future communities, allowing them to prepare students to meet these challenges (Jantawan & Tsai, 2013).

Balta et al. (2012) wrote how higher-education institutions are receiving pressure from employers to produce highly skilled, work-ready, and knowledgeable graduates because a difference exists between what the universities provide and what the industry needs. Oliveira (2015) mentioned how today's universities face increased pressures from the national and international communities to promote graduates' employability. The pressures come from the government, employers, students, and stakeholders about graduates' employability (Oliveira, 2015). Stepanovich et al. (2014) also mentioned that accreditation put a process in place to monitor higher education providers and customers, providing feedback for continuous improvement. In 1916, AACSB International was established to voluntarily accredit both undergraduate and graduate business school programs (Bastin & Kalist, 2013). Universities in the United States need the approval of three regulatory agencies to operate; they need (a) state, required approval to operate, (b) regional, university-wide accreditation, and (c) in some fields national, disciplinary accreditation (Strang, 2013). The failure of many business universities in the United States to meet the AACSB standards gave birth to the ACBSP in 1988 (Lowrie & Willmott, 2009).

Hicks (2003) asserted that archival research power comes from using archives as a discovery process and performing keyword searches. McCausland (2011) stated that archival research is a literature review. McCausland (2011) continued, original records get access in archival research. The acquisition, aggregation, and transformation are archival research elements (McIntush et al., 2019). An archival study provides powerful and flexible research and external validity (Bercovitch, 2004). Archival material gets used for authentication (Shrivastava, 2017). Archives can also serve as an abundant resource for the past, present, and future (Tetreaualt, 2019). The archival study strength is associated with sampling many data (Bercovitch, 2004; Shah et al., 2014; Shrivastave, 2017).

Conclusion

Jackson (2014) mentioned how higher education is considered a high investment and some students see a degree to secure employment. Brooks and Calkins (2016) mentioned how post-secondary institutions have failed to prepare students for the workplace, and employers find it increasingly difficult to find qualified workers. Learning institutions face the challenge of providing students with high-quality coursework, rigorous research and lack collaboration with industry partners (Laukkanen et al., 2013). 4-year business universities are production lines producing finished goods, which are the graduates. Businesses are the consumers of these finished goods. However, the challenge is that the finished products do not match the consumer's expectations, causing them to question whether they should invest. Universities in the United States

face three of increased strict authorization: state, required approval to operate; regional, university-wide accreditation; and national, disciplinary accreditation (Strang, 2013).

In the United States, for any public and private nonprofit business university to offer a degree program, they must be affiliated with a state-accredited agency and either a regional or national, or both regional and national accredited agency. Poon and Brownlow (2015) wrote that curriculum design and development are important to students' overall development. Curricula has the component of a program and should illustrate the appropriate sequencing of courses to learn critical skills (Poon & Brownlow, 2015). Pursuing a descriptive phenomenological methodology to explore the 4-year business school curriculum design could provide valuable information on how to improve creating confidence in the school's programs with consumers of their products. Curriculum design has a significant impact on the courses in a university program. The roles these accreditation agencies play in curriculum design could affect how 4-year business university approaches the design of degree programs. Consumers of the products delivered by 4-year business universities are not happy with the finish good; this challenge needs addressing before it becomes a catastrophic problem whereby only graduates of top 4-year business schools experience full employment. Other graduates struggled to secure full employment and contribute to society after making a financial investment.

Transition

Chapter 3, I restated the purpose statement, which reads; the purpose of this qualitative archival study will be to assess and explore integrating the nontechnical skills

businesses require to hire graduates immediately after graduation. The focus and the research question are restated—the central concept of the study, which is the human capital theory. The research population is identified, and the states identify where participants were selected.

Chapter 3: Research Method

The purpose of this qualitative archival study was to assess and explore integrating into 4-year business schools' degree curricula the nontechnical skills that businesses require to hire graduates immediately after graduation. STEM and fine arts are not part of this study. In 2013, 37% of recent college graduates were underemployed and 7% were unemployed (Ward & White, 2015), accounting for 44% of college graduates experiencing negative returns on their investment. Employers, for several decades, have complained about how higher education institutions have failed to deliver graduates with developed employable skills (Dabke, 2015; Griffin & Annulis, 2013; Ward & White, 2015). Business leaders have been pressuring business schools to deliver graduates with employable skills, so that they can immediately engage in productive interactions with coworkers and customers upon hiring (Bedwell et al., 2014, p. 1).

Human Capital Theory

Human capital theory was the conceptual framework chosen for this study. The education that an individual gains positively correlates with earnings, according to human capital theory (Seong-O & Patterson, 2014). Per human capital theory, people receive a higher salary or wage with higher education and experience (Mavromaras et al., 2013). Bodenhofer (1967) defined human capital as an investment in an individual's development that improves the individual's welfare. Ehrlich and Murphy (2007) wrote that human capital is an intangible asset of knowledge comprising productive and innovative skills, entrepreneurship, information, health, and education that emerges from

investment in health, schooling, and job training. Strober (1990) suggested that a good job requires a good education, which is the embodiment of the human capital theory.

Study Significance

Through this qualitative archival research study, I aimed to gain insight into how to integrate the missing nontechnical skills that businesses need to hire graduates after graduation. Employable skills are also known as nontechnical skills (Ward & White, 2015), soft skills (Mishra, 2014, p. 1), noncognitive skills (Beblavý et al., 2016), or "intrapersonal skills" (Bedwell et al., 2014, p. 1).

Research Design and Rationale

The overarching research question was the following: How might 4-year business college or university curricula administrators address business hiring managers' concerns that graduates lack critical nontechnical skills required for hiring after graduation? Nontechnical skills are also known as "employable skills" (Ward & White, 2015), "soft skills" (Mishra, 2014, p. 1), or "intrapersonal skills" (Bedwell et al., 2014, p. 1). Gibson and Sodeman (2014) defined soft skills as an individual's ability to effectively communicate, using problem solving and critical thinking skills to solve problems while building and maintaining relationships with others through effective oral and written communication. Taylor and De Luea (2014) asserted that universities supported the economy by supplying skilled workers. Allen et al. (2009) contended that business school curriculum delivery comes in different forms and that traditional curriculum techniques are not enough to complete the process. Colleges and universities have failed to teach students to succeed in life and business (Stetson, 2013). Tied to a vocation or career is a

college education, and the curriculum is a set of courses needed to complete a college degree (Williameaton, 2014). A part of the business school's slow change is adjusting the curriculum to provide students with the soft skills required to deal with actual business world needs (Lukea-Bhiwajee, 2010).

Pursuing a descriptive phenomenological methodology requires clarifying, describing, and understanding human experiences. The selection of participants should be because they have firsthand information about the theme under study (Sousa, 2014). Hill et al. (2015) used a descriptive phenomenological methodology to examine the phenomenon of experience living with the hepatitis C virus (HCV) firsthand. Megrath et al. (2005) contended that descriptive phenomenology is the recommended research method when a limited amount of information exists about an issue. Researchers who conduct descriptive phenomenological studies seek a nuanced, rich understanding of the critical elements of participants' narratives, rather than generalizing the population from which the sample was drawn (Matz et al., 2015). Maxwell and Kelsey (2014) postulated that Moustakas inspired qualitative phenomenological study because phenomenology was perceived as a tool to gain insight. Therefore, a descriptive phenomenological study would not have been appropriate to secure answers for this research topic.

Qualitative research methods allow questions to understand a phenomenon (Sackett & Lawson, 2016), and qualitative archival study serves as an abundant resource for the past, present, and future (Tetreaualt, 2019). An archival research study's strength is associated with sampling many data (Bercovitch, 2004; Shah et al., 2014; Shrivastave, 2017). Hicks (2003) asserted that archival research power comes from using archives as a

discovery process and performing keyword searches. McCausland (2011) stated that archival research is a literature review, and original records are accessed. Using the archival research method provided the best opportunity to address this research question. It allowed an investigation of the past to see how colleges and universities dealt with business leaders' requests to enhance nontechnical skills in college graduates.

Central Concept of the Study

Human capital theory was the conceptual framework chosen for this study. The education that an individual gains positively correlates with earnings as defined by human capital theory (Seong-O & Patterson, 2014). Human capital theory offers important insight into the relationship between earnings and education and the connections between earnings and education (Seong-O & Patterson, 2014). Schooling plays a significant role in increasing individual pay (Seong-O & Patterson, 2014). Badea and Rogojanu (2012) stated that human capital is among the factors that determine competitiveness. Badea and Rogojanu articulated that human capital is an essential pillar in society, leading to economic development and growth. Human capital has power through education, which explains the importance of university graduates because with graduates come innovative processes necessary for achieving economic development objectives (Badea & Rogojanu, 2012). Badea and Rogojanu wrote that one economic development engine for the community and social levels rests with human capital (Badea & Rogojanu, 2012). Mavromaras et al. (2013) stated that the supply side of the labor market gained support from the human capital model, emphasizing earnings determined by experience and education.

Phenomenon of the Study

A research method where a researcher examines a set of archives or accumulated documents defines archival analysis (Frantz et al., 2015). As a young science, archival science's foundation is associated with the grounding fathers Muller, Feith, and Fruin, who developed the archivist's constitution, the principle of provenance (Weidling, 2013). Cook (2009) suggested that archival records are critical to discovering facts about the past and shaping and reshaping record meanings. Archival materials have the potential to break the silence of history (Vincelette, 2018). Hicks (2003) stated that archival research may involve the use of archives to discover and do keyword searches. An archival study's strength is associated with sampling many data (Bercovitch, 2004; Shah et al., 2014; Shrivastave, 2017). Archival study deals with reconstructing history (Tetreaualt et al., 2019a) with access to records (Bearman, 1995).

A part of archival research pertains to accessing online archives (Early-Capistrán et al., 2018; McCausland, 2011), and using the information to confirm or disprove ideas (Trevisan, 2013), and to discover new processes (Hicks, 2003). The archive is a space to trace and a collection of memory (Hodder, 2017). Archival study is painstaking and tedious work to satisfy the researcher's curiosity (Manolis, 2000); it is a systematic process (Bercovitch, 2004) and involves using curiosity to traverse discovering and uncovering the unknown (Manolis, 2000).

Role of the Researcher

I have no relationship with any of the selected 4-year business colleges and universities. Public and private nonprofit universities that offer a 4-year business program

were placed on the selection list. Another selection criterion was assessed by reviewing institutions' undergraduate enrollment, and schools were rated in two categories, large and small registration. Once a school was selected, I searched the school's website for its (a) school catalogs, (b) "about me" message, (c) message from the dean, (d) mission statement, (e) vision statement, (f) advisory board, (g) program structure, (h) accreditation, (i) learning objective, and (j) other information. Each school's information was saved into a Microsoft Word document. The documents were reviewed and saved with code names. I also create a cross-reference table to identify each document accurately.

Research Topic Birth

I secured one job with two associate's degrees, one in arts and the other in science. After working for some years, I applied for jobs to advance my career. I was not having any success, so I complained to my managers. One manager, tired of me complaining, arranged for me to meet a human resources representative who told me that the jobs that I had been applying for required a bachelor's and above, which disqualified my application. One month after that conversation, I enrolled in college to complete my bachelor's degree. I completed my bachelor's degree with honors, magna cum laude (Bachelor of Arts in Business Information Systems with minors in Organizational Management and Project Management). My next accomplishment was completing my Master of Arts in Organizational Management with specialties in Global Management and Supply-Chain Management. Earning my bachelor's and master's degrees did not advance my career. I scheduled another meeting with a human resources department

representative; during the meeting, this representative told me that my degrees had no value. After I started my PhD in Management, I had one of the vice presidents of human resources tell me that I had not completed my dissertation, which I knew.

Management of Biases

I experienced disappointments when I tried to advance my career while pursuing my bachelor's, master's, and PhD, but that did not influence how the data were collected and analyzed.

Methodology

Ohio was established as the primary state for this archival research study, and then an inquiry was done to see which states shared their border with Ohio. The results of the inquiry revealed that Michigan, Indiana, Kentucky, West Virginia, and Pennsylvania share their borders with Ohio. The next step was to determine if all six states were under the same regional accrediting commission. It was established that Michigan, Indiana, West Virginia, and Ohio are members of the same regional accrediting commission organization. Kentucky was a member of a different organization, and Pennsylvania was a member of yet another organization. Again, using Ohio as the example, this group had a total of four states; therefore, three states were added to Kentucky, and three states were added to Pennsylvania, resulting in four states for each region. The breakdown also established the three regional accrediting commissions as (a) NCA HLC, (b) SACS COC, and (c) MSCHE. With the establishment of the three different regional accrediting commissions, three regions were established. The NCA HLC was assigned to Region 1,

SACS COC was assigned to Region 2, and MSCHE was assigned to Region 3 (see Table 1).

The samples were 24 4-year public business schools and 24 private nonprofit business schools. Four states from each of the three mentioned accredited regions were selected. Two public and two private nonprofit colleges and universities were selected from each state.

Table 1

The Three Regional Accredited Agencies Bordering Ohio and the Selected States

Region	Regional agency	States
1	North Central Association Higher Learning Commission (NCA HLC)	Ohio (OH) West Virginia (WV) Michigan (MI) Indiana (IN)
2	Southern Association of Colleges and School Commission on Colleges (SACS COC)	Kentucky (KY) North Carolina (NC) Tennessee (TN) Virginia (VA)
3	Middle State Commission on Higher Education (MSCHE)	Pennsylvania (PA) New Jersey (NJ) Maryland (MD) Delaware (DE)

Participant Selection Logic

The first step was to find a website that would allow the search and provide results on public and private nonprofit colleges and universities that would also show that the schools had 4-year programs and that business was one of the programs offered. I searched the school's website for its (a) school catalogs, (b) "about me" message, (c)

message from the dean, (d) mission statement, (e) vision statement, (f) advisory board, (g) program structure, (h) accreditation, (i) learning objective, and (j) other information.

The selected schools were placed into two different undergraduate enrollment categories, large and small. During the evaluating process of the undergraduate population of the colleges and universities within the selected three regions, I discovered some inconsistencies in the schools' undergraduate populations. A significant difference existed between public and private nonprofit institutions, and within states. To have a population representing the diverse undergraduate population, I added the large and small enrollment undergraduate categories (see Figure 4, see Table 2, Table 3, and Table 4).

Figure 4

The Breakdown of the Research Population, Regions, University Status, Large and Small Undergraduate Enrollment

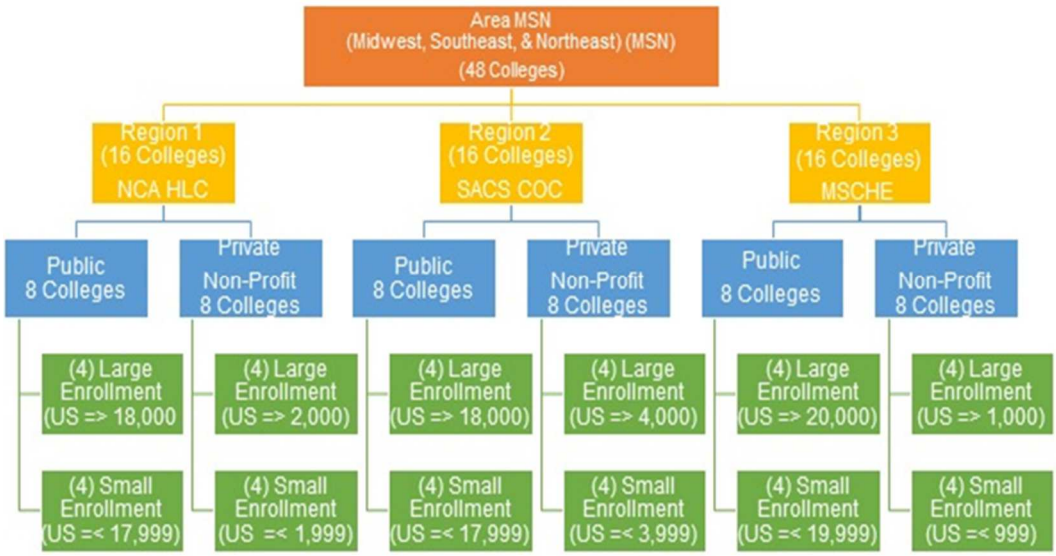


Table 2

North Central Association Higher Learning Commission Undergraduate

Region 1		
Public colleges / universities		
Large enrollment	=>	18,000
Small enrollment	=<	17,999
Private nonprofit colleges/universities		
Large enrollment	=>	2,000
Small enrollment	=<	1,999

Table 3

Southern Association of Colleges and School Commission on Colleges Undergraduate Enrollment Categories

Region 2		
Public colleges/universities		
Large enrollment	=>	18,000
Small enrollment	=<	17,999
Private nonprofit colleges/universities		
Large enrollment	=>	4,000
Small enrollment	=<	3,999

Table 4

Middle State Commission on Higher Education Undergraduate Enrollment Categories

Region 3		
Public colleges/universities		
Large enrollment	=>	20,000
Small enrollment	=<	19,999
Private nonprofit colleges/universities		
Large enrollment	=>	1,000
Small enrollment	=<	999

Instrumentation

The COVID-19 pandemic shutdown contributed to the restricted services at public libraries. I used the Internet to search for colleges and universities within the selected states that offered a 4-year business degree. The Internet was the instrument used to gather the archival data for this study. The unknown is the accuracy of the information published on each school website.

Procedures for Recruitment, Participation, and Data Collection

Participation

Public and private nonprofit colleges and universities that offer 4-year business programs were eligible for selection in this study.

Data Collection

I used the Internet to search each school's website for its (a) school catalogs, (b) "about me" message, (c) message from the dean, (d) mission statement, (e) vision statement, (f) advisory board, (g) program structure, (h) accreditation, (i) learning objective, and (j) other information. Each school's information was saved into a Microsoft Word document. The documents were reviewed and saved with code names. I created a cross-reference table to accurately identify each document.

Data Analysis Plan

The data analysis for this research had two points of interest. The population was divided into three regions: Region 1, Region 2, and Region 3. For the continuation of this analysis, all the regions were placed under one umbrella called Area 1, consisting of the 48 colleges and universities. I applied the same codes and categories across the three

regions. I also applied the same codes and categories to Area 1. I used qualitative software called NVivo 12 plus as the tool to analyze the data. I upload into the NVivo software the 48 files representing 48 colleges and universities. The universities were coded before I loaded them into the NVivo software to protect the university identities.

A Summary of Codes and Categories

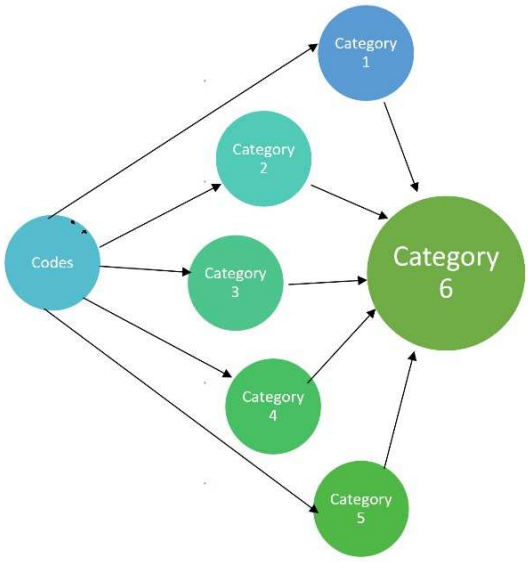
The codes used to search the archival database were not random; they were selected from discoveries made during the literature review. Business leaders have been pressuring business schools to deliver graduates with soft skills, so they can immediately engage in productive interactions with coworkers and customers on hiring (Bedwell, Fiore, & Sala, 2014, p1); therefore, soft skills was added to the code list. The major national universities survived from their reputation, the positive foundation of ranking, and prestige, while regional universities rely on accessibility, cost, and convenience (Bal & Anitsal, 2014), which was why Category 1 was titled promoting school. Business schools gaining AACSB accreditation see it as a prestigious accomplishment (Bastin & Kalist, 2013); therefore, accreditation was added to the code list and in the promoting school category. Learning institutions face the challenge of providing students with high-quality coursework, rigorous research, and lack collaboration with industry partners (Laukkanen et al., 2013); therefore, partners was added to the codes list and the planning program category. Hahn and Fairchild (2015) listed writing, critical thinking, and problem-solving as skills that United States university graduates lack. Burris and Kane (2016) wrote that students across the United States are not improving their complex

reasoning, writing, and critical thinking skills; therefore, critical thinking and problem-solving were added to the code list and in the organizational survival soft skills category.

Category 1 consisted of codes colleges, and universities use to promote and distinguish themselves from others. Category 2 consisted of code that can help when planning a school program. Category 3 consisted of codes that would help in the designing of the curriculum. Category 4 consisted of codes dealing with the future. Category 5 consisted of codes dealing with the results of the program. Category 6 consisted of codes representing the skills hiring managers required their new hires to be able to demonstrate. Category 1 thru 5 played a supporting role to Category 6. (see Figure 5).

Figure 5

A Summary of Codes and Categories Support



Issues of Trustworthiness

To achieve socially optimal equilibria and to solve social dilemmas require trusting others (Batsaikhan, 2017). An organization exists because of the trusting relationship (De Cremer et al., 2018), and many benefits exist when business members, managers, and colleagues experience trust (De Cremer et al., 2018). However, trust does not come from one dyadic relationship (De Cremer et al., 2018). Early theoretical work suggested placing trust in a social context (De Cremer et al., 2018). Trust between collective actors or individuals relies on one group member to trust another (Asveld et al., 2015). Forcing trust is not an option, but creating a condition for trust to exist is possible; trustworthiness (Asveld, 2015), and with reliability in qualitative research comes trustworthiness (Mena & Russell, 2017). Mena and Russell (2017) contended that the

subsequent analysis performed by external examiners and different procedures contribute to the trustworthiness, one such procedure, triangulation.

Credibility

Believability translates to credibility (Ji, 2018). A meaningful way in qualitative research of ensuring the theoretical foundation of a new construct rests on a solid foundation and is trustworthy, establishing credibility coupled with transferability (Sinclair et al., 2018). A study's credibility or the confidence portrayed through the truth of the study's findings is the most important criterion (Connelly, 2016). Connelly (2016) expressed that the concept is comparable to internal validity in quantitative research. The construction and asking of the research question, and if the study conformed to standard procedures indicative of the qualitative approach or addressed the concern of adequate justification, establishes credibility (Connelly, 2016). Connelly asserted that techniques incorporated to establish credibility include persistent observation if appropriate, reflective journaling, member-checking, peer-debriefing, and prolonged engagement with participants.

Transferability

How much people identify with different aspects of research determines how applicable the findings are to their situation establishes the nature of transferability (Connelly, 2016). Although this is comparable to generalized quantitative research, it differs from statistical generalization because qualitative researchers focus on the story and nothing information; this is not everyone's story (Connelly, 2016). The focus of qualitative research is not the generalizing of its findings (Connelly, 2016; Sinclair et al.,

2018); Soroush et al., 2018). The researcher's responsibilities are not to guide generalization but to provide a rich enough set of data to enable others to make an informed decision (Soroush et al., 2018). The selection of 24 4-year public business schools and 24 private nonprofit business schools will provide enough data for others to make an informed decision on how to enhance nontechnical skills in curriculum design.

Dependability

To ensure qualitative findings, then inquiries are repeatable if they occurred within the same cohort of participants, context, and coders enforce dependability (Forero et al., 2018). The data durability over time and the condition of the study contribute to dependability (Connelly, 2016). Dependability procedures include peer-debriefings with a colleague and audit trail maintenance of process logs (Connelly, 2016). The researcher’s notes track all activities and actions taken during the study, such as whom to interview and things to observe make up the process logs (Connelly, 2016). When the researcher exhibits non-biased behavior, the research findings are under the participant's responses define dependability (Soroush et al., 2018).

Confirmability

The relevance and agreement between independent individuals of the data meaning conform to confirmability (Soroush et al., 2018). The level findings are consistent, and the ease of being repeated showed the research study confirmability. Researchers conducting qualitative studies keep detailed notes for their analysis processes and decision-making (Connelly, 2016). Connelly (2016) suggested that having a

colleague review the notes and presenting their findings at a national research conference contribute to confirmability.

Ethical Procedures

The data used in the analyst was extracted from the colleges and universities' websites. I did not add any additional data not found on the colleges and universities' websites.

Summary

The purpose of this qualitative archival study will be to assess and explore integrating the nontechnical skills businesses require to hire graduates immediately after graduation. Employers for several decades have complained about how higher-education institutions have failed to deliver graduates with developed employable skills consisting of (a) work ethics, (b) communication, (c) teamwork, (d) problem solving, and (e) organization (Dabke, 2015; Griffin & Annulis, 2013; Ward & White, 2015). Business leaders have been pressuring business schools to deliver graduates with employable skills, so they can immediately engage in productive interactions with coworkers and customers upon hiring (Bedwell et al., 2014, p1). Human capital theory is the conceptual framework chosen in this study. The education he or she gains positively correlates with earnings as defined by human capital theory (Seong-O & Patterson, 2014). The focus of this qualitative archival research study will be to discover how to integrate the missing nontechnical skills business needs to hire graduates after graduation.

I had experienced disappointments when I tried to advance my career while pursuing my bachelor's, master's, and PhD, but that will not influence how the data are

collected and analyzed. Participants will receive the same questions, but they could get asked a different follow-up question, and the results entered in qualitative analytical software.

Ohio shares its border with three regional accrediting agencies for higher education in the United States. They are (a) Middle States Commission on Higher Education, (b) North Central Association of College and Schools, The Higher Learning Commission, and (c) Southern Association of Colleges and Schools, Commission on Colleges. Each regionally accredited university has an option of joining one of three national accreditation organizations: (a) AACSB, (b) ACBSP, or (c) EQUIS.

The population sample will be 24 4-year public business schools and 24 private nonprofit business schools. Four states from each of the three mentioned accredited regions get selected. Two public and two private nonprofit colleges and universities get selected from each state. The selected schools get placed into two different undergraduate enrollment categories, large and small. Large and small enrollment differs from a public or private nonprofit and from state to state.

Data gathering come from using the Internet to search the school's website for their (a) school catalogs, (b) about me message, (c) message from the dean, (d) mission statement, (e) vision statement, (f) advisory board, (g) program structure, (h) accreditation, (i) learning objective, and (j) other information. Each school's information gets saved into a Microsoft Word document. The documents were reviewed and saved with code names. I will also create a cross-reference table to identify each document accurately. Compared with the actual changes, most business schools have been slow in

revising their curricular (Lukea-Bhiwajee, 2010). A part of the business school's slow change is adjusting the curriculum to provide students with the soft skills required to deal with the actual business world needs (Lukea-Bhiwajee, 2010).

Transition

The purpose and research questions are stated in Chapter 4, starting with the first sentence and the purpose of this qualitative archival research study, followed by the research questions.

Chapter 4: Results

The purpose of this qualitative archival study was to assess and explore integrating the nontechnical skills that businesses require to hire graduates immediately after graduation. I was inspired to pursue this research topic after being told that my degrees had no value, and I wanted to understand what would motivate a representative of the human resource department to tell an employee that their college degrees have no value. My desire to find answers gave birth to the research question: How might 4-year business college or university curricula administrators address business hiring managers' concerns that graduates lacked critical nontechnical skills required for hiring after graduation? I live in Ohio, and during the investigating process, I learned that Ohio and its bordering states do not all share the same colleges and universities' regional accrediting umbrella. Therefore, Ohio became the starting point for this archival research study.

During my research, I learned that employers for several decades have complained about how higher education institutions have failed to deliver graduates with developed employable skills such as (a) work ethics, (b) communication, (c) teamwork, (d) problem solving, and (e) organization (Dabke, 2015; Griffin & Annulis, 2013; Ward & White, 2015). I also learned that business schools already suffer from irrelevance and obsolescence, and yet they have an essential role in how public and private institutions manage and foster the best possible level of growth to improve people's lives (Lukea-Bhiwajee 2010). Additionally, I learned that within the United States, there are six

regional accrediting commissions' governing bodies for colleges and universities' operations.

Ohio shares its borders with five states: Michigan, Indiana, Kentucky, West Virginia, and Pennsylvania. I expanded the research to include those states, and I chose human capital theory for the central framework. Seong-O and Patterson (2014) asserted that the education that an individual gains correlates with earnings as defined by human capital theory. According to human capital theory, people receive a higher salary or wage with higher education and experience (Mavromaras et al., 2013). It was important for me to understand the factors that impacted the students' college experience before graduating from a college or university with a degree. Human capital theory implies that higher education investment positively affects earnings because of higher productivity (Way et al., 2013). Way et al. (2013) also argued that employability increases with human capital investment. Loughran et al. (2013) contended that activities that influenced future income defined human capital. Education is a significant contributor to human capital because it improves nutrition and health (Schatzel et al., 2012). Individual investment in training and education increases individual labor market returns (Loughran et al., 2013).

Poon and Brownlow (2015) postulated that curriculum design and development are essential to students' overall development, and curricula have the components of a program and should illustrate the appropriate sequencing of courses to learn critical skills. Jackson (2014) stated that higher education is considered a high investment, and some students seek a degree to secure employment. Addressing the research question revealed universities' opportunity to include these nontechnical skills in the school's

curriculum development (Ward & White, 2015), and Robles (2012) described how university curricula should emphasize soft skills' importance.

This chapter includes evidence from research conducted with archival data collected from 24 public and 24 private nonprofit colleges and universities to support how the study's findings confirm or disconfirm existing knowledge or extend knowledge. During the evaluating process of the undergraduate population of the colleges and universities within the selected three regions, I discovered some inconsistencies in the schools' undergraduate populations. A significant difference existed between public and private nonprofit institutions, and within states. To have a population representing the diverse undergraduate population, I added the large and small enrollment undergraduate categories. In this chapter, when it came to categorizing and naming the files, high was substituted for large and low was substituted for small enrollment for public and private nonprofit 4-year business school.

Research Setting

Originally, I sought to conduct a qualitative descriptive phenomenological study. However, after an extensive effort to select a population failed, the qualitative descriptive phenomenological method was replaced by the archival research method. Changing to an archival research method eliminated the need to interview the participants, as I instead sought publicly accessible information to answer the research question. Disappointment existed with the failure of pursuing the descriptive phenomenological method, but the thought of not completing the research study forced me to embrace the archival research method. First, the focus of the study was public 4-year business colleges and universities.

Second, after failing to secure a population, 4-year private nonprofit colleges and universities were added as the research population. Third, after the failure to secure a population of both public and private nonprofit colleges and universities, the method was changed to the archival research method. None of the challenges experienced influenced how I selected the colleges and universities for this archival research study. What influenced the selection of the 48 colleges and universities was their undergraduate enrollment. For each of the 12 states selected for this study, two public universities and two private nonprofits were selected. Within the breakdown of the public and private nonprofits' selection, a large and small undergraduate criterion was established for each region. Neither personnel nor budget cuts played any role in selecting the colleges and universities.

Demographics

The internet was the only tool used in gathering the data for each of the selected colleges and universities. The COVID-19 Pandemic limited my access to public libraries; therefore, the internet was my only access in gathering data. When I was on some of the colleges and universities' websites, the information that I was looking for was not easily found; therefore, the time spent on each site varied. Two other classifications comprised the research demographics: public and private nonprofit, and large and small undergraduate enrollment (see Table 5).

Table 5

Selected Universities With Undergraduate Enrollment

#	Region	School name	Undergraduate population, 2016-2017	Public/private	Hi/lo	File code name
01	1-OH	University-1-01	30,000	Public	Hi	AAPubHi
02	1-OH	University-1-02	15,000	Public	Lo	AAPubLo
03	1-OH	University-1-03	11,824	Private	Hi	AAPriHi
04	1-OH	University-1-04	974	Private	Lo	AAPriLo
05	1-WV	University-1-05	21,428	Public	Hi	ABPubHi
06	1-WV	University-1-06	1,347	Public	Lo	ABPubLo
07	1-WV	University-1-07	1,733	Private	Hi	ABPriHi
08	1-WV	University-1-08	929	Private	Lo	ABPriLo
09	1-MI	University-1-09	38,851	Public	Hi	ACPubHi
10	1-MI	University-1-10	7,270	Public	Lo	ACPubLo
11	1-MI	University-1-11	2,530	Private	Hi	ACPriHi
12	1-MI	University-1-12	472	Private	Lo	ACPriLo
13	1-IN	University-1-13	21,001	Public	Hi	ADPubHi
14	1-IN	University-1-14	10,601	Public	Lo	ADPubLo
15	1-IN	University-1-15	8,496	Private	Hi	ADPriHi
16	1-IN	University-1-16	496	Private	Lo	ADPriLo
17	2-KY	University-2-01	22,244	Public	Hi	CAPubHi
18	2-KY	University-2-02	6,647	Public	Lo	CAPubLo
19	2-KY	University-2-03	2,569	Private	Hi	CAPriHi
20	2-KY	University-2-04	986	Private	Lo	CAPriLo
21	2-NC	University-2-05	19,000	Public	Hi	CBPubHi
22	2-NC	University-2-06	3,462	Public	Lo	CBPubLo
23	2-NC	University-2-07	6,196	Private	Hi	CBPriHi
24	2-NC	University-2-08	697	Private	Lo	CBPriLo
25	2-TN	University-2-09	22,000	Public	Hi	CCPubHi
26	2-TN	Uinversity-2-10	5,354	Public	Lo	CCPubLo
27	2-TN	University-2-11	6,232	Private	Hi	CCPriHi
28	2-TN	University-2-12	723	Private	Lo	CCPriLo
29	2-VA	University-2-13	27,730	Public	Hi	CDPubHi
30	2-VA	University-2-14	1,367	Public	Lo	CDPubLo
31	2-VA	University-2-15	46,680	Private	Hi	CDPriHi
32	2-VA	University-2-16	666	Private	Lo	CDPriLo
33	3-PA	University-3-01	40,891	Public	Hi	DAPubHi
34	3-PA	University-3-02	5,837	Public	Lo	DAPubLo
35	3-PA	University-3-03	10,658	Private	Hi	DAPriHi
36	3-PA	University-3-04	1,884	Private	Lo	DAPriLo
37	3-NJ	University-3-05	35,782	Public	Hi	DBPubHi
38	3-NJ	University-3-06	6,666	Public	Lo	DBPubLo
39	3-NJ	University-3-07	5,710	Private	Hi	DBPriHi
40	3-NJ	University-3-08	1,407	Private	Lo	DBPriLo
41	3-MD	University-3-09	41,070	Public	Hi	DCPubHi
42	3-MD	University-3-10	2,477	Public	Lo	DCPubLo
43	3-MD	University-3-11	4,067	Private	Hi	DCPriHi
44	3-MD	University-3-12	420	Private	Lo	DCPriLo
45	3-DE	University-3-13	19,100	Public	Hi	DDPubHi
46	3-DE	University-3-14	3,692	Public	Lo	DDPubLo
47	3-DE	University-3-15	8,339	Private	Hi	DDPriHi
48	3-DE	University-3-16	730	Private	Lo	DDPriLo

Data Collection

Walden University's approval number for this qualitative archival study was 01-15-20-0388653. Within the United States, there are six regional accrediting commissions' governing bodies for colleges and universities' operations. Ohio shares its borders with five states: Michigan, Indiana, Kentucky, West Virginia, and Pennsylvania. The five surrounding states and Ohio fall within three of the six regional accrediting commissions agencies governing colleges and universities.

The samples were 48 4-year public and private nonprofit colleges and universities' business programs selected from 24 public and 24 private nonprofit universities within three of the six regional accrediting commissions in the United States. Within the three regional accredited agencies, 12 states were selected. Four universities were selected from each state, two public and two private nonprofit universities. Within the two selections for public and private nonprofit colleges universities, one selection was made from the large and one small undergraduate school. Establishing large and small undergraduate enrollment presented some challenges because what was considered large enrollment in one state was not large in another state. The situation was the same when comparing public and private undergraduate large enrollment. Schools under the small undergraduate enrollment umbrella were different from public schools compared to private nonprofit schools. Establishing the cutoff for small undergraduate enrollment created some challenges in the different regions because states had different enrollment totals. School status, popularity, how well known a school was, or a large undergraduate

enrollment did not influence the selection of a school. Every effort was made to select a population of schools representing the different school sizes.

The same strategy was used to secure archival data for each of the selected schools. The first step was to find a website that would allow the search and provides results on public and private nonprofit colleges and universities that also showed that the schools had 4-year programs and that business was one of the programs offered. After several attempts, a site was discovered whereby selections could be tailored by the type of schools and the state in which the schools were located. Once a school was selected, a part of the result was the undergraduate student total and the year that the total represented. Information from the search result was used to gain access to the school's official website. After accessing the school's website, I confirmed that the school offered a 4-year business program. Confirmation of the 4-year business program led to creating a Microsoft Word document that was saved with the state, school type (public or private nonprofit), and the undergraduate enrollment number. Subdirectories were used to save data broken down by region, state, and public or private nonprofit institution name. Once a school was selected, I searched the school's website for its (a) school catalogs, (b) "about me" message, (c) message from the dean, (d) mission statement, (e) vision statement, (f) advisory board, (g) program structure, (h) accreditation, (i) learning objective, and (j) other information. Each school's information was saved into a Microsoft Word document. The documents were reviewed and saved with code names in a cross-reference file.

Data Analysis

An important part of the data analysis was creating the data sets filename template—for example, filename 01-AAPubHi (see Table 6, Figure 4). After creating the filename template, I created the subdirectory to store the data set files. The data analysis's first step was to separate the gathered data into three different groups representing the three regions. The data were grouped by region: Region 1, NCA HLC; Region 2, SACS COC; and Region 3, MSCHE. After loading the data into their respective groups, I used NVivo version 12 software to conduct a "word frequency." I used as a guide the overarching research question: How might 4-year business college or university curricula administrators address business hiring managers' concern that graduates lack critical nontechnical skills required for hiring after graduation? I also used words such as *work ethics*, *communication*, *teamwork*, *problem solving*, and *organization* as code words or keywords to create queries in the NVivo software (see Table 7).

Table 6

Filename Table Interpretation

File name	??-XX???XX
??-	File number: (Range 01- to 48-)
First "X"	Region #: (A = 1, C = 2, D = 3)
Second "X"	State: (A = 1, B = 2, C = 3, D = 4)
Next three characters "???"	Pub = public or Pri = private
Next two characters "XX"	Hi = large enrollment or Li = small enrollment

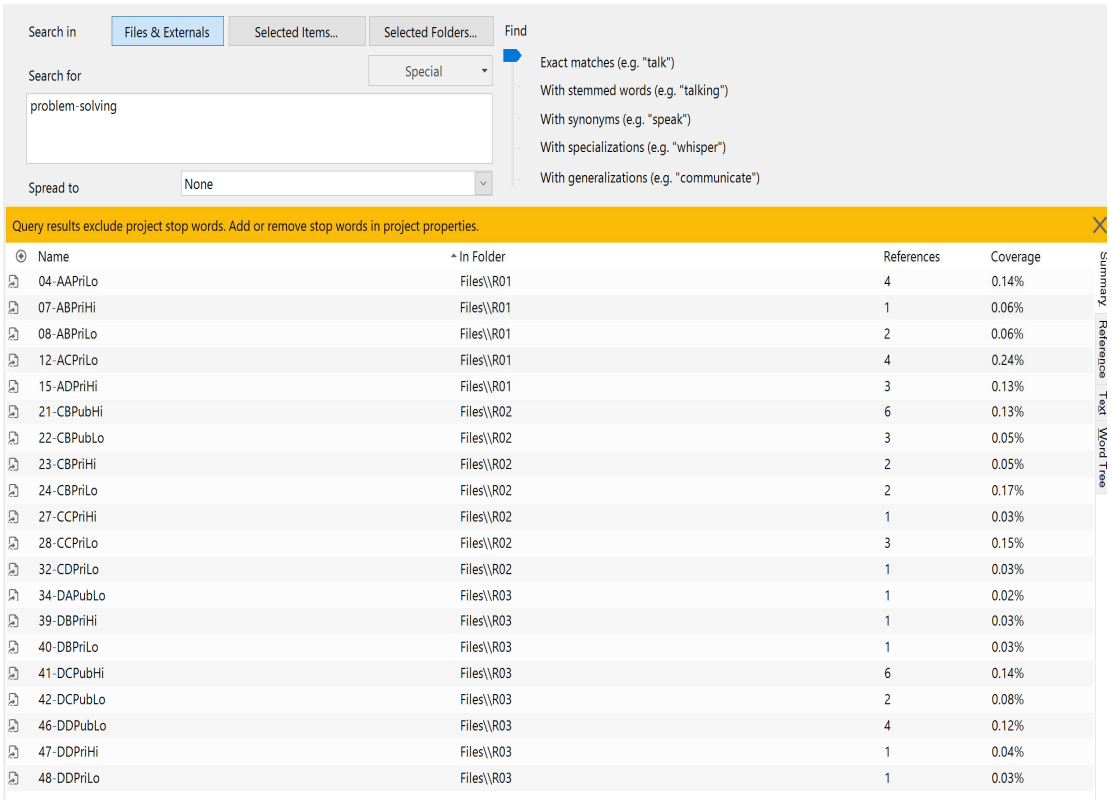
Table 7

Codes Used to Search Archival Data Sets in NVivo

Count	Code
1	Accreditation
2	Accredited
3	Alumni
4	Board
5	Committee
6	Communication
7	Core
8	Core curriculum
9	Critical thinking
10	Diversity
11	General education
12	Graduation
13	Group
14	Higher Learning Commission
15	Innovation
16	Learning outcome
17	Nontechnical
18	Organization
19	Partners
20	Problem solving
21	Program
22	AACSB
23	ACBSP
24	IACBE
25	Rank
26	Ranked
27	Ranking
28	Research
29	Soft skills
30	Teamwork
31	Work ethics

Figure 6

Query Example With Filename



Each region had a maximum of 16 universities selected from four states. Eight of the 16 universities were selected from public colleges and universities, and eight were selected from private nonprofit colleges and universities. Additionally, eight of the 16 colleges and universities were categorized as large undergraduate enrollment status, and the other eight were categorized as small enrollment status. Another breakdown level was established under a public and private nonprofit. Four of the eight colleges and universities were categorized as large undergraduate enrollment, and the other four were categorized as small undergraduate enrollment.

The content analysis method was used to ascertain relationships and meanings between words and concepts within a text set (Kahraman & Kaya, 2021). It offers a clear evaluation and view of the research study results (Kahraman & Kaya, 2021). Content analysis was the correct instrument used for this study because it allowed for a systematic study of virtually any form of communication (Bayne et al., 2021; Lucas, 2021), and it is a qualitative research method (Inec & Bozkurt, 2021; Xuefeng Zhang & Lin Du, 2021). The content analysis begins with the collection of original documents, then continues to analyze, code, and refine categories (Xuefeng Zhang & Lin Du, 2021). It helps researchers gain new insight into a specific context and refer to preestablished data and code by making deductive and inductive judgments (Gursoy & Ozan, 2021). Also, the content analysis identifies and interprets meaning in recorded forms of communication that represent salient concepts that can describe or explain a phenomenon (George et al., 2021). Qualitative content analysis is more than counting of words and is a process of coding and identifying themes or patterns and is used to analyze various texts and forms of documents (Berg et al., 2021; Kawashima & Kawano, 2021). Content analysis allows the creation of codes used to identify the frequency of keywords of documents (Breznik et al., 2021; Lee et al., 2021). Preexisting coding is acceptable in content analysis; the codes are then sorted and categorized (Samnani et al., 2016). With that said, thirty-one codes were used to search the 48 data sets. Codes are typically one to three words, several related codes build a category, and two or more categories build a theme (Kleinheksel et al., 2020; Mazhari & Khoshnood, 2021). The thirty-one code words were arranged into six categories (Table 6) (1) promoting school, (2) planning program, (3) designing

program, (4) future adjustment, (5) program effects, and (6) organizational survival soft skills. From the six categories, two themes were assembled.

Theme 1: Designing curriculum enhancement through planning and promoting engagements. Category 1: Promoting school, Category 2: Planning program, and Category 3: Designing program contributed to Theme 1 construction.

Theme 2: The effects of future soft skills. Category 4: Future adjustment, Category 5: Program effects, and Category 6: Organizational survival soft skills contributed to Theme 2 construction.

Evidence of Trustworthiness

Credibility

Believability translates to credibility (Ji, 2018). A meaningful way in qualitative research of ensuring the theoretical foundation of a new construct rests on a solid foundation and is trustworthy, establishing credibility coupled with transferability (Sinclair et al., 2018). A study's credibility or the confidence portrayed through the truth of the study's findings is the most important criterion (Connelly, 2016). Connelly (2016) continued; the concept is comparable to internal validity in quantitative research. The construction and asking of the research question, and if the study conformed to standard procedures indicative of the qualitative approach or addressed the concern of adequate justification, establish credibility (Connelly, 2016). Connelly (2016) continued; techniques incorporated to establish credibility include persistent observation if appropriate, reflective journaling, member-checking, peer-debriefing, and prolonged engagement with participants.

Transferability

How much people identify with different aspects of research determines how applicable the findings are to their situation establishes the nature of transferability (Connelly, 2016). Although this is comparable to generalized quantitative research, it differs from statistical generalization because qualitative researchers focus on the story, not everyone's story (Connelly, 2016). The focus of qualitative research is not the generalizing of its findings (Connelly, 2016; Sinclair et al., 2018; Soroush et al., 2018). The researcher's responsibilities are not to guide generalization but to provide a rich enough set of data to enable others to make an informed decision (Soroush et al., 2018). The selection of 24 4-year public business schools and 24 private nonprofit business schools will provide enough data for others to make an informed decision on how to enhance nontechnical skills in curriculum design.

Dependability

To ensure qualitative findings, then inquiries are repeatable if they occurred within the same cohort of participants, context, and coders enforce dependability (Forero et al., 2018). The data durability over time and the condition of the study contribute to dependability (Connelly, 2016). Dependability procedures include peer-debriefings with a colleague and audit trail maintenance of process logs (Connelly, 2016). The researcher's notes track all activities and actions taken during the study, such as whom to interview and observe, making up the process logs (Connelly, 2016). When the researcher exhibits non-biased behavior, the research findings are under the participant's responses define dependability (Soroush et al., 2018).

Confirmability

The relevance and agreement between independent individuals of the data meaning conform to confirmability (Soroush et al., 2018). The level findings are consistent, and the ease of being repeated showed the research study confirmability (Connelly, 2016). Connelly (2016) argued that researchers conducting qualitative studies keep detailed notes for their analysis processes and decision-making. Connelly (2016) asserted that having a colleague review the notes and presenting their findings at a national research conference contribute to confirmability.

Study Results

The premise behind pursuing this research topic lies in understanding the development of colleges and universities curricula where the value of a degree earned in one state gets recognized in another state. First, I discovered that the United States is divided into six regional accrediting organizations that establish guidelines for standard operations for colleges and universities. Second, it is optional for colleges and universities to join national accredited organizations for colleges and universities. Thirty-one preexisting codes were used then arranged into six categories. The six categories were (1) promoting program, (2) planning program, (3) designing program, (4) future adjustment, (5) program effects, and (6) organizational survival soft skills. Two themes were developed from the six categories (see Figure 7, Figure 8). Figure 8 shows the breakdown of the research regions, universities, and undergraduate population.

Figure 7

Codes; Category 1, 2, and 3; Theme 1

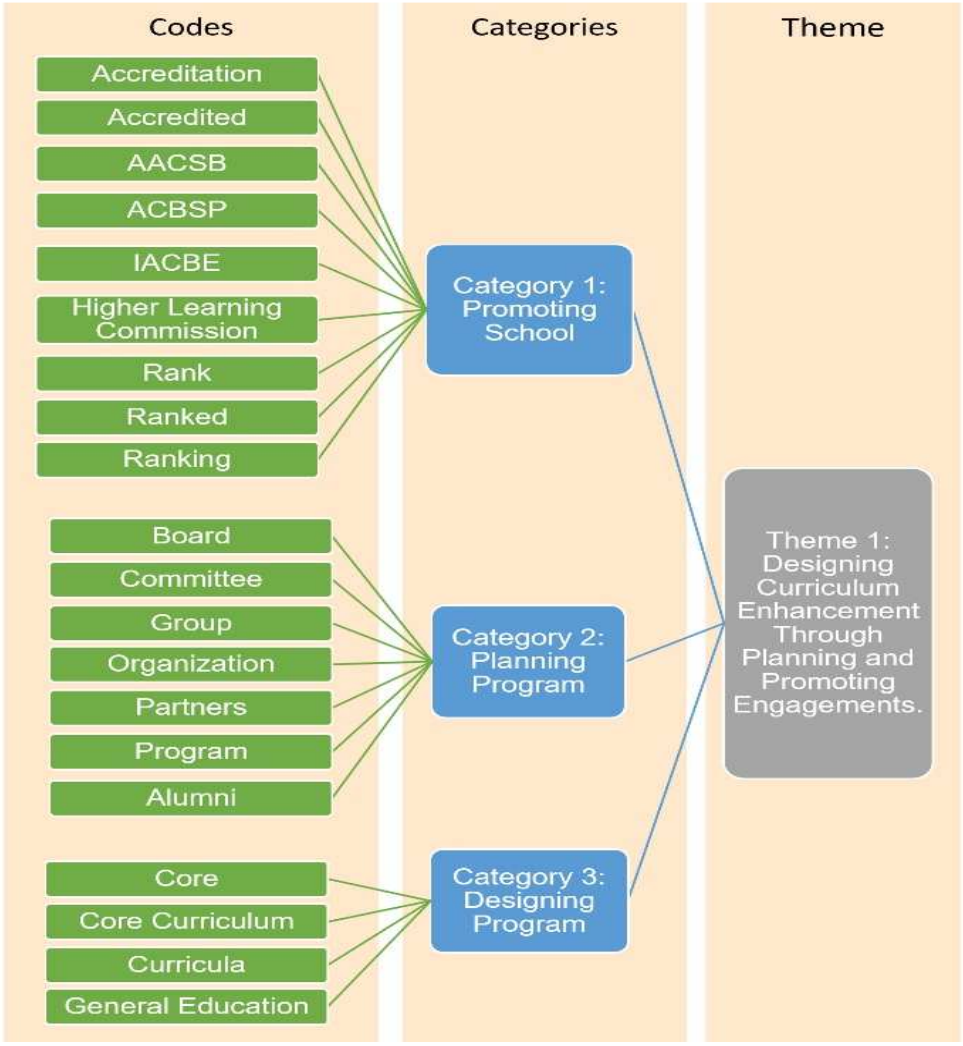


Figure 8

Codes; Category 4, 5, and 6; Theme 2

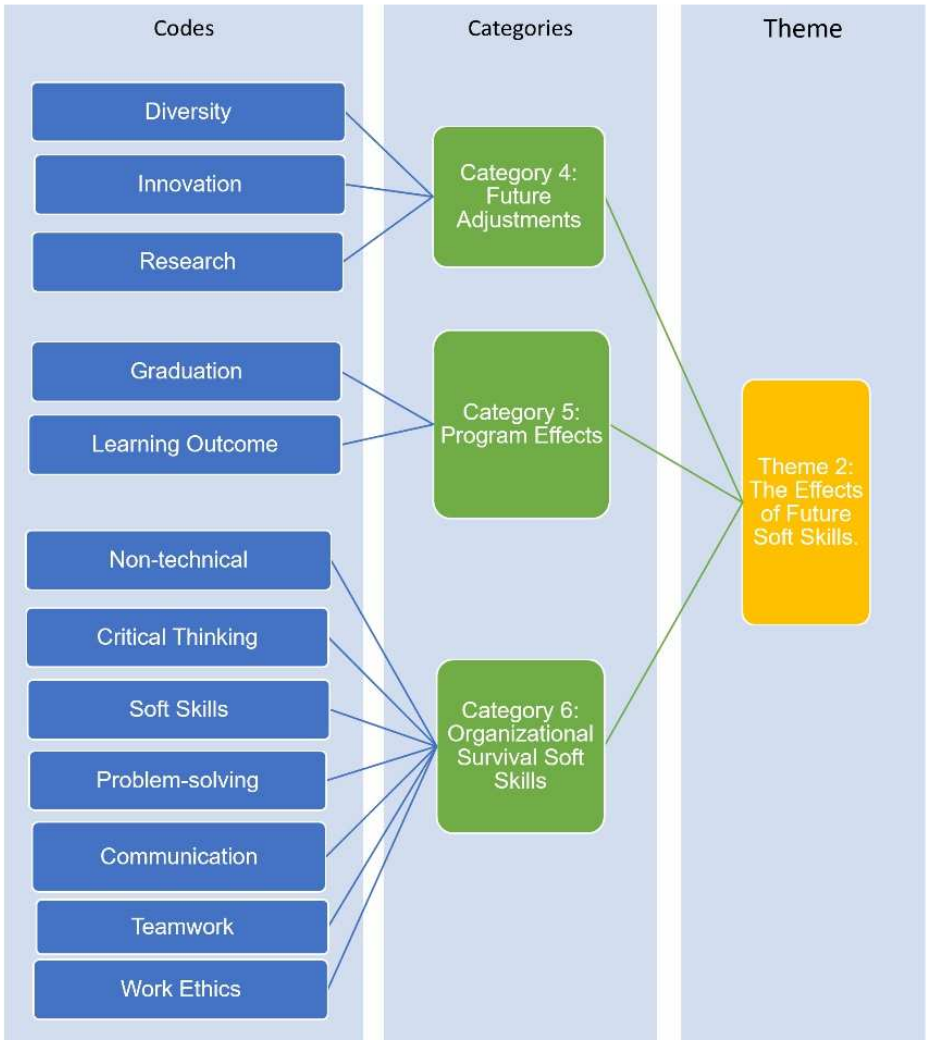
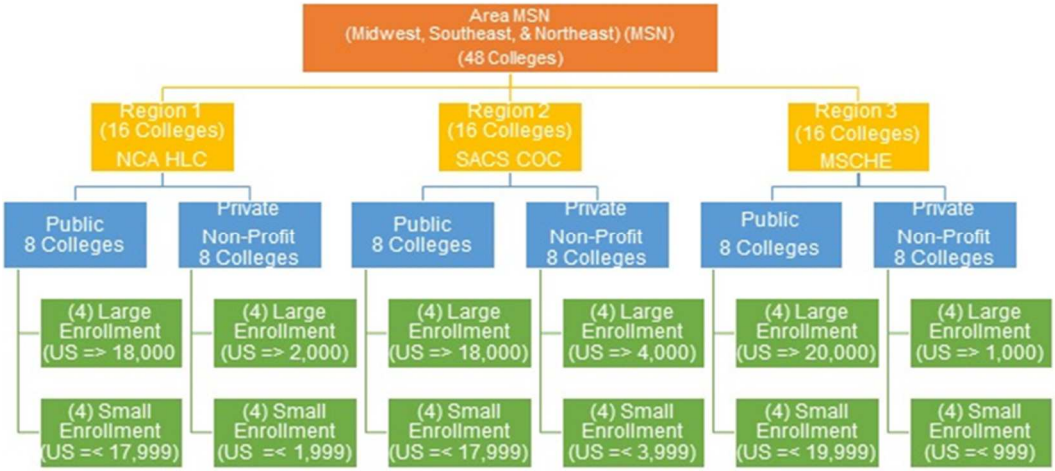


Figure 9

The Breakdown of the Research Population, Regions, University Status, Large and Small Undergraduate Enrollment



Finding 1: Category 1 Across Region 1, Region 2, and Region 3

Forty-eight (100%) data sets mentioned code "accreditation," breakdown, 16 in Region 1, 16 in Region 2, and 16 in Region 3. Forty-seven (98%) data sets mentioned the code word "accredited," breakdown, 16 in Region 1, 16 in Region 2, and 15 in Region 3. Twenty-nine (60%) data sets mentioned the code word "AACSB," breakdown, 10 in Region 1, 10 in Region 2, and nine in Region 3. Seven (15%) data sets mentioned the code word "ACBSP," breakdown, three in Region 1, two in Region 2, and two in Region 3. Three (6%) data sets mentioned the code word "IACBE," breakdown, two in Region 1, zero in Region 2, and one in Region 1. Eight (17%) data sets mentioned the code word "Higher Learning Commission," breakdown, eight in Region 1, zero in Region 2, and zero in Region 3. Thirty-eight (79%) data sets mentioned the code word "rank,"

breakdown, 13 in Region 1, 11 in Region 2, and 14 in Region 3. Twenty-nine (60%) data sets mentioned the code word "ranked," breakdown, 10 in Region 1, seven in Region 2, and 12 in Region 3. Eighteen (38%) data sets mentioned the code word "ranking," breakdown, five in Region 1, four in Region 2, and nine in Region 3.

Finding 2: Category 2 Across Region 1, Region 2, and Region 3

Forty-six (96%) data sets mentioned the code word "board," breakdown, 14 in Region 1, 16 in Region 2, and 16 in Region 3. Thirty-two (67%) data sets mentioned the code word "committee," breakdown, 10 in Region 1, 12 in Region 2, and 10 in Region 3. Forty-one (85%) data sets mentioned the code word "group," breakdown, 14 in Region 1, 14 in Region 2, and 13 in Region 3. Forty-one (85%) data sets mentioned the code word "organization," breakdown, 13 in Region 1, 14 in Region 2, and 14 in Region 3. Thirty-three (69%) data sets mentioned the code word "partners," breakdown, 12 in Region 1, 11 in Region 2, and 10 in Region 3. Forty-eight (100%) data sets mentioned the code word "program," breakdown, 16 in Region 1, 16 in Region 2, and 16 in Region 3. Forty-eight (100%) data sets mentioned the code word "alumni," breakdown, 16 in Region 1, 16 in Region 2, and 16 in Region 3.

Finding 3: Category 3 Across Region 1, Region 2, and Region 3

Thirty-nine (81%) data sets mentioned the code word "core," breakdown, 12 in Region 1, 15 in Region 2, and 12 in Region 3. Nineteen (40%) data sets mentioned the code words "core curriculum," breakdown, seven in Region 1, nine in Region 2, and three in Region 3. Twenty-five (52%) data sets mentioned the code word "curricula," breakdown, nine in Region 1, eight in Region 2, and eight in Region 3. Twenty-eight

(58%) data sets mentioned the code words “general education,” breakdown, nine in Region 1, 11 in Region 2, and eight in Region 3.

Finding 4: Category 4 Across Region 1, Region 2, and Region 3

Thirty-eight (79%) data sets mentioned the code word “diversity,” breakdown, 12 in Region 1, 13 in Region 2, and 13 in Region 3. Thirty-seven (77%) data sets mentioned the code word “innovation,” breakdown, 13 in Region 1, 10 in Region 2, and 14 in Region 3. Forty-seven (98%) data sets mentioned the code word “research,” breakdown, 16 in Region 1, 15 in Region 2, and 16 in Region 3.

Finding 5: Category 5 Across Region 1, Region 2, and Region 3

Forty-one (85%) data sets mentioned the code word “graduation,” breakdown, 13 in Region 1, 14 in Region 2, and 14 in Region 3. Twenty-two (46%) data sets mentioned code words “learning outcomes,” breakdown, eight in Region 1, six in Region 2, and eight in Region 3.

Finding 6: Category 6 Across Region 1, Region 2, and Region 3

One (2%) data set mentioned the code word “nontechnical,” breakdown, 1 in Region 1, 0 in Region 2, and 0 in Region 3. Twenty-nine (60%) data sets mentioned the code words “critical thinking,” breakdown, eight in Region 1, 11 in Region 2, and 10 in Region 3. Three (6%) data sets mentioned the code words “soft skills,” breakdown, 1 in Region 1, 1 in Region 2, and 1 in Region 3. Twenty (42%) data sets mentioned the code word “problem solving,” breakdown, five in Region 1, seven in Region 2, and eight in Region 3. Forty-five (94%) data sets mentioned the code word “communication,” breakdown, 14 in Region 1, 16 in Region 2, and 15 in Region 3. Twenty-four (50%) data

sets mentioned the code word "teamwork," breakdown, nine in Region 1, seven in Region 2, and eight in Region 3. Zero (0%) data set mentioned code word "work ethics", breakdown, 0 in Region 1, 0 in Region 2, and 0 in Region 3 (see Table 8).

Table 8

Categories and Totals for Region 1, Region 2, and Region 3 Data Sets

		Files (48 max)	%	:	Region 1 (16 max)	Region 2 (16 max)	Region 3 (16 max)
	Category: Promoting school						
1	Accreditation	48	100		16	16	16
2	Accredited	47	98		16	16	15
3	AACSB	29	60		10	10	9
4	ACSBP	7	15		3	2	2
5	IACBE	3	6		2	0	1
6	Higher Learning Commission	8	17		8	0	0
7	Rank	38	79		13	11	14
8	Ranked	29	60		10	7	12
9	Ranking	18	38		5	4	9
	Category: Planning program						
1	Board	46	96		14	16	16
2	Committee	32	67		10	12	10
3	Group	41	85		14	14	13
4	Organization	41	85		13	14	14
5	Partners	33	69		12	11	10
6	Program	48	100		16	16	16
7	Alumni	48	100		16	16	16
	Category: Designing program						
1	Core	39	81		12	15	12
2	Core curriculum	19	40		7	9	3
3	Curricula	25	52		9	8	8
4	General education	28	58		9	11	8
	Category: Future adjustment						
1	Diversity	38	79		12	13	13
2	Innovation	37	77		13	10	14
3	Research	47	98		16	15	16
	Category: Program effects						
1	Graduation	41	85		13	14	14
2	Learning outcomes	22	46		8	6	8
	Category: Nontechnical skills advertised						
1	Nontechnical	1	2		1	0	0
2	Critical thinking	29	60		8	11	10
3	Soft skills	3	6		1	1	1
4	Problem solving	20	42		5	7	8
5	Communication	45	94		14	16	15
6	Teamwork	24	50		9	7	8
7	Work ethics	0	0		0	0	0

Finding 7: Region 1 Category 1

Accreditation

Code "accreditation" was found in 16 (100%) colleges and universities data sets; within the 16, eight (100%) in public colleges and universities with four (100%) in high, and four (100%) in low undergraduate enrollment. Within this result eight (100%) in private nonprofit colleges and universities with four (100%) in high, and four (100%) in low undergraduate enrollment.

Accredited

Code "accredited" was found in 16 (100%) colleges and universities data sets; within the 16, eight (100%) in public colleges and universities with four (100%) in high enrollment and four (100%) in low undergraduate enrollment. Within this result eight (100%) in private nonprofit colleges and universities with four (100%) in high enrollment and four (100%) in low undergraduate enrollment.

AACSB

Code "AACSB" was found in 10 (63%) colleges and universities data sets; within the 10, seven (88%) in public colleges and universities with four (100%) in the high enrollment and three (75%) in low undergraduate enrollment. Within this result three (38%) in private nonprofit colleges and universities with three (75%) in high enrollment and zero (0%) in low undergraduate enrollment.

ACBSP

Code "ACBSP" was found in three (19%) colleges and universities data sets; within the 3, zero (0%) in public colleges and universities. Within this result three (38%)

in private nonprofit colleges and universities with two (50%) in high enrollment and one (25%) in low undergraduate enrollment.

IACBE

Code "IACBE" was found in two (13%) colleges and universities data sets; within the two, one (13%) in public, one (25%) in the high enrollment and zero (0%) in low enrollment; one (13%) in private nonprofit with (0%) in the high enrollment and one (25%) in low enrollment.

Higher Learning Commission

Code "Higher Learning Commission" was found in eight (50%) colleges and universities data sets; within the eight, three (38%) in public colleges and universities with zero (0%) in high enrollment and three (75%) in the low undergraduate enrollment. Within this result five (63%) in private nonprofit colleges and universities with one (25%) in high enrollment and four (100%) in low undergraduate enrollment.

Rank

Code "rank" was found in 13 (81%) colleges and universities data sets; within the 13, seven (88%) in public colleges and universities with four (100%) in the high enrollment and three (75%) in low undergraduate enrollment. Within this result six (75%) in private nonprofit colleges and universities with four (100%) in the high enrollment and two (50%) in the low undergraduate enrollment.

Ranked

Code "ranked" was found in 10 (63%) colleges and universities data sets; within the 10, six (75%) in public colleges and universities with four (100%) in high enrollment

and two (50%) in low undergraduate enrollment. Within this result four (50%) in private nonprofit colleges and universities with three (75%) in high enrollment and one (25%) in low undergraduate enrollment.

Ranking

Code "ranking" was found in five (31%) colleges and universities data sets; within the five, four (50%) in public colleges and universities with three (75%) in high enrollment and one (25%) in low undergraduate enrollment. Within this result one (13%) in private nonprofit colleges and universities with zero (0%) in high enrollment and one (25%) in low undergraduate enrollment (see Table 9).

Table 9

Region 1 Category 1

		Region 1 (R1; max 16)										
				Public (pub; max 8) colleges/universities					Private (pri; max 8) colleges/universities			
	Category: Promoting program	R1	Pub	Hi (max 4)	%	Lo (max 4)	%	Pri	Hi (max 4)	%	Lo (max 4)	%
1	Accreditation	16	8	4	100	4	100	8	4	100	4	100
2	Accredited	16	8	4	100	4	100	8	4	100	4	100
3	AACSB	10	7	4	100	3	75	3	3	75	0	0
4	ACBSP	3	0	0	0	0	0	3	2	50	1	25
5	IACBE	2	1	1	25	0	0	1	0	0	1	25
6	Higher Learning Commission	8	3	0	0	3	75	5	1	25	4	100
7	Rank	13	7	4	100	3	75	6	4	100	2	50
8	Ranked	10	6	4	100	2	50	4	3	75	1	25
9	Ranking	5	4	3	75	1	25	1	0	0	1	25

Finding 8: Region 1 Category 2

Board

Code "board" was found in 14 (88%) colleges and universities data sets; within the 14, eight (100%) in public colleges and universities with four (100%) in high enrollment and four (100%) in low undergraduate enrollment. Within this result six (75%) in private nonprofit colleges and universities with two (50%) in high enrollment and four (100%) in the low enrollment.

Committee

Code "committee" was found in 10 (63%) colleges and universities data sets; within the 10, six (75%) in public colleges and universities with three (75%) in high enrollment and three (75%) in low undergraduate enrollment. Within this result four (50%) in private nonprofit colleges and universities with one (25%) in high enrollment and three (75%) in low undergraduate enrollment.

Group

Code "group" was found in 14 (88%) colleges and universities data sets; within the 14, eight (100%) in public colleges and universities with four (100%) in the high enrollment and four (100%) in low undergraduate enrollment. Within this result six (75%) in private nonprofit colleges and universities with three (75%) in high enrollment and three (75%) in low enrollment.

Organization

Code "organization" was found in 13 (81%) colleges and universities data sets; within the six (75%) in public colleges and universities, with four (100%) in high

enrollment and two (50%) in low undergraduate enrollment. Within this result seven (88%) in private nonprofit colleges and universities with three (75%) in high enrollment and four (100%) in low undergraduate enrollment.

Partners

Code "partners" was found in 12 (75%) colleges and universities data sets; within the 12, seven (88%) in public colleges and universities with four (100%) in high enrollment and three (75%) in low undergraduate enrollment. Within this result five (63%) in private nonprofit colleges and universities with three (75%) in high enrollment and two (50%) in low undergraduate enrollment.

Program

Code "program" was found in 16 (100%) colleges and universities data sets; within the 16, eight (100%) in public colleges and universities with four (100%) in high enrollment and four (100%) in low undergraduate enrollment. Within this result eight (100%) in private nonprofit colleges and universities with four (100%) in high enrollment and four (100%) in low undergraduate enrollment.

Alumni

Code "alumni" was found in 16 (100%) colleges and universities data sets; within the 16, eight (100%) in public colleges and universities with four (100%) in high enrollment and four (100%) in low undergraduate enrollment. Within this result eight (100%) in private nonprofit colleges and universities with four (100%) in high enrollment and four (100%) in low undergraduate enrollment (see Table 10).

Table 10

Region 1 Category 2

		Region 1 (R1; max 16)										
				Public (pub; max 8) Colleges/universities					Private (pri; max 8) Colleges/universities			
	Category: Planning program	R1	Pub	Hi (max 4)	%	Lo (max 4)	%	Pri	Hi (max 4)	%	Lo (max 4)	%
1	Board	14	8	4	100	4	100	6	2	50	4	100
2	Committee	10	6	3	75	3	75	4	1	25	3	75
3	Group	14	8	4	100	4	100	6	3	75	3	75
4	Organization	13	6	4	100	2	50	7	3	75	4	100
5	Partners	12	7	4	100	3	75	5	3	75	2	50
6	Program	16	8	4	100	4	100	8	4	100	4	100
7	Alumni	16	8	4	100	4	100	8	4	100	4	100

Finding 9: Region 1 Category 3

Core

Code "core" was found in 12 (75%) colleges and universities data sets; within the 12, five (63%) in public colleges and universities with three (75%) in high enrollment and two (50%) in low undergraduate enrollment. Within this result seven (88%) in private nonprofit colleges and universities with three (75%) in the high enrollment and four (100%) in low undergraduate enrollment.

Core Curriculum

Code "core curriculum" was found in seven (44%) colleges and universities data sets; within the seven, two (25%) in public colleges and universities with one (25%) in high enrollment and one (25%) in low undergraduate enrollment Within this result five (63%) in private nonprofit colleges and universities with two (50%) in high enrollment and three (75%) in low undergraduate enrollment.

Curricula

Code "curricula" was found in nine (56%) colleges and universities data sets; within the nine, four (50%) in public colleges and universities with two (50%) in the high enrollment and two (50%) in low undergraduate enrollment. Within this result five (63%) in private nonprofit colleges and universities with two (50%) in high enrollment and three (75%) in low undergraduate enrollment.

General Education

Code "general education" was found in nine (56%) colleges and universities data sets; within the nine, five (63%) in public colleges and universities with three (75%) in high enrollment and two (50%) in low undergraduate enrollment; four (50%) in private nonprofit with one (25%) in high enrollment and three (75%) in low undergraduate enrollment (see Table 11).

Table 11

Region 1 Category 3

		Region 1 (R1; max 16)										
				Public (pub; max 8) colleges/universities					Private (pri; max 8) colleges/universities			
	Category: Designing program	R1	Pub	Hi (max 4)	%	Lo (max 4)	%	Pri	Hi (max 4)	%	Lo (max 4)	%
1	Core	12	5	3	75	2	50	7	3	75	4	100
2	Core curriculum	7	2	1	25	1	25	5	2	50	3	75
3	Curricula	9	4	2	50	2	50	5	2	50	3	75
4	General education	9	5	3	75	2	50	4	1	25	3	75

Finding 10: Region 1 Category 4

Diversity

Code "diversity" was found in 12 (75%) colleges and universities data sets; within the 12, seven (88%) in public colleges and universities with four (100%) in high enrollment and three (75%) in low undergraduate enrollment. Within this result five (63%) in private nonprofit colleges and universities with three (75%) in high enrollment and two (50%) in low enrollment.

Innovation

Code "innovation" was found in 13 (81%) colleges and universities data sets; within the 13, six (75%) in public colleges and universities with four (100%) in high enrollment and two (50%) in low enrollment. Within this result seven (88%) in private nonprofit with three (75%) in high enrollment and four (100%) in low undergraduate enrollment.

Research

Code "research" was found in 16 (100%) colleges and universities data sets; within the 16, eight (100%) in public colleges and universities with four (100%) in high enrollment and four (50%) in low undergraduate enrollment. Within this result eight (100%) in private nonprofit colleges and universities with four (100%) in high enrollment and four (100%) in low undergraduate enrollment (see Table 12).

Table 12

Region 1 Category 4

		Region 1 (R1; max 16)										
				Public (pub; max 8) colleges/universities					Private (pri; max 8) colleges/universities			
	Category: Future adjustment	R1	Pub	Hi (max 4)	%	Lo (max 4)	%	Pri	Hi (max 4)	%	Lo (max 4)	%
1	Diversity	12	7	4	100	3	75	5	3	75	2	50
2	Innovation	13	6	4	100	2	50	7	3	75	4	100
3	Research	16	8	4	100	4	100	8	4	100	4	100

Finding 11: Region 1 Category 5

Graduation

Code "graduation" was found in 13 (81%) colleges and universities data sets; within the 13 seven (88%) in public colleges and universities with three (75%) in high enrollment and four (100%) in low undergraduate enrollment. Within this result six (75%) in private nonprofit colleges and universities with two (50%) in high enrollment and four (100%) in low undergraduate enrollment.

Learning Outcomes

Code "learning outcomes" was found in eight (50%) colleges and universities data sets; within the eight, five (63%) in public colleges and universities with two (50%) in high enrollment and three (75%) in low undergraduate enrollment. Within this result three (37%) in private nonprofit colleges and universities with zero (0%) in high enrollment and three (75%) in low undergraduate enrollment (see Table 13).

Table 13

Region 1 Category 5

		Region 1 (R1; max 16)										
				Public (pub; max 8) colleges/universities					Private (pri; max 8) colleges/universities			
	Category: Program effects	R1	Pub	Hi (max 4)	%	Lo (max 4)	%	Pri	Hi (max 4)	%	Lo (max 4)	%
1	Graduation	13	7	3	75	4	100	6	2	50	4	100
2	Learning outcomes	8	5	2	50	3	75	3	0	0	3	75

Finding 12: Region 1 Category 6

Nontechnical

Code "nontechnical" was found in one (6%) college and university data set; within the one, zero (0%) in public college and university Within this result one (13%) in private nonprofit college and university with zero (0%) in high enrollment and one (25%) in low undergraduate enrollment.

Critical Thinking

Code "critical thinking" was found in eight (50%) colleges and universities data sets; within the eight, three (38%) in public colleges and universities with one (25%) in high enrollment and two (50%) in low undergraduate enrollment Within this result five (63%) in private colleges and universities nonprofit with one (25%) in high enrollment and four (100%) in low enrollment.

Soft Skills

Code "soft skills" was found in one (6%) college and university data set; within the one, one (13%) in public colleges and universities with zero (0%) in high enrollment and one (25%) in low enrollment. Within this result zero (0%) in private nonprofit college and university.

Problem Solving

Code "problem solving" was found in five (31%) colleges and universities data sets; within the five, zero (0%) in public college and university. Within this result five (63%) in private nonprofit colleges and universities with two (50%) in high enrollment and three (75%) in low undergraduate enrollment.

Communication

Code "communication" was found in 14 (88%) colleges and universities data sets; within the 14, seven (88%) in public with three (75%) in high enrollment and four (100%) in low undergraduate enrollment. Within this result seven (88%) in private nonprofit colleges and universities with three (75%) in high enrollment and four (100%) in low undergraduate enrollment.

Teamwork

Code "teamwork" was found in nine (56%) colleges and universities data sets; within the nine, four (50%) in public colleges and universities with three (75%) in high enrollment and one (25%) in low undergraduate enrollment. Within this result five (63%) in private nonprofit colleges and universities with three (75%) in high enrollment and two (50%) in low enrollment.

Work Ethics

Code "work ethics" was found in zero (0%) college and university data set (see Table 14).

Table 14

Region 1 Category 6

		Region 1 (R1; max 16)										
			Public (pub; max 8) colleges/universities					Private (pri; max 8) colleges/universities				
	Category: Nontechnical skills advertised	R1	Pub	Hi (max 4)	%	Lo (max 4)	%	Pri	Hi (max 4)	%	Lo (max 4)	%
1	Nontechnical	1	0	0	0	0	0	1	0	0	1	25
2	Critical thinking	8	3	1	25	2	50	5	1	25	4	100
3	Soft skills	1	1	0	0	1	25	0	0	0	0	0
4	Problem solving	5	0	0	0	0	0	5	2	50	3	75
5	Communication	14	7	3	75	4	100	7	3	75	4	100
6	Teamwork	9	4	3	75	1	25	5	3	75	2	50
7	Work ethics	0	0	0	0	0	0	0	0	0	0	0

Finding 13: Region 2 Category 1

Accreditation

Code "accreditation" was found in 16 (100%) colleges and universities data sets; within the 16, eight (100%) in public with four (100%) in high, and four (100%) in low undergraduate enrollment. Within this result eight (100%) in private nonprofit colleges and universities with, four (100%) in high, and four (100%) in low enrollment.

Accredited

Code "accredited" was found in 16 (100%) colleges and universities data sets; within the 16, eight (100%) in public colleges and universities with four (100%) in high enrollment and four (100%) in low undergraduate enrollment. Within this result eight

(100%) in private nonprofit colleges and universities with four (100%) in high enrollment and four (100%) in low undergraduate enrollment.

AACSB

Code "AACSB" was found in 10 (63%) colleges and universities data sets; within the 10, seven (88%) in public colleges and universities with four (100%) in high enrollment and three (75%) in low enrollment. Within this result three (38%) in private nonprofit with three (75%) in high enrollment and zero (0%) in low undergraduate enrollment.

ACBSP

Code "ACBSP" was found in two (13%) colleges and universities data sets; within the two, zero (0%) in public college and university. Within this result two (25%) in private nonprofit colleges and universities with one (25%) in high enrollment and one (25%) in low undergraduate enrollment.

IACBE

Code "IACBE" was found in zero (0%) colleges and university data set.

Higher Learning Commission

Code "Higher Learning Commission" was found in zero (0%) colleges and university data set.

Rank

Code "rank" was found in 11 (69%) colleges and universities data sets; within the 11, five (63%) in public colleges and universities with three (75%) in high enrollment and two (50%) in low undergraduate enrollment. Within this result six (75%) in private

nonprofit colleges and universities with three (75%) in high enrollment and three (75%) in low undergraduate enrollment.

Ranked

Code "ranked" was found in seven (44%) colleges and universities data sets; within the seven, five (63%) in public colleges and universities with three (75%) in high enrollment and two (50%) in low undergraduate enrollment. Within this result two (50%) in private nonprofit colleges and universities with one (25%) in high enrollment and one (25%) in low undergraduate enrollment.

Ranking

Code "ranking" was found in four (25%) colleges and universities data sets; within the four two (25%) in public colleges and universities with one (25%) in high enrollment and one (25%) in low undergraduate enrollment. Within this result two (13%) in private nonprofit colleges and universities with one (25%) in high enrollment and one (25%) in low undergraduate enrollment.

Table 15

Region 2 Category 1

		Region 2 (R2; max 16)										
				Public (pub; max 8) colleges/universities					Private (pri; max 8) colleges/universities			
	Category: Promoting school	R2	Pub	Hi (max 4)	%	Lo (max 4)	%	Pri	Hi (max 4)	%	Lo (max 4)	%
1	Accreditation	16	8	4	100	4	100	8	4	100	4	100
2	Accredited	16	8	4	100	4	100	8	4	100	4	100
3	AACSB	10	7	4	100	3	75	3	3	75	0	0
4	ACBSP	2	0	0	0	0	0	2	1	25	1	25
5	IACBE	0	0	0	0	0	0	0	0	0	0	0
6	Higher Learning Commission	0	0	0	0	0	0	0	0	0	0	0
7	Rank	11	5	3	75	2	50	6	3	75	3	75
8	Ranked	7	5	3	75	2	50	2	1	25	1	25
9	Ranking	4	2	1	25	1	25	2	1	25	1	25

Finding 14: Region 2 Category 2

Board

Code “board” was found in 16 (100%) colleges and universities data sets; within the 16, eight (100%) in public colleges and universities with four (100%) in high enrollment and four (100%) in low undergraduate enrollment. Within this result eight (100%) in private nonprofit colleges and universities with four (100%) in high enrollment and four (100%) in low undergraduate enrollment (see Table 16).

Committee

Code “committee” was found in 12 (75%) colleges and universities data sets; within the 12, seven (88%) in public colleges and universities with four (100%) in high enrollment and three (75%) in low undergraduate enrollment. Within this result five

(63%) in private nonprofit colleges and universities with two (50%) in high enrollment and three (75%) in low undergraduate enrollment (see Table 16).

Group

Code "group" was found in 14 (88%) colleges and universities data sets; within the 14, seven (88%) in public colleges and universities with four (100%) in high enrollment and three (75%) in low undergraduate enrollment. Within this result seven (88%) in private nonprofit colleges and universities with three (75%) in high enrollment and four (100%) in low undergraduate enrollment (see Table 16).

Organization

Code "organization" was found in 14 (88%) colleges and universities data sets; within the 14, seven (88%) in public colleges and universities with four (100%) in high enrollment and three (75%) in low undergraduate enrollment. Within this result seven (88%) in private nonprofit colleges and universities with four (100%) in high enrollment and three (75%) in low undergraduate enrollment (see Table 16).

Partners

Code "partners" was found in 11 (69%) colleges and universities data sets; within the 11, seven (88%) in public colleges and universities with four (100%) in high enrollment and three (75%) in low undergraduate enrollment. Within this result four (50%) in private nonprofit colleges and universities with three (75%) in high enrollment and one (25%) in low undergraduate enrollment (see Table 16).

Program

Code "program" was found in 16 (100%) colleges and universities data sets; within the 16, eight (100%) in public colleges and universities with four (100%) in high enrollment and four (100%) in low undergraduate enrollment. Within this result eight (100%) in private nonprofit colleges and universities with four (100%) in high enrollment and four (100%) in low undergraduate enrollment (see Table 16).

Alumni

Code "alumni" was found in 16 (100%) colleges and universities data sets; within the 16, eight (100%) in public colleges and universities with four (100%) in high enrollment and four (100%) in low undergraduate enrollment. Within this result eight (100%) in private nonprofit with four (100%) in high enrollment and four (100%) in low undergraduate enrollment (see Table 16).

Table 16

Region 2 Category 2

		Region 2 (R2; max 16)										
			Public (pub; max 8) colleges/universities					Private (pri; max 8) colleges/universities				
	Category: Planning program	R2	Pub	Hi (max 4)	%	Lo (max 4)	%	Pri	Hi (max 4)	%	Lo (max 4)	%
1	Board	16	8	4	100	4	100	8	4	100	4	100
2	Committee	12	7	4	100	3	75	5	2	50	3	75
3	Group	14	7	4	100	3	75	7	3	75	4	100
4	Organization	14	7	4	100	3	75	7	4	100	3	75
5	Partners	11	7	4	100	3	75	4	3	75	1	25
6	Program	16	8	4	100	4	100	8	4	100	4	100
7	Alumni	16	8	4	100	4	100	8	4	100	4	100

Finding 15: Region 2 Category 3

Core

Code "core" was found in 15 (94%) colleges and universities data sets; within the 15, seven (88%) in public colleges and universities with three (75%) in the high enrollment and four (100%) in the low undergraduate enrollment. Within this result eight (100%) in private nonprofit colleges and universities with four (100%) in high enrollment and four (100%) in low undergraduate enrollment (see Table 17).

Core Curriculum

Code "core curriculum" was found in nine (56%) colleges and universities data sets; within the nine, five (31%) in public colleges and universities with two (50%) in high enrollment and three (75%) in the low undergraduate enrollment. Within this result four (50%) in private nonprofit colleges and universities with one (25%) in the high enrollment and three (75%) in the low undergraduate enrollment (see Table 17).

Curricula

Code "curricula" was found in eight (50%) colleges and universities data sets; within the eight, four (50%) in public colleges and universities with two (50%) in high enrollment and two (50%) in low undergraduate enrollment. Within this result four (50%) in private nonprofit colleges and universities with three (75%) in the high enrollment and one (25%) in low undergraduate enrollment (see Table 17).

General Education

Code "general education" was found in 11 (69%) colleges and universities data sets; within the 11, six (75%) in public colleges and universities with three (75%) in high

enrollment and three (75%) in the low undergraduate enrollment. Within this result five (63%) in private nonprofit colleges and universities with three (75%) in the high enrollment and two (50%) in the low undergraduate enrollment (see Table 17).

Table 17

Region 2 Category 3

		Region 2 (R2; max 16)										
			Public (pub; max 8) colleges/universities					Private (pri; max 8) colleges/universities				
	Category: Designing program	R2	Pub	Hi (max 4)	%	Lo (max 4)	%	Pri	Hi (max 4)	%	Lo (max 4)	%
1	Core	15	7	3	75	4	100	8	4	100	4	100
2	Core curriculum	9	5	2	50	3	75	4	1	25	3	75
3	Curricula	8	4	2	50	2	50	4	3	75	1	25
4	General education	11	6	3	75	3	75	5	3	75	2	50

Finding 16: Region 2 Category 4

Diversity

Code "diversity" was found in 13 (81%) colleges and universities data sets; within the 13, seven (88%) public colleges and universities with four (100%) in the high enrollment and three (75%) in the low undergraduate enrollment. Within this result six (75%) in private nonprofit colleges and universities with three (75%) in the high enrollment and three (75%) in the low undergraduate enrollment (see Table 18).

Innovation

Code "innovation" was found in 10 (63%) colleges and universities data sets; within the 10, six (75%) public with three (75%) in the high enrollment and three (75%) in the low undergraduate enrollment. Within this result four (50%) in private nonprofit

colleges and universities with three (75%) in the high enrollment and one (25%) in the low undergraduate enrollment (see Table 18).

Research

Code "research" was found in 15 (94%) colleges and universities data sets; within the 15, eight (100%) in public colleges and universities with four (100%) in the high enrollment and four (100%) in the low undergraduate enrollment. Within this result seven (88%) in private nonprofit colleges and universities with four (100%) in the high enrollment and three (75%) in the low enrollment (see Table 18).

Table 18

Region 2 Category 4

		Region 2 (R2; max 16)										
				Public (pub; max 8) colleges/universities					Private (pri; max 8) colleges/universities			
	Category: Future adjustment	R2	Pub	Hi (max 4)	%	Lo (max 4)	%	Pri	Hi (max 4)	%	Lo (max 4)	%
1	Diversity	13	7	4	100	3	75	6	3	75	3	75
2	Innovation	10	6	3	75	3	75	4	3	75	1	25
3	Research	15	8	4	100	4	100	7	4	100	3	75

Finding 17: Region 2 Category 5

Graduation

Code "graduation" was found in 14 (88%) colleges and universities data sets; within the 14, six (75%) in public colleges and universities with four (100%) in high enrollment and two (50%) in the low enrollment. Within this result eight (100%) in private nonprofit colleges and universities with four (100%) in the high enrollment and four (100%) in the low undergraduate enrollment (see Table 19).

Learning Outcomes

Code "learning outcomes" was found in six (38%) colleges and universities data sets; within the six, two (25%) in public colleges and universities with one (25%) in high enrollment and one (25%) in low undergraduate enrollment. Within this result four (50%) in private nonprofit colleges and universities with one (25%) in the high enrollment and three (75%) in low undergraduate enrollment (see Table 19).

Table 19

Region 2 Category 5

		Region 2 (R2; max 16)										
			Public (pub; max 8) colleges/universities					Private (pri; max 8) colleges/universities				
	Category: Program effects	R2	Pub	Hi (max 4)	%	Lo (max 4)	%	Pri	Hi (max 4)	%	Lo (max 4)	%
1	Graduation	14	6	4	100	2	50	8	4	100	4	100
2	Learning outcomes	6	2	1	25	1	25	4	1	25	3	75

Finding 18: Region 2 Category 6

Nontechnical

Code "nontechnical" was found in zero (0%) college and university data set (see Table 20).

Critical Thinking

Code "critical thinking" was found in 11 (69%) colleges and universities data sets; within the 11, four (50%) in public colleges and universities with one (25%) in high enrollment and three (75%) in the low undergraduate enrollment. Within this result seven

(88%) in private nonprofit colleges and universities with three (75%) in high enrollment and four (100%) in the low undergraduate enrollment (see Table 20).

Soft Skills

Code "soft skills" was found in one (6%) college and university data set; within this one, one (13%) in public college and university with one (25%) in high enrollment and zero (0%) in the low undergraduate enrollment. Within this result zero (0%) in private nonprofit college and university undergraduate enrollment (see Table 20).

Problem Solving

Code "problem solving" was found in seven (44%) colleges and universities data sets; within the seven two (25%) in public colleges and universities with one (25%) in high enrollment and one (25%) in low undergraduate enrollment. Within this result five (63%) in private nonprofit colleges and universities with two (50%) in the high enrollment and three (75%) in low undergraduate enrollment (see Table 20)..

Communication

Code "communication" was found in 16 (100%) colleges and universities data sets; within the 16, eight (100%) in public colleges and universities with four (100%) in high enrollment and four (100%) in low undergraduate enrollment. Within this result eight (100%) in private nonprofit colleges and universities with four (100%) in high enrollment and four (100%) in low undergraduate enrollment (see Table 20).

Teamwork

Code teamwork" was found in seven (44%) colleges and universities data sets; within the seven, three (38%) in public colleges and universities with two (50%) in high

enrollment and one (25%) in low undergraduate enrollment. Within this result four (50%) in private nonprofit colleges and universities with two (50%) in high enrollment and two (50%) in the low undergraduate enrollment (see Table 20).

Work Ethics

Code "work ethics" was found in zero (0%) college and university data sets (see Table 20).

Table 20

Region 2 Category 6

		Region 2 (R2; max 16)										
				Public (pub; max 8) colleges/universities					Private (pri; max 8) colleges/universities			
	Category: Nontechnical skills advertised	R2	Pub	Hi (max 4)	%	Lo (max 4)	%	Pri	Hi (max 4)	%	Lo (max 4)	%
1	Nontechnical	0	0	0	0	0	0	0	0	0	0	0
2	Critical thinking	11	4	1	25	3	75	7	3	75	4	100
3	Soft skills	1	1	1	25	0	0	0	0	0	0	0
4	Problem solving	7	2	1	25	1	25	5	2	50	3	75
5	Communication	16	8	4	100	4	100	8	4	100	4	100
6	Teamwork	7	3	2	50	1	25	4	2	50	2	50
7	Work ethics	0	0	0	0	0	0	0	0	0	0	0

Finding 19: Region 3 Category 1

Accreditation

Code "accreditation" was found in 16 (100%) colleges and universities data sets; within the 16 eight (100%) in public colleges and universities with four (100%) in high enrollment and four (100%) in low enrollment. Within this result eight (100%) in private nonprofit colleges and universities with four (100%) in high enrollment and four (100%) in low undergraduate enrollment (see Table 21).

Accredited

Code "accredited" was found in 15 (94%) colleges and universities data sets; within the 15, seven (88%) public colleges and universities with three (75%) in high enrollment and four (100%) in low enrollment. Within this result eight (100%) in private nonprofit colleges and universities with four (100%) in high enrollment and four (100%) in low undergraduate enrollment (see Table 21).

AACSB

Code "AACSB" was found in nine (56%) colleges and universities data sets; within the nine, seven (88%) in public colleges and universities with four (100%) in high enrollment and three (75%) in low undergraduate enrollment. Within this result two (25%) in private nonprofit colleges and universities with two (50%) in the high enrollment and zero (0%) in low undergraduate enrollment (see Table 21).

ACBSP

Code "ACBSP" was found in two (13%) colleges and universities data sets; within the two, one (13%) in public colleges and universities with zero (0%) in high and one (25%) in low undergraduate enrollment. Within this result one (13%) in private nonprofit colleges and universities with zero (0%) in high enrollment and one (25%) in the low enrollment (see Table 21).

IACBE

Code "IACBE" was found in one (6%) college and university data set; within the one, zero (0%) in public college and university undergraduate enrollment. Within this

result one (13%) in private nonprofit college and university with one (13%) in high and zero (0%) in low undergraduate enrollment (see Table 21).

Higher Learning Commission

Code "Higher Learning Commission" was found in zero (0%) college and university data set (see Table 21).

Rank

Code "rank" was found in 14 (88%) colleges and universities data sets; within the14, six (75%) in public colleges and universities with four (100%) in high enrollment and two (50%) in low undergraduate enrollment. Within this result eight (100%) in private nonprofit colleges and universities with four (100%) in the high enrollment and four (100%) in low undergraduate enrollment (see Table 21).

Ranked

Code "ranked" was found in 12 (75%) colleges and universities data sets; within the 12, six (75%) in public colleges and universities with four (100%) in high enrollment and two (50%) in low undergraduate enrollment. Within this result six (75%) in private nonprofit colleges and universities with three (75%) in high enrollment and three (75%) in low undergraduate enrollment (see Table 21).

Ranking

Code "ranking" was found in nine (56%) colleges and universities data sets; within the nine five (63%) in public colleges and universities with three (75%) in high enrollment and two (50%) in low undergraduate enrollment. Within this result four (50%)

in private nonprofit colleges and universities with two (50%) in high enrollment and two (50%) in low undergraduate enrollment (see Table 21).

Table 21

Region 3 Category 1

		Region 3 (R3; max 16)										
				Public (pub; max 8) colleges/universities				Private (pri; max 8) colleges/universities				
	Category: Promoting school	R3	Pub	Hi (ax 4)	%	Lo (max 4)	%	Pri	Hi (max 4)	%	Lo (max 4)	%
1	Accreditation	16	8	4	100	4	100	8	4	100	4	100
2	Accredited	15	7	3	75	4	100	8	4	100	4	100
3	AACSB	9	7	4	100	3	75	2	2	50	0	0
4	ACBSP	2	1	0	0	1	25	1	0	0	1	25
5	IACBE	1	0	0	0	0	0	1	1	25	0	0
6	Higher Learning Commission	0	0	0	0	0	0	0	0	0	0	0
7	Rank	14	6	4	100	2	50	8	4	100	4	100
8	Ranked	12	6	4	100	2	50	6	3	75	3	75
9	Ranking	9	5	3	75	2	50	4	2	50	2	50

Finding 20: Region 3 Category 2

Board

Code "board" was found in 16 (100%) colleges and universities data sets; within the 16, eight (100%) public colleges and universities with four (100%) in high enrollment and four (100%) in the low undergraduate enrollment. Within this result eight (100%) in private nonprofit colleges and universities with four (100%) in the high enrollment and four (100%) in low undergraduate enrollment (see Table 22).

Committee

Code "committee" was found in 10 (63%) colleges and universities data sets; within the 10, five (63%) in public colleges and universities with two (50%) in high enrollment and three (75%) in low undergraduate enrollment. Within this result five (63%) in private nonprofit colleges and universities with two (50%) in high enrollment and three (75%) in low undergraduate enrollment (see Table 22).

Group

Code "group" was found in 13 (81%) colleges and universities data sets; within the 13, six (75%) in public colleges and universities with three (75%) in high enrollment and three (75%) in low undergraduate enrollment. Within this result seven (88%) in private nonprofit colleges and universities with three (75%) in high enrollment and four (100%) in low undergraduate enrollment (see Table 22).

Organization

Code "organization" was found in 14 (88%) colleges and universities data sets; within the 14 eight (100%) in public colleges and universities with four (100%) in high enrollment and four (100%) in low enrollment. Within this result six (75%) in private nonprofit colleges and universities with two (50%) in high enrollment and four (100%) in low undergraduate enrollment (see Table 22).

Partners

Code "partners" was found in 10 (63%) colleges and universities data sets; within the 10, five (63%) in public colleges and universities with three (75%) in high enrollment and two (50%) in low enrollment. Within this result five (63%) in private nonprofit

colleges and universities with three (75%) in high enrollment and two (50%) in low undergraduate enrollment (see Table 22).

Program

Code "program" was found in 16 (100%) colleges and universities data sets; within the 16, eight (100%) in public colleges and universities with four (100%) in high enrollment and four (100%) in low undergraduate enrollment. Within this result eight (100%) in private nonprofit colleges and universities with four (100%) in high enrollment and four (100%) in low undergraduate enrollment (see Table 22).

Alumni

Code "alumni" was found in 16 (100%) colleges and universities data sets; within the 16, eight (100%) in public colleges and universities with four (100%) in high enrollment and four (100%) in low undergraduate enrollment. Within this result eight (100%) in private nonprofit colleges and universities with four (100%) in high enrollment and four (100%) in low undergraduate enrollment (see Table 22).

Table 22
Region 3 Category 2

		Region 3 (R3; max 16)										
			Public (pub; max 8) colleges/universities					Private (pri; max 8) colleges/universities				
	Category: Planning program	R3	Pub	Hi (max 4)	%	Lo (max 4)	%	Pri	Hi (max 4)	%	Lo (max 4)	%
1	Board	16	8	4	100	4	100	8	4	100	4	100
2	Committee	10	5	2	50	3	75	5	2	50	3	75
3	Group	13	6	3	75	3	75	7	3	75	4	100
4	Organization	14	8	4	100	4	100	6	2	50	4	100
5	Partners	10	5	3	75	2	50	5	3	75	2	50
6	Program	16	8	4	100	4	100	8	4	100	4	100
7	Alumni	16	8	4	100	4	100	8	4	100	4	100

Finding 21: Region 3 Category 3

Core

Code "core" was found in 12 (75%) colleges and universities data sets; within the 12, six (75%) in public colleges and universities with two (50%) in high enrollment and four (100%) in low enrollment. Within this result six (75%) in private nonprofit colleges and universities with three (75%) in high enrollment and three (75%) in low undergraduate enrollment (see Table 23).

Core Curriculum

Code "core curriculum" was found in three (18%) colleges and universities data sets; within the three, one (13%) in public colleges and universities with zero (0%) in high enrollment and one (25%) in low undergraduate enrollment. Within this result two (25%) in private nonprofit colleges and universities with two (50%) in high enrollment and zero (0%) in low undergraduate enrollment (see Table 23).

Curricula

Code "curricula" was found in eight (50%) colleges and universities data sets; within the eight, four (50%) in public colleges and universities with one (25%) in high enrollment and three (75%) in low undergraduate enrollment. Within this result four (50%) in private nonprofit colleges and universities with two (50%) in high enrollment and two (50%) in low undergraduate enrollment (see Table 23).

General Education

Code "general education" was found in eight (50%) colleges and universities data sets; within the eight, four (50%) in public colleges and universities with one (25%) in

high enrollment and three (75%) in low enrollment. Within this result four (50%) in private nonprofit colleges and universities with two (50%) in high enrollment and two (50%) in low enrollment (see Table 23).

Table 23
Region 3 Category 3

		Region 3 (R3; max 16)										
				Public (pub; max 8) colleges/universities					Private (pri; max 8) colleges/universities			
	Category: Designing program	R3	Pub	Hi (max 4)	%	Lo (max 4)	%	Pri	Hi (max 4)	%	Lo (max 4)	%
1	Core	12	6	2	50	4	100	6	3	75	3	75
2	Core curriculum	3	1	0	0	1	25	2	2	50	0	0
3	Curricula	8	4	1	25	3	75	4	2	50	2	50
4	General education	8	4	1	25	3	75	4	2	50	2	50

Finding 22: Region 3 Category 4

Diversity

Code "diversity" was found in 13 (81%) colleges and universities data sets; within the 13, seven (88%) in public colleges and universities with four (100%) in high enrollment and three (75%) in low enrollment. Within this result six (75%) in private nonprofit colleges and universities with three (75%) in high enrollment and three (75%) in low undergraduate enrollment (see Table 24).

Innovation

Code "innovation" was found in 14 (88%) colleges and universities data sets; within the 14, seven (88%) in public colleges and universities with four (100%) in high

enrollment and three (75%) in low enrollment. Within this result, seven (88%) in private nonprofit colleges and universities with four (100%) in high enrollment and three (75%) in low enrollment (see Table 24).

Research

Code “research” was found in 16 (100%) colleges and universities data sets; within the 16, eight (100%) in public colleges and universities with four (100%) in high enrollment and four (50%) in low enrollment. Within this result eight (100%) in private nonprofit colleges and universities with four (100%) in high enrollment and four (100%) in low enrollment (see Table 24).

Table 24

Region 3 Category 4

		Region 3 (R3; max 16)										
				Public (pub; max 8) colleges/universities					Private (pri; max 8) colleges/universities			
	Category: Future adjustment	R3	Pub	Hi (max 4)	%	Lo (max 4)	%	Pri	Hi (max 4)	%	Lo (max 4)	%
1	Diversity	13	7	4	100	3	75	6	3	75	3	75
2	Innovation	14	7	4	100	3	75	7	4	100	3	75
3	Research	16	8	4	100	4	100	8	4	100	4	100

Finding 23: Region 3 Category 5

Graduation

Code "graduation” was found in 14 (88%) colleges and universities data sets; within the 14 seven (88%) in public colleges and universities with four (100%) in high enrollment and three (75%) in low undergraduate enrollment . Within this result seven

(88%) in private nonprofit colleges and universities with three (75%) in high enrollment and four (100%) in low undergraduate enrollment (see Table 25).

Learning Outcomes

Code "learning outcomes" was found in eight (50%) colleges and universities data sets; within the eight, three (38%) in public colleges and universities with one (25%) in high enrollment and two (50%) in low enrollment. Within this result five (63%) in private colleges and universities with two (50%) in the high enrollment and three (75%) in the low enrollment (see Table 25).

Table 25

Region 3 Category 5

		Region 3 (R3; max 16)										
				Public (pub; max 8) colleges/universities					Private (pri; max 8) colleges/universities			
	Category: Program effects	R3	Pub	Hi (max 4)	%	Lo (max 4)	%	Pri	Hi (max 4)	%	Lo (max 4)	%
1	Graduation	14	7	4	100	3	75	7	3	75	4	100
2	Learning outcomes	8	3	1	25	2	50	5	2	50	3	75

Finding 24: Region 3 Category 6

Nontechnical

Code "nontechnical" was found in zero (0%) college and university data set (see Table 26).

Critical Thinking

Code "critical thinking" was found in 10 (63%) colleges and universities data sets; within the 10, four (50%) in public colleges and universities with one (25%) in high

enrollment and three (75%) in low enrollment. Within this result, six (75%) in private nonprofit colleges and universities with three (75%) in high enrollment and three (75%) in low undergraduate enrollment (see Table 26).

Soft Skills

Code "soft skills" was found in 1 (6%) college and university data set; within the one, one (13%) university in the high enrollment category and zero (0%) in the low enrollment category. Within this result, zero (0%) in private nonprofit college and university.

Problem Solving

Code "problem solving" was found in eight (50%) colleges and universities data sets; within the eight, four (50%) in public colleges and universities with one (25%) in high enrollment and three (75%) in low enrollment. Within this result, four (50%) in private nonprofit colleges and universities with two (50%) in high enrollment and two (50%) in low undergraduate enrollment.

Communication

Code "communication" was found in 15 (94%) colleges and universities data sets; within the 15, seven (88%) in public colleges and universities with three (75%) in high enrollment and four (100%) in low enrollment. Within this result, eight (100%) in private nonprofit colleges and universities with four (100%) in high enrollment and four (100%) in low undergraduate enrollment.

Teamwork

Code "teamwork" was found in eight (50%) colleges and universities data sets; within the eight, four (50%) in public colleges and universities with one (25%) in high enrollment and three (75%) in low enrollment. Within this result, four (50%) in private nonprofit colleges and universities with two (50%) in high enrollment and two (50%) in low undergraduate enrollment.

Work Ethics

Code "work ethics" was found in zero (0%) college and university data set (see Table 26).

Table 26

Region 3 Category 6

		Region 3 (R3; max 16)										
				Public (pub; max 8) colleges/universities					Private (pri; max 8) colleges/universities			
	Category: Nontechnical skills advertised	R3	Pub	Hi (max 4)	%	Lo (max 4)	%	Pri	Hi (max 4)	%	Lo (max 4)	%
1	Nontechnical	0	0	0	0	0	0	0	0	0	0	0
2	Critical thinking	10	4	1	25	3	75	6	3	75	3	75
3	Soft skills	1	1	1	25	0	0	0	0	0	0	0
4	Problem solving	8	4	1	25	3	75	4	2	50	2	50
5	Communication	15	7	3	75	4	100	8	4	100	4	100
6	Teamwork	8	4	1	25	3	75	4	2	50	2	50
7	Work ethics	0	0	0	0	0	0	0	0	0	0	0

Finding 25: Code Words Ranking for All Three Regions, Top Level, 48 Data Sets

Top Three Ranking:

1. Ranked 1st, accreditation, program, and alumni appeared in 48 (100%) data sets.

2. Ranked 2nd, accredited and research appeared in 47 (98%) data sets.

3. Ranked 3rd, board appeared in 46 (96%) data sets.

Bottom Three Rankings:

1. Ranked 21st, IACBE and soft skills appeared in three (6%) data sets.

2. Ranked 22nd, nontechnical appeared in one (2%) data set.

3. Ranked 23rd, last, work ethics appeared in zero (0%) data set (see Table 27).

Table 27

Code Rankings for All Three Regions, 48 Data Sets

Ranked	Codes	Files (48 max)	%	Categories
1	Accreditation	48	100	Promoting
1	Program	48	100	Planning
1	Alumni	48	100	Planning
2	Accredited	47	98	Promoting
2	Research	47	98	Future
3	Board	46	96	Planning
4	Communication	45	94	Skills
5	Group	41	85	Planning
5	Organization	41	85	Planning
5	Graduation	41	85	Effects
6	Core	39	81	Designing
7	Rank	38	79	Promoting
7	Diversity	38	79	Future
8	Innovation	37	77	Future
9	Partners	33	69	Planning
10	Committee	32	67	Planning
11	AACSB	29	60	Promoting
11	Ranked	29	60	Promoting
11	Critical thinking	29	60	Skills
12	General education	28	58	Designing
13	Curricula	25	52	Designing
14	Teamwork	24	50	Skills
15	Learning outcomes	22	46	Effects
16	Problem solving	20	42	Skills
17	Core curriculum	19	40	Designing
18	Ranking	18	38	Promoting
19	Higher Learning Commission	8	17	Promoting
20	ACBSP	7	15	Promoting
21	IACBE	3	6	Promoting
21	Soft skills	3	6	Skills
22	Nontechnical	1	2	Skills
23	Work ethics	0	0	Skills

Finding 26: Region 1 Code Words Ranking of 16 Data Sets

Top Three Ranking:

1. Ranked 1st, accreditation, accredited, program, alumni, and research appeared in 16 (100%) data sets.
2. Ranked 2nd, board, group, and communication appeared in 14 (88%) data sets.
3. Ranked 3rd, rank, graduation, organization, and innovation appeared in 13 (81%) data sets.

Bottom Three Ranking:

1. Ranked 10th, ACBSP appeared in three (19%) data sets.
2. Ranked 11th, IACBE appeared in one (13%) data set.
3. Ranked 12th, last, nontechnical and soft skills appeared in one (6%) data set (see Table 28).

Table 28

Region 1 Code Rankings of 16 Data Sets

Rank	Codewords	Region 1	Public	Private	Categories
1	Accreditation	16	8	8	Promoting
1	Accredited	16	8	8	Promoting
1	Program	16	8	8	Planning
1	Alumni	16	8	8	Planning
1	Research	16	8	8	Future
2	Board	14	8	6	Planning
2	Group	14	8	6	Planning
2	Communication	14	7	7	Skills
3	Rank	13	7	6	Promoting
3	Graduation	13	7	6	Effects
3	Organization	13	6	7	Planning
3	Innovation	13	6	7	Future
4	Partners	12	7	5	Planning
4	Diversity	12	7	5	Future
4	Core	12	5	7	Designing
5	AACSB	10	7	3	Promoting
5	Ranked	10	6	4	Promoting
5	Committee	10	6	4	Planning
6	General education	9	5	4	Designing
6	Curricula	9	4	5	Designing
6	Teamwork	9	4	5	Skills
7	Learning outcomes	8	5	3	Effects
7	Higher Learning Commission	8	3	5	Promoting
7	Critical thinking	8	3	5	Skills
8	Core curriculum	7	2	5	Designing
9	Ranking	5	4	1	Promoting
9	Problem solving	5	0	5	Skills
10	ACBSP	3	0	3	Promoting
11	IACBE	2	1	1	Promoting
12	Soft skills	1	1	0	Skills
12	Nontechnical	1	0	1	Skills
13	Work Ethics	0	0	0	Skills

Finding 27: Region 2 Code Words Ranking of 16 Data Sets

Top Three Rankings:

1. Ranked 1st, accreditation, accredited, board, alumni, and communication appeared in 16 (100%) data sets.
2. Ranked 2nd, research and core appeared in 15 (94%) data sets.

3. Ranked 3rd, group, organization, and graduation appeared in 14 (88%) data sets.

Bottom Three Rankings:

1. Ranked 13th, ACBSP appeared in two (13%) data sets.
2. Ranked 14th, soft skills appeared in one (6%) data set.
3. Ranked 15th, last, IACBE, Higher Learning Commission, and nontechnical appeared in zero (0%) data set (see Table 29).

Table 29

Region 2 Code Rankings of 16 Data Sets

Rank	Codewords	Region 2	Public	Private	Categories
1	Accreditation	16	8	8	Promoting
1	Accredited	16	8	8	Promoting
1	Board	16	8	8	Planning
1	Program	16	8	8	Planning
1	Alumni	16	8	8	Planning
1	Communication	16	8	8	Skills
2	Research	15	8	7	Future
2	Core	15	7	8	Designing
3	Group	14	7	7	Planning
3	Organization	14	7	7	Planning
3	Graduation	14	6	8	Effects
4	Diversity	13	7	6	Future
5	Committee	12	7	5	Planning
6	Partners	11	7	4	Planning
6	General education	11	6	5	Designing
6	Rank	11	5	6	Promoting
6	Critical thinking	11	4	7	Skills
7	AACSB	10	7	3	Promoting
7	Innovation	10	6	4	Future
8	Core curriculum	9	5	4	Designing
9	Curricula	8	4	4	Designing
10	Ranked	7	5	2	Promoting
10	Teamwork	7	3	4	Skills
10	Problem solving	7	2	5	Skills
11	Learning outcomes	6	2	4	Effects
12	Ranking	4	2	2	Promoting
13	ACBSP	2	0	2	Promoting
14	Soft skills	1	1	0	Skills
15	IACBE	0	0	0	Promoting
15	Higher Learning Commission	0	0	0	Promoting
15	Nontechnical	0	0	0	Skills
15	Work Ethics	0	0	0	Skills

Finding 28: Region 3 Code Words Ranking of 16 Data Sets

Top Three Rankings:

1. Ranked 1st, accreditation, board, program, alumni, and research appeared in 16 (100%) data sets.
2. Ranked 2nd, accredited and communication appeared in 15 (94%) data sets.
3. Ranked 3rd, organization, innovation, graduation, and rank appeared in 14 (88%) data sets.

Bottom Three Rankings:

1. Ranked 10th, ACBSP appeared in two (13%) data sets.
2. Ranked 11th, soft skills and IACBE appeared in one (6%) data set.
3. Ranked 12th, last, Higher Learning Commission and nontechnical appeared in zero (0%) data set (see Table 30).

Table 30

Region 3 Code Rankings of 16 Data Sets

Rank	Codewords	Region 3	Public	Private	Categories
1	Accreditation	16	8	8	Promoting
1	Board	16	8	8	Planning
1	Program	16	8	8	Planning
1	Alumni	16	8	8	Planning
1	Research	16	8	8	Future
2	Accredited	15	7	8	Promoting
2	Communication	15	7	8	Planning
3	Organization	14	8	6	Planning
3	Innovation	14	7	7	Future
3	Graduation	14	7	7	Effects
3	Rank	14	6	8	Promoting
4	Diversity	13	7	6	Future
4	Group	13	6	7	Planning
5	Ranked	12	6	6	Promoting
5	Core	12	6	6	Designing
6	Committee	10	5	5	Planning
6	Partners	10	5	5	Planning
6	Critical thinking	10	4	6	Skills
7	AACSB	9	7	2	Promoting
7	Ranking	9	5	4	Promoting
8	Curricula	8	4	4	Designing
8	General education	8	4	4	Designing
8	Problem solving	8	4	4	Skills
8	Teamwork	8	4	4	Skills
8	Learning outcomes	8	3	5	Effects
9	Core curriculum	3	1	2	Designing
10	ACBSP	2	1	1	Promoting
11	Soft skills	1	1	0	Skills
11	IACBE	1	0	1	Promoting
12	Higher Learning Commission	0	0	0	Promoting
12	Nontechnical	0	0	0	Skills
12	Work Ethics	0	0	0	Skills

Colleges' and Universities' Priorities

Sorted data sets showed the focus areas of public and private nonprofit 4-year business colleges and universities selected for this archival research study. There were no significant differences between the three regions and public and private nonprofit business colleges and universities. After combining all three regions, the finding showed

100% focused on accreditation, program, and alumni by all business colleges and universities. However, the focus on soft skills was 6%, nontechnical 2%, and work ethics 0% (see Table 27). In Region 1, 100% focus was placed on accreditation, accredited, program, alumni, and research. However, soft skill and nontechnical skills focus was 2% (see Table 28). In Region 2, 100% focus was on accreditation, accredited board, program, alumni, and communication. However, soft skills focus was 2% and nontechnical was 0% (see Table 29). In Region 3, the focus was on accreditation, board, program, alumni, and research. However, soft skills focus was 6% and nontechnical was 0% (see Table 30).

Summary

How might 4-year business college or university curricula administrators address business hiring managers' concerns that graduates lacked critical nontechnical skills required for hiring after graduation? The thirty-one code words were arranged into six categories (Table 6) (1) promoting school, (2) planning program, (3) designing program, (4) future adjustment, (5) program effects, and (6) organizational survival soft skills. From the six categories, two themes were assembled.

Theme 1: Designing curriculum enhancement through planning and promoting engagements. Category 1: Promoting school, Category 2: Planning program, and Category 3: Designing program contributed to Theme 1 construction.

Theme 2: The effects of future soft skills. Category 4: Future adjustment, Category 5: Program effects, and Category 6: Organizational survival soft skills contributed to Theme 2 construction.

The established codes for the promoting school category revealed accreditation mentioned in all 48 data sets, accredited in 47 data sets, AACSB in 29 data sets, ACBSP in seven data sets, IACBE in three data sets, Higher Learning Commission in eight data sets, rank in 38 data sets, ranked in 29 data sets, and ranking in 18 data sets. Results from the planning theme yielded board mentioned in all 46 data sets, committee in 32 data sets, group in 41 data sets, organization in 41 data sets, partners in 33 data sets, program in 48 data sets, and alumni in 48 data sets. Results from the design theme yielded "core" mentioned in 39 data sets, core curriculum in 19 data sets, curricula in 25 data sets, and general education in 28 data sets. Results from the future theme yielded diversity mentioned in 38 data sets, innovation in 37 data sets, and research in 47 data sets. Results from the effects theme yielded graduation mentioned in 41 data sets and learning outcomes 22 data sets. An example from the skills theme revealed nontechnical mentioned in one data set, critical thinking mentioned in 29 data sets, soft skills mentioned in three data sets, problem-solving mentioned in 20 data sets, communication mentioned in 45 data sets, teamwork mentioned in 24 data sets, and work ethics mentioned in zero data sets.

Transition

Region 1. The top three ranked codewords in the publicly accessed information, accreditation, accredited, program, alumni, research, board, group, communication, rank, graduation, and innovation.

Region 2. The top three ranked codewords in the publicly accessed information, accreditation, accredited, board, program, alumni, communication, research, core, group, organization, and graduation.

Region 3. The top three ranked codewords in the publicly accessed information were accreditation, board, program, alumni, research, accredited, communication, organization, innovation, graduation, and rank.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this qualitative archival study was to assess and explore integrating into 4-year business school degree curricula the nontechnical skills that businesses require to hire graduates immediately after graduation. STEM and fine arts were not part of this study. I selected the qualitative archival research method for this study. Hicks (2003) asserted that archival research power comes from using archives as a discovery process and performing keyword searches, and McCausland (2011) stated that archival research is a literature review.

A category for the study was the regions (Region 1, Region 2, and Region 3). Another category was what made up large college enrollment and small college enrollment. The different publicly accessible publications on how colleges and universities communicated to prospective students were used as resources. Six categories came from the keywords (codes) used in Table 7: (a) promoting school, (b) planning program, (c) designing program, (d) future adjustment, (e) program effects, and (f) organizational survival soft skills. Two themes were constructed from the categories: (a) designing curriculum enhancement through planning and promoting engagements and (b) the effects of future soft skills.

Sorting the data sets revealed answers concerning where the business school administrators placed their resources when communicating to the public and where little to no focus was communicated. The ranked areas of focus to the public were as follows:

Top Three Rankings:

1. Ranked 1st, accreditation, program, and alumni got mentioned in 48 (100%) data sets.
2. Ranked 2nd, accredited and research got mentioned in 47 (98%) data sets.
3. Ranked 3rd, board got mentioned in 46 (96%) data sets.

The bottom three rankings:

1. Ranked 21st, soft skills got mentioned in three data sets.
2. Ranked 22nd, nontechnical got mentioned in one data set.
3. Ranked 23rd, last, work ethics got mentioned in zero data sets.

Business schools have an essential role in how public and private institutions manage and foster the best possible level of growth, which can dramatically improve people's lives (Lukea-Bhiwajee, 2010). Compared with the actual changes, most business schools have been slow in revising their curricula (Lukea-Bhiwajee, 2010).

Interpretation of Findings

Recap the Problem and Path Taken

Employers for several decades have complained about how higher educational institutions have failed to deliver graduates with developed employable skills such as (a) work ethics, (b) communication, (c) teamwork, (d) problem solving, and (e) organization (Dabke, 2015; Griffin & Annulis, 2013; Ward & White, 2015). Jackson et al. (2014) asserted that managers in the corporate sector identified the teamwork skill as where they spent most of their training budget, which is also called generic, professional, nontechnical, or core skill. Gibson and Sodeman (2014) argued that scholars recognized

Millennials' deficiencies in soft skills because of how comfortable they are in adapting to and learning modern technology. Gibson and Sodeman defined soft skills as an individual's ability to effectively communicate, using problem solving and critical thinking skills to solve problems while building and maintaining relationships with others through effective oral and written communication. Taylor and De Luea (2014) argued that universities supported the economy by supplying skilled workers. Taylor and De Luea also stated that a university graduate's employability and industry needed to receive center stage status from the government. However, organizations such as the Sector Skills Councils (SSCs) argued that college graduates lack essential working skills.

The path that I took to address the SSC concern was an archival research study. Cook (2009) asserted that archival records are critical to discovering facts about the past, and they are used to shape and reshape record meanings. Archival materials have the potential to break the silence of history (Vincelette, 2018). Hicks (2003) stated that archival researchers could use archives to discover and perform keyword searches. An archival study's strength is associated with sampling many data (Bercovitch, 2004; Shah et al., 2014; Shrivastave, 2017). Archival study deals with reconstructing history (Tetreaualt et al., 2019) with access to records (Bearman, 1995). Archival research points to historical information review (Hodder, 2017; McIntush et al., 2019; Moon, 2000; Mullenite, 2020; Ventresca, 2017) and is a rich information source (Duff-Jones, 2018). Archival research includes performing an exhaustive search of historical data to discover past facts (Cook, 2009).

Interpretation

An increasing number of Americans think that the higher education system is inadequate because of the increase in the cost of attending university coupled with decreasing value in the education given to students (Stetson, 2013). Colleges and universities have failed to teach students to succeed in life and business (Stetson, 2013). Williameaton (2014) stated that the curriculum is a set of courses needed to complete a college degree. Universities in the United States need the approval of three regulatory agencies to operate; they need (a) state, required approval to operate; (b) regional, university-wide accreditation; and (c) in some fields, national, disciplinary accreditation (Strang, 2013). Britt and Aaron (2008) argued that, to the public, gaining accreditation shows that an institution or program has met or exceeded specific requirements.

The samples were from 24 public and 24 private nonprofit 4-year business school curricular programs selected from 12 states within three of the six regional accrediting commissions in the United States. The three regional accrediting commissions' selected areas were (a) NCA HLC (Region 1), (b) SACS COC (Region 2), and (c) MSCHE (Region 3).

Interpretation of the findings was conducted on the regional levels. The data sets were sorted by how many colleges and universities mentioned the predetermined code words to search publicly accessed information. Another contributing factor in interpreting findings was that employers for several decades have complained about how higher educational institutions have failed to deliver graduates with developed employable skills such as (a) work ethics, (b) communication, (c) teamwork, (d) problem solving, and (e)

organization (Dabke, 2015; Griffin & Annulis, 2013; Ward & White, 2015). Work ethics, communication, teamwork, problem solving, and organization were selected as part of the code list. Employable skills are also known as nontechnical skills (Ward & White, 2015), "soft skills" (Mishra, 2014, p. 1), or "intrapersonal skills" (Bedwell et al., 2014, p. 1). According to Hahn and Fairchild (2015), skills lacking for graduates of U.S. universities are writing, critical thinking, and problem solving. Critical thinking and problem solving were added to the code list. Hahn and Fairchild (2015) stated that essential skills of the workplace are deteriorating. Today's business long-term job success depends on nontechnical skills (75%) and hard skills 25%; (Robles, 2012).

Findings Confirm, Disconfirm, or Extend Knowledge

Finding 1 (category "promoting school") for this study revealed that 4-year business colleges and universities for public and private nonprofit used their resources to promote their programs by letting prospective future students be aware of their accreditation status. Across all three regions, Region 1, Region 2, and Region 3, 16 of 16 colleges and universities mentioned "accreditation." The code "accredited" was a close second because 47 of 48 colleges and universities mentioned "accredited" in their publicly accessed data. Region 3 was the only one with 15 of 16 results. Finding 1 extended knowledge because despite the three regions, all of the colleges and universities concluded that promoting their accreditation was important to prospective students.

Finding 2 revealed that from all the codes in the category "planning program," 48 of 48 business colleges and universities mentioned "program" and "alumni" in their publicly accessed data. Across all three regions, Region 1, Region 2, and Region 3, 16 of

16 schools mentioned those words. The universities concluded that making the public aware of their association with these words was high on their list. The code word "board" had a strong presence because 46 of the 48 universities mentioned that word. Finding 2 extended knowledge because college administrators decided that letting future students be aware of their programs and their alumni contact was important to the university despite the three regions.

Finding 3 revealed that from all the codes in the category "designing program," 39 of 48 business colleges and universities mentioned "core" in their publicly accessed data. This was across Region 1, Region 2, and Region 3. Second was "general education," with 28 of 48 of colleges and universities mentioning those words. "Core curriculum" recorded 19 of 48, and "curricula" recorded 25 of 48 of colleges and universities that mentioned those words. This was across Region 1, Region 2, and Region 3. Curriculum and curricula are a significant part of this study, but that did not increase their appearance in the publicly accessed data.

Finding 4 revealed that from all the codes in the category "future adjustment," all three codes had a strong presence, with the code "research" leading the way with 47 of 48 business colleges and universities with that word in publicly accessed data. This was across Region 1, Region 2, and Region 3.

Finding 5 revealed that from all the codes in the category "program effects," 41 of 48 business colleges and universities mentioned "graduation" in their publicly accessed data. The only other code, "learning outcomes," revealed that 22 of 48 universities mentioned those words. This was across Region 1, Region 2, and Region 3.

Finding 6 revealed that from all the codes in the category "organizational survival skills," 45 of 48 business colleges and universities mentioned "communication" in their publicly accessed data. "Critical thinking" scored 29 of 48, "teamwork" scored 24 of 48, and "problem solving" scored 20 of 48. On the low end, three of 48 mentioned "soft skills," one of 48 mentioned "nontechnical," and zero of 48 mentioned "work ethics." This was across Region 1, Region 2, and Region 3. Organizational survival soft skills were the focal point of this dissertation and research.

Finding 7 (Region 1 Category 1) revealed that 16 of 16 colleges and universities mentioned "accreditation" and "accredited," which also translated to eight of eight public and private nonprofits that mentioned "accreditation" and "accredited," which also meant that four of four in large and small enrollment mentioned "accreditation" and "accredited." Ten of 16 universities mentioned "AACSB"; from that total, seven of eight public and three of eight private nonprofits mentioned "AACSB." From the public university data, four of four in large enrollment and three of four in small enrollment mentioned "AACSB." From the private nonprofit data, three of four in large enrollment and zero of four in small enrollment mentioned "AACSB." Three of 16 universities mentioned "ACBSP"; from that total, zero of eight public and three of eight private nonprofits mentioned "ACBSP." From the public university data, zero in large enrollment and zero in small enrollment mentioned "AACSB." From the private nonprofit data, two of four in large enrollment and one of four in small enrollment mentioned "ACBSP." Two of 16 universities mentioned "IACBE"; from that total, one of eight public and one of eight private nonprofits mentioned "IACBE." From the public

university data, one of four in large enrollment and zero in small enrollment mentioned "IACBE." From the private nonprofit data, zero in large enrollment and one of four in small enrollment mentioned "IACBE." Eight of 16 universities mentioned "Higher Learning Commission"; from that total, three of eight public and five of eight private nonprofits mentioned "Higher Learning Commission." From the public university data, zero in large enrollment and three of four in small enrollment mentioned "Higher Learning Commission." From the private nonprofit data, one of four in large enrollment and four of four in small enrollment mentioned "Higher Learning Commission." Thirteen of 16 universities mentioned "rank"; from that total, seven of eight public and six of eight private nonprofits mentioned "rank." From the public university data, four of four in large enrollment and three of four in small enrollment mentioned "rank." From the private nonprofit data, four of four in large enrollment and two of four in small enrollment mentioned "rank." Ten of 16 universities mentioned "ranked"; from that total, six of eight public and four of eight private nonprofits mentioned "ranked." From the public university data, three of four in large enrollment and one of four in small enrollment mentioned "ranked." From the private nonprofit data, three of four in large enrollment and one of four in small enrollment mentioned "ranked." Five of 16 universities mentioned "ranking"; from that total, four of eight public and one of eight private nonprofits mentioned "ranking." From the public university data, three of four in large enrollment and one of four in small enrollment mentioned "ranking." From the private nonprofit data, zero in large enrollment and one of four in small enrollment mentioned "ranking."

Finding 8 (Region 1 Category 2) revealed that 14 of 16 colleges and universities mentioned “board”; that also translated to eight of eight public and six of eight private nonprofits mentioning “board.” From the public university data, four of four in large enrollment and four of four in small enrollment mentioned “board.” From the private nonprofit data, two of four in large enrollment and four of four in small enrollment mentioned “board.” Ten of 16 universities mentioned “committee”; from that total, six of eight public and four of eight private nonprofits mentioned “committee.” From the public university data, three of four in large enrollment and three of four in small enrollment mentioned “committee.” From the private nonprofit data, two of four in large enrollment and four of four in small enrollment mentioned “committee.” Fourteen of 16 universities mentioned “group”; from that total, eight of eight public and six of eight private nonprofits mentioned “board.” From the public university data, four of four in large enrollment and four of four in small enrollment mentioned “group.” From the private nonprofit data, three of four in large enrollment and three of four in small enrollment mentioned “group.” Thirteen of 16 universities mentioned “organization”; from that total, six of eight public and seven of eight private nonprofits mentioned “organization.” From the public university data, four of four in large enrollment and two of four in small enrollment mentioned “organization.” From the private nonprofit data, three of four in large enrollment and four of four in small enrollment mentioned “organization.” Twelve of 16 universities mentioned “partners”; from that total, seven of eight public and five of eight private nonprofits mentioned “partners.” From the public university data, four of four in large enrollment and three of four in small enrollment mentioned “partners.” From

the private nonprofit data, three of four in large enrollment and two of four in small enrollment mentioned “partners.” Sixteen of 16 universities mentioned “program” and “alumni”; from that total, eight of eight public and eight of eight private nonprofits mentioned “program” and “alumni.” From the public university data, four of four in large enrollment and four of four in small enrollment mentioned “program” and “alumni.” From the private nonprofit data, four of four in large enrollment and four of four in small enrollment mentioned “program” and “alumni.”

Finding 9 (Region 1 Category 3) revealed that 12 of 16 colleges and universities mentioned “core”; that also translated to five of eight public and seven of eight private nonprofits mentioning “core.” From the public university data, three of four in large enrollment and two of four in small enrollment mentioned “core.” From the private nonprofit data, three of four in large enrollment and four of four in small enrollment mentioned “core.” Seven of 16 universities mentioned “core curriculum”; from that total, two of eight public and five of eight private nonprofits mentioned “core curriculum.” From the public university data, one of four in large enrollment and one of four in small enrollment mentioned “core curriculum.” From the private nonprofit data, two of four in large enrollment and three of four in small enrollment mentioned “core curriculum.” Nine of 16 universities mentioned “curricula”; from that total, four of eight public and five of eight private nonprofits mentioned “curricula.” From the public university data, two of four in large enrollment and two of four in small enrollment mentioned “curricula.” From the private nonprofit data, two of four in large enrollment and three of four in small enrollment mentioned “curricula.” Nine of 16 universities mentioned “general

education"; from that total, five of eight public and four of eight private nonprofits mentioned "general education." From the public university data, three of four in large enrollment and two of four in small enrollment mentioned "general education." From the private nonprofit data, one of four in large enrollment and three of four in small enrollment mentioned "general education."

Finding 10 (Region 1 Category 4) revealed that 12 of 16 colleges and universities mentioned "diversity"; that also translated to seven of eight public and five of eight private nonprofits mentioning "diversity." From the public university data, four of four in large enrollment and three of four in small enrollment mentioned "diversity." From the private nonprofit data, three of four in large enrollment and two of four in small enrollment mentioned "diversity." Thirteen of 16 universities mentioned "innovation," from that total six of eight public and seven of eight private nonprofits mentioned "innovation." From the public university data, four of four in large enrollment and two of four in small enrollment mentioned "innovation." From the private nonprofit data, three of four in large enrollment and four of four in small enrollment mentioned "innovation." Sixteen of 16 universities mentioned "research," from that total eight of eight public and eight of eight private nonprofits mentioned "research." From the public university data, four of four in large enrollment and four of four in small enrollment mentioned "research." From the private nonprofit data, four of four in large enrollment and four of four in small enrollment mentioned research.

Finding 11 (Region 1 Category 5) revealed that 13 of 16 colleges and universities mentioned "graduation"; that also translated to seven of eight public and six of eight

private nonprofit mentioning “graduation.” From the public university data, three of four in large enrollment and four of four in small enrollment mentioned “graduation.” From the private nonprofit data, two of four in large enrollment and four of four in small enrollment mentioned “graduation.” Eight of 16 universities mentioned learning outcome, from that total five of eight public and three of eight private nonprofit mentioned “learning outcome.” From the public university data, two of four in large enrollment and three of four in small enrollment mentioned “learning outcome.” From the private nonprofit data, zero large enrollment and three of four in small enrollment mentioned “learning outcome.”

Finding 12 (Region 1 Category 6) revealed that one of 16 colleges and universities mentioned “nontechnical”; that also translated to zero public and one of eight private nonprofit mentioning “nontechnical.” From the public university data, zero large enrollment and zero small enrollment mentioned “nontechnical.” From the private nonprofit data, zero in large enrollment and one of four in small enrollment mentioned “nontechnical.” Eight of 16 universities mentioned “critical thinking.” From that total three of eight public and five of eight private nonprofit mentioned “critical thinking.” From the public university data, one of four in large enrollment and two of four in small enrollment mentioned “critical thinking.” From the private nonprofit data, one of four in large enrollment and four of four in small enrollment mentioned “critical thinking.” One of 16 universities mentioned “soft skills,” from that total one of eight public and zero private nonprofit mentioned “soft skills.” From the public university data, zero in large enrollment and one of four in small enrollment mentioned “soft skills.” From the private

nonprofit data, zero large enrollment and zero small enrollment mentioned “soft skills.” Five of 16 colleges and universities mentioned “problem solving,” from that total zero public and five of eight private nonprofit mentioned “problem solving.” From the public university data, zero in large and small enrollment mentioned “problem solving.” From the private nonprofit data, two of four in large enrollment and three of four in small enrollment mentioned “problem solving.” Fourteen of 16 colleges and universities mentioned “communication,” from that total seven of eight public and seven of eight private nonprofit mentioned “communication.” From the public university data, three of four in large enrollment and four of four in small enrollment mentioned “communication.” From the private nonprofit data, three of four in large enrollment and four of four in small enrollment mentioned “communication.” Nine of 16 colleges and universities mentioned “teamwork,” from that total four of eight public and five of eight private nonprofit mentioned “teamwork.” From the public university data, three of four in large enrollment and one of four in small enrollment “teamwork.” From the private nonprofit data, three of four in large enrollment and two of four in small enrollment mentioned “teamwork.” Zero of 16 colleges and universities mentioned “work ethics.” Finding 12 confirmed universities in Region 1 are not listening to their customers.

Finding 13 (Region 2 Category 1) revealed that 16 of 16 colleges and universities mentioned “accreditation” and “accredited,” which also translated to eight of eight public and private nonprofit mentioning “accreditation” and “accredited,” which also meant that four of four in large and small enrollment mentioned accreditation and accredited. Ten of 16 colleges and universities mentioned “AACSB”; from that total seven of eight public

and three of eight private nonprofits mentioned “AACSB.” From the public colleges and university data, four of four in large enrollment and three of four in small enrollment mentioned “AACSB.” From the private nonprofit data, three of four in large enrollment and zero of four in small enrollment mentioned “AACSB.” Two of 16 colleges and universities mentioned “ACBSP,” from that total zero of eight public and two of eight private nonprofit mentioned “ACBSP.” From the public university data, zero in large enrollment and zero in small enrollment mentioned “AACSB.” From the private nonprofit data, one of four in large enrollment and one of four in small enrollment mentioned “ACBSP.” Zero of 16 colleges and universities mentioned “IACBE” and “higher learning commission.” Eleven of 16 colleges and universities mentioned “rank,” from that total five of eight public and six of eight private nonprofit mentioned “rand.” From the public university data, three of four in large enrollment and two of four in small enrollment mentioned “rand.” From the private nonprofit data, three of four in large enrollment and three of four in small enrollment mentioned “rank.” Seven of 16 universities mentioned “ranked,” from that total five of eight public and two of eight private nonprofit mentioned “ranked.” From the public university data, three of four in large enrollment and two of four in small enrollment mentioned “ranked.” From the private nonprofit data, one of four in large enrollment and one of four in small enrollment mentioned “ranked.” Four of 16 universities mentioned “ranking,” from that total two of eight public and two of eight private nonprofit mentioned “ranking.” From the public university data, one of four in large enrollment and one of four in small enrollment

mentioned “ranking.” From the private nonprofit data, one of four in large enrollment and one of four in small enrollment mentioned “ranking.”

Finding 14 (Region 2 Category 2) revealed that 16 of 16 colleges and universities mentioned “board,” “program,” and “alumni,” which translated to 100% of colleges and universities mentioning these words. Twelve of 16 colleges and universities mentioned “committee,” from that total seven of eight public and five of eight private nonprofit mentioned “committee.” From the public university data, four of four in large enrollment and three of four in small enrollment mentioned “committee.” From the private nonprofit data, two of four in large enrollment and three of four in small enrollment mentioned “committee.” Fourteen of 16 colleges and universities mentioned “group,” from that total seven of eight public and seven of eight private nonprofit mentioned board. From the public university data, four of four in large enrollment and three of four in small enrollment mentioned group. From the private nonprofit data, three of four in large enrollment and four of four in small enrollment mentioned group. Fourteen of 16 universities mentioned organization, from that total seven of eight public and seven of eight private nonprofit mentioned organization. From the public university data, four of four in large enrollment and three of four in small enrollment mentioned organization. From the private nonprofit data, four of four in large enrollment and three of four in small enrollment mentioned organization. Eleven of 16 colleges and universities mentioned “partners,” from that total seven of eight public and four of eight private nonprofit mentioned “partners.” From the public university data, four of four in large enrollment and three of four in small enrollment mentioned “partners.” From the private nonprofit

data, three of four in large enrollment and one of four in small enrollment mentioned "partners."

Finding 15 (Region 2 Category 3) revealed that 15 of 16 colleges and universities mentioned "core," that also translated to seven of eight public and eight of eight private nonprofit mentioned "core." From the public university data, three of four in large enrollment and four of four in small enrollment mentioned "core." From the private nonprofit data, the maximum of universities mentioned "core." Nine of 16 colleges and universities mentioned "core curriculum," from that total five of eight public and four of eight private nonprofit mentioned "core curriculum." From the public university data, two of four in large enrollment and three of four in small enrollment mentioned "core curriculum." From the private nonprofit data, one of four in large enrollment and three of four in small enrollment mentioned "core curriculum." Eight of 16 universities mentioned "curricula," from that total four of eight public and four of eight private nonprofit mentioned "curricula." From the public university data, two of four in large enrollment and two of four in small enrollment mentioned "curricula." From the private nonprofit data, three of four in large enrollment and one of four in small enrollment mentioned "curricula." Eleven of 16 universities mentioned "general education," from that total six of eight public and five of eight private nonprofit mentioned "general education." From the public university data, three of four in large enrollment and three of four in small enrollment mentioned "general education." From the private nonprofit data, three of four in large enrollment and two of four in small enrollment mentioned "general education."

Finding 16 (Region 2 Category 4) revealed that 13 of 16 colleges and universities mentioned “diversity,” that also translated to seven of eight public and six of eight private nonprofit mentioned “diversity.” From the public university data, four of four in large enrollment and three of four in small enrollment mentioned “diversity.” From the private nonprofit data, three of four in large enrollment and three of four in small enrollment mentioned “diversity.” Ten of 16 colleges and universities mentioned “innovation,” from that total six of eight public and four of eight private nonprofit mentioned “innovation.” From the public university data, three of four in large enrollment and three of four in small enrollment mentioned “innovation.” From the private nonprofit data, three of four in large enrollment and one of four in small enrollment mentioned “innovation.” Fifteen of 16 colleges and universities mentioned “research,” from that total eight of eight public and seven of eight private nonprofit mentioned “research.” From the public university data, four of four in large enrollment and four of four in small enrollment mentioned “research.” From the private nonprofit data, four of four in large enrollment and three of four in small enrollment mentioned “research.”

Finding 17 (Region 2 Category 5) revealed that 14 of 16 colleges and universities mentioned “graduation,” that also translated to six of eight public and eight of eight private nonprofit mentioned “graduation.” From the public university data, four of four in large enrollment and two of four in small enrollment mentioned “graduation.” From the private nonprofit data, four of four in large enrollment and four of four in small enrollment mentioned “graduation.” Six of 16 colleges and universities mentioned “learning outcome,” from that total two of eight public and four of eight private nonprofit

mentioned “learning outcome.” From the public university data, one of four in large enrollment and one of four in small enrollment mentioned “learning outcome.” From the private nonprofit data, one of three in large enrollment and three of four in small enrollment mentioned “learning outcome.”

Finding 18 (Region 2 Category 6) revealed that zero of 16 colleges and universities mentioned “nontechnical.” Eleven of 16 colleges and universities mentioned “critical thinking,” which translated to four of eight public and seven of eight private nonprofit mentioning “critical thinking.” From the public university data, one of four in large enrollment and three of four in small enrollment mentioned “critical thinking.” From the private nonprofit data, three of four in large enrollment and four of four in small enrollment mentioned “critical thinking.” One of 16 colleges and universities mentioned “soft skills,” which translated to eight public and zero private nonprofit mentioned “soft skills.” From the public university data, one in four in large enrollment and zero in small enrollment mentioned “soft skills.” From the private nonprofit data, zero university mentioned “soft skills. Seven of 16 colleges and universities mentioned “problem solving,” from that total two of eight public and five of eight private nonprofit mentioned “problem solving.” From the public university data, one of four in large and small enrollment mentioned “problem solving.” From the private nonprofit data, two of four in large enrollment and three of four in small enrollment mentioned “problem solving.” Sixteen of 16 colleges and universities mentioned “communication,” which translated to 100 % of the universities participated. Seven of 16 colleges and universities mentioned “teamwork,” from that total three of eight public and four of eight private nonprofit

mentioned “teamwork.” From the public university data, two of four in large enrollment and one of four in small enrollment mentioned “teamwork.” From the private nonprofit data, two of four in large enrollment and two of four in small enrollment mentioned “teamwork.” Zero of 16 universities mentioned “work ethics.” Finding 18 confirmed colleges and universities in Region 2 were not listening to their customers.

Finding 19 (Region 3 Category 1) revealed that 16 of 16 colleges and universities mentioned “accreditation,” that also translated to 100% of universities mentioning “accreditation.” Fifteen of 16 colleges and universities mentioned “accredited,” from that total seven of eight public and eight of eight private nonprofit mentioned “accredited.” From the public university data, four of four in large enrollment and three of four in small enrollment mentioned “accredited.” From the private nonprofit data, four of four in large enrollment and four of four in small enrollment mentioned “accredited.” Nine of 16 colleges and universities mentioned “AACSB,” which translated to seven of eight public and two of eight private nonprofit mentioned “AACSB.” From the public university data, four of four in large enrollment and three of four in small enrollment mentioned “AACSB.” From the private nonprofit data, two of four in large enrollment and zero of four in small enrollment mentioned “AACSB.” Two of 16 universities mentioned “ACBSP,” which translated to one of eight public and one of eight private nonprofit mentioned “ACBSP.” From the public university data, zero in large enrollment and one in small enrollment mentioned “AACSB.” From the private nonprofit data, zero in large enrollment and one of four in small enrollment mentioned “ACBSP.” One of 16 universities mentioned “IACBE,” from that total zero public and one of eight private

nonprofit mentioned “IACBE.” From the private nonprofit data, one of four in large enrollment and zero in small enrollment mentioned “IACBE.” Zero college and university mentioned “higher learning commission.” Fourteen of 16 colleges and universities mentioned “rank,” from that total six of eight public and eight of eight private nonprofit mentioned “rand.” From the public university data, four of four in large enrollment and two of four in small enrollment mentioned “rand.” From the private nonprofit data, four of four in large enrollment and four of four in small enrollment mentioned “rank.” Twelve of 16 colleges and universities mentioned “ranked,” from that total six of eight public and six of eight private nonprofit mentioned “ranked.” From the public university data, four of four in large enrollment and two of four in small enrollment mentioned “ranked.” From the private nonprofit data, three of four in large enrollment and three of four in small enrollment mentioned “ranked.” Nine of 16 universities mentioned “ranking,” from that total five of eight public and four of eight private nonprofit mentioned “ranking.” From the public university data, three of four in large enrollment and two of four in small enrollment mentioned “ranking.” From the private nonprofit data, two of four in large enrollment and two of four in small enrollment mentioned “ranking.”

Finding 20 (Region 3 Category 2) revealed that 16 of 16 colleges and universities mentioned “board,” “program,” and “alumni,” which translated to 100% of universities mentioning those words. Ten of 16 colleges and universities mentioned “committee,” which translated to five of eight public and five of eight private nonprofit mentioned “committee.” From the public university data, two of four in large enrollment and three

of four in small enrollment mentioned “committee.” From the private nonprofit data, two of four in large enrollment and three of four in small enrollment mentioned “committee.” Thirteen of 16 colleges and universities mentioned “group,” which also translated to six of eight public and seven of eight private nonprofit mentioned “board.” From the public university data, three of four in large enrollment and three of four in small enrollment mentioned “group.” From the private nonprofit data, three of four in large enrollment and four of four in small enrollment mentioned “group.” Fourteen of 16 colleges and universities mentioned “organization,” from that total eight of eight public and six of eight private nonprofit mentioned “organization.” From the public university data, four of four in large enrollment and four of four in small enrollment mentioned “organization.” From the private nonprofit data, two of four in large enrollment and four of four in small enrollment mentioned “organization.” Ten of 16 colleges and universities mentioned “partners,” which translated to five of eight public and five of eight private nonprofit mentioned “partners.” From the public university data, three of four in large enrollment and two of four in small enrollment mentioned “partners.” From the private nonprofit data, three of four in large enrollment and two of four in small enrollment mentioned “partners.”

Finding 21 (Region 3 Category 3) revealed that 12 of 16 colleges and universities mentioned “core,” that also translated to six of eight public and six of eight private nonprofit mentioned “core.” From the public university data, two of four in large enrollment and four of four in small enrollment mentioned “core.” From the private nonprofit data, three of four in large enrollment and three of four in small enrollment

mentioned “core.” Three of 16 colleges and universities mentioned “core curriculum,” from that total one of eight public and two of eight private nonprofit mentioned “core curriculum.” From the public university data, zero large enrollment and one of four in small enrollment mentioned “core curriculum.” From the private nonprofit data, two of four in large enrollment and zero in small enrollment mentioned “core curriculum.” Eight of 16 colleges and universities mentioned “curricula,” which translated to four of eight public and four of eight private nonprofit mentioned “curricula.” From the public university data, one of four in large enrollment and three of four in small enrollment mentioned “curricula.” From the private nonprofit data, two of four in large enrollment and two of four in small enrollment mentioned “curricula.” Eight of 16 colleges and universities mentioned “general education,” from that total four of eight public and four of eight private nonprofit mentioned “general education.” From the public university data, one of four in large enrollment and three of four in small enrollment mentioned “general education.” From the private nonprofit data, two of four in large enrollment and two of four in small enrollment mentioned “general education.”

Finding 22 (Region 3 Category 4) revealed that 13 of 16 colleges and universities mentioned “diversity,” that also translated to seven of eight public and six of eight private nonprofit mentioned “diversity.” From the public university data, four of four in large enrollment and three of four in small enrollment mentioned “diversity.” From the private nonprofit data, three of four in large enrollment and three of four in small enrollment mentioned “diversity.” Fourteen of 16 colleges and universities mentioned “innovation,” which translated to seven of eight public and seven of eight private nonprofit mentioned

"innovation." From the public university data, four of four in large enrollment and three of four in small enrollment mentioned "innovation." From the private nonprofit data, four of four in large enrollment and three of four in small enrollment mentioned "innovation." Sixteen of 16 colleges and universities mentioned "research," which translated to 100% of colleges and universities mentioning "research."

Finding 23 (Region 3 Category 5) revealed that 14 of 16 colleges and universities mentioned "graduation," which also translated to seven of eight public and seven of eight private nonprofit mentioned "graduation. "From the public university data, four of four in large enrollment and three of four in small enrollment mentioned "graduation." From the private nonprofit data, three of four in large enrollment and four of four in small enrollment mentioned "graduation." Eight of 16 colleges and universities mentioned "learning outcome," from that total three of eight public and five of eight private nonprofit mentioned "learning outcomes." From the public university data, one of four in large enrollment and two of four in small enrollment mentioned "innovation." From the private nonprofit data, two of four in large enrollment and three of four in small enrollment mentioned "learning outcomes."

Finding 24 (Region 3 Category 6) revealed that zero of 16 colleges and universities mentioned "nontechnical" and "work ethics." Ten of 16 colleges and universities mentioned "critical thinking," from that total four of eight public and six of eight private nonprofit mentioned "critical thinking." From the public university data, one of four in large enrollment and three of four in small enrollment mentioned "critical thinking." From the private nonprofit data, three of four in large enrollment and three of

four in small enrollment mentioned “critical thinking.” One of 16 universities mentioned “soft skills,” from that total one of eight public and zero private nonprofit mentioned “soft skills.” From the public university data, one of four in large enrollment and zero in small enrollment mentioned “soft skills.” From the private nonprofit data, zero universities mentioned soft skills. Eight of 16 colleges and universities mentioned “problem solving,” from that total four of eight public and four of eight private nonprofit mentioned “problem solving.” From the public university data, one of four in large and three of four in small enrollment mentioned “problem solving.” From the private nonprofit data, two of four in large enrollment and two of four in small enrollment mentioned “problem solving.” Fifteen of 16 universities colleges and mentioned “communication,” from that total seven of eight public and eight of eight private nonprofit mentioned “communication.” From the public university data, three of four in large enrollment and four of four in small enrollment mentioned “communication.” From the private nonprofit data, four of four in large enrollment and four of four in small enrollment mentioned “communication.” Eight of 16 colleges and universities mentioned “teamwork,” from that total four of eight public and four of eight private nonprofit mentioned “teamwork.” From the public university data, one of four in large enrollment and three of four in small enrollment “teamwork.” From the private nonprofit data, two of four in large enrollment and two of four in small enrollment mentioned “teamwork.” Finding 24 confirmed universities in Region 3 are not listening to their customers.

Finding 25, when I used the organizational survival soft skills, one of the 48 colleges and universities wrote about nontechnical skills in their publicly access

repository. Twenty-nine of 48 colleges and universities made a reference or two about critical thinking. Three of 48 colleges and universities said something about soft skills. Twenty of 48 colleges and universities wrote about problem-solving. Forty-five of 48 colleges and universities discussed communication in some of their publications. Twenty-four of 48 colleges and universities referenced teamwork in their communication to the public. Zero college or university wrote about work ethics in their publications to the public.

Findings 25 confirmed postsecondary institutions (colleges and universities) have failed to prepare students for the workplace, and employers find it increasingly difficult to find qualified workers (Brooks and Calkins, 2016). Managers have called for closer collaboration between business schools and industry and have provided a range of ideas for business schools to incorporate within their curriculum (Sigurjonsson et al., 2015). MacDermott and Ortiz (2017) asserted that as we enter the 21st century, employers are worried that besides new hires lacking well-developed communication skills, they also lack critical thinking, persuasion, problem-solving, and motivation skills, nontechnical skills. The findings confirmed the overarching research question: How might 4-year4-year business college or university curricula administrators address business hiring managers' concerns that graduates lacked critical nontechnical skills required for hiring after graduation?

Finding 26, When I used the nontechnical skills advertised category, one of 16 colleges and universities wrote about nontechnical skills in any of the publicly access repository. Eight of 16 colleges and universities made reference to critical thinking. One

of 16 colleges and universities said something about soft skills. Five of 16 colleges and universities wrote about problem-solving. Fourteen of 16 colleges and universities discussed communication in some of their publications. Nine of 16 colleges and universities referenced teamwork in their communication to the public. Zero college or university wrote about work ethics in their publications to the public.

Findings 26 confirmed post-secondary institutions (colleges and universities) have failed to prepare students for the workplace, and employers find it increasingly difficult to find qualified workers (Brooks and Calkins, 2016). Managers have called for closer collaboration between business schools and industry and have provided a range of ideas for business schools to incorporate within their curriculum (Sigurjonsson et al., 2015). MacDermott and Ortiz (2017) asserted that as we enter the 21st century, employers are worried that besides new hires lacking well-developed communication skills, they also lack critical thinking, persuasion, problem-solving, and motivation skills, nontechnical skills.

Finding 27, When I used the nontechnical skills advertised category, zero college or university wrote about nontechnical skills in any of the publicly access repository. Eleven of 16 colleges and universities referred to critical thinking. One of 16 colleges and universities said something about soft skills. Seven of 16 colleges and universities wrote about problem-solving. Sixteen of 16 colleges and universities discussed communication in some of their publications. Seven of 16 colleges and universities referenced teamwork in their communication to the public. Zero college or university wrote about work ethics in their publications to the public.

Findings 27 confirmed post-secondary institutions (colleges and universities) have failed to prepare students for the workplace, and employers find it increasingly difficult to find qualified workers (Brooks and Calkins, 2016). Managers have called for closer collaboration between business schools and industry and have provided a range of ideas for business schools to incorporate within their curriculum (Sigurjonsson et al., 2015). MacDermott and Ortiz (2017) asserted that as we enter the 21st century, employers are worried that besides new hires lacking well-developed communication skills, they also lack critical thinking, persuasion, problem-solving, and motivation skills, nontechnical skills.

Finding 28, When I used the nontechnical skills advertised category, zero college or university wrote about nontechnical skills in any of the publicly access repository. Ten of 16 colleges and universities referred to critical thinking. One of 16 colleges and universities said something about soft skills. Eight of 16 colleges and universities wrote about problem solving. Fifteen of 16 colleges and universities discussed communication in some of their publications. Eight of 16 colleges and universities referenced teamwork in their communication to the public. Zero college or university wrote about work ethics in their publications to the public.

Findings 28 confirmed postsecondary institutions (colleges and universities) have failed to prepare students for the workplace, and employers find it increasingly difficult to find qualified workers (Brooks and Calkins, 2016). Managers have called for closer collaboration between business schools and industry and have provided a range of ideas for business schools to incorporate within their curriculum (Sigurjonsson et al., 2015).

MacDermott and Ortiz (2017) asserted that as we enter the 21st century, employers are worried that besides new hires lacking well-developed communication skills, they also lack critical thinking, persuasion, problem-solving, and motivation skills, nontechnical skills. The findings also confirmed that employers for several decades have complained about how higher-education institutions have failed to deliver graduates with developed employable skills such as (a) work ethics, (b) communication, (c) teamwork, (d) problem-solving, and (e) organization (Dabke, 2015; Griffin & Annulis, 2013; Ward & White, 2015).

Limitations of the Study

The limitations of this qualitative archival study apply to the selected population, requirements for state, regional, the national accreditation for colleges and universities, and the truthfulness of the information in their catalogs and published on their websites on curricula design. This study assumes that before a college program was offered to students, the 4-year4-year public and private nonprofit business school administrators conducted research to identify business needs before designing the program's curriculum.

Colleges and universities' catalogs and websites are portals to prospective students and their families, and information on these communicating media documents the past and what was scheduled for the future. Cook (2009) asserted that archive records are critical to discovering facts about the past, and it is used to shape and reshape record meanings. Archival materials have the potential to break the silence of history (Vincelette, 2018). Hicks (2003) mentioned that archival research could use archives to

discover and do perform keyword searches. The study's limitation existed in two parts, (1) the public having access to the data and (2) the accuracy of the published data.

The process used in designing 4-year4-year business school programs curricula could limit the designer flexibility of a program's curricula. For example, a graduate from Harvard University is rewarded over a graduate from a non-prestigious university with a similar degree, which signals a limitation in the curriculum design.

Recommendations

The codes used to search the archival database were not random; they were selected from discoveries made during the literature review. Business leaders have been pressuring business schools to deliver graduates with soft skills, so they can immediately engage in productive interactions with coworkers and customers on hiring (Bedwell, Fiore, & Sala, 2014, p1); therefore, soft skills was added to the code list. The major national universities survived from their reputation, the positive foundation of ranking, and prestige. In contrast, regional universities rely on accessibility, cost, and convenience (Bal & Anitsal, 2014), which is why Category 1 was named promoting schools. Business schools gaining AACSB accreditation see it as a prestigious accomplishment (Bastin & Kalist, 2013); therefore, accreditation was added to the code list and promoting school category. Learning institutions face the challenge of providing students with high-quality coursework, rigorous research, and lack collaboration with industry partners (Laukkanen et al., 2013); therefore, partners was added to the codes list and the planning program category. Hahn and Fairchild (2015) listed writing, critical thinking, and problem-solving as skills that United States university graduates lack. Burris and Kane (2016) wrote that

students across the United States are not improving their complex reasoning, writing, and critical thinking skills; therefore, critical thinking and problem-solving were added to the code list and in category organizational survival soft skills.

Colleges and universities have spent resources promoting their institutions using organizations associations that build the institution's reputation. The literature review in Chapter 2 supported the importance of a university's reputation on how prospective students perceived the institution. The data results revealed that the planning program consisted of codes board, committee, group, organization, partners, program, and alumni. Detailed information of how the planning program contributed to curriculum development that delivers graduates businesses are willing to hire were limited. Nontechnical, critical thinking, soft skills, problem solving, communication, teamwork, work ethics were a part of the organizational survival soft skills category. Nontechnical, two percent; critical thinking, sixty percent; soft skills, six percent; problem-solving, forty-two percent; communication, ninety-four percent; teamwork, fifty percent; and work ethics, zero percent; are the results total from Region 1, Region 2, and Region 3. The organizational survival soft skills category consisted of some areas of concern of hiring managers, 4-year4-year public and private nonprofit business colleges and universities are not paying attention to business needs. 4-year public and private nonprofit colleges and universities should publish the steps used in curriculum development. Using the planning program category consisting of codes board, committee, group, organization, partners, program, and alumni, 4-year public and private

nonprofit business schools have the template to change how hiring managers embrace graduates effectively.

One way of gaining knowledge is through research. The qualitative archival methodology requires the researcher to review historical data (Hodder, 2017; McIntush et al, 2019). Douglas (2017) expressed archival research as a community with knowledge-making activities through strategic contemplation where questions get asked. The question was asked, how might 4-year business college or university curricula administrators address business hiring managers' concerns that graduates lacked critical nontechnical skills required for hiring after graduation? Public and private nonprofit 4-year business schools confirmed hiring managers concerned about the lack of nontechnical skills in graduates. Business leaders have been pressuring business schools to deliver graduates with soft skills, so they can immediately engage in productive interactions with coworkers and customers on hiring (Bedwell, Fiore, & Sala, 2014, p1). Compared with the actual changes, most business schools have been slow in revising their curricular (Lukea-Bhiwajee, 2010). A part of the business school's slow change is adjusting the curriculum to provide students with the soft skills required to deal with the actual business world needs (Lukea-Bhiwajee, 2010). After reviewing some of the Category 6 organizational survival soft skills, two percent mentioned nontechnical, six percent mentioned soft skills, and zero percent mentioned work ethics; these were the results from the data analyst.

4-year public and private nonprofit business schools must prove to the hiring manager that they listened to their concerns and are willing to act to sustain the viability

of the degree earned. Business schools have an important role to play in how public and private institutions manage and foster the best possible level of growth, which would dramatically improve people's lives (Lukea-Bhiwajee, 2010). Compared with the actual changes, most business schools have been slow in revising their curricular (Lukea-Bhiwajee, 2010). Tran (2013) referred to an increasing interest paid to portable skills such as generic skills, cross-curricular skills, core skills, soft skills, key skills, transferable skills, and most recent, employability skills. Business schools have an important role to play in how public and private institutions manage and foster the best possible level of growth, which would dramatically improve people's lives (Lukea-Bhiwajee, 2010). Shouhong et al. (2015) stated that no simple explanation existed to why business schools have not kept up with the changing times. Piotrowski and Guyette (2013) wrote that the value of a college education should be comprehensive, and it should incorporate a review of the different academic disciplines. Allen et al. (2009) asserted that business school curriculum delivery comes in different forms and traditional curriculum techniques are not enough to complete the process.

Hicks (2003) asserted that archival research power points to using archives as a discovery process and using keywords searches. McCausland (2011) stated that archival research is a literature review. McCausland (2011) also stated that original records is accessed in archival research. The results from the organizational survival soft skills category proved that in the past, 4-year colleges and universities did not share with the public, the concerns of hiring managers and how they were going to address those concerns. The thirty-one codes and six categories have the potential to provide some

answers through different engagements. Accreditation plays a vital role in business schools' operations; these governing bodies could help to address this problem. Two themes were developed that could be used as future topics; Theme 1: Designing curriculum enhancement through planning and promoting engagement; Theme 2: The effects of future soft skills. And another recommendation for future studies, curriculum development, and improvement practices. Future studies recommend exploring the accreditation process to standardize core curriculum development with soft skills as a focal area that transcends public and private business schools. The findings revealed soft skills not prioritized for 4-year business schools with decades of hiring managers complaint.

Implications

The potential for positive social change involves the planning category, consisting of code board, committee, group, organization, partners, program, and alumni. 4-year public and private nonprofit business schools could use the planning category as a tool to address the concerns of hiring managers. Business leaders have been pressuring business schools to deliver graduates with soft skills, so they can immediately engage in productive interactions with coworkers and customers on hiring (Bedwell et al., 2014, p1). Seventy-one percent of college graduates graduated with an average of $29,400.00 outstanding students' debt (Ward & White, 2015). These unemployed college graduates see their college degrees as ineffective and do not contribute 100% to society (Ward & White, 2015).

As was established in Chapter 2 and Chapter 3, this archival research used pre-determined codes conceived from the hiring managers' complaints, literature review, and research question. So, instead of searching for patterns and themes, I focused on having a more direct relationship with what colleges and universities did in the past while addressing certain issues. I also focused on what information was shared with the public, but specifically information that led to the development of the code list to ascertain if a higher-learning institution mentioned any of the codes. The idea was not focused on the frequency of the code but was the code mentioned in any public access information. As was established, the 31 code words were sorted and arranged into six categories. Category 6 was established as the primary category, with categories one thru five playing a supporting role. From the six categories, two themes emerged. The premise with Category 6 as primary and the other five in a supporting role was to introduce ideas of how 4-year business colleges and universities could address hiring managers' concerns and this research question. Therefore, the planning program category revealed codes program and alumni with 100 percent of public and private nonprofit colleges and universities in Region 1, Region 2, and Region 3 mentioned those code words. Ninety-six percent of the schools mentioned board. Sixty-seven percent of the schools mentioned committee. Eighty-five percent of universities mentioned code group and organization in all three regions. Partners got mentioned by 69 percent of the universities in all three regions. A legitimate opportunity exists in 4-year public and private nonprofit business schools. These universities could participate in structure discussions by first asking the questions and then developing and implementing a plan all parties embrace.

Included in the supporting role are the other categories. Once there is a plan, the designing program category could ensure the curriculum addresses the hiring manager's concerns. The future adjustment category could either start researching business needs or increase the frequencies of those research. The research advantage would be letting 4-year business colleges and universities get an insight on what hiring managers perceived challenges the businesses are facing, which they are planning on higher-learning institutions to assist in coming up with the answers. Category 5, program effects addressed the final product of the college education. Suppose the business school could convince hiring managers that their graduates have the skills they were complaining about. When it came time to promote the school, they would have compelling reasons why a prospected student should consider their higher learning institution as their future home. Because an increasing number of Americans think the higher-education system is inadequate because of the increase in the cost of attending a university coupled with decreasing value in education given to students (Stetson, 2013). About 7% of college graduates under the age of 25 in 2013 could not secure employment, and about 37% were underemployed (Ward & White, 2015). About 260,000 college graduates earned at or below the minimum wage of $7.25 an hour in 2013 (Ward & White, 2015). Higher college costs with a low-paying job increase and extends college graduates' outstanding debt. Outstanding unsecured student-loan debt exceeded $1 trillion as reported by the Consumer Financial Protection Bureau (CFPB) (Dibbern, Pilipenko, Slivensky, & Wei-Chih Chiang, 2013). Unsecured student debt surpassed credit card unsecured debt (Monks, 2014; Nicoletta, 2015; Strohush & Wanner, 2015). Individual investment in

training and education increases the individual labor market returns (Loughran et al., 2013).

4-year public and private nonprofit business schools are at a pivotal moment where administrators of these institutions can positively impact individual, family, organizational, and societal or policy where all parties could benefit. An individual would benefit from the degree earned, improving their chance of being hired. Family investing in their family members' higher education could feel confident knowing their money was well spent. Organizations would feel confident with their new hires knowing that they will immediately impact their profit margins. Another win exists for organizations, being able to remain competitive with their competitor. Society wins because working graduates earn a livable wage or salary, which allows them to positively contribute to the gross domestic product (GDP). 4-year public and private nonprofit business school administrators can gain more by positively responding to hiring managers' concerns instead of being reluctant to the request. The findings of this research may contribute to positive social change by encouraging individuals who contribute to developing business school's curriculum to give more attention to the customers of their products instead of focusing on their interpretation of importance.

Conclusions

Employers for several decades have complained about how higher-education institutions have failed to deliver graduates with developed employable skills such as (a) work ethics, (b) communication, (c) teamwork, (d) problem-solving, and (e) organization (Dabke, 2015; Griffin & Annulis, 2013; Ward & White, 2015). Bhiwajee (2010) wrote

that universities are not teaching what the business organizations need but teaching what they want to teach. Lukea-Bhiwajee (2010) also stated that different business schools are in danger of losing touch with the realities of managers and businesses in today's increasingly dynamic and global environment. Business academics refused to focus on the past lessons but instead focused on keeping up with the latest fashion or fad (Piercy, 2012). The unfortunate thing is that to forget or discard the past is important because many challenges we think are new were recurrences of past trends and issues (Piercy, 2012). Mishra (2014) wrote that 75% of graduates are unsuitable for immediate hire because they lack soft skills.

The role education plays in employment. Badea and Rogojanu (2012); Boldea (2016) stated that one pillar of a country's development is education. Karageorge (2014) acknowledged a low return for a college degree that questioned a college degree's financial investment. Some Americans who know of the value of a college education are disappointed with the increased cost and the financial strain on students and family members (Nicoletta, 2015). Complicating the situation is that fewer graduates can find jobs that pay enough to allow them to repay their student loans, and families wondering if they made the correct decision investing in their children's college educations (Hooper, 2015). Colleges and universities have failed to teach students to succeed in life and business (Stetson, 2013). Tied to a vocation or career is a college education (Williameaton, 2014). Williameaton (2014) argued that the curriculum is a set of courses needed to complete a college degree. People receive higher salaries or wages because of education when applying the human capital theory (Mavromaras et al., 2013). The

education achieved positively correlates with earnings as defined by the human capital theory (Seong-O & Patterson, 2014).

Universities in the United States need the approval of three regulatory agencies to operate; they need (a) state, required approval to operate, (b) regional, university-wide accreditation, and (c) in some fields national, disciplinary accreditation (Strang, 2013). Today's business depends on nontechnical skills, which account for 75%, while 25% accounts for hard skills (Robles, 2012; Venkateswaran, Mantha, & Dutta, 2014).

The human capital theory was the conceptual framework designated in this study. Seong-O and Patterson (2014) asserted that the education he or she gains correlates with earnings as defined by human capital theory. A close relationship exists between education and human capital (Badea & Rogojanu, 2012). Badea and Rogojanu (2012) stated that education continues to evolve. One pillow of a country's development is education (Badea & Rogojanu, 2012; Boldea, 2016). The role of 4-year public and private nonprofit colleges and universities in delivering acceptable candidates' business will hire and compensate a significant one, and these schools must deliver. A significant metric for school administrators, job placement officers, and program recruiters is the return on investment (Way et al., 2013).

I chose a qualitative archival research method because archives can also be an abundant resource for the past, present, and future (Tetreaualt, 2019). McCausland (2011) stated that archival research is a literature review. Archival research points to the review of historical information (Hodder, 2017; McIntush et al., 2019), and a part of archival research pertains to online archives (Early-Capistrán et al., 2018). Hicks (2003)

mentioned that archival research power points to using archives as a discovery process and keyword searches.

The samples were from 24 public and 24 private nonprofit 4-year business school curricula programs selected from 12 states within three of the six regional accrediting commissions responsible for colleges and universities operations in the United States. Ohio shares its borders with five states Michigan, Indiana, Kentucky, West Virginia, and Pennsylvania. The five surrounding states and Ohio fall within three of the six regional accrediting commissions agencies. The three regional accredited commission agencies and their established regions in this dissertation are the NCA HLC (Region 1); SACS COC (Region 2); and MSCHE (Region 3). Humburg and van der Velden (2015) asserted that a pivotal start in a graduate's life is transitioning from college to work.

Moreover, graduates get to gauge their college investment when they apply for jobs (Humburg and van der Velden, 2015). As I reflected on the data analysis of Category 6 for all three regions, one of 48 schools mentioned nontechnical, 29 of 48 mentioned critical thinking, three of 48 mentioned soft skills, 20 of 48 mentioned problem-solving, 45 of 48 mentioned communication, 24 of 48 mentioned teamwork, and zero of 48 mentioned work ethics. The data findings confirmed 4-year public and private nonprofit have failed to answer hiring managers' calls. The call has been made, but it will remain unanswered. The answer now rests with future graduates and the responses from future hiring managers.

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Appendix A: Overview of Study

Exploring 4-year Business School Curricula Relation to Graduate's Hiring and Earnings.

Researcher: Richard Gayle, MOM

Forty-four percent of college graduates experiencing negative returns on their investment. Business leaders have been pressuring business schools to deliver graduates with soft skills, so they can immediately engage in productive interactions with coworkers and customers on hiring. The purpose of this qualitative archival research study will be to assess and explore integrating the nontechnical skills that businesses require to hire graduates immediately after graduation. The focus of this qualitative archival research study will be to gain insight into discovering how to integrate the missing nontechnical skills business needs to hire graduates after graduation.

A critical performance indicator for today's business success is soft skills. People skills (soft skills) account for 75% long-term business success while hard skills account for 25%. Ohio shares it borders with Michigan, Indiana, Kentucky, West Virginia, and Pennsylvania. Michigan, Indiana, and West Virginia are a part of the North Central Association Higher Learning Commission (NCA HLC). Kentucky is a member of the Southern Association of Colleges and Schools Commission on Colleges (SACS COC). Pennsylvania is a member of the Middle States Commission on Higher Education (MSCHE). A significant point of concern is a graduate with a 4-year business degree; he or she earned in Ohio has the same value in Pennsylvania and Kentucky and how similar are the nontechnical skills training.

Richard Gayle, MOM
Ph.D. Candidate – Management, focus Leadership and Organizational Change (LOC)
Walden University

Appendix B: Protocol

Study: Exploring 4-year Business School Curricula Relation to Graduate's Hiring and Earnings

Description of Project: The purpose of this qualitative archival research study will be to assess and explore integrating into 4-year business school's curricula for all majors, but not STEM and fine arts the nontechnical skills that businesses require to hire graduates immediately after graduation.

I. Identify the focus state, Ohio.

II. Identify the bordering states, which are Michigan, Indiana, Kentucky, West Virginia, and Pennsylvania.

III. Identify which of the six regional accrediting agencies are involve.

   a. Ohio accredited by the North Central Association Higher Learning Commission (NCA HLC).

   b. Michigan, Illinois, and West Virginia accredited by the North Central Association Higher Learning Commission (NCA HLC).
   c. Kentucky accredited by Southern Association of Colleges and Schools Commission on Colleges (SACS COC).

   d. Pennsylvania accredited by Middle States Commission on Higher Education (MSCHE).

IV. Ohio, Michigan, Illinois, and West Virginia total four states within the NCA HLC; therefore, three more states must get selected for equal states representation.

V. Select Maryland, District of Columbia, and Delaware to add to Pennsylvania.

VI. Select Virginia, North Carolina, and Tennessee to add to Kentucky.

VII. Identify a website that list public and private nonprofit colleges and universities.

VIII. Establish how many colleges and universities get selected from each state and each category, public and private nonprofit.

IX. Establish the undergraduate enrollment amount (large and small enrollment).

X. Select two public and two private nonprofit colleges and universities per state.

XI. From the two colleges and universities selected per category, select one with large undergraduate enrollment and one small undergraduate enrollment.

XII. Each of the colleges and universities selected must offer a 4-year business program.

XIII. Search for school catalog.

XIV. On the school's website locate the a) about me, b) message from the dean, c) mission statement, d) vision statement, e) advisory board, f) program structure, g) accreditation, h) learning objective, and i) other information.

XV. Create a file for each school with information found.

XVI. Create a cross reference files to protect schools identifies.

XVII. Research Questions.

Overarching question:

How might 4-year business college or university curricula administrators address business hiring manager's concerns that graduates lacked critical nontechnical skills required for hiring after graduation?