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Utilization of Shorthand Skill by Manpower Development and Training Act Graduates from Utah State University for the Years 1968 through 1971

Janice W. Hobbs
Utah State University

UTILIZATION OF SHORTHAND SKILL BY MANPOWER DEVELOPMENT AND TRAINING ACT GRADUATES FROM UTAH STATE UNIVERSITY FOR THE YEARS 1968 THROUGH 1971

by

Janice W. Hobbs

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CHAPTER I

THE PROBLEM

Introduction

> Vocational education is not a separate discipline within education, but it is a basic objective of all education and must be a basic element of each person's education. . .The common objective should be a successful life in which employment has a crucial role.[1]

It is the responsibility of the school and of the instructor to provide the student with the high quality vocational education that will enable that student to have a successful life by securing a good initial job adapting himself to that vocation.[2]

What yardstick should one invoke to determine if the objective of a successful life with a good initial job has been met by vocational education? Is mere employment a substantial criterion to use, or must employment be in a field related to the training received?

A bulletin of the California State Department of Education states that:

> if the trainees [of a vocational education program] are able to obtain and hold a position in the occupation for which

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[1] Advisory Council on Vocational Education, Vocational Education: The Bridge Between Man and His Work (Madison, Wisconsin: reproduction by Center for Studies in Vocational and Technical Education, University of Wisconsin, 1967), p. 1.

[2] Dorothy H. Veon, "Secretarial Education with a Future," American Business Education Yearbook (New York: New York University Bookstore, 1962), p. 3.

they are trained, the most important single criterion of the program's success has been met.[3]

Yet to obtain and hold a position in the field for which one is trained, an awareness of the trends in employment opportunities and the type of preparation needed by prospective employees is essential for the educators who instruct the trainees. If the courses offered to the trainees are not relevant to present demands, the students will need to be immediately retrained or remain unemployed or underemployed because they lack the necessary skills.[4]

It is evident, therefore, that there exist other evaluative criteria for a vocational education program besides the placement of trainees in training-related fields. These criteria can be employed to refine the definition of "program success." Through the use of the follow-up placement study in conjunction with an investigation into the different applications and the frequency of use of the skill learned through training, the vague term "success" becomes more crystalline in nature.

For a vocational program to be truly objective and more precise in its appraisal of success, this appraisal must involve not only a study into the placement of the program's graduates but also the utilization of skills taught. By so doing, the program's instructors (and many times subsequent evaluators) are able to plan their teaching materials and methods to meet the standards of the occupational field for which students are trained.

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[3]California State Department of Education, Bureau of Business Education, Progress Report and Programs Developed under Manpower Development and Training Act (Sacramento, California, 1964), p. 1.

[4]Charles R. Hopkins, "Business Sponsored Programs," National Business Education Yearbook (Washington, D.C.: National Business Education Association, 1970), Chapter 37.

Statement of the Problem

The purpose of this study is to investigate the utilization of shorthand skill by the MDTA graduates from Utah State University for the years 1968 through 1971.

By combining both the follow-up study and that of the utilization of the skill, an evaluation of the MDTA stenographic program at Utah State University will be more objective and more precise in terms of measuring its success.

More specifically, the main objectives of this investigation are:

1. To determine if graduates are using their shorthand skill.
   a. What applications are being made of the skill?
   b. How frequent are these applications?
2. To determine if a one-year terminal shorthand program is justified in terms of the number of graduates who use the skill.
   a. How many graduates had shorthand instruction prior to the MDTA training?
   b. What are the total number of enrollees and actual graduates from the MDTA stenographic program?
   c. How many graduates developed a marketable shorthand skill?
3. To gather graduates' suggestions and opinions concerning the MDTA stenographic program.
   a. What are the graduates' suggestions for improving the stenographic program?
   b. What are the graduates' opinions concerning the value of the stenographic program in aiding them find employment?

Definition of Terms

The following terms will be defined:

1. MDTA: abbreviation for Manpower Development and Training Act of 1962.
2. Marketable shorthand skill: minimum of 80 wam as required by U.S. Civil Service Commission stenographic tests.
3. One-year terminal shorthand program: a shorthand program for the duration of one school year (nine months) of which the objective is to develop vocational competency.

Scope of the Study

The data compiled in this study were based upon information received from the Employment Security Office, Logan, Utah, and questionnaire responses by the MDTA graduates.

CHAPTER II

REVIEW OF RELATED LITERATURE

MDTA Background

> The 1980 labor force is projected at 101.4 million--24.4 million more than in 1964. Population increase will be responsible for about 21 million or 87 percent of this change. The rest is attributable to the projected continuation of rising labor force participation rates for adult women. Many of these new members to the labor force will be inexperienced and will be seeking jobs at entry levels of occupations.[5]

Congress officially recognized the problem of a rapidly expanding and inexperienced labor force when it said:

> The Congress finds that there is a critical need for more and better trained personnel in many vital occupational categories. . .that even in periods of high unemployment, many employment opportunities remain unfilled because of the shortage of qualified personnel.[6]

It was evident that a large-scale training program was necessary. In 1962 the Manpower Development and Training Act was signed into law. When funds were appropriated on August 14, 1962, the Department of Labor in cooperation with the Department of Health, Education, and Welfare set in motion this nationwide training program.[7]

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[5]Sophia Cooper, and Denis F. Johnston, "Labor Force Projections for 1970-1980," Monthly Labor Review (February, 1969), Vol. 88, No. 2, p. 130.

[6]Manpower Development and Training Program (Manpower Development and Training Act of 1962), Act of March 15, 1962, Pub. L. 87-415, 76 Stat. 23, 42 U.S.C. sec. 2571 (1970 ed.).

[7]Lloyd Lawson, "Special Programs Provided Under the Manpower Development Training Act," Business Education Forum (January, 1967), Vol. 21, No. 4, p. 15.

The primary goal of the program was to equip undereducated, unemployed people with the skills they need to enter industry, business, or public employment.[8] Yet as a result of a combination of the original intent and subsequent experience, MDTA has come to have six identifiable objectives:

1. Facilitating employment of the unemployed.
2. Providing an escape from poverty.
3. Alleviating inflationary pressures.
4. Meeting labor shortages.
5. Upgrading the labor force.
6. Revamping traditional institutions.[9]

It appears that the numerically greatest opportunity for employment will continue to be for secretaries and stenographers.[10] As a result, 47 percent of all MDTA projects have been in the field of business.[11] The largest single area in the field of business for which MDTA enrollees are trained is stenography and typing.[12]

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[8]Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Education and Training: Doorway to the Seventies, Eighth Annual Report (Washington, D.C.: U.S. Government Printing Office, 1971), p. 9.

[9]Garth L. Mangum, MDTA--Foundation of Federal Manpower Policy (Baltimore, Maryland: The John Hopkins Press, 1968), p. 78.

[10]U.S. Department of Labor, Statistics on Manpower: Enrollments, completions, and post-training employment for institutional and on-the-job training programs under MDTA, fiscal years 1963-69 (Washington, D.C.: U.S. Government Printing Office, 1970).

[11]California State Department of Education, op. cit., p. iii.

[12]Bureau of Adult, Vocational, and Technical Education (DHEW/OE), op. cit., p. 9.

General MDTA Follow-up Studies

Manpower trainees are seldom singled out after training for continuous or even intermittent individual appraisal. Few education institutions systematically keep in touch with all their graduates through the years to ascertain the value of their education when put to use.[13]

Broad MDTA follow-up studies have been conducted and result in block placement percentages but add very little to the evaluation of the usage of the skills gained through the MDTA training programs.

The U.S. Department of Labor states that over 70 percent of the MDTA graduates are employed after training, yet does not say whether the employment is related to the training received.[14] This figure would mean that more than 49 out of every 100 enrollees in the programs found employment after training (considering the 30 percent dropout rate).[15]

Data obtained from the state of California on several thousand individuals who had participated in the MDTA program during part of 1962, all of 1963, and part of 1964 revealed that only about one-third of the trainees obtained employment that was related to their MDTA training.[16]

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[13] William I. Wilder, "What Can We Learn From MDTA?--Clues from a Federal Program," American Vocational Journal (November, 1967), Vol. 42, No. 8, p. 35.

[14] U.S. Department of Labor, loc. cit.

[15] Ibid.

[16] John H. L. Wingham, Jr., The Manpower Development and Training Act in California: Costs, Returns, and the Prediction of Individual Success (University of California at Berkeley; Berkeley: Ph.D. Dissertation, 1969).

The follow-up study conducted in California is indicative of many studies conducted involving MDTA graduates. It seems that little, if any, attempt has been made to determine the actual frequency of usage and applications of the skills gained through the MDTA program.

Follow-up Studies of Shorthand Students

A relatively few follow-up studies have been conducted involving shorthand students, both MDTA graduates and high school graduates. These studies were mainly concerned with placement percentages and did not investigate the actual usage of the shorthand skill.

Data from the California State Department of Education revealed that by June 30, 1964, 1371 people had been enrolled in the MDTA stenographic program. Of the 450 who completed the course, 313, or 70 percent, had been placed in training-related jobs. Another 14 people had been placed on jobs not related to stenographic training.[17]

A follow-up study of the MDTA students of Fresno City College revealed that 12 of the 29 graduates of the stenographic program were in job position categories of secretary or stenographer.[18]

In the state of Colorado, nearly one-half of the trainees in the MDTA program have been learning stenographic skills. That state's follow-up investigations revealed that three out of four, or 75 percent, of the graduates have found "gainful employment." However, this 75 percent is not divided as to training-related fields and nontraining-related fields.[19]

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[17] California State Department of Education, loc. cit.

[18] Fresno City College, Manpower Development and Training Program Cal 60: A follow-up of MDTA students 1963 (Bulletin No. 10; Fresno, California: Business Division, Fresno City College, 1964).

[19] Lawson, loc. cit.

Suffolk County Community College in New York conducted a follow-up study on 60 graduates from the secretarial science curriculum and discovered that 22, or about 37 percent, of the graduates were in positions where the shorthand skill could be utilized.[20]

These studies are representative of the follow-up studies involving shorthand students whether they be MDTA graduates, high school graduates, or college graduates. It would appear that little attempt has been made in these studies to investigate usage and frequency of use of shorthand skill.

Studies Involving Utilization of Shorthand Skill

Two studies were conducted which involved the usage and/or frequency of use of shorthand skill.

In a follow-up study of high school shorthand students in Alberta, Canada, the findings revealed that 53 percent of the respondents used the shorthand skill on the job. Of those who responded positively to the use of shorthand on the job, 37.4 percent said shorthand was used exclusively for transcription purposes.[21]

In a more recent and more publicized study, Lawrence W. Erickson's research in conjunction with the NOBELS study revealed that shorthand was used by 10 percent, or 30, of the 300 office workers interviewed. Of the 30 workers utilizing the shorthand skill, 100 percent of them

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[20]Suffolk County Community College, Follow-up Study of Career-oriented Curriculums 1968, Phase I (Selden, New York: Suffolk County Community College, 1969), p. 15.

[21]Leo S. Dawson, A Follow-up Study of High School Shorthand Students (University of Alberta; Edmonton: M.Ed. Thesis, 1966).

spent only 5-25 percent of their total job time taking dictation. The kinds of information taken by dictation or the actual applications of the skill were also investigated. Of the 30 people involved, 23 used shorthand for general correspondence; 6 used shorthand for memorandums and directives; 6 used shorthand for business reports; 3 for forms information; 2 for technical reports; and 1 for each of the following: educational reports, activity reports, and manuscripts. This study investigated both the frequency of use and the actual applications of the shorthand skill.[22]

One-year Shorthand Programs

In conjunction with the lack of follow-up studies of shorthand students to determine not only placement in a training-related field but the actual frequency of use and applications of shorthand skill, is the lack of research and follow-up to justify a one-year terminal shorthand program.

Walter Shell states that the job of business educators is to develop in the students the marketable stenographic and secretarial skills that will prepare them to get and hold responsible office jobs. The business educators' programs are justified "only if we can successfully develop vocational competency in the students."[23]

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[22]Lawrence W. Erickson, Basic Components of Office Work--An Analysis of 300 Office Jobs (Monograph No. 123; Cincinnati: South-Western Publishing Company, 1971), p. 18.

[23]Walter Shell, "Projections for the Future," National Business Education Yearbook (Washington, D.C.: National Business Education Association, 1968), No. 6, Chapter 4, p. 35.

Shell goes on to say:

> There is evidence to indicate that the majority of our shorthand students are not sufficiently accomplished in their shorthand and transcription skills to transcribe a mailable letter after two years of shorthand instruction.[24]

Is a one-year terminal shorthand program enough time in which to develop this vocational competency?

Gladys Peck of the State Department of Education, Louisiana, offers her opinion to this question when she says:

> More than two college semesters or one year of study in high school is usually necessary to become vocationally proficient in the writing of shorthand.[25]

In a study to determine employment opportunities and entry-job requirements in Illinois, many of the employers interviewed expressed the opinion that one year of shorthand did not qualify students for employment involving the use of shorthand.[26]

Reba K. N. Huckabay states that "it is a well-known fact that unless a skill is highly developed, little use is made of it--personal or otherwise."[27]

The findings of the survey of Cedar City High School graduates who had taken one year of shorthand instruction would seem to validate the

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[24] Ibid.

[25] Gladys Peck, "Counseling Today's Student About Shorthand," Business Education Forum (October, 1963), Vol. 18, No. 1, p. 15.

[26] Loraine M. Lehto, A Study to Determine Employment Opportunities, Entry-job Requirements, and Student Interest in Secretarial and Kindred Office Occupations (Northern Illinois University; DeKalb: Master's Thesis, 1966).

[27] Reba K. N. Huckabay, "Weaknesses of the Past and Present," National Business Education Yearbook (Washington, D.C.: National Business Education Association, 1968), No. 6, Chapter 3, p. 32.

opinions of those who believe that a one-year course in shorthand is not enough to produce vocational proficiency. After graduating from the vocational shorthand program, most students found jobs which required little or no shorthand skill. Of the responding graduates, 62, or 84 percent, indicated a lower ability level in shorthand than they had attained at the completion of the shorthand courses.[28]

Yet the findings of a study conducted by Fred S. Cook and Edward S. Shapiro to determine factors associated with successful adaptation to the secretarial/stenographic role revealed that the group of secretaries with one year of shorthand had a higher group mean success score than the group with more than one year of shorthand. The two researchers interpreted their findings to mean that more than one year of shorthand instruction does not assure an advantage in gained high ratings of success in secretarial work.[29]

Summary

The research reviewed appears to indicate a lack of investigation into the actual utilization of shorthand skill by the graduates of a training program, whether it be MDTA, collegiate, or high school.

There is also a gap in the educational research involving the justification for an MDTA one-year (nine-month) vocational shorthand program.

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[28]Richard M. Webster, A Survey of the Cedar City High School Graduates Who Have Taken the One-Year Gregg Shorthand Course (Utah State University; Logan, Utah: unpublished Master's Thesis, 1968).

[29]Fred S. Cook, and Edward S. Shapiro, Factors Associated with Successful Adaptation to the Secretarial/Stenographic Role (Detroit: Wayne State University, 1968).

There seems to be no research project conducted to include the following:

1. Placement in fields related to job training.
2. Actual frequency of use and application of shorthand skill by MDTA graduates.
3. Justification of an MDTA one-year terminal shorthand program.

CHAPTER III

PROCEDURE

Selection of Graduates

The names and addresses of the MDTA graduates from Utah State University for the years 1968 through 1971 were obtained from the program's two instructors and/or the Employment Security Office, Logan, Utah. The total number of enrollees and graduates in the four years of programs was also obtained from the Employment Security Office.

Collection of Data

Every graduate of the MDTA stenographic program in Logan, Utah, was asked to respond to a prepared questionnaire, either by telephone, in person, or by mail (whichever was most feasible with the investigator) to secure the required information. To facilitate ease of tabulation, all graduates were asked to respond to one of two prepared questionnaires (Appendixes A and B).

Form A questionnaire was directed to those graduates who were currently employed. Form B questionnaire was directed to those graduates who were not currently employed but may have been employed since graduation from the program.

Questionnaires

Both Forms A and B of the questionnaire asked for the graduate's

name, age, and year of graduation from the MDTA stenographic program at Utah State University.

Both Forms A and B also asked for the following information:

1. The application(s) of shorthand skill and the frequency of application(s).
2. Shorthand instruction, if any, received by the graduate prior to the training received through the MDTA stenographic program.
3. The shorthand speed in wam attained upon the completion of the training program.
4. Opinions of graduates as to whether one year was enough time in which to develop a marketable shorthand skill.
5. If the shorthand skill gained through the MDTA stenographic program aided graduates in obtaining employment.
6. Suggestions for improving the MDTA stenographic program.

Analysis of Data

After the required information was collected, it was then organized and tabulated so that conclusions and recommendations could be made. Tabulations were prepared which involved:

1. Graduate response.
2. MDTA program enrollment and graduation.
3. Employment of graduates.
4. Shorthand speeds.
5. Shorthand applications and frequency of applications.
6. Prior shorthand instruction.
7. Present state of graduates' shorthand skill.
8. Shorthand as an employment aid.

9. Graduates' opinions concerning a one-year terminal shorthand program.
10. Graduates' suggestions for improving the MDTA stenographic program.

Recommendations have been made as to the curriculum of the MDTA stenographic program. Relative "success" of the program has been measured in terms of the following:

1. Number of graduates using shorthand skill and frequency of that use.
2. Number of graduates who had no shorthand instruction prior to that received in MDTA, who are utilizing their shorthand skill, and the speeds they attained.
3. Number of graduates who attained a marketable shorthand skill in relation to total number of program's graduates.
4. Suggestions and recommendations from graduates for improvement of the MDTA stenographic program.

CHAPTER IV

THE FINDINGS

The questionnaire responses were the basis for the findings of this study. All completed questionnaires were received and the responses tabulated.

These tabulated findings are presented under the following ten subheadings: (1) MDTA program enrollment and graduation; (2) graduate response; (3) employment of graduates; (4) shorthand speed; (5) shorthand applications; (6) present state of shorthand skill; (7) shorthand as an employment aid; (8) one-year terminal shorthand program; (9) prior shorthand instruction; and (10) graduates' suggestions for future MDTA programs.

MDTA Program Enrollment and Graduation

When research on this study was begun, four years of MDTA stenographic programs had been completed in Logan, Utah. Those four years were consecutive beginning with 1968 and ending with 1971.

As Table 1 illustrates, the total enrollment for the Logan programs for the last four years was 83 persons. Sixty-seven, or 80.7 percent, of that total enrollment actually completed the program and graduated. The program year 1971 had the greatest percentage of enrollees graduate, or 88.9 percent graduation. The preceding year, 1970, however, having a similar enrollment count as 1971 had the least percentage graduate, or 77.8 percent graduation.

Table 1 also shows that almost one-half of the graduates, or 49.3 percent, attained a marketable shorthand skill (at least 80 wam) upon completion of the program.

Table 1. MDTA enrollment, graduates, and marketable skill attained by program year

Program Year	Enrollment	Graduates		Graduates with Marketable Skill	
		No.	% of Enrollees	No.	% of Graduates
1968	23	18	78.3	9	50.0
1969	24	19	79.2	9	47.4
1970	18	14	77.8	8	57.1
1971	18	16	88.9	7	43.8
Total	83	67	80.7	33	49.3

Graduate Response

Table 2 represents the graduates contacted for each of the four program years. The graduates for the 1970 program had the highest percentage of completed questionnaires, or 92.9 percent completion. Conversely, the year with the lowest percentage of completed questionnaires by graduates was 1969 with 57.9 percent completion.

The contacted graduates in Table 2 are further divided by those who attained a marketable shorthand skill and those who did not. The total percentage return of completed questionnaires for graduates with a marketable shorthand skill was high at 90.9 percent. The most complete return for any individual year was 1970 with a 100 percent return. The lowest individual year was 1971 with an 85.7 percent return on completed questionnaires by graduates attaining a marketable shorthand skill.

Table 2. MDTA graduates contacted for study by program year

Subjects	1968 No.	1968 %	1969 No.	1969 %	1970 No.	1970 %	1971 No.	1971 %	Total No.	Total %
Graduates	18		19		14		16		67	
Graduates contacted	12	66.7	11	57.9	13	92.9	13	81.3	49	73.1
Graduates with mkt. skill	9		9		8		7		33	
Graduates contacted	8	88.9	8	88.9	8	100.0	6	85.7	30	90.9
Graduates with non-mkt. skill	9		10		6		9		34	
Graduates contacted	4	44.4	3	33.3	5	83.3	7	77.8	19	55.9

Employment of Graduates

Of the 49 graduates contacted, Table 3 illustrates that 35, or 71.4 percent, were currently employed; while 11, or 22.5 percent, were currently unemployed. Three of the 49 graduates, or 6.1 percent, had never been employed since graduation from the MDTA program. All three of these individuals were graduates of the 1971 program.

The year 1968, the first year of the stenographic program in the Logan area, had the highest percentage of the graduates currently employed, or 100 percent. Conversely, program year 1970 had the lowest percentage of graduates employed at 46.1 percent and the highest percentage of graduates currently unemployed at 53.9 percent. The program year 1969 had the second highest percentage of employed graduates, or 72.7 percent. It would appear that the first two program years were most successful in obtaining employment.

Table 3. Employment history of subjects by program year

Program Year	Currently Employed		Currently Unemployed		Never Employed Since Graduation	
	No.	%	No.	%	No.	%
1968	12	100.0	0	0.0	0	0.0
1969	8	72.7	3	27.3	0	0.0
1970	6	46.1	7	53.9	0	0.0
1971	9	69.2	1	7.7	3	23.1
Total	35	71.4	11	22.5	3	6.1

Shorthand Speed

Table 4 contains a division of the graduates by both year of graduation and speed attained upon completion of the program.

The first year of the program, 1968, was most successful involving speed attainment among its graduates. One half, or 50 percent, of that year's graduates attained speeds from 100 wam to 120 wam. The other 50 percent of the 1968 graduates was evenly divided between three speed groups: 80-90 wam, 60-70 wam, and 40-50 wam.

In 1969, the top 72.8 percent of the graduates was divided evenly between two speed groups: 100-120 wam and 80-90 wam. There were fewer graduates in 1969 than in 1968 who attained the lower speeds, but there were also fewer graduates in 1969 than in 1968 who attained the higher speeds.

The percentage of graduates who attained at least 80 wam dropped from the 72.8 percent level of 1969 to the 61.6 percent level in 1970. Yet in 1970, an even smaller percentage attained the 40-50 wam speed level.

In 1971, the percentage of graduates who attained at least 80 wam dropped to 46.2 percent with no individual at the 40-50 wam level and only one individual below 40 wam.

Table 5 groups the graduates by speed attainment and their chronological age while in the program. The numerically largest age group among the graduates was 17-20 years of age. Fourteen graduates, or 28.5 percent of the subjects, were of this age group.

The next four age groups (21-25, 26-30, 31-40, and 41-50) were almost evenly divided when comparing the total number of graduates for the four

Table 4. Subjects' speed (wam) upon completion of MDTA program by program year

WAM	1968		1969		1970		1971	
	No.	%	No.	%	No.	%	No.	%
100 - 120	6	50.0	4	36.4	5	38.4	3	23.1
80 - 90	2	16.7	4	36.4	3	23.1	3	23.1
60 - 70	2	16.7	2	18.1	4	30.8	6	46.2
40 - 50	2	16.7	1	9.1	1	7.6	0	0.0
Below 40	0	0.0	0	0.0	0	0.0	1	7.6
Total	12	100.0	11	100.0	13	100.0	13	100.0

Table 5. Subjects' ages while in MDTA program and their speed (wam) upon completion of program

Wam	Ages 17 - 20		21 - 25		26 - 30		31 - 40		41 - 50		51+		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
100 - 120	5	35.7	5	62.5	5	55.6	1	11.1	1	14.3	1	50.0	18
80 - 90	4	28.6	1	12.5	2	22.2	4	44.5	1	14.3	0	0.0	12
60 - 70	5	35.7	1	12.5	1	11.1	3	33.3	4	57.1	0	0.0	14
40 - 50	0	0.0	1	12.5	0	0.0	1	11.1	1	14.3	1	50.0	4
Below 40	0	0.0	0	0.0	1	11.1	0	0.0	0	0.0	0	0.0	1
Total	14	28.5	8	16.3	9	18.4	9	18.4	7	14.3	2	4.1	49

program years. There were only two individuals in the four years of stenographic programs over the age of 51.

All 14 graduates in the 17-20 year age group attained at least 60-70 wam in speed, with 36 percent of them attaining speeds of 100-120 wam.

The next age group, 21-25 years of age, had the highest percentage success attainment of the higher shorthand speeds. Over 60 percent of this age group attained shorthand speeds from 100-120 wam. The remaining 40 percent was divided evenly among the next three speed groups: 80-90 wam, 60-70 wam, and 40-50 wam.

The 26-30 year age group had the second highest percentage success in attained speeds of 100-120 wam. Fifty-six percent of this age group was successful in attaining these speeds, while 22 percent attained speeds of 80-90 wam.

Those graduates in the 31-40 year age group were not as successful in speed attainment as those in the three younger age groups. This group had only 11 percent, or one person, in the 100-120 speed group. Forty-five percent, however, attained 80-90 wam, with 33 percent attaining 60-70 wam.

The percentage of graduates attaining at least 80-90 wam dropped sharply when the age was increased to 41-50 years of age. Only 28.6 percent of the graduates in this age group attained at least 80-90 wam in speed. More than one-half of this group attained only 60-70 wam, with the second largest percentage in the 40-50 wam speed group.

There were only two individuals in the final age group--51 years of age and older. Fifty percent, or one graduate, attained the highest speed group; and 50 percent, or one graduate, attained the 40-50 wam speed group.

Graduates in the 21-25 years of age group and the 26-30 years of age group were most successful in attaining the higher speeds.

Table 6 illustrates the relationships between the speeds attained upon completion of the program, prior shorthand instruction before entering the program, and graduates who are currently employed and unemployed.

Of the 18 graduates who attained speeds of 100-120 wam, 13 graduates had prior shorthand experience of at least one-half year of instruction in high school. Twelve of these 13 graduates had at least one full high school year or more of shorthand instruction before entering the MDTA program.

Almost one-half, or 5 of the 12 graduates, who attained speeds of 80-90 wam had at least one-half year of shorthand instruction prior to that received in the program.

Sixty percent of the graduates who attained speeds of at least 80 wam had received prior shorthand instruction; while 72 percent of those who attained the highest speeds of 100-120 wam had received shorthand instruction prior to that received in the program.

Almost one-half, or 45 percent, of the graduates received prior shorthand instruction, with the largest percentage block being one high school year of instruction.

Table 7 groups the graduates into divisions of speed, employment, and use of the shorthand skill.

Of the 18 graduates who attained shorthand speeds of 100-120 wam, 83 percent are using or have used their shorthand skill. Seventy-three percent of the 30 graduates who attained shorthand speeds of 80 wam or better are using or have used the shorthand skill. The table points out the fact that the slower the speed attained, the less use of it is made on the job.

Table 6. Currently employed and unemployed subjects' speed (wam) and shorthand instruction prior to that received in MDTA program

Prior Shorthand Instruction	Currently Employed										Currently Unemployed										Total	
	WAM										WAM											
	100 - 120		80 - 90		60 - 70		40 - 50		Below 40		100 - 120		80 - 90		60 - 70		40 - 50		Below 40			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1/2 year High School	1	7.7	2	22.2	1	11.1															4	8.2
1 year High School	2	15.4	2	22.2							3	60.0	1	33.3	1	20.0					9	18.4
1+ year High School	3	23.1									1	20.0									4	8.2
Up to 1/2 year Post-secondary	1	7.7			2	22.2															3	6.1
1/2+ year Post-secondary	2	15.4																			2	4.1
Total Prior Instruction	9	69.2	4	44.4	3	33.3	0	0.0	0	0.0	4	80.0	1	33.3	1	20.0	0	0.0	0	0.0	22	45.0
No Prior Instruction	4	30.8	5	55.6	6	66.7	4	100.0	0	0.0	1	20.0	2	66.7	4	80.0	0	0.0	1	100.0	27	55.0
Total	13	100.0	9	100.0	9	100.0	4	100.0	0	0.0	5	100.0	3	100.0	5	100.0	0	0.0	1	100.0	49	100.0

Table 7. Currently employed and unemployed subjects by speed (wam) and use of skill

WAM	Currently Employed				Currently Unemployed			
	No. 35		% 71.4		No. 14		% 28.6	
	Using Skill		Not Using Skill		Used Skill		Did Not Use Skill	
	No. 19	% 54.3	No. 16	% 45.7	No. 6	% 42.9	No. 8	% 57.1
100 - 120	10	52.6	3	18.8	5	83.3	0	0.0
80 - 90	7	36.9	2	12.5	0	0.0	3	37.5
60 - 70	2	10.5	7	43.7	1	16.7	4	50.0
40 - 50	0	0.0	4	25.0	0	0.0	0	0.0
Below 40	0	0.0	0	0.0	0	0.0	1	12.5
Total	19	100.0	16	100.0	6	100.0	8	100.0

Shorthand Applications

Table 8 represents the graduates for each year and their utilization by number and percent of the shorthand skill.

Of the 12 graduates of 1968, five, or 41.7 percent, use the shorthand skill in their employment. This is in comparison with the currently employed graduates of the 1971 program. Eight, or 61.5 percent, of this group utilize their shorthand skill.

Conversely, more than one-half, or 57.1 percent, of all the currently unemployed graduates did not use the shorthand skill in their past employment.

Table 9 illustrates the actual applications of the shorthand skill by the graduates.

Of those who are currently employed and using the shorthand skill, 89.3 percent utilize shorthand in letter writing, 42.1 percent in memorandums and directives, and 15.8 percent in business and technical reports. It is interesting to note that the graduates utilize the shorthand skill for "personal" uses in the office situation such as instructions (52.6 percent), telephone messages (89.3 percent), reminder notes (68.4 percent), and other (52.6 percent) more than the "official" office uses such as letter writing, memorandums, and reports.

A larger percentage of currently unemployed graduates used the shorthand skill for letter writing (100 percent) and memorandums and directives (50 percent) than did the currently employed group. The currently unemployed group also had high percentages in the areas of telephone messages (66.7 percent), reminder notes (66.7 percent), and forms information (50 percent).

Table 8. Currently employed and unemployed subjects by program year and use of skill

Program Year	Currently Employed				Currently Unemployed			
	No. 35		% 71.4		No. 14		% 28.6	
	Using Skill		Not Using Skill		Used Skill		Did Not Use Skill	
	No. 19	% 54.3	No. 16	% 45.7	No. 6	% 42.9	No. 8	% 57.1
1968	5	26.3	7	43.8	0	0.0	0	0.0
1969	4	21.0	4	25.0	1	16.7	2	25.0
1970	2	10.6	4	25.0	4	66.6	3	37.5
1971	8	42.1	1	6.2	1	16.7	3	37.5
Total	19	100.0	16	100.0	6	100.0	8	100.0

Table 9. Shorthand applications of currently employed and currently unemployed subjects with marketable shorthand skill

Applications	Currently Employed Using Skill		Currently Unemployed Used Skill		Average
	No.	%	No.	%	%
Letter Writing	17	89.3	6	100.0	94.7
Memos and Directives	8	42.1	3	50.0	46.1
Business and Technical Reports	3	15.8	0	0.0	7.9
Manuscripts	0	0.0	0	0.0	0.0
Miscellaneous: Instructions	10	52.6	3	50.0	51.3
Telephone Messages	17	89.3	4	66.7	78.0
Reminder Notes	13	68.4	4	66.7	67.6
Reference Slips	2	10.5	2	33.0	21.8
Forms Information	4	21.1	3	50.0	35.6
Minutes	6	31.5	0	0.0	15.8
Other	4	21.1	1	16.7	18.9

Table 10 charts the actual use and frequency of use of the shorthand skill by the 19 graduates who are currently employed and using their shorthand skill.

Only four graduates, or 21 percent, of those currently using their shorthand skill utilize shorthand daily for letter writing. Another six graduates, or 31 percent, use shorthand weekly for letter writing. Five more graduates, or 27 percent, use the skill only monthly for letter writing. Over a schedule that covers approximately one year's time, 89.5 percent of the graduates employ shorthand for letter writing.

The skill is used daily for memorandums and directives by only two individuals, or 10 percent of the currently employed subjects. The total use of shorthand for these items is only 42.1 percent. Less than half of the graduates use their shorthand skill on memorandums and directives.

An even smaller percentage use the shorthand skill for business and technical reports. Only three graduates, or 15.8 percent, use this application of the skill.

Over one-half, or 52.6 percent, of the graduates use the skill to write instructions. Thirty-one percent of this 52.6 percent application figure occurs in daily use.

Telephone messages total 94.7 percent of the total subjects, 74 percent of which occurs daily.

Weekly and monthly use of shorthand is made by the taking of minutes by 31.6 percent of the graduates.

Reminder notes were written in shorthand by 63.1 percent, or 12, of the graduates. Of the 63.1 percent, 57 percent occurs daily.

Table 10. Frequency of shorthand applications by currently employed subjects

Applications	Frequency																				Total	
	Daily								Weekly				Monthly				Other					
	Once a day		2 - 3 times daily		4 - 6 times daily		6 or more times daily		Once a week		2 times weekly		3 - 4 times weekly		Once a month		2 times monthly		3 - 4 times monthly		Once every 4 - 6 months		Once a year		1 - 2 times since employ-ment			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Letter Writing	1	5	3	16					1	5	2	11	3	16	2	11	1	5	2	11					2	11	17	89.5
Memos and Directives	1	5	1	5					1	5	3	16							1	5					1	5	8	42.1
Business and Technical Reports									1	5							1	5	1	5							3	15.8
Manuscripts																											0	0.0
Miscellaneous: Instructions			1	5	4	21	1	5	2	11					2	11											10	52.6
Telephone Messages			3	16	3	16	8	42	1	5	1	5	2	11													18	94.7
Reminder Notes	1	5	2	11	4	21	4	21	1	5																	12	63.1
Reference Slips			1	5					1	5																	2	10.5
Forms Information	2	11													2	11											4	21.1
Minutes									2	11			2	11					1	5					1	5	6	31.6
Other			1	5					1	5	1	5				5	1	5									5	26.3

Table 11. Frequency of shorthand applications by currently unemployed subjects

Applications	Frequency																		Total	
	Daily								Weekly				Monthly				Other							
	Once a day		2 - 3 times daily		4 - 6 times daily		6 or more times daily		Once a week		2 times weekly		3 - 4 times weekly		Once a month		2 times monthly		3 - 4 times monthly		Once every 4 - 6 months		Once a year		1 - 2 times since employment			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Letter Writing			1	17					1	17																	2	33.3
Memos and Directives	1	17							2	34							1	17									4	67.7
Business and Technical Reports																											0	0.0
Manuscripts																											0	0.0
Miscellaneous: Instructions	3	50																									3	50.0
Telephone Messages	1	17					3	50																			4	67.7
Reminder Notes	2	34					1	17	1	17																	4	67.7
Reference Slips	1	17													1	17											2	33.3
Forms Information	1	17																			1	17			1	17	3	50.0
Minutes																											0	0.0
Other																					1	17					1	16.7

Table 11 represents the use and frequency of use of the shorthand skill by the six currently unemployed graduates who used their skill during employment.

Two graduates, or 33.3 percent, employed the shorthand skill in letter writing. Four graduates, or 66.7 percent, used the skill for memorandums and directives.

One-half of the individuals used shorthand to note instructions, and this occurred daily. Two-thirds, or 66.7 percent, of the graduates used their skill daily for telephone messages and reminder notes.

Present State of Shorthand Skill

The graduates' opinions as to their own level of shorthand skill were polled. Table 12 illustrates the findings.

Of the 1968 graduates, 91.7 percent stated that in their opinion their shorthand skill had decreased. Ten of the graduates, or 90.9 percent, believed the reason for the decline was simply insufficient use of the skill. One individual, or 9.1 percent, stated another reason for the decreased skill. Only one 1968 graduate felt that her shorthand skill had not decreased owing to sufficient use of the skill.

A high percentage of the 1969 graduates, or 90.9 percent, also believed that their skill had decreased since graduation from the program. All ten blamed lack of use for the decline.

Twelve of the 13 graduates of 1970, or 92.3 percent, agreed with the preceeding year's graduates. All twelve also blamed insufficient use for the decrease in shorthand skill.

It was to be expected that the 1971 graduates would have a smaller percentage of those of the opinion that their shorthand skill had decreased

Table 12. Subjects' evaluative responses as to whether their shorthand skill had decreased since graduation from the program

Program Year	Yes						No					
			Reasons						Reasons			
	No.	%	Insufficient Use		Other		No.	%	Sufficient Use		Other	
			No.	%	No.	%			No.	%	No.	%
1968	11	91.7	10	90.9	1	9.1	1	8.3	1	100.0	0	0.0
1969	10	90.9	10	100.0	0	0.0	1	9.1	1	100.0	0	0.0
1970	12	92.3	12	100.0	0	0.0	1	7.7	0	0.0	1	100.0
1971	10	76.9	10	100.0	0	0.0	2	15.4	1	50.0	1	50.0
Total	43	89.6	42	97.7	1	2.3	5	10.4	3	60.0	2	40.0

since completion of the program. Ten of the 13, or 76.9 percent, expressed a loss in skill, yet all ten agreed that lack of use was the reason for the loss.

A total of 43 of the 49 subjects, or 87.8 percent, concurred in the opinion that a loss of shorthand skill had taken place since graduation from the program. Forty-two of the 43 also agreed the cause to be insufficient use of the skill. Only five graduates held the opinion that no decline in skill had occurred since graduation. One graduate did not answer the question.

Shorthand as an Employment Aid

The graduates were asked their responses concerning their shorthand skill aiding them to gain employment. All 49 subjects responded to the question, and their answers are recorded in Table 13.

Of the 19 graduates currently employed and using the skill, 18, or 94.7 percent, answered in the affirmative. Seventeen, or 94.4 percent, of the 18 said that shorthand was a requirement of the position. Only one graduate of the 19 who are currently employed and using their shorthand skill gave a negative response.

Of the 16 graduates currently employed and not using the skill, 12 answered the question with a negative response.

All six, or 100 percent, of the currently unemployed graduates who used the skill during employment stated that shorthand was a requirement for the position.

Thirty graduates, or 61.2 percent, of the total 49 subjects stated that shorthand was a requirement for the position. Nineteen said that shorthand did not aid them in obtaining their present or past position.

Table 13. Subjects' evaluative responses as to whether their shorthand skill aided them in obtaining their present or past positions

Subjects		Yes						No					
		No.	%	Reasons				No.	%	Reasons			
		30	61.2	Requirement of Position		Other		19	38.8	Requirement of Position		Other	
				No.	%	No.	%			No.	%	No.	%
Currently Employed	Using Skill	18	94.7	17	94.4	1	5.5	1	5.3	0	0.0	1	100.0
	Not Using Skill	4	25.0	1	25.0	3	75.0	12	75.0	1	8.3	11	91.7
Currently Unemployed	Used Skill	6	100.0	6	100.0								
	Did Not Use Skill	2	25.0	1	50.0	1	50.0	6	75.0	1	16.7	5	83.3

One-Year Terminal Shorthand Program

The graduates' opinions were polled as to whether a one-year (nine-month) shorthand program was sufficient time in which to develop a marketable shorthand skill of at least 80 wam. All 49 subjects responded to the question, and their answers are recorded in Table 14.

The 22 graduates who had instruction prior to that received in the MDTA program were split evenly in their responses. Fifty percent believed that a nine-month program was sufficient time; while 50 percent disagreed. Of the remaining 27 subjects who had not received prior shorthand instruction, 16, or 59.3 percent, believed that a nine-month program was not long enough to develop a marketable skill in shorthand. Eleven, or 40.7 percent, answered in the affirmative.

Table 14. Subjects having prior and no prior shorthand instruction and their evaluative responses as to whether a nine-month program is sufficient time in which to develop a marketable skill in shorthand

Responses	Prior Instruction		No Prior Instruction		Total	
	No.	%	No.	%	No.	%
Yes	11	50.0	11	40.7	22	44.9
No	11	50.0	16	59.3	27	55.1
Total	22	100.0	27	100.0	49	100.0

Table 15 groups the graduates by attained shorthand speeds on the question of a nine-month program.

Table 15. Subjects' responses as to whether a nine-month program is sufficient time in which to develop a marketable skill in shorthand

Attained Speed in wam	Yes		No	
	No.	%	No.	%
100 - 120 + prior*	6	46.2	7	53.8
100 - 120 no prior	4	80.0	1	20.0
80 - 90 + prior	2	40.0	3	60.0
80 - 90 no prior	4	57.1	3	42.9
60 - 70 + prior	3	75.0	1	25.0
60 - 70 no prior	2	20.0	8	80.0
40 - 50 + prior	0	0.0	0	0.0
40 - 50 no prior	1	25.0	3	75.0
Below 40 + prior	0	0.0	0	0.0
Below 40 no prior	1	100.0	0	0.0
Total	23	46.9	26	53.1

*Note: Prior indicates shorthand instruction of at least one-half year duration prior to the shorthand instruction received in the MDTA program.

Of the 30 graduates who attained a marketable shorthand skill (at least 80 wam) upon completion of the program, 53.3 percent stated that a nine-month shorthand program was a sufficient length of time in which to develop the skill. Only 36.8 percent of the subjects who did not develop a marketable shorthand skill upon graduation from the program believed that a nine-month program was satisfactory to develop the skill.

Twenty-six of the 49 subjects answered the question negatively. Twenty-three, or 46.9 percent, agreed that a nine-month shorthand program can develop a marketable shorthand skill in the program's participants.

Prior Shorthand Instruction

Table 16 groups the graduates by program year and prior shorthand instruction. Of the 12 graduates contacted for the program year 1968, all but three received shorthand instruction prior to that obtained in the MDTA program. However, for the remaining three program years, 1969, 1970, and 1971, less than half of the graduates contacted had received prior shorthand instruction.

A total of 22 subjects experienced prior shorthand instruction. Conversely, 27 subjects, or 55.1 percent, received no prior instruction.

One high school year of shorthand instruction was the most frequently experienced time division by the graduates, with one-half high school year being the next frequent. Only two graduates received prior shorthand instruction at the post-secondary level for more than one-half year or one semester (two quarters).

It is interesting to note that each succeeding year of the MDTA stenographic program at Logan, Utah, involved fewer people who had experienced prior shorthand instruction.

Table 16. Prior shorthand instruction by program year

Prior Shorthand Instruction	Program Year 1968		1969		1970		1971		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
1/2 year high school	1	8.3	1	9.1	2	15.4	1	7.7	5	10.2
1 year high school	2	16.7	2	18.2	3	23.1	1	7.7	8	16.3
1+ year high school	2	16.7	1	9.1	1	7.7	0	0.0	4	8.2
up to 1/2 year post-secondary	2	16.7	0	0.0	0	0.0	1	7.7	3	6.1
1/2+ year post-secondary	2	16.7	0	0.0	0	0.0	0	0.0	2	4.1
none	3	25.0	7	63.6	7	53.8	10	76.9	27	55.1
Total	12	100.0	11	100.0	13	100.0	13	100.0	49	100.0

Graduates' Suggestions

The graduates' suggestions for improvement of the MDTA stenographic program in the Logan area were as follows:

1. The program needed to be longer than nine months.
2. Students needed more individualized help.
3. More stress was needed on English, grammar, and punctuation.
4. Shorthand should receive more stress such as more hours daily.
5. Students should be screened more thoroughly as to personal commitment.
6. Students should be pushed to work harder.
7. More stress should be given to business machines.
8. Less stress should be given to business machines.
9. More stress was needed on the skills and less stress on poise and make-up.
10. More stress was needed on poise and make-up.
11. More personal counseling was needed.
12. Eight hours a day was too long a time period.
13. A greater variety in the material dictated was needed.
14. Daily routine needed to be varied with outside speakers and dictators.
15. Let the students choose what skills they would like to develop and stress those skills.
16. Offer speedwriting or stenotype instead of Gregg shorthand.
17. The math portion of instruction was not necessary.
18. Students would have liked more shorthand shortcuts.
19. Class must be geared to the older students.
20. Students needed more practice in filling out forms.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to investigate the utilization of shorthand skill by the MDTA graduates from Utah State University for the years 1968 through 1971.

A questionnaire (A and B Forms) consisting of nine questions was developed to ascertain the following: (1) the application(s) of shorthand skill and the frequency of application(s), (2) prior shorthand instruction to that received in the program, (3) shorthand speed in wam attained upon completion of the training program, (4) opinions of graduates as to whether one year was enough time in which to develop a marketable shorthand skill, (5) aid provided by shorthand skill gained through the MDTA program in obtaining employment, and (6) suggestions for improving the MDTA stenographic program. Forty-nine graduates were interviewed in person, by the telephone, or by mail.

After the interviews were concluded and the questionnaires gathered, the responses were tabulated to produce information regarding the frequency of response.

The graduates' responses were divided into the following ten subheadings: (1) MDTA program enrollment and graduation, (2) graduate response, (3) employment of graduates, (4) shorthand speed, (5) shorthand applications, (6) present state of shorthand skill, (7) shorthand

as an employment aid, (8) one-year terminal shorthand program, (9) prior shorthand instruction, and (10) graduates' suggestions for future MDTA programs.

MDTA program enrollment and graduation

The total enrollment for the Logan MDTA stenographic programs for the last four years was 83 persons. Sixty-seven persons, or 80.7 percent, actually completed the program and graduated. Only one program year experienced more than an 80 percent graduation level--1971.

Graduate response

Of the 67 graduates, 49, or 73.1 percent, were contacted for the study. The total percentage return of completed questionnaires for graduates with a marketable shorthand skill was high at 90.9 percent. Only 55.9 percent of the graduates who did not attain a marketable skill were contacted.

Employment of graduates

Of the 49 graduates contacted, 35, or 71.4 percent, were currently employed; while 11, or 22.5 percent, were currently unemployed. Three of the 49 graduates, or 6.1 percent, had never been employed since graduation from the MDTA program. All three of these individuals were graduates of the 1971 program.

Shorthand speed

Thirty of the 49 graduates attained shorthand speeds of at least 80 wam upon completion of the MDTA program. Conversely, 39.8 percent of the graduates did not attain a marketable shorthand skill.

All 14 graduates in the 17-20 year age group attained at least 60-70 wam in speed, with 36 percent of them attaining speeds of 100-120

wam. The next age group, 21-25 years of age, had the highest percentage success attainment of the higher shorthand speeds. Over 60 percent of the eight graduates attained shorthand speeds from 100-120 wam. The 26-30 year age group had the second highest percentage success in attained speeds of 100-120 wam. Fifty-six percent of the nine graduates were successful in attaining these speeds; while 22 percent attained speeds of 80-90 wam. Those graduates in the 31-40 year age group were not as successful in speed attainment as those in the three younger age groups. Only one person, or 11 percent, was in the 100-120 speed group. The percentage of graduates attaining at least 80-90 wam dropped sharply when the age was increased to 41-50 years of age. Only 28.6 percent of the seven graduates in this age group attained at least 80-90 wam in speed. There were only two individuals in the final age group--51 years of age and older. Fifty percent attained the highest speed group; 50 percent attained the 40-50 wam speed group. Graduates in the 21-25 years of age group and the 26-30 years of age group were most successful in attaining the higher speeds.

Shorthand applications

Of the 35 subjects currently employed, 19, or 54.3 percent utilized the shorthand skill. Only six of the currently unemployed graduates utilized the shorthand skill during employment. Of the graduates who are currently employed and using the shorthand skill, 89.3 percent utilized shorthand in letter writing, 42.1 percent in memorandums and directives, and 15.8 percent in business and technical reports. It is interesting to note that the graduates utilized the shorthand skill for "personal" uses in the office situation such as instruction, telephone messages, reminder notes, and other more frequently that the "official"

office uses such as letter writing, memorandums, directives, and business and technical reports.

Present state of shorthand skill

A total of 43 of the 49 subjects, or 87.8 percent, concurred in the opinion that a loss of shorthand skill had taken place since graduation from the program. Forty-two of the 43 also agreed the cause to be insufficient use of the skill. Only five graduates held the opinion that no decline in skill had occurred since graduation.

Shorthand as an employment aid

Of the 19 graduates currently employed and using the shorthand skill, 18, or 94.7 percent, believed that their shorthand skill aided them in gaining employment. Seventeen of the 18 subjects said that shorthand was a requirement of the position they held. Of the 16 graduates currently employed and not using the shorthand skill, 12 believed that shorthand did not aid them in gaining employment. All six, or 100 percent, of the currently unemployed graduates who used the skill during employment stated that shorthand was a requirement of the position. Overall, 30 graduates, or 61.2 percent, stated that shorthand was a requirement of the position. Nineteen, or 38.8 percent, said that shorthand did not aid them in obtaining their present or past position.

One-year terminal shorthand program

Of the 22 graduates who had instruction prior to that received in the MDTA program, 11, or 50 percent, believed that a nine-month program was sufficient time in which to develop a marketable shorthand skill of at least 80 wam. Of the remaining 27 subjects who had not received prior shorthand instruction, 16, or 59.3 percent, believed that a nine-month program was not long enough to develop a marketable skill in shorthand.

Prior shorthand instruction

Twenty-two of the 49 graduates contacted experienced prior shorthand instruction. Conversely, 27 subjects, or 55.1 percent, received no instruction prior to that received in the MDTA program. One high school year of shorthand instruction was the most frequently experienced instruction time by the graduates, with one-half high school year being the next frequent. Only two graduates received prior shorthand instruction at the post-secondary level for more than one-half year or one semester (two quarters).

Graduates' suggestions for future MDTA programs

Some of the suggestions offered by the graduates for improvement of the program included: (1) the program needed to be longer than nine months, (2) students needed more individualized help, (3) more stress was needed on English, grammar, and punctuation, (4) students should be screened more thoroughly as to personal commitment, (5) more stress was needed on poise and make-up, (6) more personal counseling was needed, and (7) the class must be geared to the older students.

Conclusions

It appears that the Logan MDTA stenographic program for the years 1968 through 1971 was relatively successful in placement of graduates when comparing Logan's 71.4 percent placement figure with the national average of 70 percent.

It also appears that the program was successful in developing a marketable shorthand skill in over 60 percent of its graduates, yet a little over half of the currently employed graduates use the shorthand skill; and "personal" uses of the skill far outweigh "official" uses.

It is apparent that those graduates who excelled in the program had prior shorthand instruction, and those graduates, on the whole, who did not have prior shorthand instruction performed markedly lower than those with prior instruction.

An enrollee in the MDTA program who would be most likely to graduate from the program with a marketable shorthand skill would probably possess the following characteristics:

1. Between the ages of 21 and 30
2. Have had one-half year of shorthand instruction prior to the shorthand instruction to be received in the program

A very successful MDTA graduate would tend to possess the following characteristics:

1. Between the ages of 21 and 25
2. Have had more than one year of shorthand instruction prior to the shorthand instruction received in the MDTA program
3. Takes shorthand between 100-120 wam
4. Is currently employed
5. Uses her shorthand skill a minimum of four to six times daily
6. Feels her shorthand skill has decreased since graduation from the program
7. Believes that a nine-month program is enough time to develop a marketable shorthand skill
8. Is of the opinion that the MDTA program needs no improvement

An average MDTA graduate would tend to possess the following characteristics:

1. Between the ages of 21 and 30
2. Is employed

3. Takes shorthand at 80-90 wam
4. Believes her shorthand skill is decreasing because of lack of use
5. Uses her shorthand skill two to three times daily
6. Shorthand was a requirement of her position
7. Has had no prior shorthand instruction to that received in the program
8. Is undecided as to whether a nine-month program is enough time in which to develop a marketable shorthand skill.

Recommendations

1. A follow-up study of enrollees who did not graduate from the program should be undertaken to determine specific reasons for failure to complete the program. Thus, future mistakes may be avoided and money saved.

2. For high attained speeds and more successful shorthand students, only include those students who have had at least one-half year of prior shorthand instruction.

3. Offer speedwriting or another shorthand system which can successfully be mastered by the average student in a nine-month period.

4. More individual instruction needs to be developed. The instructor should more closely diagnose the needs and desires of the students. Not everyone can learn or wants to learn shorthand. Make available to the students at least two learning paths to follow: one with shorthand and excluding shorthand.

5. A more thorough follow-up study should be carried out involving the currently unemployed graduates to discover the reasons why they are

currently unemployed. Is unemployment due to lack of skills taught in the MDTA program or a result of personal reasons? Does the graduate intend to remain unemployed or find work in the near future?

6. A study should be undertaken to query graduates as to their future plans concerning employment. Is this training to be used only while the husband is away or in school? Do they plan to work only a year or two and then raise a family?

7. A study should be carried out to determine if the subjects taught in the MDTA program are relevant to the business community in which the graduates will seek employment. Are these the subjects which will make the students more employable in the Logan area or keep the students underemployed or unemployed?

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APPENDIXES

Appendix A

Questionnaire Form A

QUESTIONNAIRE FORM A

Name _____

Age _____

Year of graduation from MDTA _____

Directions: Please answer those questions requiring a "YES" or "NO" response by placing an "X" in the appropriate space. For those questions requiring an explanation, use the space allotted.

1. Are you presently employed as an office worker? YES_____ NO_____

   If YES, where?_____How long?_____

2. Are you presently using your shorthand skill in your current employment as an office worker? YES_____ NO_____

3. If the answer to No. 2 is YES, please complete the following information. If the answer is NO, go to question No. 4.

   Shorthand application(s) appear vertically at the left of the chart. The frequency of shorthand use for the corresponding application(s) appears horizontally at the top of the chart. Please indicate, by placing a check mark (X) in the appropriate column, the application(s) and frequency of their use in your current employment.

	FREQUENCY												
	Daily				Weekly			Monthly			Other		
APPLICATIONS	Once	2 - 3	4 - 6	6+	Once	2	3 - 4	Once	2	3 - 4	Once every 4 - 6 mo.	Once a year	1 - 2 since employment
Letter Writing													
Memos and Directives													
Business & Technical report writing													
Manuscripts													
Miscellaneous: Instructions													
Telephone Messages													
Reminder Notes													
Reference Slips													
Forms Information													
Other:													

4. Have you had shorthand instruction prior to that received in your MDTA program? YES_____ NO_____

   If YES, how much? _____

5. What shorthand speed in wpm did you attain at the end of the MDTA program? _____wpm

6. Has your shorthand skill, in your opinion, decreased since graduation from the MDTA program? YES_____ NO_____

   If so, why?

7. Do you think that one year (nine months) of shorthand instruction is enough to develop a marketable skill in shorthand (at least 80 wpm)? YES_____ NO_____

   Why or why not?

8. Did your shorthand skill aid you in obtaining your present position? YES_____ NO_____

   How or why?

9. What are your suggestions for improving the MDTA stenographic program?

Appendix B

Questionnaire Form B

QUESTIONNAIRE FORM B

Name _____

Age _____

Year of graduation from MDTA _____

Directions: Please answer those questions requiring a "YES" or "NO" response by placing an "X" in the appropriate space. For those questions requiring an explanation, use the space allotted.

1. Have you been employed as an office worker since graduation from your MDTA program? YES_____ NO_____

   If YES, where? _____ How long? _____

2. If employed as an office worker, did you use your shorthand skill? YES_____ NO_____

3. If the answer to No. 2 is YES, please complete the following information. If the answer is NO, go to question No. 4.

   Shorthand application(s) appear vertically at the left of the chart. The frequency of shorthand use for the corresponding application(s) appears horizontally at the top of the chart. Please indicate, by placing a check mark (X) in the appropriate column, the application(s) and frequency of their use in your employment.

FREQUENCY

APPLICATIONS	Daily				Weekly			Monthly			Other		
	Once	2 - 3	4 - 6	6+	Once	2	3 - 4	Once	2	3 - 4	Once every 4 - 6 mo.	Once a year	1 - 2 since employ-ment
Letter Writing													
Memos and Directives													
Business and Technical report writing													
Manuscripts													
Miscellaneous: Instructions													
Telephone Messages													
Reminder Notes													
Reference Slips													
Forms Information													
Other:													

4. Have you had shorthand instruction prior to that received in your MDTA program? YES_____ NO_____

   If YES, how much? _____

5. What shorthand speed in wpm did you attain at the end of the MDTA program? _____wpm

6. Has your shorthand skill, in your opinion, decreased since graduation from the MDTA program? YES_____ NO_____

   If so, why?

7. Do you think that one year (nine months) of shorthand instruction is enough to develop a marketable skill in shorthand (at least 80 wpm)? YES_____ NO_____

   Why or why not?

8. Did your shorthand skill aid you in obtaining your past position? YES_____ NO_____

   How or why?

9. What are your suggestions for improving the MDTA stenographic program?

Appendix C

Cover Letter

UTAH STATE UNIVERSITY · LOGAN, UTAH 84321
COLLEGE OF BUSINESS

DEPARTMENT OF
BUSINESS EDUCATION AND
OFFICE ADMINISTRATION
801-742-4100

March 6, 1972

Dear _____

As an MDTA Graduate, you are very important to my graduate studies at Utah State University.

My name is Janice Hobbs, a graduate student in Business Education; and I am conducting a follow-up study of all MDTA Graduates from Utah State University for the last four programs.

It will take only ten minutes of your time to fill out one of the two enclosed questionnaires. You need only fill out the one that applies to you: Form A if you are currently employed or Form B if you are currently unemployed.

Simply place the completed questionnaire in the self-addressed, stamped envelope and mail it.

Thank you for your time in aiding me with this research study.

Sincerely yours

(Mrs.) Janice Hobbs
Graduate Student, USU

me
Enclosures (3)
Form A
Form B
Return Envelope

VITA

Janice W. Hobbs

Candidate for the Degree of

Master of Science in Business Education

Plan B Report: Utilization of Shorthand Skill by Manpower Development and Training Act Graduates from Utah State University for the Years 1968 Through 1971

Major Field: Business Education

Biographical Information:

Personal Date: Born at Salt Lake City, Utah, December 28, 1949, daughter of Glen W. and Klea G. Whitlock; married Arthur J. Hobbs September 17, 1971.

Education: Attended elementary school in Salt Lake City, Utah, and Murray, Utah; graduated from Murray High School in 1968; received the Bachelor of Science degree from Utah State University, with a major in political science, in 1972; completed requirements for the Master of Science degree at Utah State University, 1973.