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## A Follow-Up Study of Students Completing 1 Year or less in the Weber State college Secretarial Science certificate of Proficiency Program

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A FOLLOW-UP STUDY OF STUDENTS COMPLETING 1 YEAR OR LESS  
IN THE WEBER STATE COLLEGE SECRETARIAL SCIENCE  
CERTIFICATE OF PROFICIENCY PROGRAM

by

Donna M. Roberts

A report submitted in partial fulfillment  
of the requirements for the degree

of

MASTER OF SCIENCE

in

Business Education

Plan B

Approved:



UTAH STATE UNIVERSITY  
Logan, Utah

1975

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Special appreciation is expressed to my husband, Stan, for his support and encouragement, and to my children, Scott, Curtis and Stacie for their patience, tolerance, and understanding.

Donna M. Roberts

## TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	ii
LIST OF TABLES	v
Chapter	
I. INTRODUCTION . . . . .	1
Statement of the problem . . . . .	3
Need for the study . . . . .	4
Scope of the study . . . . .	5
Definition of terms . . . . .	6
II. REVIEW OF THE RELATED LITERATURE . . . . .	7
Background . . . . .	7
Follow-up study . . . . .	10
Summary . . . . .	16
III. METHODS AND PROCEDURES . . . . .	19
Selection of sample . . . . .	19
The survey instrument . . . . .	19
The survey process . . . . .	19
Evaluation of questionnaire . . . . .	20
IV. PRESENTATION OF THE DATA . . . . .	22
Response rate . . . . .	22
Enrollment criteria . . . . .	22
Reasons for leaving Weber State College . . . . .	24
Employment after leaving Weber State College . . . . .	26
Number presently employed in secretarial work . . . . .	27
Measures of job satisfaction . . . . .	29
Needed skills and learning content not received . . . . .	30



## LIST OF TABLES

Table	Page
1. Objective at time of enrollment in Secretarial Science program . . . . .	23
2. Summary of awareness of one year program . . . . .	23
3. Reasons for leaving Secretarial Science program . . . . .	25
4. Number receiving office administration (O.A.) employment after leaving Weber State College . . . . .	27
5. Number presently employed in secretarial work . . . . .	28
6. Job satisfaction summary . . . . .	30
7. Needed skills and learning content not received . . . . .	31
8. Evaluation of O.A. skills usefulness . . . . .	33
9. Ranking of O.A. skills usefulness . . . . .	34
10. Basis for career decision . . . . .	36

CHAPTER I  
INTRODUCTION

Along with other curricular changes in the postsecondary schools of today has come an added emphasis upon business and business subjects. Elaborating on this specific statement concerning business subjects, Veon notes that it is the responsibility of the school and of the instructors 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 and adapting himself to that vocation.<sup>1</sup>

Accordingly, in the past few years Weber State College has developed one-year and two-year programs in Secretarial Science designed to meet the specific vocational needs of students seeking employment in secretarial work. These programs circumvent the normal general education courses typically required for degree programs and lead instead to one-year Certificates of Proficiency or a two-year Certificate of Completion. Specific requirements for completion of these programs are outlined in Appendix A. Although these programs have been carefully designed to meet the minimum vocational requirements for successful secretaries very few students completed these programs.

During the school years 1971 through 1973 only two students fulfilled the necessary requirements and received the Certificate of Proficiency. Questions

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<sup>1</sup>Dorothy H. Veon, "Secretarial Education with a Future," American Business Education Yearbook (New York: New York University Bookstore, 1962) p. 3.

have naturally arisen concerning the validity of and the requirements for the one-year program and the reasons for the low percentage of successful completion. Before making any major decisions concerning the future of the one-year program, it was determined by members of the Office Administration Department that some type of study should be conducted to determine if this program is meeting the vocational needs of the students; and if so, what can be done to insure a higher enrollment and percentage of completion.

Walter states that a common means used in evaluating and upgrading a business education curriculum is the follow-up study of former students. This type of study gives information concerning occupations of students, how well they are prepared for their jobs, what subjects students believe are worthwhile, what subjects they believe have little value, and in what ways improvements may be made.<sup>2</sup>

Kaisershot further discusses the value of the follow-up study:

I have found a follow-up study extremely beneficial in revealing numerous satisfactory and some less than satisfactory subjects within a business education program. Along with other information, the strengths and weaknesses of particular programs of study completed by the graduates and subject areas in need of updating in order to conform to current demands on business teacher education graduates were also revealed. A study of this type makes it clearly evident just how thoroughly a program of study completed by the graduates has prepared them for their intended careers. Comments made by the group comprising the

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<sup>2</sup>R. G. Walter, The Community Survey, (Cincinnati: Monograph 58, South-Western Publishing Company, 1967), p. 8.



follow-up often confirm existing practices and procedures while others serve as the basis for redesigning or elimination of certain other practices, procedures and content within these programs of study.<sup>3</sup>

Wilson, in his dissertation emphasizes the need for evaluation by the education consumers:

The survey, or follow-up study, represents an evaluation of the school program--an evaluation not by educational experts but by education consumers, former students who have reflected their views, impressions, and judgments of the experience they had in school which helped or failed to prepare them for life activities.<sup>4</sup>

#### Statement of the problem

The purpose of this investigation is to check the validity of the learning content of the Weber State College one-year Secretarial Science program for the years 1971 through 1973. Specifically, the problem of this investigation is to identify the opinions of former students who did not complete the one-year program and did not receive the one-year Certificate of Proficiency, and who are presently employed or have been employed regarding:

1. Reasons why the program was not completed.
- ✓ 2. Learning content which they have found to be pertinent and useful.
- ✓ 3. Learning content which they believe is not particularly useful.

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<sup>3</sup> Alfred L. Kaisershot, "A Case for the Follow-Up Study," The Balance Sheet, Volume VLIII, No. 6. (Cincinnati: South-Western Publishing Company, 1972), p. 248.

<sup>4</sup> D. Perry Wilson, "A Follow-Up Study of Utah High School Graduates and Drop-Outs With Implications for Guidance in Secondary Schools," (unpublished Ed.D. dissertation, Utah State University, 1956), p. 1.

- ✓ 4. Pertinent and useful learning content which was not included.
- ✓ 5. Basis for career decision.

#### Need for the study

To help a student obtain and hold a position in the field for which he is trained, an awareness of the trends in employment opportunities and the type of preparation needed by prospective employees is essential for good educators. 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 reports Charles R. Hopkins.<sup>5</sup> 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."<sup>6</sup>

Andrew DeCraene has emphasized that:

In order to check the validity of a business curriculum, evaluation of the program needs to be undertaken periodically. An essential factor in the evaluation of the effectiveness of a business education curriculum is a determination of what is being done in business and of what the graduates do after they leave the business education curriculum. No longer can we depend on what we think is being done or on what was done at some time in the past. A major objective of vocational business education is the preparation of students for placement in business offices, and this preparation is greatly affected by changes that occur in the business world. Evaluation of a business education program will determine its status and suitability and can be used to direct future

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<sup>5</sup>Charles R. Hopkins, "Business Sponsored Programs," National Business Education Yearbook (Washington, D.C.: National Business Education Association, 1970), Chapter 37, p. 38.

<sup>6</sup>Reba H. N. Huckabay, "Weaknesses of the Past and Present," National Business Education Yearbook (Washington, D.C.: National Business Education Association, 1968), Chapter 3, p. 32.

growth. Evaluating a business program can be a means of guiding and directing, not merely a means of passing an authoritative opinion.<sup>7</sup>

Student enrollment in the Secretarial Science program at Weber State College increased 40 percent during 1971 to 1973. The department chairman and the instructors in this school have expressed a concern about the validity of the course content as it relates to success on the job. It is hoped that the information to be provided in this study will be desirable in the evaluation of the course content. There is a general need for making the program productive for the student. A follow-up study approach to validate the curriculum has not previously been used with these students or this program. Faculty members at Weber State College are interested in the answers to these questions as posed in the statement of the problem.

#### Scope of the study

This study is limited to students who were enrolled in the Secretarial Science program at Weber State College during the years of 1971 through 1973, specifically those who did not complete one year of the program and did not receive a Certificate of Proficiency. This is a follow-up study designed to determine why they did not complete the program and any suggestions they may have to improve it.

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<sup>7</sup> Andrew DeCraene, "Evaluate Your Business Curriculum," The Balance Sheet, Volume LI, No. 3, Nov., 1969, p. 106.

### Definition of terms

For the purpose of this study, the following terms were defined as:

1. Secretarial science. A one-year or two-year vocational program emphasizing secretarial skills designed to prepare students for secretarial positions.
2. Certificate of proficiency. This is a certificate of attainment of required skill levels, and completion of 45 credit hours of college work outlined in a one year Office Administration program at Weber State College.
3. Follow-up study. A study based on opinions and experiences of former students to assess the effectiveness of the educational program.
4. Weighted mean,  $(\bar{X})$ . Assignment of numeric values to qualitative parameters to compute the mean of a sample or population.
5. Office administration. This refers to those skills and functions pertaining to administration of a business office.

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

#### Background

One of the facets of curriculum design which is receiving increasing emphasis is an evaluation of its validity with respect to preparation of students for obtaining and retaining a meaningful and rewarding vocational assignment. The review of related literature discloses emphasis both on the importance of this evaluation concept and the methodology required to conduct a successful evaluation and effect the necessary improvements. This need for evaluation was emphasized in a study by Mary Ellen Oliverio wherein she defines the greatest needs for business education as including: (1) need to lift our educational goals to higher levels and define them lucidly, (2) need to scrutinize content of every course to determine its relevance, power, and criticalness, and (3) need to determine viable alternatives to the in-school methods of educating students for work.<sup>8</sup>

Alfred L. Kaisershot emphasized that of increasing concern to business education teachers at the secondary and post-secondary levels should be the adequacy, effectiveness, and relevancy of their programs of study. For too long a time, complacency seems to have prevailed within the traditional programs of study in many of these institutions. Modified approaches to the teaching of

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<sup>8</sup> Mary Ellen Oliverio, "Business Education: Needs and Innovations," Delta Pi Epsilon Journal, Volume XIII, (Boulder, Colorado, 1971), p. 30.

subject matter certainly have been evident in recent years, yet ultimate goals of the teaching and learning process have not, for the most part, kept pace with the constantly changing world of work and economic understanding. We must chart as realistic a course of study as we possibly can, based on available evidence, that will keep the product (our graduates) in step with these ever-changing conditions created outside the educational institutions. In fact, it would seem our duty to attempt to keep one step ahead of these conditions wherever possible.<sup>9</sup>

A critical evaluation should include a minimum analysis of the adaptability of the curriculum to a variety of student ability levels as well as a degree of correlation with the requirements of the local business community. Frank W. Lanham and J. M. Trytten have mentioned that:

Students in any curriculum will include not only those who are ready and able to enter upon an advanced program of education but also many students of undistinguished scholarship, dim goals, and abilities yet to be discovered. There will be some youth to whom the college looms up as just two more years of school to occupy their time until somehow the naive hope of a job is realized.<sup>10</sup>

With regard to the need for the curriculum to provide a technical skill, Lanham and Trytten further explain that a successful curriculum, building on the high school foundation, has before it the exciting opportunity to explore the

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<sup>9</sup> Kaisershot, op. cit., p. 248.

<sup>10</sup> Frank W. Lanham and J. M. Trytten, Review and Synthesis of Research in Business and Office Education, Ohio State University, Columbus, Ohio, August 1966, p. 24.

manpower needs as they follow the influences of technological changes and to lead mature and able youth in their effort to learn what no one knows today but someone must know tomorrow.<sup>11</sup>

Lindsay has expanded the analysis concept to define it as a dual responsibility of the educator and the businessman. Industry and education need to mesh their contributions by identifying the aspects of occupational preparations that can be learned more efficiently and effectively on the job, in the school, and with combined facilities.<sup>12</sup>

With specific regard to a business curriculum, Walter Shell has stated 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 educator's programs are justified "only if we can successfully develop vocational competency in the students."<sup>13</sup>

Hodges suggests that the keys to breaking the cycle of job failure and assuring job success seem to lie in five areas: (1) the degree to which the student's skills are developed, (2) the relationship of classroom instruction to the realities

<sup>11</sup> Ibid., p. 40.

<sup>12</sup> Vaughnie J. Lindsay, "Business Teacher Education and Professional Responsibility," Delta Pi Epsilon Journal, Volume XIV, (Boulder, Colorado, 1972), p. 5.

<sup>13</sup> Walter Shell, "Projections for the Future," National Business Education Yearbook (Washington, D.C.: National Business Education Association, 1968), No. 6, Chapter 4, p. 35.

of the business world, (3) the confidence with which the student approaches his job search, (4) the extent of the teacher's community contacts, and (5) the ability of the student to adjust to the schedule, routine, and atmosphere of business and to manage his earnings.<sup>14</sup>

#### Follow-up study

According to Lanham and Trytten a follow-up study is one of the basic techniques in curriculum design and evaluation. They further state that follow-up studies use the reverse approach to occupational analysis where workers are asked to respond regarding an educational program directly. The question might be asked, "What would you do to change the program now that you have been through it?" "What was particularly bad about it?" The first concern is whether what you already have is what they should learn, not what you would learn. A strategy which schools at all levels should use in their search for cues to better service to students is to follow the experiences of their graduates and other school leavers.<sup>15</sup>

Bette A. Stead has emphasized that whether preparing students for employment in their local geographic area or for employment in many geographic areas, business teachers must communicate continually with the business world. Local and national business organizations can provide a wealth of feedback that

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<sup>14</sup>Gail T. Hodges, "Getting the Right Job Can Fill a Special Need," Business Education World, Gregg-McGraw Hill, Inc., 1971, p. 23.

<sup>15</sup>Lanham and Trytten, op. cit., p. 22.



will be useful in keeping curriculum relevant. Questionnaires and interviews are communication tools that may be used for eliciting feedback; the computer can be programmed to study the feedback.<sup>16</sup>

Tennessee A. & I. State College. A follow-up study by Boyd<sup>17</sup> was made in 1951 to ascertain the degree of success of the graduates of the Business Education Department of Tennessee A. & I. State College, their present and past employment, and curriculum characteristics of the department. The response of this study was 151 of 180 graduates contacted.

Boyd found that the majority of graduates were employed in some phase of secretarial work, both initially and currently, but the percent was decreasing. The majority of the graduates had held their present positions over 48 months, showing little turn-over and very few promotions during the graduates' employment.

While the overall program was rated as good, graduates indicated that the chief weaknesses of the department were: inadequate emphasis on business English, office machines, and vocational guidance.

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<sup>16</sup> Bette A. Stead, "Communication: The Way to a Relevant Curriculum," Delta Pi Epsilon Journal, Volume XII, (Boulder, Colorado, 1969), p. 32.

<sup>17</sup> Harry Theron Boyd, "A Follow-Up Study of the Graduates of the Department of Business Education at Tennessee A. & I. State College with implications for Evaluating the Curriculum and Guidance Program" (unpublished Master's thesis, Tennessee A. & I. State College, 1951).

Oregon State College. In 1954 Lloyd Q. Larse<sup>18</sup> implemented a comprehensive study of the secretarial science curriculum at Oregon State College using former students as one of the evaluating agencies. Returns were 85 percent or 112 of 143 graduates.

Larse's findings on the required professional courses of the secretarial science curriculum follow:

Stenography--graduates rated this course as having the most value of all courses surveyed and providing the secretary with the knowledge and skill to take dictation and to make usable typewritten transcripts.

Typewriting--This course was rated third in value to former students, which justified the emphasis that was currently being given to the course in the curriculum.

Office Procedure--Office procedure met with "average" reception on the part of the graduates. This course provided skill in business machines and knowledge of office procedures.

Filing and Records Administration--The emphasis upon this course also appeared justified by the "high" value rating given by graduates. Respondents stated that more emphasis could be given to transfer methods in the course.

Secretarial Problems--Secretarial problems rated "very high," next to stenography. Furthermore, the course provided graduates with training in the

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<sup>18</sup>Lloyd Q. Larse, "An Evaluation of the Secretarial Science Curriculum at Oregon State College" (unpublished Ed.D dissertation, Oregon State College, 1954).

technique of handling clients and customers, insight of relationships and activities handled by the secretary; and brought about an integration of the skills, attitudes, knowledge, powers, and understandings acquired in the undergraduate program.

Minot State Teachers College. Gayle A. Sobolik<sup>19</sup> made a study to determine the strengths and weaknesses in the business education program by surveying the graduates of the Business Education Department at Minot State Teachers College. A total response of 153 (slightly over 91 percent) was obtained. In regard to present employment, findings showed 67 percent of the respondents were teachers. Office work was the second most popular occupation with 10 percent of graduates engaged in this type of occupation. The balance were employed in various other occupations.

Sobolik stated that nearly half of the 1,125 ratings given business education courses were adequate-preparation ratings. Thorough-preparation ratings numbered 490, with only 109 ratings of insufficient preparation. Accounting and typewriting were among the thorough-preparation group. Office machines, office practice and business mathematics were rated adequate-preparation. Business education methods received more insufficient-preparation ratings than any other business education course.

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<sup>19</sup>Gayle A. Sobolik, "A Follow-Up Study of Business Education Majors Who Graduated with B.S. Degrees from the State Teachers College at Minot During the Years 1956-1961" (unpublished Master's thesis, Minot State Teachers College, 1962).

Mapleton High School. Margaret D. Allison<sup>20</sup> did a follow-up study of the business students at Mapleton High School in Denver, Colorado in 1969. Her study included the students who graduated in 1966, 1967, and 1968. The purpose of her study was to determine how successful the business curriculum at Mapleton High School was in providing adequate education for post-graduate employment. More specifically it was done to: (1) Determine the strengths and weaknesses of the business curriculum in providing vocational training. (2) To help up-date and improve the business curriculum. (3) To determine what high school business courses were of most value and those which were least valuable to the students.

Questionnaires were mailed to 188 former business students. Returns were received from 124 business students for a total of 66 percent.

Of the responding graduates, 61 percent were either employed full-time or part-time. Of those employed, 81 percent were working at business related jobs. The courses found to be most valuable were typewriting and office practice while shorthand and bookkeeping were found to be least valuable by the students.

She recommended the following at the conclusion of her study: (1) The present bookkeeping course should have as one of its major objectives that of providing information and skills useful to bookkeeping clerks and clerical workers who use bookkeeping skills but who are not employed as full-time bookkeepers.

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<sup>20</sup> Margaret D. Allison, "A Follow-Up Study of the Business Students of Mapleton High School, Adams County School District One, Denver, Colorado, For the Years 1966, 1967 and 1968," (unpublished Master's thesis, University of Montana, 1969).

(2) The office practice course should teach the operation of more types of machines and how they are used in the office. (3) A survey of the occupational opportunities and requirements in the field of business in the Denver area should be conducted so the results could be used to provide additional data in determining the needs for business training in the high school to make it more relevant.

Utah State University. The purpose of the Heisick<sup>21</sup> study was to conduct a follow-up survey of the business education, distributive education, and office administration graduates who received bachelors' degrees from Utah State University between the years 1959 and 1968.

In the area of curriculum evaluation the study was designed to determine the strengths and weaknesses of the undergraduate programs of study, the degree of faculty advisement which students received as undergraduates, and the extent to which graduates indicated the content of undergraduate courses in the areas of office administration, business administration, economics, accounting, business education, distributive education, and professional education have met the demands of past and present occupations.

Heisick found that the strengths of the business education, office administration, professional education, business administration, accounting, and economics programs were quality of instruction and appropriate subject matter.

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<sup>21</sup>Joyce P. Heisick, "A Follow-Up Study of the Utah State University Business Education, Distributive Education, and Office Administration Graduates, 1959-1968," (unpublished Master's thesis, Utah State University, 1969).

Depth of coverage was valued almost as high showing these program characteristics met the needs of students.

Faculty guidance was indicated as above average in all programs with the exception of professional teacher education where a small margin of below average responses appeared. Distributive education listed faculty guidance as the strongest characteristic of the program. These results point out that faculty guidance met the needs of the graduates.

Courses evaluated by graduates to be most beneficial were the typing series; office practice; dictation and transcription series; shorthand series; methods of teaching, shorthand and transcription; business communication; student teaching; methods of teaching, distributive education; economics 51, 52; and accounting 1, 11, 111 indicating that courses in methods and courses of content that are transferable to life were of the type most meaningful.

Courses evaluated by graduates to be least beneficial were office data systems; principles of business education; insurance; social security; and principles of secondary education indicating possible re-evaluation by the department is needed.

### Summary

Evaluation of the effectiveness of a curriculum with respect to vocational preparation is receiving increasing emphasis. Kaisershot has noted the need for our courses of study to stay current with the ever-changing world. Lanham and Trytten discussed the need for a curriculum to follow the influences of technological

changes, and to provide for the needs of those of lesser scholarship who require vocational preparation. Others have emphasized the need for educators and businessmen to work together to develop curricula which will provide marketable skills and help insure success on the job.

Follow-up studies which survey former graduates have been a prominent method of assessing the curriculum. The findings of these studies point out areas of strength and of weaknesses in departments of business education.

Boyd concluded that the Tennessee A. & I. State College business education program was good but that a few subjects in the curriculum needed more emphasis.

The secretarial science curriculum of Oregon State College as evaluated by former graduates in Larse's thesis indicated a very strong program. Of exceptional strength was the content of some courses which were specifically designed for practical use of the graduates.

Sobolik found that the large majority of the business education courses were rated as adequate or better by former graduates.

The courses found most valuable by Allison were typewriting and office practice. Allison recommended coordination with local businesses and assessment of appropriate curriculum content.

Heisick noted above average faculty guidance at Utah State University. Other strengths were quality of instruction and appropriate subject matter.

The literature appears to suggest that any program of education should be evaluated periodically. Business education departments have a functioning

program if the program is teaching what the workers are doing on the job, and if the graduates after going through the program are prepared for the available jobs. All business education departments could start acquiring this proof by systematic follow-up studies.



### CHAPTER III

#### METHODS AND PROCEDURES

The purpose of this chapter is to present the methods and procedures used in conducting this study.

##### Selection of sample

Permission was obtained from the chairman of the Office Administration Business Education Department at Weber State College to do a follow-up study of the students who had indicated a major in Secretarial Science, who attended only part of one year, and who did not complete the one year Certificate of Proficiency program and did not receive this certificate.

##### The survey instrument

The questionnaire was constructed based upon the objectives stated in the problem statement.

##### The survey process

A list of the names, addresses, and phone numbers of the Secretarial Science students who did not complete one year and did not receive the Certificate of Proficiency was made by going through the files of former students for the years of 1971 through 1973. This list identified 63 former students in this category. Since Secretarial Science includes both a one year and two year program, it was anticipated that some of these 63 students may have had the two year

program as an educational objective. However, all of the one year program courses are included in the two-year curriculum. Therefore, these students, since they did not complete one year of their program, could also be used to evaluate the course content of the one-year program. Once this list had been completed, these former students were contacted by telephone to obtain their present addresses. At this time they were also asked the following questions, "Did you complete the one-year Secretarial Science program at Weber State College and receive a certificate upon that completion?" Those who answered "No" to that question were considered eligible and a questionnaire was sent to them. A copy of this questionnaire is included as Appendix B. The accompanying letter is Appendix C.

The questionnaire was mailed on November 18, 1974, to these eligible former students. Approximately 20 percent response was received from this first mailing. On December 12, 1974, the first follow-up letter (Appendix D) was mailed. An additional 36 percent response was received. A second follow-up letter (Appendix E) was mailed on January 10, 1975. A response of 15 percent was received giving a total response of 70.5 percent. There were two former students who were out of the country and could not respond to the questionnaire. Therefore, the above percentages are based upon the 61 students who were available to respond to the questionnaire.

#### Evaluation of questionnaire

The response to the questionnaire was evaluated on a percentage basis and

on a weighted mean comparison where participants were asked to respond according to degree of usefulness of curriculum skills. Weighted mean comparisons were made by using the following formula:

$$\frac{1 \times (a) + 2 \times (b) + 3 \times (c) + 4 \times (d) + 5 \times (e)}{(a+b+c+d+e)} = \bar{X}$$

The weighted mean is derived by giving a weight of 1 to each response in the very useful column (a), a weight of 2 to the quite useful column (b), a weight of 3 to the useful column (c), a weight of 4 to the somewhat useful column (d), and a weight of 5 to the useless column (e); and dividing this weighted sum by the total number of responses on that item.<sup>22</sup>

From the formula, a score of 1 would indicate that all responding marked very useful; and a score of 5 would indicate that all responding marked useless. The intent of these statistics was to identify those learning skills which should receive most emphasis based on the needs of the students.

The purpose of this chapter was to present the methods and procedures used in conducting this study. The next chapter will present the data collected from the questionnaire.

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<sup>22</sup>Charles D. Hodgman, The Chemical Rubber Publishing Company Standard Mathematical Tables (Cleveland, Ohio: The Chemical Rubber Publishing Company, 1956), p. 329.

## CHAPTER IV

### PRESENTATION OF THE DATA

#### Response rate

The purpose of this chapter is to report the data obtained from the questionnaires. The questionnaire was mailed to 63 students, 61 females and 2 males, who constituted the population of those who had been enrolled in the one year or two year program of Secretarial Science at Weber State College for the years of 1971/72 and 1972/73, and who did not finish one year of the program or receive a Certificate of Proficiency. Letters were received from the families of both of the two male students stating that they were on church missions out of the country and unavailable for response to the questionnaires.

Completed questionnaires were received from 43 of the 61 former students who were available for response. This constituted a response rate of 70.5 percent.

#### Enrollment criteria

The objectives of these students when they enrolled in the Secretarial Science program are summarized in Table 1. Of the 43 who responded, ten (23.3 percent) stated that their objective was to complete the one-year Secretarial Science program. Sixteen, or 37.2 percent, planned to complete the two-year program, and 17 (39.5 percent) were undecided about their objectives.

Table 1. Objective at time of enrollment in Secretarial Science program.

Item	1 Year	2 Years	Undecided	Total
Number	10	16	17	43
Percent	23.3	37.2	39.5	100

Deficiencies in counseling regarding the one year Secretarial Science program leading to a Certificate of Proficiency are presented in Table 2, which delineates responses to the question, "Were you aware of the one-year program offered by the Office Administration Department?" Of the total responding, 30 percent were aware and 70 percent were unaware of the one-year program.

Table 2. Summary of awareness of one-year program.

Enrollment Objective	Yes		No		Total	
	No.	%	No.	%	No.	%
All	13	30.2	30	69.8	43	100
One-year Program	4	40	6	60	10	100
Two-year Program	8	50	8	50	16	100
Undecided	1	5.8	16	94.1	17	100

It is also interesting to note from a comparison of Tables 1 and 2 that 60 percent of those who noted the one-year program as an enrollment objective also responded that they were unaware of the one-year program. Apparently, only four (9.3 percent) of the 43 former students who completed the questionnaire were actually enrolled in the one-year program leading to a Certificate of Proficiency. The other six students who stated a one-year program objective could have intended to study office administration for a maximum of one year, but were unaware of the formal one-year program leading to a Certificate of Proficiency.

#### Reasons for leaving Weber State College

This question may have been more appropriately phrased, "What was your reason for leaving the Secretarial Science program at Weber State College?" Four of those who responded noted that they stayed at the college, but changed majors. The tabulated results in Table 3 are still appropriate to the intent of the question and the purpose of the overall study.

It is noted from Table 3 that 22 of the students (51 percent) left because of employment and six (14 percent) left to get married. Only one student left because of failure to meet the typing and shorthand speed requirements. These requirements had been established at 60 wpm for typing and 100 wpm for shorthand, and were considered by most of the Office Administration faculty to be too high for a one-year program. It was expected that these standards would be a major factor in student failure to complete the one-year program. Accordingly the

Table 3. Reasons for leaving Secretarial Science program.

Category	Employment	Marriage	Speed Standards	Other
All	22 (51) <sup>a</sup>	6 (14)	1 (2)	14 <sup>b</sup> (33)
One year program	8 (80)	1 (10)	1 (10)	
Two year program	6 (38)	2 (12)		8 (50)
Undecided	8 (47)	8 (18)		6 (35)
Aware of one year program	6 (46)	2 (15)	1 (8)	4 (31)
Not aware	16 (54)	4 (13)		10 (33)

Notes: a. Percents by category are shown in parentheses.

b. Other reasons noted and numbers are:

1. Change majors or colleges--6
2. Conflict with home and family--3
3. Didn't like Secretarial Science--2
4. Other personal reasons--3

standards were reduced during the 1974-1975 school year to 40 wpm for typing and 80 wpm for shorthand.

Failure to meet the high speed standards was not a major factor in student dropouts because, as was noted from analysis of Tables 1 and 2, only four of those who responded appear to have been enrolled in the formal one-year program.

Reasons for leaving are also tabulated against enrollment objectives and program awareness in Table 2. Of the ten students with a one-year enrollment objective, 80 percent left to accept employment. Results in other categories are less conclusive, although employment was the major single reason in all cases. For the total population, change of major or college ranked with marriage as a reason for leaving.

#### Employment after leaving Weber State College

The statistics of those receiving office administration employment after leaving Weber State College are tabulated in Table 4. Employment figures are shown for the total population of 43 students who responded to the questionnaire, and also for subgroups according to enrollment objectives and reasons for leaving the Secretarial Science program.

Seventy-four percent of the total population received employment in the office administration area after leaving Weber State College. It was noted from Table 3 that 80 percent of those with a one-year enrollment objective left to accept employment. It was further noted from Table 4 that this same 80 percent all accepted office administration employment.



Table 4. Number receiving office administration (O.A.) employment after leaving Weber State College

Group	Received O.A. Employment				Total	
	Yes	%	No	%	No.	%
All	32	74	11	26	43	100
One-year program	8	80	2	20	10	100
Two-year program	11	69	5	31	16	100
Undecided	13	76	4	24	17	100
Left Weber State College for employ- ment	17	77	5	23	22	100
Got married	5	83	1	17	6	100
Didn't attain skills Speeds			1	100	1	100
Other	10	71	4	29	14	100

In each case, about 75 percent worked in office administration after leaving Weber State College. This shows that, irrespective of enrollment objectives and reasons for leaving before completion, about three out of four who had been enrolled in Secretarial Science received employment in office administration after leaving.

Number presently employed  
in secretarial work

From Table 5 it is seen that 70 percent of the sample population are presently employed in secretarial work. Of the 32 students who received office

administration employment after leaving Weber State, 23 (72 percent) are presently working in the secretarial field. In addition, seven of the 11 who didn't receive office administration employment after leaving Weber State College are now employed in secretarial work. This means that 39 (91 percent) of the 43 former Secretarial Science students who responded to the questionnaire have worked in office administration since leaving the program.

Table 5. Number presently employed in secretarial work

Group	Now in secretarial work				Total	
	Yes	%	No	%	No.	%
All	30	70	13	30	43	100
Received O.A. job after W.S.C.	23	72	9	28	32	100
Didn't receive O.A. job after leaving W.S.C.	7	64	4	36	11	100
One-year program	8	80	2	20	10	100
Two-year program	8	50	8	50	16	100
Undecided	14	82	3	18	17	100
Left W.S.C. for employment	15	68	7	32	22	100
Got married	3	50	3	50	6	100
Didn't attain skills speeds	1	100	0	0	1	100
Other	11	79	3	21	14	100

It was previously noted from Tables 3 and 4 that eight of the ten students with a one-year program enrollment objective had left Weber State College to accept office administration employment. These same eight students are still employed in secretarial work. Eighty-two percent of those who were undecided about their office administration program objectives are working as secretaries.

Twenty-two students left the program to accept employment. Fifteen (68 percent) of these are presently working in the secretarial field.

The 39 students (91 percent of the total sample population) who have worked in office administration provide an excellent baseline for the subsequent analysis of the student evaluations of the Secretarial Science curriculum.

#### Measures of job satisfaction

In addition to the evidence that a large percentage of the sample population have worked in office administration and are still employed in the secretarial field, other indicators or measure of job satisfaction are summarized in Table 6. Students were asked if they were satisfied with their employment in the secretarial area and if they would like to change areas.

Only those who are presently employed in secretarial work are included in Table 6. A large majority (87 percent) responded that they are satisfied with secretarial work. This measure of job satisfaction is fortified by the fact that 85 percent of these 26 who are satisfied with secretarial work also responded that they would not like to change areas.

Table 6. Job satisfaction summary.

Item	Yes	%	No	%	Total No.	Total %
Satisfied with secretarial work	26	87	4	13	30	100
Satisfied but would like to change areas	4	15	22	85	26	100
Dissatisfied and would like to change areas	2	50	2	50	4	100

Four students who said they were satisfied also said they would like to change areas. Two students said they were dissatisfied with secretarial work but did not want to change areas. These six are apparently borderline in terms of either job satisfaction or dissatisfaction. Only two are dissatisfied enough to want to change areas.

Needed skills and learning  
content not received

The former students were asked to list skills that they use on the job, but did not learn at Weber State College. Also, they were asked what learning content was not taught which they believe should have been. Only 14 of the former students answered either or both of these questions. Results are shown in Table 7.

In the area of skills used on the job, use of a transcribing machine was noted four times. Telephone courtesy, detailed filing skills, and receptionist

were each noted twice. Each of these skills is taught in the one-year program and would have been received if the students had completed the program. Use of posting machine was listed by three students, and is not taught in the one-year program.

With respect to learning content, five students believe that office orientation to their specific type of business should have been taught. Specific business orientation is not offered. Two others noted office simulations, and these are included in the program.

Table 7. Needed skills and learning content not received.

Category	Item	No. Responding	Taught
Skills used on job but not taught at W.S.C.	Use of Dictaphone	4	Yes
	Telephone Courtesy	2	Yes
	Detailed Filing	2	Yes
	Receptionist	2	Yes
	Posting by Machine	3	No
	Interviewing People	1	Yes
	Readatron Electronic Typewriter	1	No
Learning content not taught that should have been	Specific Business Orientation	5	No
	Office Simulations	2	Yes
	Legal English	1	No

Evaluation of office  
administration curriculum

To assist with evaluation of the Secretarial Science curriculum, the former students were given a list of 19 learning skills taught in the one-year program. They were asked to grade these skills against their employment experience in terms of the usefulness of the skill. Results were computed by use of the weighted mean, giving a score of one to an item marked very useful and a score of five to an item marked useless. Intermediate levels of usefulness were scored at two, three, and four according to decreasing degrees of usefulness.

Results are recorded in Table 8 according to weighted means for four different subgroups of the total population. Group 1 (those who received office administration employment after leaving Weber State College) and group 3 (those presently employed in secretarial work) include only those who have actually worked in office administration, and are considered to provide the most valid assessment of the usefulness of the office administration skills taught. The other two groups are included for comparison.

In Table 8 a score of one would mean that all students graded that skill as very useful. A skill with a score of five was considered useless by all. No skill was scored at either extreme. The best score (1.36) was given by group 1 to "typing letters." The typing of offset mats was scored lowest by all groups. There are no wide differences of opinion on any one skill among the four groups. The means of the weighted means for each group show that group 2, which included many who have not worked in office administration, ranked office administration

skills generally less useful, but still somewhat higher than might be expected. Possibly this is because many of the skills taught have general vocational value and are not just applicable to office administration.

Table 8. Evaluation of O.A. skills usefulness

Skill	Weighted Means <sup>e</sup>			
	All <sup>a</sup>	Group 1 <sup>b</sup>	Group 2 <sup>c</sup>	Group 3 <sup>d</sup>
Typing letters	1.52	1.36	2.00	1.51
Typing manuscripts	3.23	3.24	3.20	3.34
Typing memos	2.48	2.51	2.40	2.37
Typing tabulations	2.28	2.13	2.50	2.20
Typing spirit masters	3.26	3.21	3.40	3.27
Typing business forms	2.94	3.10	2.50	2.79
Typing offset mats	4.30	4.15	4.70	4.37
Typing minutes of meetings	3.28	2.90	4.50	3.10
Typing stencils	3.45	3.18	4.20	3.42
Using duplicating machines	2.44	2.35	2.70	2.48
Trans. from trans. machines	3.20	2.91	3.90	3.23
Comp. or editing corres.	2.51	2.44	2.70	2.33
Using shorthand	2.74	2.44	3.60	2.89
Filing	1.75	1.77	1.70	1.71
Answering the telephone	1.97	1.96	2.00	1.85
Using the calculator	2.00	1.96	2.10	1.85
Spelling	1.57	1.42	2.00	1.44
Punctuation	1.63	1.50	2.00	1.51
Grammar	<u>1.70</u>	<u>1.58</u>	<u>2.00</u>	<u>1.57</u>
Mean	2.54	2.42	2.85	2.45

<sup>a</sup>All--Total Group of 43 who answered questionnaire.

<sup>b</sup>Group 1--Those who received office administration employment after leaving Weber State College.

<sup>c</sup>Group 2--Those who did not receive office administration employment after leaving Weber State College.

<sup>d</sup>Group 3--Presently employed in secretarial work.

<sup>e</sup>Weighted mean--based on a scaled score as follows: 1. very useful; 2. quite useful; 3. useful; 4. somewhat useful; 5. useless.

Analysis of the usefulness of the skills taught was aided by comparison of the weighted means and retabulating according to relative rank. This is shown in Table 9. From this, the most useful six skills and the least useful six skills are shown, based on groups 1 and 3.

Table 9. Ranking of O.A. skills usefulness

Skill	Relative Rank			
	All	Group 1	Group 2	Group 3
Typing letters	1	1	2	3
Typing manuscripts	15	18	13	17
Typing memos	10	12	8	10
Typing tabulations	8	8	9	8
Typing spirit masters	16	17	14	16
Typing business forms	13	15	10	12
Typing offset mats	19	19	19	19
Typing minutes of meetings	17	13	18	14
Typing stencils	18	16	17	18
Using duplicating machines	9	9	11	11
Trans. from trans. machines	14	14	16	15
Comp. or Editing Corres.	11	10	12	9
Using shorthand	12	11	15	13
Filing	5	5	1	5
Answering the telephone	6	6	3	6
Using the calculator	7	7	7	7
Spelling	2	2	4	1
Punctuation	3	3	5	2
Grammar	4	4	6	4

On basis of groups 1 and 3:

Most useful six: *Most valuable five!*

- |                          |                               |
|--------------------------|-------------------------------|
| 1. Spelling (1.43)       | 4. Grammar (1.58)             |
| 2. Typing letters (1.44) | 5. Filing (1.74)              |
| 3. Punctuation (1.50)    | 6. Answering telephone (1.90) |

Least useful six: *Least valuable five.*

- |                                       |                               |
|---------------------------------------|-------------------------------|
| 14. Typing min. of meetings (3.00)    | 17. Typing manuscripts (3.29) |
| 15. Trans. from trans. machine (3.07) | 18. Typing stencils (3.30)    |
| 16. Typing spirit masters (3.24)      | 19. Typing offset mats (4.26) |



The most useful skills are spelling, typing letters, punctuation, grammar, filing, and answering the telephone. The numbers in parentheses are the average of the group 1 and group 3 weighted means. These show that all of the six most useful skills scored between "very useful" (score of 1.0) and "quite useful" (score of 2.0).

Five of the six least useful skills scored between "useful" (score of 3.0) and "somewhat useful" (score of 4.0). These were typing minutes of meetings, transcribing from transcribing machines, typing spirit masters, typing manuscript, and typing stencils. Typing offset mats scored a distinct last, being rated near useless.

Shorthand, which receives considerable emphasis in the Office Administration program, ranked twelfth out of the 19 skills taught.

#### Basis for career decisions

As a final question, the former students were asked how they made their career decision. Responses from those who are and are not presently employed in secretarial work are presented in Table 10.

A large majority (60 percent) of those presently employed in secretarial work are there because of their interest in office administration. Ten percent chose an office administration career because of aptitude tests. All other categories, including counseling, had two or less responses.

In the group of those not presently employed in secretarial work, the largest factor in the career decision was interest in the particular area

or skills with 46.1 percent. Three of these 13 former students (23.1 percent) chose their career because of counseling.

Table 10. Basis for career decision.

Basis	Secretaries		Non-secretaries	
	Number	%	Number	%
Counseling	2	6.7	3	23.1
Aptitude Tests	3	10	0	0
Interest in the particular area or skill	18	60	6	46.1
Parental Pressure	2	6.7	0	0
Peer Pressure	0	0	0	0
Other	3 <sup>a</sup>	10	1 <sup>b</sup>	7.7
No Response	<u>2</u>	<u>6.7</u>	<u>3</u>	<u>23.1</u>
Total	30	100	13	100

a. Employment opportunity with minimum qualification (2)  
Just decided to apply (1)

b. Husband pressure

## CHAPTER V

## SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study was designed to check the validity of the learning content of the Weber State College one-year Secretarial Science program. Opinions of former students from the years of 1971 through 1973 who did not complete the one-year program were evaluated to determine the reasons why the program was not completed and to assess those skills which they have found to be most useful in their subsequent employment.

During those two years there were only two students who successfully completed the one-year program in Secretarial Science and received a Certificate of Proficiency. There were 63 other students on record in the Office Administration Department as having been enrolled in the Secretarial Science program who did not subsequently complete one year of the program. It was these 63 students who formed the basis for this study.

Since Secretarial Science includes both a one-and two-year program, it was anticipated that some of these 63 students may have had the two-year program as an educational objective. However, all of the one-year program courses are included in the two-year curriculum. Therefore, these students, since they did not complete one year of their program, could also be used to evaluate the course content of the one-year program. In response to the questionnaire, 23

percent stated that their enrollment objective was to complete the one-year Secretarial Science program, 37 percent had planned to complete the two-year program, and 40 percent were enrolled in Secretarial Science but were unsure about their objectives. Seventy percent of those who responded stated that they had been unaware of the one-year program. Furthermore, 60 percent of those who had had the one-year program objective responded that they were unaware of the one-year Certificate of Proficiency program.

Fifty-one percent of the sample left the Secretarial Science program to accept employment, and 14 percent left to get married. Only one student left because of failure to meet the typing and shorthand speed requirements. The others either changed majors or left the college for a variety of other personal reasons.

Seventy-four percent of the sample eventually received employment in office administration after leaving Weber State College. Of the 22 students who quit the program to accept employment, 77 percent worked in office administration.

Ninety-one percent of the 43 former Secretarial Science students who responded to the questionnaire are either presently employed in secretarial work or have worked in office administration at some time since leaving the college. This group constitutes a good statistical sample for evaluation of the one-year program. Thirty of the former students are presently employed in secretarial work. Eighty-seven percent of these are satisfied with their employment. Moreover, 85 percent of those who are satisfied with secretarial work also responded that they did not want to change areas.

Students were asked to list skills which they use on the job but did not receive at Weber State College. It is significant to note that the large majority of those listed would have been received by the students if they had completed the one-year program.

In an evaluation of the usefulness of the office administration skills taught in the one-year program, those skills ranked highest were: spelling, typing letters, punctuation, grammar, filing, and answering the telephone. The least useful were: typing spirit masters, typing manuscripts, typing stencils, and typing off-set mats. Typing offset mats was considered nearly useless.

#### Conclusions

The following conclusions are drawn from the results of this study:

1. The Secretarial Science students do not appear to be well counseled concerning the requirements, objectives and availability of the one-year program.
2. Office administration employment appears to be readily available to students with the basic secretarial skills. Since the majority of these former Secretarial Science students left to accept employment in office administration, a one-year program is a workable and useful program if properly advertised.
3. A large majority of those former students who are presently working as secretaries are satisfied with their employment and do not want to change. This implies that they are performing satisfactorily in their jobs. That portion of the Secretarial Science program which they completed helped them achieve this success. There are other skills areas which they indicated as being useful

in their employment which they would have received if they had completed the program.

4. The typing and shorthand speed requirements were not stated as significant factors in the failure of the majority of these Secretarial Science students to complete the program. However, this has not adequately measured the impact of these requirements since most of the students did not stay in the program long enough for these requirements to become a factor. Also, only four of the students in the population stated that they were aware of the one-year program and hence aware of the one-year program requirements.

5. Of all the skills taught in the Secretarial Science program, those listed as most useful were spelling, typing letters, punctuation, grammar, filing, and answering the telephone. On the weighted means scale a score of three meant that the item was considered useful and midrange between very useful and useless. Thirteen of the 19 skills ranked received a score better than three from those who have worked or are presently working in office administration.

6. Shorthand is one of the areas of principal emphasis in the one-year program; however, it only ranked 12th out of the 19 skills in terms of degree of usefulness. This is probably because those of the population who have worked in office administration have performed in entry level or secretarial positions requiring lesser skills. More extensive formal education which results in a higher degree of skills attainment would logically lead on the average to more responsible and demanding secretarial positions where the use of shorthand would receive more emphasis.

7. The six skills ranked lowest in usefulness were: typing of minutes of meetings, transcribing from transcribing machines, typing spirit masters, typing manuscripts, typing stencils, and typing offset mats. The first five of these were scored between "useful" (score of 3.0) and "somewhat useful" (score of 4.0). Typing offset mats was scored as near useless. Most of these skills rated as least useful pertain to copying machines which are being used less frequently in business. The trend now is toward wider use of photocopying machines.

8. Most of the former students in the population who are presently employed in secretarial work selected this career because of their interest in office administration. The Secretarial Science program could capitalize on this interest and improve preparation of these students for successful employment if it were advertised better and followed up with periodic counseling.

9. Even though a large number of students in this study did not complete the one-year Certificate of Proficiency program, the program could be considered successful since these students did obtain jobs, which was perhaps their primary goal when entering school.

### Recommendations

Based upon the findings of this study, the following recommendations are made:

1. Since this study demonstrates the validity of a one-year Secretarial Science program concept, the members of the Office Administration Department

should increase their advertisement of this program and should establish procedures to provide more adequate follow-up through periodic counseling.

2. Further coordination with local employers should be undertaken to classify the types of office administration positions being offered and to equate these to the skills content of the one-and two-year Secretarial Science programs, the Associate of Science program, and the Bachelor of Science programs in Office Administration. This will enable more effective counseling of students with respect to positions and salaries which might be obtained.

3. The members of the Office Administration Department should work with the local businesses and industries to establish a formal recognition and acceptance of the one-year program on the basis that this program will offer guaranteed skills at specific standard levels. Otherwise, unless the applicant has taken the Civil Service Commission test or equivalent, the employer has no guarantee.

4. Even though only one student in this study quit the program because of the failure to meet the typing and shorthand standards, it is recommended that the revised standards stay in effect since they are based on current Civil Service requirements and are more realistically attainable in one year.

5. Members of the Office Administration Department should survey successful graduates of the one-year Secretarial Science program and local employers to substantiate results of this study concerning the validity of the skills content of the one-year program. Recommendations six through eight should be evaluated and implemented depending on the results of this survey.



6. Consideration should be given to increased emphasis in the areas of spelling, typing letters, punctuation, grammar, filing, and answering the telephone.

7. Training related to business machines which are no longer widely used should be minimized or eliminated. The classroom time gained through elimination of some of this material may be more appropriately applied to those 13 skills areas which were ranked by the former students as useful or better.

8. Those skills which are ranked lower than useful should receive decreased emphasis in the Secretarial Science curriculum.

9. Liaison should be maintained with local industries to insure continuing correlation of the Secretarial Science programs with current business demands.

10. A portion of the success of the one-year certificate program should be determined by the number of students securing jobs and not just by the number of people graduating with a certificate.

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## APPENDICES

Appendix A

A list of the requirements for the one-year Certificate of Proficiency and two-year Certificate of Completion programs in the Office Administration Department at Weber State College.

ONE YEAR CERTIFICATE OF PROFICIENCY  
IN SECRETARIAL SCIENCE

Forty-five credit hours of approved college work. Type a minimum of 60 words per minute. Write shorthand at 100 words per minute. Complete the following required classes

	Cr. Hrs.
Elementary Accounting (Acct. 201)	4
Office Application Laboratory (OA 351)	7
Office Application Laboratory (OA 352)	7
Advanced Typewriting (OA 103)	3
Advanced Shorthand (OA 123)	4
Business Math by Calculating Machines (OA 150)	4
Production Typewriting (OA 301)	3
Shorthand Dictation and Transcription (OA 341)	<u>4</u>
	36
ELECTIVES	<u>9</u>
Total	45

TWO-YEAR CERTIFICATE OF COMPLETION  
IN SECRETARIAL SCIENCE

Take 34 credits from specified general education courses. Take 40 credits from the following:

	34
	Cr. Hrs.
*Advanced Typewriting (OA 103)	3
Advanced Shorthand (OA 123)	4
Business Math by Calculating Machines (OA 150)	4
Production Typewriting (OA 301)	3
Business Communications (OA 325)	4
Shorthand Dictation and Transcription (OA 341)	4
*Office Applications Laboratory (OA 351)	7
Office Applications Laboratory (OA 352)	7
Office Organization and Management (OA 355)	3
Elementary Financial Accounting (Acct. 201 & 202)	8
Concepts of Electronic Data Processing (DP 101)	4
Personal Finance (Finance 101)	4
Principles of Economics (Econ. 101 & 102)	8
Introduction to Business (BA 101)	4
Business Law (BA 320)	<u>4</u>
 ELECTIVES	 <u>40</u>
Total	<u>93</u>

Appendix B

A copy of the questionnaire that was sent to former Secretarial Science students at Weber State College who had not completed one year and had not received the Certificate of Proficiency.



## QUESTIONNAIRE

INSTRUCTIONS: This questionnaire is designed so that the answers may be readily transferred for analysis by computer. Please record all answers within the space provided by checking the appropriate blank.

1. What was your objective when you enrolled in the Office Administration program at Weber State College?

- (1)  One year  
 (2)  Two years  
 (3)  Undecided

2. Were you aware of the one year program offered by the Office Administration Department?

- (1)  Yes  
 (2)  No

3. What was your reason for leaving Weber State College?

- (1)  Received employment  
 (2)  Got married  
 (3)  Shorthand required speeds were not attained  
 (4)  Typing required speeds were not attained  
 (5)  Other (Please list) \_\_\_\_\_
- 

4. After leaving Weber State College did you receive employment in the Office Administration area?

- (1)  Yes  
 (2)  No

5. Are you employed in secretarial work at the present time?

- (1)  Yes  
 (2)  No

6. If your answer was "Yes" to the above question are you satisfied with your job?

- (1)  Yes  
 (2)  No

7. Would you like to change areas?

- (1)  Yes  
 (2)  No

- ✓ 8. What skills that you use or used in your job were not taught at Weber State College? Please list \_\_\_\_\_
- ✓ 9. What learning content (subject matter) was not taught that in your opinion should have been? Please list \_\_\_\_\_

*columns ↓*

The following is a list of learning skills taught in the Office Administration Department at Weber State College. Check the degree of usefulness as they are applied to your job. If you are not presently employed but have been employed in the secretarial area since leaving Weber State College, check the degree of usefulness as they applied to your former position. Check only those skills you received at Weber State College.

	(1)	(2)	(3)	(4)	(5)
	Very useful	Quite useful	Useful	Somewhat useful	Useless
10. typing letters	_____	_____	_____	_____	_____
11. typing manuscripts	_____	_____	_____	_____	_____
12. typing memos	_____	_____	_____	_____	_____
13. typing tabulations	_____	_____	_____	_____	_____
14. typing spirit masters (ditto)	_____	_____	_____	_____	_____
15. typing business forms	_____	_____	_____	_____	_____
16. typing offset mats	_____	_____	_____	_____	_____
17. typing minutes of meetings	_____	_____	_____	_____	_____
18. typing stencils	_____	_____	_____	_____	_____
19. using duplicating machines	_____	_____	_____	_____	_____
20. transcribing from transcribing machines	_____	_____	_____	_____	_____
21. composing or editing correspondence	_____	_____	_____	_____	_____
22. using shorthand	_____	_____	_____	_____	_____

	(1)	(2)	(3)	(4)	(5)
	Very useful	Quite useful	Useful	Somewhat useful	Useless
23. filing	_____	_____	_____	_____	_____
24. answering the telephone	_____	_____	_____	_____	_____
25. using the calculator	_____	_____	_____	_____	_____
26. spelling	_____	_____	_____	_____	_____
27. punctuation	_____	_____	_____	_____	_____
28. grammar	_____	_____	_____	_____	_____

Other (please state) \_\_\_\_\_

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29. How did you make your career decision?

- (1) \_\_\_\_\_ Counseling  
 (2) \_\_\_\_\_ Aptitude tests  
 (3) \_\_\_\_\_ Interest in the particular area or skills  
 (4) \_\_\_\_\_ Parental pressure  
 (5) \_\_\_\_\_ Peer Pressure  
 (6) \_\_\_\_\_ Other (Please list) \_\_\_\_\_
-

Appendix C

A copy of the letter that accompanied the questionnaire.



You can help us improve our business curriculum at Weber State College. Since attending Weber State, you have probably evaluated some of your experiences and classes taken while enrolled at Weber State College. Some classes were effective, some were not, and maybe some were not offered. You, as the educational consumer, are the best source we have to find answers to our questions. Would you please help us by taking a few minutes to answer the enclosed questionnaire. Please return it by Saturday, November 23, 1974, in the self-addressed envelope.

The information which you give us on this questionnaire will help Weber State College as well as the future students enrolled in Office Administration Programs.

Sincerely yours,

Sterling D. Sessions, Dean  
School of Business

Donna M. Roberts  
Instructor

SS/dmr

Enclosures

Appendix D

A copy of the first follow-up letter sent to those former one year students who had not returned the questionnaire.



You will recall that on November 18, 1974, a letter was sent to you requesting your response to the enclosed questionnaire. I have not received your reply. Perhaps it was never received by you or your reply may have been lost in the mail.

I feel that your response is important enough to this study that I am again asking for your cooperation.

Would you please take five minutes and fill out the enclosed questionnaire and return it today in the enclosed envelope.

Your cooperation would be greatly appreciated

Sincerely,

Donna M. Roberts

Enclosures (2)

Appendix E

A copy of the second follow-up letter sent to those former one year students who had not returned the questionnaire.





Today I was looking through the returns from the questionnaire I sent to former Office Administration students. I determined that they have not all been returned.

If for some reason you have not been able to send your questionnaire back to me, would you please do so today so that I can have a 100 percent response. If you have already sent yours back, please disregard this letter with my thanks for your support and help in this project.

Sincerely

Donna M. Roberts

## VITA

Donna Miller Roberts

Candidate for the Degree of

Master of Science

Plan B. Report: A Follow-Up Study of Students Completing One Year or Less in the Weber State College Secretarial Science Certificate of Proficiency Program

Major Field: Business Education

Biographical Information:

Personal Data: Born at Ogden, Utah, November 22, 1936. Daughter of William P. and Mary W. Miller. Married Stanley B. Roberts August 20, 1958. Three children, Scott Alan, Curtis Stanley, and Stacie.

Education: Attended elementary school in Ogden, Utah; graduated from Ogden High School in 1955; received Associate of Science degree from Weber College, Ogden, Utah, with a major in business education in 1957; received a Bachelor of Science degree from Weber State College, Ogden, Utah, with a major in business education in 1967.

Professional Experience: September 1968 to June 1973 a part time business teacher at Weber State College; September 1973 to June 1975 a full time business instructor at Weber State College, Ogden, Utah.

Professional Organizations: Member of Phi Kappa Phi, Delta Pi Epsilon, NBEA, WBEA, UBEA, and UVA.