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Date August 3, 1977

A SURVEY OF OFFICE ADMINISTRATION PROGRAMS IN SELECTED
COLLEGES AND UNIVERSITIES IN THE UNITED STATES

by

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ABSTRACT

The purpose of this study was to provide a source of data relating to four-year Office Administration programs from selected National Association of Business Teacher Education member colleges and universities throughout the United States.

The survey instrument was mailed to 74 NABTE member institutions reported as having four-year Office Administration programs, from which 51 usable replies were received.

These replies were tabulated and analyzed. The findings of the study indicated that most schools preferred "Office Administration" as the title for their program. Titles alluding to the management thrust of Office Administration were also popular.

A large majority of the graduates from four-year Office Administration programs in the past three years have been women. Most four-year programs had no male graduates. However, most of those programs which had an option which did not require shorthand did have male graduates. Most schools had from 6 to 15 graduates each year.

Most of the graduates from four-year Office Administration programs during the past three years secured secretarial jobs; however, the percentage of these graduates seeking secretarial jobs had been decreasing. The number of graduates who secured positions in office management and data processing had been increasing. Almost all of the graduates from four-year programs in which shorthand was required for all options secured secretarial jobs. Many of the graduates from programs which did not require shorthand for all options secured non-secretarial jobs, such as, management or data processing. Many schools did not have follow-up information available to them.

Curriculums for Office and Business Administration courses required for the General Office Administration curriculum and the Secretarial and Office Management options were tabulated and analyzed, including quarter hours credit required, ranges, and upper or lower division placement for each required course. Most four-year Office Administration curricula were divided into two options: Secretarial and Office Management.

Objectives for four-year Office Administration programs indicated that a major thrust within the curriculum should be the training of office managers. Increased emphasis was also desired in word processing and data processing.

Chapter 1

INTRODUCTION

Before the advent of the computer age, most office work was limited mainly to manual and basic mechanical methods of communicating, accounting, and record keeping. Thus, in response to this demand for mechanical skills, the office administration curriculums of many colleges and universities evolved from a four-year secretarial training program. In a survey by Campbell (1967), "Secretarial Science" and "Office Administration" were listed synonymously. "Many programs appear to have grown out of curricular arrangements originally designed for preparation of office supervisors or executive secretaries." (Ray, 1970:196)

The office administrator of today must be in command of the information systems created by volumes of paper work generated by modern computer technology and by the increasing demands of governmental regulations. The office of the 1970's has become an information processing center. Duties of the administrative office manager might relate to personnel, company policies and procedures manuals, budgeting, company forms control, company records management, electronic data processing operations, office layout, space, and communication requirements, and inventory. (Proposal to Modernize . . ., Oregon State University, 1976)

The need for office administrators is apparent, but the field of study generally referred to as office administration or office management has not been delineated in any manner approaching uniformity by either educators or business executives. "At one end of the continuum, the programs prepare secretarial personnel; while at the other end, computer systems, high-level staff services, corporate communications, and management information systems are taught." (Hershey, 1975:99)

STATEMENT OF THE PROBLEM

The purpose of this study was to provide a source of data relating to office administration programs in selected colleges and universities in the United States.

In order to provide a comprehensive source of data, the following areas were considered:

- a. Enrollment trends
- b. Employment trends and salaries
- c. Option offerings
- d. Required office administration course offerings
- e. Required business administration and economics course offerings
- f. Course additions, deletions, and changes
- g. New types of equipment
- h. Recommended areas for change in office administration

NEED FOR THE STUDY

Because of the rapid changes occurring in the business world, any business-related curriculum should be examined and adjusted frequently.

Ray (1970:195) has very succinctly pinpointed office administration as one of the areas in need of evaluation:

Businessmen, educators, and professional associations such as the Administrative Management Society have demanded that the schools offering programs of study in office administration evaluate their programs.

Hershey (1975:99) stressed the need for a clear definition of the area of office administration in terms of such activities as data processing, information systems, and communications. Collegiate educators are confronted with the problem of determining program and course content for the area of office administration.

Ray (1970:196) states that office administration programs do not reflect the current needs of the administrative office manager.

LIMITATIONS OF THE STUDY

The population was limited to selected colleges and universities which offer four-year programs in office administration or office management and are members of the National Association for Business Teacher Education.

The fact is recognized that the data obtained from the survey revealed the office administration programs as they were at a particular point in time--not necessarily as they should have been.

Material in the Review of Literature and selected references in the Introductory chapter were secured primarily from resources in the Montana State University Library, Bozeman, Montana.

DEFINITION OF TERMS

To insure clarity for the reader, certain terms are defined by the writer.

Administrative Assistant. The administrative assistant is a liaison between the executive and other forces, whether these forces be customers, employees, higher management, or the automated division of the enterprise. The administrative assistant must make data readily available from which decisions may be made. Many administrative assistants in today's business world perform management functions, as well as, work sampling and time scheduling.

Administrative Manager. An administrative office manager's job description might include such duties as: supervising, evaluating, motivating, developing and controlling supporting personnel; assisting and advising in the development and maintenance of company policies and procedures manuals; assisting in the development of program budgeting; developing and maintaining company forms control

program; developing and maintaining company records management program; supervising electronic data processing operations; providing technical advice on office layout, space, and communication requirements; advising associates in regard to staffing, methods, procedures and work measurement practices; maintaining current inventory of all furniture, equipment, and supplies; maintaining current inventory of auto fleet; and administering operations and repair of the company fleet. (Proposal to Modernize . . ., 1976:1)

Systems. A system--any system--is an array of components that interact to achieve some objective. The basic idea of management-by-system is that a business organization is a system of inter-related parts, directed and controlled in their interaction by the ubiquitous and cohesive element, information.

The components of a system may themselves be systems, depending on the complexity of the parent system. (Place, 1969:19) Computer systems are an integral part of the management information system which centers around the ability of the computer to store, retrieve, and manipulate information.

Secretarial Skills Courses. Courses training directly in those performance requirements for a secretarial position and for which timings are utilized in evaluating performance, i.e., shorthand, typing, office machines.

Chapter 2

REVIEW OF LITERATURE

The emergence of the area of administrative management is a relatively recent development in American business. Office administration, until the early 1950's, was limited mainly to manual and basic mechanical methods of communicating, accounting, and record keeping. With the emergence of computers, many of the more tedious jobs of obtaining and disseminating information were eliminated. Volumes of information were made available quickly and relatively inexpensively; intuitive judgments were being replaced by statistically oriented decisions. (Hershey, 1975:99) Managers are demanding more and more information as a basis for decision making. Governmental regulations have also increased the need for more information processing. (Diehl, 1964:155) The modern business office, with its electronic equipment, is the control center in industry. (Etier, 1973:20)

The need for office managers is apparent, but the field of study and work generally referred to as office management or office administration has not been delineated in any manner approaching uniformity by either educators or business executives. "At one end of the continuum, the programs prepare secretarial personnel; while at the other end, computer systems, high-level staff services, corporate

communications, and management information systems are taught." (Hershey, 1975:99) The area of office administration needs to be clearly defined in terms of such activities as data processing, information systems, and communications. As collegiate educators, we are confronted with the problem of determining program and course content for the area of office administration. (Hershey, 1975:99)

"The opportunities for development of the area generally referred to as office management may be greater today than at any time in the past" (Hershey, 1975:93)

Descriptive Title

The School of Business at Oregon State University has recently changed the name of its department from Office Administration to Administrative Office Management. They felt that the use of the currently accepted title of Administrative Office Management should "attract additional students throughout the state and region who might previously have been unaware that they could obtain the educational preparation for such a career at Oregon State University." (Proposal to Modernize . . ., Oregon State University, 1976)

The National Office Management Association changed its name to Administrative Management Society because it felt the need "to interest an increasing number of college graduates in administrative careers." (Lemasters, 1968:28) The Association felt there

was an "obvious disenchantment" by most college students with an "office" label. "The title recommended for a university administrative services department is 'Department of Administration,' and the title recommended for the collegiate major is 'Administration' for both the administrative manager and administrative secretary." (Lemasters, 1968:28)

In the study completed by Gerald Hershey of 152 colleges and universities, 58 of the schools offered four-year majors in office management or similar areas. The predominant name used was "Office Administration"; next in popularity was "Office Management," followed by "Administrative Management."

"If the field is to become sufficiently recognized, having a commonly accepted name might be helpful." (Hershey, 1975:94)

Even though the terms "management" and "administration" are frequently used interchangeably, some authors are now distinguishing "administration" as that of conducting the affairs of non-profit organizations and "management" as being business and profit-related. Governmental representatives choose the term "administration" as the all-inclusive term, while businessmen tend to favor "management." This seems logical when we consider the fact that in business, in contrast to government, no clear distinction is made between those who set policies and those who implement (or administer) them. (Kramer, 1975:81)

Job Perspective

Positions open to graduates of administrative management programs are those which require decision-making skills in the areas of office services, administrative systems, records management, communications, and data processing. These positions might be as director of programming, systems analyst, director of office services, and records manager.

The position of administrative assistant or administrative secretary also requires a university background. "The position may occur anywhere in the business structure where an executive's responsibilities require administrative aid." (Lemasters, 1968:25)

Civil service jobs are also open to these students. Another alternative might be in office positions in the foreign service. (Tate, 1962:238)

Reports conflict as to the demand for office managers. In a 1974 report Cone and Cook state: "The original purpose of office management classes was to prepare students for the specific position of office manager. Today, for various reasons, the position is not available to large numbers of college graduates." (Cone, 1974:338) This was the only negative finding as to job demand in the review of literature, however. In planning for modernization of their department at Oregon State, they found that in the category of administrative specializations, the expansion and replacement figures

were higher only for accountants. Cone and Cook did conclude that "the majority of college-educated people in this country will ultimately work in some type of office situation." (Cone, 1974:338)

Diehl (1964:155) found that nearly half of the executives questioned believed that supervision was a terminal job for women, while nearly two-thirds of the managers stated that supervision was not a terminal job for men. More recent studies might prove these findings to have changed.

All but 2 of the 22 managers surveyed by Schmidt (1973:24) were males; and, in reality, one of the women was a top secretary with seniority.

Female office employees with varying educational backgrounds who had been initially employed from 1967-1969 were surveyed by Swanson. Swanson found the educational variable to be an important influencing factor regarding salary differences. "Generally, four-year college graduates receive more responsible and challenging positions." (Swanson, 1971:52)

In Schmidt's study, the mean age of office managers was 44.4. "Experience could, therefore, be a significant factor." (Schmidt, 1973:27)

"Relatively few office administration graduates reach high executive rank, but all can make significant contributions at different levels and in different types of business, small and large." (Lemasters, 1968:27)

"Because the office function only recently has 'come into its own,' however, little research has been concerned with the selection of first-level office supervisors." (Diehl, 1964:155)

Administrative Assistant

"Today's administrative assistant is an extension of the executive." (Etier, 1973:20) In a large company, the administrative assistant automatically becomes the liaison between the executive and the automated information division of the business. She must decide what data is to be passed on to the executive. Therefore, she must understand both management and the automated information systems, storage, retrieval, and word processing. (Etier, 1973:20)

"She is a vital link in the supply line of information which enables management to make decisions." (Jackson, 1973:3) "The centralization of information processing--made possible through the computer with interconnections with all the branches and divisions of a company--brings a flood of data into the executive's office by way of the administrative assistant's desk." (Etier, 1973:20) Her boss must make split-second decisions based on the information gathered by his administrative assistant. (Etier, 1973:22)

The traditional secretary might be replaced: The central stenographic pool might receive the dictation; the common reception office might perform the receptionist duties; and the electronic

telephone device could answer the telephone calls. The professional secretary cannot and will not be replaced, however, because the managerial skills she performs make her indispensable. (Wright, 1970:6)

The functions of management--planning, organizing, staffing, directing, and controlling--are, in today's business world becoming more a part of the secretary's responsibility. The well-qualified secretary will find herself more involved with these functions as she progresses up the ladder from beginner to the professional person that she is capable of being. (Crump, 1974:9)

The secretary may be asked to manage subordinates in addition to doing administrative work for her superior.

The managerial secretary must "take frequent samples of work to ascertain quantity, quality, time use, and costs without the necessity for a complete survey." (Wright, 1970:8)

"Today's executive is relying more and more on his assistant to organize his business time." (Etier, 1973:22) She establishes time priorities for projects and programs. She must be able to shift appointments to ease a tight schedule and still keep the shifted person happy.

Many times the administrative assistant position is filled by the promotion of an executive secretary. "In her former role as secretary, her performance was measured by her ability to produce, but the criterion against which success in her new job will be measured is by what she is able to get others to do." (Jackson, 1973:3)

"For the executive and his administrative assistant to be an effective team, education for young women must modernize. Stress must be put on the ability to learn new things--to keep pace with a technical society." (Etier, 1973:20)

In the past, if a potential administrative assistant could perform secretarial skills well, she was believed to be ready for a top-level position in the business.

Today, the administrative assistant "must understand the overall problems which top management is called upon to solve, so that she can assist in maintaining the records and systems necessary to provide data helpful in solving those problems." (Etier, 1973:20)

Administrative Manager

The titles assigned to the Office Manager are as varied as the titles of corresponding departments at the university level. Common titles are Administrative Manager, Administrative Services Manager, and Office Manager.

The male gender was most frequently used when referring to the manager, while the female gender was used in the literature when referring to the administrative assistant.

The status and scope of an administrative service manager's responsibilities are dependent on the size of the organization,

the nature of the business, the structure of the parent organization, and the educational background of top managers. (Place, 1969:16)

Some managers feel that administrative services encompasses accounting and integrated electronic data processing activities; others believe that it encompasses the mail room, duplicating room, central files, a stenographic pool, stationery supplies, and the company cafeteria. (Place, 1969:16)

"Business today relies heavily on receiving promptly and accurately the vital information necessary for business decision-making." (Carter, 1964:25) The person who provides management with this vital information is an important "key" to the profitable operation of the firm. (Carter, 1964:25)

"Methods of organizing this new information must be found so that top management will not have to fight its way through an ever-growing maze of raw, undigested data." (Carter, 1964:25)

If his college background includes experience in paper-work systems, forms control, records retention, work measurement, procedural analysis, and personnel development, the future office manager should be able to devise a system so that information is obtained efficiently and in the shortest possible time.

Tomorrow's office manager must know how to handle the problems of a data processing installation. "New electronic devices and techniques seem to demand a new type of manager and new qualifications

for the job." (Carter, 1964:25) The office administrator must be able to analyze the systems and procedures that currently exist and change them so that they fit into the automated system.

In Schmidt's survey of office managers, the salaries indicated that the office manager can be classified as middle management. (Schmidt, 1973:27) The activities the office managers generally thought of as being most important in their work were personnel hiring and relations, work measurement, oral communications, written communications, and systems design.

"Those who had bachelor's degrees earned them in business administration or related fields, such as business education, economics, and accounting." (Schmidt, 1973:31)

According to the Oregon State Proposal, an administrative office manager's job description might include duties relating to personnel; company policies and procedures manuals; budgeting; company forms control; company records management; electronic data processing operations; office layout, space, and communication requirements; and inventory.

Rausch (1964:278) suggests that it is generally unwise for office managers to attempt to undertake any of the following specific assignments:

1. Designing office forms,
2. Systems analysis,
3. Automation programming,

4. Intensive efficiency study, or
5. Time study.

The role of the office manager should be to oversee the other personnel as they perform these jobs. (Rausch, 1964:278)

On the other hand, the point should be made that office administration is closely related to office systems study; but the student of office administration must understand the difference between making a detailed study and appraising the end result.

"An office administrator must place by far the greater emphasis on the second of these two management responsibilities, a careful appraisal of results of a system or procedure (which was previously studied in detail by trained specialists)." (Rausch, 1964:280)

The office manager must be able to identify the trouble spots in systems so as to request staff assistance where it is needed.

"The office administrator must supply reports and records to serve as grist in the management mill. These will be the basis for top management's planning, controlling, and evaluating functions." (Rausch, 1964:290)

Curriculum

"Businessmen, educators, and professional associations such as the Administrative Management Society have demanded that the schools offering programs of study in office administration evaluate their programs." (Ray, 1970:195)

Ray completed a research study during 1968 of thirty-one colleges and universities from which he attempted to identify the optimum role of colleges in the education of administrative office managers. From personal interviews with managers in four states, an analysis of the administrative functions, responsibilities, and qualifications of administrative office managers was made. Also, the existing collegiate programs in office management were studied; managers were questioned with regard to "the most desirable content of collegiate programs. . ." This study will be referred to under the appropriate course headings.

General Education

A study by Moran supported the findings of the studies sponsored by the Ford Foundation and the Carnegie Corporation indicating that "the occupational success of graduates of curriculums requiring approximately 50 percent general education is greater than that of graduates of curriculums requiring less than 40 percent general education." (Moran, 1972:4069A)

Ray found that the amount of general education required in office administration curriculums ranged from 15.6 to 53.9 percent.

"The issue of generalized versus specialized management education has not been settled to this date." (Kramer, 1975:80) Proponents of a broadly conceived general education for future office managers stress the need for flexibility and social awareness in our rapidly

changing environment. Proponents of specialized education emphasize the growing complexity of the management process brought on by the growing demand for managers who can handle large volumes of information through computer processing and by the need for tackling business issues scientifically rather than by intuition. (Kramer, 1975:80)

Some authorities stress a combination of the two. No manager, unless he is the heir to an existing company, begins his career as top manager. He is hired first for his special skill; but if he is successful on the job, becomes a generalist. (Kramer, 1975:81)

Hicks and Place state that a knowledge of various jobs is needed if proper control is to be maintained over quality, quantity, and time standards and in order to administer training programs and motivational procedures. (Lemasters, 1968:27)

Secretarial Skills

Ray found that over half of the collegiate office administration programs he examined required two or more of the skills courses, such as, typing, office machines, shorthand, office practice, and office appliances.

Many programs appear to have grown out of curricular arrangements originally designed for preparation of office supervisors or executive secretaries. (Ray, 1970:196)

These programs do not reflect the current needs of the administrative office manager. "There is no evidence to support the

extensive requirements in office and secretarial skills still included in many of the schools' programs (for example, up to 16 quarter hours of shorthand in some schools). Educators in these schools should examine and adjust their requirements. . ." (Ray, 1970:196)

Johnson noted that since it is evident in business today that shorthand is being used as a personnel selection device rather than a pure prerequisite for employment, the trend is to lessen the shorthand requirement. (Johnson, 1976:5)

Another study found that 60 percent of the companies surveyed required 80 w.p.m. in shorthand as a prerequisite to employment.

In Powell's survey, typing for an administrative secretarial curriculum was rated as only "ancillary to the main duties of the administrative secretary." (Powell, 1976:25)

"The traditional aspects of clerical and secretarial work will need to be presented but perhaps in a different context."
(Carter, 1964:27)

Word processing. "Word processing is not new and must not be considered a separate entity." (Johnson, 1976:5) Word processing is a combination of verbal ideas, written documents, and other information that make up an organization's total communication system--and is a composite of people, procedures, and equipment.
(Johnson, 1976:5)

Many authors are suggesting that the secretary's world will never be the same again. They view the occupational field as being divided into two areas--the administrative secretary (assistant to the boss) and the corresponding secretary (the typist and operator of word processing equipment).

"Business and office educators should not let the present thrust of word processing frighten them or make them feel that their total program needs to be revised." (Johnson, 1976:5) However, some changes may need to be made to prepare office workers to meet the challenges of today and the future.

Reports of machine manufacturers and office administrators suggest that the time required for automatic typewriter training, assuming moderate touch typewriting ability, may range from 5-40 hours. A person of reasonable typing skill and average mental ability should be able to master the basic operations within 6-10 hours with proper training. (Johnson, 1976:5)

With automated word processing (AWP), administrative secretaries (who do the non-typing tasks of a secretary) work for more than one boss; and the administrative secretary's potential with AWP to handle a larger amount of office activities is considerable. (Powell, 1976:23)

A problem arises when the administrative secretary with the advent of AWP still attempts to perform the same functions as before.

Another problem is that secretaries in the word processing center are sometimes being paid more than the administrative secretary because it is felt they are more productive. (Anderson, 1976:11)

Core Courses

Ray in his survey of colleges and universities found the common areas for core courses to be: accounting, management, marketing, business communications, statistics, finance, economics, and business law; others frequently listed were data processing, business report writing, introduction to business, and money and banking. (Ray, 1970:196)

Business Communications

Ray, as a result of his survey of managers and colleges, recommends two courses in business communications for the office administration major. These courses should include study in the following areas: fundamentals of clear and concise written and oral communication, business letter writing, business report writing, oral presentation of business reports, and communications equipment. (Ray, 1970:196)

The development of business communications is an area of current popularity and substantial opportunity.

Many schools are offering their business communications courses through their office management departments.

"A course in the fundamentals of written (and oral) communications could, and probably should, be followed by one or two offerings focusing upon the theoretical, organizational, societal, political, and psychological aspects of communications." (Hershey, 1975:97)

The administrative assistant must be taught the art of informing and persuading others through oral and written communications. She must realize that "public image" is her business. (Etier, 1973:22)

"Office management executives are concerned about the communications and human relations skills of potential office supervisors." (Diehl, 1964:156)

Thompson reported that men and women executives ranked business letter writing as one of the most-used courses they took in college. Foy stated that no matter how good a man's ideas were, if he could not communicate them effectively, verbally and in writing, he will not be able to work effectively with others. (Lemasters, 1968:28)

Electronic Data Processing

Ray recommends that one course in electronic data processing be required, which would be an introduction to data processing which would emphasize the capabilities, uses, and limitations of computers. (Ray, 1970:196)

Hershey recommends that one or two basic courses dealing with computer processing and information processing concepts would be

desirable, but that courses focusing on the specifics of unit records, keypunching, and similar topics are not desirable and are not essential for the management trainee. (Hershey, 1975:96)

"Today's college course in office management must include more emphasis on data processing, systems work, and the human relations needed to effectively coordinate the efforts of all departments." (Carter, 1964:27)

The Administrative Office Management program at Oregon State University has included Electronic Data Processing (EDP) as an option in the curriculum. "The administrative office manager is finding that the EDP systems are being placed within his bailiwick as frequently as it is separated from office services." (Proposal to Modernize. . ., Oregon State University, 1976) The EDP option is not to prepare the student to be a computer operator or programmer, but the student graduating with this option should be able to communicate intelligently with both top management and operating personnel about EDP systems.

Human Relations

To properly prepare for the management profession, the student needs to learn more than the narrowly defined management concepts and skills; he must develop desirable personal traits and attitudes. (Kramer, 1975:81)

The administrative assistant's attitude toward those with whom she works determines the success or failure of her activities more than anything else. "An awareness of human problems, a sensitivity toward the hopes and aspirations of those with whom she works, and a capacity for analysis of the emotional forces that motivate their performance are the essential attributes of a good administrative assistant." (Etier, 1973:22)

Office Administration

Ray, in his survey, found that 84 percent of the colleges required one or two courses in office management (or office administration) in their office administration program.

As a result of the survey, Ray recommends two courses in office administration. The second course would include problem situations based on actual business experiences. (Ray, 1970:196)

Carter recommends that the introductory course should acquaint students with office organization, physical environment, and the skills and knowledges required of an office manager. An advanced course would give them an opportunity to develop their managerial ability in decision making. (Carter, 1964:27)

Some methods which have proven to be effective in teaching office management are the case-study method, computer simulations, group projects, and peer rating scales. (LeRosen, 1976:317)

The advent of the computer has necessitated refinements of office activities, such as, record-keeping, communicating, and the planning and controlling of systems. (Jones, 1965:304)

Records Management

A survey of 439 AMS members showed:

Records management activities included establishing retention schedules, protecting vital records, administering regular and archival and historical records centers, surveying and analyzing filing, microfilming, and information retrieval systems, approving filing equipment purchases, managing correspondence procedures, and controlling reports. (Lemasters, 1968:25)

The records management course content is experiencing significant change.

"A component of administrative systems that has experienced considerable change, growth, and sophistication during recent years is the one of information and records systems--'records management.'" (Hershey, 1975:96)

Hershey reviewed 152 college and university catalogs and reported that the titles suggested a variety of content, ranging from "filing methods to the larger concept of information storage and retrieval systems." (Hershey, 1975:96) Hershey recommends that the focus should be on the total information storage and retrieval systems--"perhaps encompassing substantial study of computer processing systems as suggested in a recent records management periodical." (Hershey, 1975:96)

"Good filing clerks should not be the final product of a records management class." (Wood, 1975:22) In addition to understanding the basic filing methods and equipment, the student of records management should also be capable of creating an efficient and usable records management or information system. (Wood, 1975:22)

"Now more than ever before the management of records has become a most important office function." (Kreidber, 1967:289)

Systems

"A whole new technology--information processing technology--is evolving based on the total-system philosophy and on an effort to cut back as much as possible on the piles of paperwork which plagues everyone." (Place, 1969:20)

To be able to design these information systems, one must develop skills and knowledges different from those previously associated with office work.

"The basic idea of management-by-system is that a business organization is a system of interrelated parts, directed and controlled in their interaction by the ubiquitous and cohesive element, information. . ." (Place, 1969:19)

Sub-systems picture procedures that control internal information flow patterns, since they describe the nature and timing of each individual's participation. (Place, 1969:19)

Ray (1970:196) recommends one course in systems and procedures, which should build upon the foundation for systems study that was formed in an introductory office administration course.

Hershey (1975:95) in his review of college catalogs found very few course offerings in the area of systems and procedures analysis for office management majors. "Personally, the area of systems analysis would seem to be a vital component of a four-year major in office management." (Hershey, 1975:95)

While the typical undergraduate systems course is more descriptive, a good information systems course should "offer the student the opportunity to practice a 'hands-on' approach to building and manipulating computer-based files." (Fuller, 1975:20)

Internship

Ray found very few internship programs in office administration in the colleges he surveyed. Most of the managers surveyed, however, felt that an internship program for students in office administration would be desirable and said that their companies would be willing to participate in such an internship program. (Ray, 1970:196)

As a result of his research, Ray recommended "a requirement that the student spend a portion of his senior year in an internship program with a business firm." (Ray, 1970:196) His recommended length of internship was for at least one semester's duration on a full-time basis.

Hershey recommended an internship activity if the content level were sufficiently high and "if the course is not merely secretarial training." (Hershey, 1975:98)

The employer should be reminded that the intern is not to be a clerk typist or a stenographer, but rather special emphasis should be given to special problem areas, such as, office work measurement, work incentives, and office-job analysis. (Proposal to Modernize. . ., Oregon State University, 1976)

One of the primary strengths of the internship program is the ability of the intern to delve into problem areas. His status allows him to be very inquisitive with personnel at all work levels.

"Another strength is the timely chance to discover and correct the student's areas of weakness." (Whiteside, 1975:33)

Reasons given by the host of the intern for supporting the program are that the "presence of an enthusiastic individual with an inquisitive mind and a fresh approach is 'healthy' for the organization; the work produced by internees has consistently been of high quality." (Whiteside, 1975:33)

Professional Organizations

Examples of modern professional organizations that have evolved in the area of administrative management are the Administrative Management Society (AMS - formerly National Office Management

Association), the Systems and Procedures Association (SPA), the American Records Management Association (ARMA), the Data Processing Association (DPMA), and the Certified Professional Secretary (CPS). (Lemasters, 1968:28)

Oregon State University has a goal of preparing its Administrative Office Management students for both the CPS and the CAM (Certified Administrative Manager).

Continuing Education

Educators who direct programs of study in administrative office management should make follow-up studies of their graduates and should plan short, inservice courses to aid them after they begin their jobs.

"They should make clear to students that they will never be able to quit 'going to school.'" (Ray, 1970:196)

Advisory Council

Oregon State University began their curriculum revisions with the advice of an advisory council.

"An advisory committee should be a definite requirement in organizing and teaching any type of educational program, whether vocational or academic." (Shinn, 1975:329)

The advisory committee should provide an important link in keeping up to date on all current job standards, requirements, trends, etc.

"Advisory committee members should have had recent, successful, firsthand, and practical experience in your field of education."
(Shinn, 1975:329)

That this committee be "functional" and be a sounding board for ideas, suggestions, and advice is extremely important.

Summary

With the advent of the computer age and the increasing importance of information systems, opportunities for the development of the area of office administration are greater than ever before.

The area of office administration needs to be clearly defined. Collegiate educators are confronted with the problem of determining programs and course content for the area of office administration.

Educators are being encouraged to choose titles which properly reflect the subject matter of their curriculums and courses. Departments should consider coordinating their titles with commonly accepted titles of other comparable departments, so that the field will become more widely recognized.

With one exception, the reports on the job outlook for office administrators were good--due primarily to the increased importance and complexity of information systems.

Although the demand for women in lower management positions was not reported as being good from past research, the current

trend against sex discrimination might well reverse these findings. The educational variable was found to be important for women seeking jobs, however.

In the past, office administration graduates have not "climbed the corporate ladder" but have remained in important, but lower-level management positions.

Little research has been done concerning selection criteria for these first-level office supervisors.

The administrative assistant must be trained in the management area. In today's business world, this is part of her responsibility.

The secretarial skills are not a function of the administrative office manager. Rather, the administrative manager is involved with personnel work, work measurement, communications, and records management.

Demands are being made that curriculums under the heading of "Office Administration" be revised. Research findings are indicating that there is no need for the extensive requirements for office and secretarial skills in the area of office administration. Educators are being encouraged to adjust their requirements.

The administrative assistant needs to understand word processing but under most circumstances would not have to operate the word processing equipment.

The course demanded at the top of every research finding was Business Communications. Communications and information processing are the two key terms in the office setting of today.

An understanding rather than an operational skill in data processing was also stressed.

A graduate's skill in human relations was determined to be a major factor in his job success.

Decision-making should be a component, integrated part of all upper-level courses in office administration.

A Records Management course should include a knowledge of the creation, storage, retrieval, and disposal of records systems--not just the fundamentals of filing.

The area of systems was found to be the most neglected in all curriculums.

An internship program of a high, problem-solving level (not a secretarial internship) was recommended in all research findings.

Office administration programs might consider preparing students for the CPS and CAM examinations.

All office administration programs should have an advisory council to help keep them up to date on current business practices.

The office administration program should not end with a student's graduation but should continue with inservice programs to help them following graduation. An office administration student's educational program can never end.

Chapter 3

PROCEDURES

The study of curriculum patterns in four-year Office Administration programs was conducted through the use of the following procedures:

1. Review of related literature
2. Development of the survey instrument
3. Selection of participants in the study
4. Administration of the survey instrument
5. Analysis of data and presentation of findings
6. Drawing conclusions and making recommendations

Review of Related Literature

The study was begun in September, 1976, with an analysis of all pertinent articles listed in the Business Education Index and the Education Index (1960-1975 issues).

If a scanning of the article revealed material related to the topic, the article was perused; and a detailed summary, using extensive quotes, was typed on regular 8½" x 11" typing paper. All these references were retained on file for frequent reference.

Current (1976-1977) business education journals were more accessible from the personal library of Dr. Daniel Hertz, the faculty advisor for this study.

Two related studies were listed in the Dissertation Abstracts. One of these dissertations, "The Functions of Administrative Office Managers with Implications for Collegiate Programs of Study," was

summarized by the researcher, Charles Ray, in the February, 1977, issue of the Journal of Business Education. This article was a reference for this study. The other dissertation, "Curriculum Patterns in Four-Year Secretarial Science Programs in Selected Colleges and Universities of the United States," by Donald Campbell, was ordered for reference in the preparation of this study.

This initial research resulted in a bibliography of 27 articles and 1 dissertation.

The Delta Pi Epsilon Journal, January, 1977, contained an article which listed research that had been completed in Administrative Office Management since 1960.

Precisely what research has been completed in administrative office management during the past fifteen years? To answer this question the following sources of research information were reviewed: (1) Business Education Index (1960-1973), (2) "Research Bibliography" compiled by the Business Education Department, Brigham Young University, (3) personal sources, and (4) Lockheed DIALOG Information Retrieval Service, Abstract of Business Index (ABI). (Smith, 1977:1)

All but two of the relevant articles had been included in the review of related literature for this study. These two articles were reviewed. The study was continued with confidence as to the thoroughness of coverage of related literature.

The writer also read every pertinent article in journals available to her during the time the study was being conducted.

This review of literature helped the writer delineate issues and trends in Office Administration, which was essential in the development of the survey instrument.

Development of the Survey Instrument

As a result of the review of literature, the writer began to focus on questions raised by researchers in Office Administration relating to curriculum patterns. The questionnaire used by Campbell (1967) suggested ideas for the formatting of the questions.

These questions were submitted in rough draft form in January, 1977, to members of the Office Administration staff at Montana State University with a note requesting additional questions to which they might desire answers regarding Office Administration curriculums.

Through much cooperation, an overabundance of questions resulted. Efforts to formulate these questions in questionnaire form required drastic reductions and pinpointed Office Administration as a field in which much more up-to-date research was needed.

The questions were arranged in an order of descending importance to aid in the question selection process. Questions were stated so as to receive as much information as possible with a minimum of questionnaire space consumption.

A two-page (front and back) limitation was chosen in consideration not only of the respondents' time but also of postal expenses.

In March, 1977, the questionnaire rough draft was submitted to the graduate research class for suggestions and advice. Each item on the questionnaire was thoroughly analyzed by the group. Members of the Office Administration faculty and members of the writer's advisory committee also contributed invaluable advice in the construction of the questionnaire.

The revised questionnaire was submitted to the writer's faculty advisory committee and, with slight revision, was approved for mailing to the 74 colleges and universities chosen as participants for the study.

Selection of Participants for the Study

The writer's intention was to survey every college and university offering a four-year degree in Office Administration.

No current list of all colleges and universities offering four-year degrees in Office Administration was available to the writer.

Thus, the writer contemplated (1) a mailing to all NABTE member colleges and universities asking whether they had a four-year program in Office Administration, or (2) a mailing to all schools offering degrees in secretarial science listed in Earned Degrees Conferred, 1974-75, asking whether they had a four-year Office Administration program. Both alternatives would have required extensive cost and time delay and appeared to the writer to be in the "dissertation" research category.

In the NABTE Review (1975) Gerald Hershey described his sampling technique in securing names of colleges and universities offering four-year Office Administration programs:

All of the 152 college and university programs analyzed were in schools that are members of the National Association for Business Teacher Education. Colleges and universities were identified through a directory of NABTE member institutions, and the 152 schools selected represented a total of 46 states. No colleges were included from the District of Columbia, Hawaii, Maine, or Puerto Rico.

When selecting specific schools, it was the intent to include a variety of locations as well as sizes of institutions. In nearly every case, two colleges or universities were selected from each state and, in the more highly populated states, as many as six schools were included. Thus, a wide range of schools were included in the analysis resulting, hopefully, in a representative sample of programs and offerings in office administration.

From review of the 152 college and university catalogues selected, it was learned that 58 (38%) of the schools offered four-year majors in office management or similar areas. (Hershey, 1975:94)

The Business Education Forum, "Directory of NABTE Member Colleges and Universities," December, 1976, was utilized to obtain the names of department heads and addresses for the population sample. Of the 58 colleges and universities Hershey studied, four were no longer listed in the Directory of NABTE institutions and were not used for this study. The remaining 54 colleges and universities Hershey had selected were an ideal sample for participants of this study, even though schools which might have added Office Administration programs in the last two or three years would not be represented.

The College Blue Book, "Degrees Offered by Colleges and Subjects," 1972, provided 20 additional NABTE colleges and universities offering four-year Office Administration programs.

A total of 74 NABTE colleges and universities offering four-year programs in Office Administration were included in this study.

Administration of the Survey Instrument

The research instrument was printed during the month of March, 1977, by the Multilith Department on the Montana State University campus. The letter of transmittal and envelopes were prepared on an automatic typewriter at Montana State University.

The first mailing was sent on March 25, 1977. The suggested return date for the questionnaire was April 8, a period of two weeks. By that date 37 colleges and universities had responded. This represented 50.0 percent of the 74 colleges and universities asked to participate in the study.

A second mailing was sent on April 15, 1977. By April 27, 1977, 50 responses, or 67.6 percent, had been received.

A final follow-up mailing was sent on May 5, and May 20, 1977, was established as the cutoff date, again allowing a period of two weeks. By that date, 57 (77.0 percent) of the 74 colleges and universities had responded. The assumption was made that any questionnaires not

received by this time would not be received. Usable returns were received from 51 colleges and universities.

Analysis of Data and Presentation of Findings

Responses from the 51 usable returns were tabulated and compiled on tally sheets in order to summarize the data.

Tables were constructed from the tally sheets in order to present the findings in a readable and understandable form. The most frequent statistics given in these tables related to the number of responses to each category and how those responses compared as a percentage of the total responses for that table. Comparisons were also made in the section on Curriculum as to the mean, mode, and range for each required course. The tables and explanations were presented in Chapter 4.

Drawing Conclusions and Making Recommendations

From a study and analysis of the data in Chapter 4, certain conclusions were drawn concerning the direction, trends, and objectives for Office Administration programs in the selected colleges and universities. These conclusions were presented in Chapter 5.

As a result of these findings and of the review of related literature, recommendations were made in Chapter 5 for future research.

Chapter 4

FINDINGS

Introduction

This chapter presents a tabulation and analysis of the data obtained from this survey of selected four-year Office Administration programs in NABTE colleges and universities.

All responses relating to credit hours were converted to quarter hours to provide a common factor for comparative purposes. All fractions of quarter hours and all percentages were rounded to one decimal place. Because of this rounding process, some column totals will not add to exactly 100.0 percent.

Ample space was provided on the survey instrument for comments; thus, many direct quotes have been included.

Summary of Respondents

Questionnaires were mailed to 74 NABTE colleges and universities reported as having four-year Office Administration programs. As indicated in Table 1, fifty-seven, or 77.1 percent, of the schools responded. Of the 57 schools responding, one respondent had written in the margin of the first page that he did not have access to the data requested; this response was unusable. Four respondents stated

that they did not have four-year Office Administration programs. The Office Administration program had been discontinued in one school.

TABLE 1
SUMMARY OF RESPONDENTS

Explanation	No.	%
Usable returns	51	68.9
Curriculum discontinued	1	1.4
No Office Administration Program	4	5.4
Unusable return	1	1.4
Schools responding	57	77.0
No reply	17	23.0
Totals	74	100.0

Therefore, fifty-one, or 68.9 percent, of the 74 responses were usable. Seventeen, or 23.0 percent, of the schools did not reply.

Titles Used to Identify Four-Year Office Administration Programs

Most schools preferred "Office Administration" as the title for their programs. Twenty-eight, or 54.9 percent, of the schools utilized this title. The word "Management" was used in the titles for nine,

or 17.5 percent, of the Office Administration programs. Eleven different titles were utilized. One respondent mentioned that they would be changing titles within the next year.

TABLE 2
TITLES USED TO IDENTIFY THE
FOUR-YEAR OFFICE ADMINISTRATION PROGRAM

Curriculum Titles	No.	%
Office Administration	28	54.9
Administrative Office Management	5	9.8
Business Education/Office Administration	4	7.8
Administrative Services	3	5.9
Administrative Management	2	3.9
Office Management	2	3.9
Office Occupations	1	2.0
Office Education	1	2.0
Executive Secretarial Administration	1	2.0
Secretarial Administration	1	2.0
Business and Office Education	1	2.0
Omit	2	3.9
Totals	51	100.0

Number of Graduates

TABLE 3

APPROXIMATE NUMBER OF STUDENTS WHO COMPLETED
FOUR-YEAR OFFICE ADMINISTRATION PROGRAMS IN 46 SCHOOLS

Graduates	1975-76		1974-75		1973-74	
	No.	%	No.	%	No.	%
Male	165	19.4	183	22.2	162	21.8
Female	685	80.6	640	77.8	581	78.2
Totals	850	100.0	823	100.0	743	100.0

Two schools had established new programs, and, therefore, had no graduates; two respondents indicated that they were unable to supply the information requested concerning number of graduates; two respondents omitted this question.

During the 1975-76 academic year, 80.6 percent of the graduates were female. The proportion of female graduates to male graduates in Office Administration had been increasing.

Of the 46 schools responding to this question, 24 had no male graduates. However, six schools (with curriculum titles, such as, Administrative Management, Office Management, or Administrative Services) had at least as many male graduates each year as female and usually had more male graduates.

TABLE 4

COMPARISON BETWEEN THE NUMBER OF MALE GRADUATES FROM THOSE OFFICE ADMINISTRATION PROGRAMS IN WHICH SHORTHAND WAS NOT REQUIRED FOR ALL OPTIONS AND THE NUMBER OF MALE GRADUATES FROM THOSE OFFICE ADMINISTRATION PROGRAMS IN WHICH SHORTHAND WAS REQUIRED FOR ALL OPTIONS

Curriculum Requirement	Schools Reporting Male Graduates		Schools Reporting No Male Graduates		Totals	
	No.	%	No.	%	No.	%
Shorthand <u>not</u> required	18	81.8	4	16.7	22	47.8
Shorthand required	4	18.2	20	83.3	24	52.2
Totals	22	100.0	24	100.0	46	100.0

Eighteen, or 81.8 percent, of the 22 schools which had male graduates had Office Administration programs in which shorthand was not required for all options. Only four, or 18.2 percent, of the schools which had male graduates had Office Administration programs which required shorthand.

Only four, or 16.7 percent, of the 24 schools reporting no male graduates had Office Administration programs in which shorthand was not required.

Shorthand was required for all options in the Office Administration programs of 24, or 52.2 percent, of the 46 schools responding to this part of the questionnaire; shorthand was not required of all options in the Office Administration programs of 22, or 47.8 percent, of the 46 schools.

TABLE 5

INCREASE IN THE NUMBER OF GRADUATES FROM FOUR-YEAR
OFFICE ADMINISTRATION PROGRAMS FROM A 1973-74 BASE YEAR

Graduates	1975-76		1974-75	
	Increase	% Increase	Increase	% Increase
Male	3	1.9	21	13.0
Female	<u>104</u>	17.9	<u>59</u>	10.1
Totals	107	14.4	80	10.8

The numbers of male graduates in Office Administration have shown no consistent trends, showing a 13.0 percent increase in 1974-75 over the 1973-74 base year, but only a 1.9 percent increase in 1975-76 over the base year. Approximations of numbers of female graduates, however, have consistently increased, with a 17.9 percent increase for 1975-76 over the 1973-74 base year. Office Administration programs (total male and female graduates) showed a 14.4 percent increase in the 1975-76 academic year over the 1973-74 base year.

All of the 46 schools providing approximations as to the number of graduates from Office Administration programs in the past three years reported having graduates from their programs (with the exception of one school which had no graduates for the 1973-74 academic year and two schools which had started new Office Administration programs and, thus, had not

TABLE 6

SIZE OF GRADUATING CLASSES*

No. of Graduates	1975-76		1974-75		1973-74	
	Schools Reporting		Schools Reporting		Schools Reporting	
	No.	%	No.	%	No.	%
New program (no graduates)	1	2.0	2	3.9	2	3.9
0	-	-	-	-	1	2.0
1- 5	5	13.7	8	15.7	7	13.7
6-10	14	27.5	12	23.5	19	37.3
11-15	12	23.5	11	21.6	6	11.8
16-20	2	3.9	4	7.8	3	5.9
21-25	3	5.9	4	7.8	3	5.9
26-30	1	2.0	3	5.9	2	3.9
31-35	4	7.8	-	-	1	2.0
36-40	-	-	-	-	-	-
41-45	-	-	1	2.0	1	2.0
46-50	1	2.0	-	-	-	-
Data not available	4	7.8	5	9.8	5	9.8
Unusable response	1	2.0	1	2.0	1	2.0
Omit	1	2.0	-	-	-	-
Totals	51	100.0	51	100.0	51	100.0

*Respondents were instructed to estimate.

had graduates in past years); One of these two schools had graduates for the first time in 1975-76 (six graduates and 90 declared majors).

The most frequently reported number of graduates was in the range of 6-10 graduates. In 1975-76, fourteen, or 27.5 percent, of the 51 schools reported 6-10 graduates; twelve, or 23.5 percent, of the 51 schools reported approximately 11-15 graduates. If both these ranges (number of graduates) were combined, 26, or 51.0 percent, of the schools had 6 to 15 graduates.

The largest number of graduates reported for any one four-year Office Administration program was in the 46-50 range for the 1975-76 academic year.

Graduate Job Placement

In 1973-74, 74.9 percent of the estimated number of Office Administration graduates secured secretarial positions; by 1975-76 this percentage had decreased to 70.4 percent. Both Office Management and Data Processing positions showed an increased percentage between the 1973-74 year and 1975-76. The percentage of graduates securing Office Management positions increased from 15.0 percent in 1973-74 to 18.7 percent in 1975-76; the percentage securing Data Processing positions increased from 3.0 percent to 6.3 percent.

One respondent commented, "Business is finding out about these graduates and the graduates actively seek other than secretarial positions."

TABLE 7

OFFICE ADMINISTRATION GRADUATES SECURING JOBS*

Job Categories	1975-76		1974-75		1973-74	
	No.	%	No.	%	No.	%
Secretarial	278	70.4	235	73.7	224	74.9
Office Management	74	18.7	53	16.6	45	15.0
Data Processing	25	6.3	10	3.1	9	3.0
Retail Management	10	2.5	8	2.5	8	2.7
Management Training	8	2.0	9	2.8	11	3.7
Word Processing	-	-	2	0.6	1	0.3
Tax	-	-	1	0.3	-	-
Public Relations	-	-	1	0.3	-	-
Totals	395	100.0	319	100.0	299	100.0

Summary of Responses

Schools responding	36	70.6	31	60.8	31	60.8
Data not available	8	15.7	10	19.6	10	19.6
No follow-up	3	5.9	4	7.8	4	7.8
New program	-	-	1	2.0	1	2.0
Omit	4	7.8	5	9.8	5	9.8
Totals	51	100.0	51	100.0	51	100.0

*Respondents instructed to estimate.

Another respondent commented, "Many jobs are available to four-year Office Administration students--not enough graduates."

Only 36, or 70.6 percent, of the schools listed follow-up estimates for the 1975-76 academic year.. Eleven of those not responding stated that they did not have follow-up information available to them.

More schools had follow-up information available for the 1975-76 academic year than for previous years.

Relationship of Shorthand Requirements to Job Placement

Concluding the 1975-76 academic year, 90.3 percent of the graduates from Office Administration programs requiring shorthand for all options secured jobs as secretaries, while only 58.7 percent of those students securing jobs after graduating from programs not requiring shorthand for all options secured secretarial jobs. On the other hand, 41.3 percent of the graduates from programs not requiring shorthand secured non-secretarial jobs, such as, management, data processing, or word processing.

Table 8 gives a comparison between job placement for those students securing jobs after graduating from Office Administration programs requiring shorthand for all options and job placement for those students securing jobs after graduating from Office Administration programs not requiring shorthand for all options.

TABLE 8

COMPARISON BETWEEN JOB PLACEMENT FOR THOSE STUDENTS SECURING JOBS AFTER GRADUATING FROM OFFICE ADMINISTRATION PROGRAMS REQUIRING SHORTHAND FOR ALL OPTIONS AND JOB PLACEMENT FOR THOSE STUDENTS SECURING JOBS AFTER GRADUATING FROM OFFICE ADMINISTRATION PROGRAMS NOT REQUIRING SHORTHAND FOR ALL OPTIONS

Job Categories	Percent Securing Jobs					
	1975-76		1974-74		1973-74	
	With Shorthand	Without Shorthand	With Shorthand	Without Shorthand	With Shorthand	Without Shorthand
Secretarial	90.3%	58.7%	94.2%	66.5%	88.2%	71.4%
Office Management	9.7	23.8	4.2	20.0	9.1	16.1
Retail Management	0.0	4.0	0.0	3.7	0.9	3.2
Management Training	0.0	3.1	0.0	4.2	0.0	5.1
Data Processing	0.0	9.9	0.0	4.7	0.9	3.7
Bank Examiner	-	-	-	-	0.9	-
Tax	-	-	0.8	-	-	-
Public Relations	-	-	0.8	-	-	-
Word Processing	0.0	0.4	0.0	0.9	0.0	0.5
Totals	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Starting Salaries

TABLE 9

1976 AVERAGE STARTING SALARIES*

Job Category	Schools Reporting	Mean	Range
Secretarial	29	\$630/month	\$460-\$ 800/month
Office Management	17	\$740/month	\$550-\$1000/month
Data Processing	6	\$860/month	\$645-\$1083/month

*Respondents were instructed to estimate.

Very little variation occurred in salaries relative to geographic location. Each job category showed an average starting salary range of about \$400 a month.

Data Processing jobs were the highest paying, with a mean starting salary of \$860 per month for 1976; secretarial jobs were the lowest paying, with a mean starting salary of \$630 per month. Office Management jobs showed a mean starting salary of \$740 per month.

Office Administration Options

Of the 51 schools participating in this survey, 45.1 percent do not divide their program into options. Two schools, or 3.9 percent, did not respond to this question.

TABLE 10
OFFICE ADMINISTRATION OPTIONS

Options	Option Now Offered		Option Will Probably Be Added Within Three Years		Total	
	No.	%	No.	%	No.	%
General OA	23	45.1			23	45.1
Executive Secretarial	22	43.1	4	7.8	26	51.0
Office Management	18	35.3	7	13.7	24	47.1
Administrative Office Management	1	2.0			1	2.0
Administrative Management	1	2.0			1	2.0
Small Business Management	1	2.0			1	2.0
Retail Management	1	2.0			1	2.0
Human Resources	1	2.0			1	2.0
Data Processing	4	7.8	1	2.0	5	9.8
Business Communications	3	5.9			3	5.9
Records Management	1	2.0			1	2.0
Word Processing	1	2.0			1	2.0
Legal Administration	-	-	1	2.0	1	2.0
Legal Secretary	2	3.9			2	3.9
Para-Legal	-	-	1	2.0	1	2.0
Medical Secretary	2	3.9			2	3.9
Medical/Scientific Secretary	-	-	1	2.0	1	2.0
Economics	-	-	1	2.0	1	2.0
General Business	2	3.9			2	3.9

Of the 51.0 percent of the schools which do divide their programs into options, all schools either have an Executive Secretarial option or plan to initiate one during the next three years. All but two of the Office Administration programs which are divided into options either have an Office Management option (or plan to have one within the next three years). Five schools plan to have a Data Processing option.

Eighteen different options were listed by the respondents.

Most of the schools chose to divide their curriculum into options, the most popular options being Executive Secretarial and Office Management.

Under the caption "Option will probably be added within three years," Office Management was listed most often, with seven, or 13.7 percent, of the schools hoping to add an Office Management option to their curriculum.

Two-Year Secretarial Programs

Thirty-two, or 62.7 percent, of the Office Administration programs did offer a two-year secretarial option as part of the program. One school which did not have a two-year secretarial program did have a one-year secretarial program. One respondent commented, "Many of our two-year people become four-year majors." Several of the schools

which did not have a two-year program as a part of the Office Administration curriculum had similar programs in such areas as General Studies.

TABLE 11

TWO-YEAR SECRETARIAL PROGRAMS WITHIN THE
OFFICE ADMINISTRATION CURRICULUMS

Explanation	No.	%
Two-year secretarial program is offered	32	62.7
Two-year secretarial program is <u>not</u> offered	<u>19</u>	<u>37.3</u>
Total	51	100.0

Two-year program coincided with the first two years of the Office Administration curriculum	16	50.0
Two-year program did <u>not</u> coincide with the first two years of the Office Administration curriculum	<u>16</u>	<u>50.0</u>
Total	32*	100.0

*Those 32 schools in which the two-year secretarial program is offered.

Exactly half of the 32 schools which did have two-year secretarial programs stated that the two-year programs coincided with the first two years of the four-year Office Administration program. One respondent

commented, "They complete nearly all of the same department requirements but leave off the General Education requirements. Therefore, they get a concentrated OA major in two years." Another respondent stated, "Courses are not taken in the same sequence, but courses that are taken are the same in content." "More General Education is required in the first two years of the four-year program."

Curriculum Requirements for the General Office Administration Curriculum

Twenty-three schools did not divide the Office Administration curriculum into options. These curriculums were referred to in this study as the General Office Administration curriculum. Typewriting was required by all of the schools having a General Office Administration curriculum. The number of quarter hours listed most frequently for Typewriting was nine for a student having no prior training. Shorthand and Transcription and Office Management were required by 22 of the 23 schools. Converted to quarter hours, 13.5 was the number of quarter hours most often listed for Shorthand and Transcription (with no prior training). Most of the other core courses were listed at 4.5 quarter hours (converted).

Business Communications, Data Processing, Office Management, Office Procedures, Shorthand and Transcription, and Typewriting were required by more than half the 23 schools. Many of the Office Procedures courses included office machines and records management;

TABLE 12

OFFICE ADMINISTRATION COURSES REQUIRED FOR THE
GENERAL O.A. CURRICULUM* IN 23 SCHOOLS

Office Administration Course	Schools Requiring		Quarter Hours Credit Required				Placement Year
	No.	%	Range	Mean	Mode		
Business Communications (If listed with an OA rubric)	17	73.9	3 - 9	5.5	4.5		3
Data Processing (If listed with an OA rubric)	15	65.2	3 -18	6.3	4.5		2
COMBINED MACHINES COURSE							
(With Word Processing)	8	34.8	3 - 6	4.5	4.5		2,3
(Without Word Processing)	4	17.4	2 - 6	4.2	4.5		2,3
Adding and Calculating	7	30.4	3 - 4.5	3.6	3.0		2,3
Duplicating Machines	2	8.5	3 - 4.5	3.6	3.0, 4.5		3
Transcription Machines	0	-	-	-	-		-
Word Processing Equipment	0	-	-	-	-		-
Office Management	22	95.7	3 - 9	4.5	4.5		3,4
Office Procedures	19	82.6	3 -18	6.2	4.5		3,4
Office Work Experience	8	34.8	4.5-18	7.1	4.5		4
Records Management	10	43.5	3 - 5	3.7	3.0, 4.5		4
Shorthand & Transcription (No prior training)	22	95.7	9 -27	15.8	13.5		1,2
Typewriting (No prior training)	23	100.0	4.5-18	10.5	9		1,2
Business Problems	1	4.3	4.5- 4.5	4.5	4.5		3

*The General OA curriculum applies when the Office Administration curriculum is not subdivided into options.

otherwise, the percentages for records management and office machines would probably be higher.

The widest range in quarter hours required was for Shorthand and Transcription--from 9 to 27 quarter hours.

Data Processing, Shorthand and Transcription, and Typewriting were recommended as lower division courses. Office Machines courses could be offered at either the sophomore or junior levels. Business Communications, Office Management, Office Procedures, Office Work Experience, Records Management, and Business Problems were all recommended as upper division courses.

Office Administration Courses
Required for the Secretarial Option

Business Communications, Data Processing, Combined Machines course, Office Management, Office Procedures, Records Management, Shorthand and Transcription, and Typewriting were required by more than half of the 22 schools having a secretarial option.

Shorthand and Transcription and Typewriting were required by all schools having a secretarial option. Office Procedures was required by 21 (all but one) of the schools.

The widest range of quarter hours required was for Shorthand and Transcription, from 4 to 18 quarter hours, with the most frequent requirement being 18 quarter hours.

TABLE 13

OFFICE ADMINISTRATION COURSES REQUIRED FOR THE
SECRETARIAL OPTION IN 22 SCHOOLS

Office Administration Course	Schools Requiring		Quarter Hours Credit Required			Placement Year
	No.	%	Range	Mean	Mode	
Business Communications (If listed with an OA rubric)	16	72.7	4 - 8	4.9	4.5	3
Data Processing (If listed with an OA rubric)	12	54.5	3 - 9	4.7	4.5	2
COMBINED MACHINES COURSE	12	54.5	3 - 9	4.8	4.5	2
Adding and Calculating	4	18.2	4 - 4.5	4.3	4.5	2
Duplicating Machines	3	13.6	2 - 4.5	3.7	4.5	2
Transcription Machines	2	9.1	2 - 2	2	2	2
Word Processing Equipment	2	9.1	2 - 9	5.5	2.9	2
Office Management	17	77.3	3 - 4.5	4.2	4.5	4
Office Procedures	21	95.5	4 - 5	4.4	4.5	3
Office Work Experience	7	31.8	3 - 6	4.3	4.5	4
Records Management	16	72.7	2 - 4.5	3.7	4.5	4
Shorthand & Transcription (No prior training)	22	100.0	4 - 18	14.3	18	1,2
Typewriting (No prior training)	21*	95.5	4 - 15	9.1	9,13.5	1,2
Records Administration II	1	4.6	4.5- 4.5	4.5	4.5	3
Office Management II	1	4.6	4.5- 4.5	4.5	4.5	3
Administrative Services	1	4.6	4.5- 4.5	4.5	4.5	4
Office Simulation	1	4.6	4 - 4	4	4	4
Office Systems & Procedures	2	9.1	4 - 4	4	4	4

*One school requires typewriting with a BA rubric.

TABLE 13--Continued

Office Administration Course	Schools Requiring		Quarter Hours Credit Required			Placement Year
	No.	%	Range	Mean	Mode	
Administrative Secretarial Procedures	1	4.6	4 - 4	4	4	3
Business Report Writing	1	4.6	4.5- 4.5	4.5	4.5	-
Training Development	1	4.6	4 - 4	4	4	4
Human Resources	1	4.6	4 - 4	4	4	3
Small Business	1	4.6	4 - 4	4	4	1

All of the required courses had 4 or 4.5 quarter hours required, except Shorthand and Transcription (most frequently requiring 18 hours with no prior training) and Typewriting (most frequently requiring 9 or 13.5 quarter hours with no prior training).

Data Processing, Machines courses, Shorthand and Transcription, and Typewriting were all recommended as lower division courses. One school had a "Small Business" course, which is a freshman course. All other courses were recommended for upper division placement.

Office Administration Courses Required
for the Office Management Option

Of the 22 schools having an Office Management option (titles vary slightly), Business Communications, Data Processing, Office Management,

TABLE 14

OFFICE ADMINISTRATION COURSES REQUIRED FOR THE
OFFICE MANAGEMENT OPTION IN 22 SCHOOLS

Office Administration Course	Schools Requiring		Quarter Hours Credit Required			Placement Year
	No.	%	Range	Mean	Mode	
Business Communications (If listed with an OA rubric)	18	81.8	4 - 8	5.0	4.5	3
Data Processing (If listed with an OA rubric)	17	77.3	3 - 9	5.1	4.5	2
COMBINED MACHINES COURSE	10	45.5	3 - 9	4.7	4.5	2
Adding and Calculating	4	18.2	3 - 4.5	3.8	4	2
Duplicating Machines	3	13.6	2 - 4.5	2.8	2	2
Transcription Machines	2	9.1	2 - 2	2	2	2
Word Processing Equipment	2	9.1	2 - 9	5.5	2.0, 9	2
Office Management	21*	95.5	4 - 12	5.3	4.5	4
Office Procedures	14	63.6	3 - 5	4.3	4.5	3
Office Work Experience	5	22.7	1 - 4.5	3.6	4.5	4
Records Management	17	77.3	2 - 4.5	3.7	3.0, 4.5	4
Shorthand & Transcription	2	9.1	12 - 13.5	12.8	12.0, 13.5	2
Typewriting	17	77.3	2 - 12	6.5	9	1, 2
Records Administration II	1	4.6	4.5 - 4.5	4.5	4.5	3
Office Management II	1	4.6	4.5 - 4.5	4.5	4.5	3
Administrative Services	1	4.6	4.5 - 4.5	4.5	4.5	4
Office Simulation	1	4.6	4 - 4	4	4	4
Office Systems & Procedures	3	13.6	4 - 4	4	4	4

*The Office Management course was listed with a BA rubric in one school.

TABLE 14--Continued

Office Administration Course	Schools Requiring		Quarter Hours Credit Required			Placement Year
	No.	%	Range	Mean	Mode	
Business Report Writing	1	4.6	4.5- 4.5	4.5	4.5	-
Training Development	1	4.6	4 - 4	4	4	4
Human Resources	1	4.6	4 - 4	4	4	3
Small Business	1	4.6	4 - 4	4	4	1
Microform Systems	1	4.6	2 - 2	2	2	4
Business Forms Design and Control	1	4.6	2 - 2	2	2	4
Word Processing Management	1	4.6	3 - 3	3	3	4

Office Procedures, Records Management, and Typewriting were required by more than half of the schools.

Office Management was required by all of the schools, even though one school had the Office Management course taught with a Business Administration rubric. Shorthand and Transcription was required by only two of the schools for the Office Management option.

Very little variation was noted in the number of hours required for a particular course. The widest range in hours required was for Office Management, from 4 to 12 hours.

Most of the course requirements were for 4 or 4.5 quarter hours; however, some of the courses, Microform Systems, Business Forms Design

and Control, and Word Processing Management, required fewer hours.

--And Typewriting required more, with 9 hours being the most frequent number of hours required. The two schools which required Shorthand and Transcription required 12 or 13.5 quarter hours.

Again, most of the courses are required at the upper division level, the exceptions again being Data Processing, Machines courses, Shorthand, and Typewriting, which were recommended by most as lower division courses.

Business Administration and Economics Course Requirements

General Office Administration Curriculum

Of the 23 schools which did not divide their Office Administration curriculum into options, all schools required Accounting and Economics. Business Law, Data Processing, and Management were required by 22 of the 23 schools. Over half of the schools required Accounting, Business Communications, Business Law, Business Statistics, Business Policies, Data Processing, Economics, Finance, Management, and Marketing as Business Administration courses.

The widest range was listed for Data Processing, from 3 to 13.5 quarter hours.

All of the courses were most frequently listed as requiring 4 or 4.5 quarter hours, except Accounting and Economics, which each

TABLE 15

BUSINESS ADMINISTRATION AND ECONOMICS COURSES REQUIRED
FOR THE GENERAL OA* CURRICULUM IN 23 SCHOOLS

Course	Schools Requiring		Quarter Hours Credit Required			Lower or Upper Division
	No.	%	Range	Mean	Mode	
Accounting	23	100.0	6 - 13.5	8.8	9	Lower
Business Communications	19	82.6	3 - 9	5.1	4.5	Upper
Business Law	22	95.7	3 - 9	6.1	4.5	Upper
Business Mathematics	8	34.8	3 - 12	5.3	4.5	Lower
Business Statistics	21	91.3	3 - 12	5.9	4.5	Lower
Business & Society	4	17.4	4.5 - 4.5	4.5	4.5	Lower
Business Policies	15	65.2	3 - 9	4.6	4.5	Upper
Data Processing	22	95.7	3 - 13.5	4.6	4.5	Lower
Economics	23	100.0	8 - 18	10.1	9	Lower
Finance	19	82.6	3 - 9	4.5	4.5	Upper
Introduction to Business	6	26.1	1.5 - 4.5	3.5	4.5	Lower
Management	22	95.7	3 - 13.5	5.8	4.5	Upper
Personnel Management	10	43.5	3 - 4.5	4.2	4.5	Upper
Marketing	19	82.6	3 - 8	4.6	4.5	Upper
Production Planning	4	17.4	3 - 4.5	4.1	4.5	Upper
Graphic Communications	1	4.3	4 - 4	4	4	Upper
Economic History	1	4.3	3 - 3	3	3	Lower

*The General OA curriculum applies when the Office Administration curriculum is not divided into options.

have 9 quarter hours most frequently listed. One school listed Economic History for 3 quarter hours.

Approximately half of the 17 courses listed were recommended for upper division and half for lower division courses.

Secretarial Option

The findings for the Secretarial option were similar to those for the General Office Administration curriculum with a few exceptions.

Accounting and Management were required by all the 22 schools having Secretarial options.

Data Processing was only required by 77.3 percent of the schools for the Secretarial option, while 95.7 percent of the General Office Administration curriculums had Data Processing listed as a requirement.

Only 45.5 percent required Business Policies for the Secretarial option, while 65.2 percent required Business Policies for the General Office Administration curriculum.

The widest range was for Economics, from 4.5 to 16 quarter hours required.

Again, the courses were distributed evenly between upper and lower division course requirements.

TABLE 16

BUSINESS ADMINISTRATION AND ECONOMICS COURSES REQUIRED FOR THE
SECRETARIAL OPTION IN 22 SCHOOLS

Course	Schools Requiring		Quarter Hours Credit Required			Lower or Upper Division
	No.	%	Range	Mean	Mode	
Accounting	22	100.0	4.5-13.5	8.7	9	Lower
Business Communications	19	82.6	4 - 8	4.6	4.5	Upper
Business Law	21	95.5	4 -15	5.1	4.5	Upper
Business Mathematics	6	27.3	4.5- 5	4.6	4.5	Lower
Business Statistics	13	59.1	3 -12	6.7	4,9	Lower
Business & Society	4	18.2	4 - 4.5	4.1	4	Lower
Business Policies	10	45.5	3 - 4.5	4.2	4,4.5	Upper
Data Processing	17	77.3	3 -13.5	4.9	4.5	Lower
Economics	20	90.9	4.5-16	9.6	9	Lower
Finance	18	81.8	4 - 9	5.1	4.5	Upper
Introduction to Business	9	40.9	3 - 4.5	4.3	4.5	Lower
Management	22	100.0	4 - 9	5.6	4.5	Upper
Personnel Management	6	27.3	4 - 5	4.3	4	Upper
Marketing	19	82.6	4 - 8	4.7	4.5	Upper
Production Planning	2	9.1	4 - 4.5	4.3	4,4.5	Upper
Organizational Behavior	1	4.5	4.5- 4.5	4.5	4.5	Upper

Office Management Option

The only course required by all 22 schools having an Office Management option was Economics. Management and Marketing were required by 21 of the 22 schools.

Accounting, Business Communications, Business Law, Business Statistics, Business Policies, Data Processing, Economics, Finance, Management, and Marketing were required by over half of the 22 schools.

The widest range listed was for Accounting, from 4 to 18 quarter hours.

The number of quarter hours most frequently listed for courses was 4 or 4.5 for all courses, except 9 quarter hours was most frequently listed for Accounting and Economics (as was true for all options.)

Recommendations as to year placement were the same for all options.

Curriculum Changes

Thirty of the 51 total respondents indicated that Business or Office Administration courses had been added to the Office Administration curriculum during the past three years.

The course most frequently listed as having been added during the past three years was "Introduction to Word Processing." Twelve of the 58 courses listed as added were in the area of Word Processing. Ten new management courses and seven new data processing courses had been added.

TABLE 17

BUSINESS ADMINISTRATION AND ECONOMICS COURSES REQUIRED FOR THE
OFFICE MANAGEMENT OPTION IN 22 SCHOOLS

Course	Schools Requiring		Quarter Hours Credit Required				Lower or Upper Division
	No.	%	Range		Mean	Mode	
Accounting	20	90.9	4	-18	10.3	9	Lower
Business Communications	19	82.6	4	- 8	4.8	4.5	Upper
Business Law	20	90.9	3	- 8	4.8	4.5	Upper
Business Mathematics	7	31.8	4	- 6	4.6	4.5	Lower
Business Statistics	13	59.1	3	-12	6.3	4.5	Lower
Business & Society	6	27.3	3	- 4.5	4.0	4	Lower
Business Policies	12	54.5	3	- 4.5	4.1	4.5	Upper
Data Processing	19	86.4	3	-13.5	5.3	4.5	Lower
Economics	22	100.0	4.5	-16	9.5	9	Lower
Finance	19	86.4	4	- 9	5.0	4.5	Upper
Introduction to Business	7	31.8	4	- 4.5	4.4	4.5	Lower
Management	21	95.5	4	- 9	6.2	4.5	Upper
Personnel Management	7	31.8	4	- 8	4.9	4.5	Upper
Marketing	21	95.5	4	- 8	4.6	4.5	Upper
Production Planning	3	13.6	4	- 6	4.8	4,4.5,6	Upper
Organization Behavior	1	4.5	4.5	- 4.5	4.5	4.5	Upper
Human Relations	1	4.5	4.5	- 4.5	4.5	4.5	Upper
Computer Administration	1	4.5	4.5	- 4.5	4.5	4.5	Upper
Problems in Pers. Mgmt.	1	4.5	4.5	- 4.5	4.5	4.5	Upper

One respondent stated: "Have changed existing courses: variable credit, individualized approaches."

Another stated: "Whole program revised three years ago: Results included in data."

These two respondents, of course, did not list courses for this section.

TABLE 18

BUSINESS OR OFFICE ADMINISTRATION COURSES ADDED TO THE
OFFICE ADMINISTRATION CURRICULUM WITHIN THE PAST THREE YEARS

Course Title	Quarter Hours Credit	Schools Adding	
<u>Word Processing</u>			
Introduction to Word Processing	2	1	
	3	3	
	4	1	
	4.5	<u>2</u>	7
Word Processing II	4.5		1
Word Processing: Machine Transcription	3		1
Word Processing: Magnetic Keyboarding	1	1	
	1.5	<u>1</u>	2
Word Processing: Editing	1.5		<u>1</u>
Total Word Processing			12
<u>Management</u>			
Administrative Office Management (Seminar)	4		1
Managing Time and Resources	3		1
Improving Office Productivity	3		1
Office Management II	4.5		1
Office Supervision	4.3		2
Word Processing Management	4.3		2
Women in Management	3		1
Training and Development	4		<u>1</u>
Total Management			10

TABLE 18--Continued

Course Title	Quarter Hours Credit	Schools Adding	
<u>Data Processing</u>			
Introduction to Data Processing	4.5	1	
Data Processing	3	1	
	4.5	<u>1</u>	2
Introduction to Computing	4.5		1
Computer Studies	4.5		2
Computer Simulations	3	<u>1</u>	
Total Data Processing			7
<u>Records Management</u>			
Records Administration II	4.5		1
Records Management	5	1	
	4.5	<u>1</u>	2
Business Forms Design and Control	2	<u>1</u>	
Total Records Management			4
<u>Internship</u>			
Supervised Work Experience	4.5		1
Internship in Office Administration	1.5-4.5	1	
	3 -6	<u>1</u>	2
Medical Secretary Internship	3	<u>1</u>	
Total Internship			4
<u>Simulation</u>			
Model Office Simulation	2	1	
	3	1	
	4.5	<u>1</u>	
Total Simulation			3
Business Policy	4.5	2	
	5	<u>1</u>	3
Systems and Procedures	4	1	
	4.5	1	
Microform Systems (Proseminar)	2	<u>1</u>	3

TABLE 18---Continued

Course Title	Quarter Hours Credit	Schools Adding
Statistics	4.5	2
Quantitative Methods		1
Administrative Services	4.5	1
Personal Development	3	1
Technical Writing	4.5	1
Organizational Communications		1
Introduction to Legal Research	1.5	1
Finance	4.5	1
Office Practicum	5	1
Key Punch	1	1
Typewriting	4.5	<u>1</u>
Grand Total		58

As shown in Table 19, only 12 Business and Office Administration courses were reported by the 51 respondents as being dropped from the Office Administration curriculum during the past three years.

No consistent pattern was detected in the findings for courses dropped.

Two schools dropped the Office Machines course for three quarter hours.

Upper division courses, such as, Business Law II, Cobol II, Operations Research, Production Management, and Advanced Statistics were dropped.

TABLE 19

BUSINESS OR OFFICE ADMINISTRATION COURSES DROPPED FROM THE
OFFICE ADMINISTRATION CURRICULUM WITHIN THE PAST THREE YEARS

Course Title	Quarter Hours Credit	Schools Discontinuing
Business Law II	5	1
Cobol II	3	1
Dictation and Transcription	3	1
Intermediate Typewriting	2	1
Marketing	3	1
Office Machines	3	2
Office Procedures (Third Quarter)	-	1
Operations Research	3	1
Production Management from Business core	-	1
Secretarial Procedures	3	1
Statistics (Advanced)	4	<u>1</u>
Total		12

As indicated in Table 20, most of the credit hour changes were to increase the number of credit hours required. Only one reported decreases in credit hour requirements. According to one respondent, "The Office Administration faculty think typing and shorthand should

carry more credit hours." One school subdivided the Office Practice course into three specialized courses (Word Processing I and II, and Filing) totaling the number of credit hours previously required for Office Practice.

The total 51 usable responses indicated a change in credit hours in only 13 of the Office and Business Administration courses in the past three years.

TABLE 20

BUSINESS AND OFFICE ADMINISTRATION COURSES WHOSE
CREDIT HOURS HAVE BEEN CHANGED DURING THE PAST THREE YEARS

Course Title	Quarter Hours Credit		Course
	From	To	
<u>Increases:</u>			
Administrative Management	3	4.5	
Business Math	3	4.5	
Finance	3	4	
Management Principles	3	4	
Marketing	3	4	
Office Machines	3	4.5	
Office Management	3	4	
Records Management	3	4.5	
Secretarial Procedures	3	4.5	
Statistics	3	5	
Typewriting	2	3	
<u>Decreases:</u>			
Business Machines	2	1	
<u>Reapportionment:</u>			
Office Practice	4.5	1.5	Machine Transcription
			Word Processing I
		1.5	Spec. Typing
			Word Processing II
		1.5	Filing

One school changed to variable credit options in typing, machines, and records management.

Purchases of New Types of Office Equipment

Forty, or 78.4 percent, of the schools had purchased new types of office equipment during the past three years.

TABLE 21
SCHOOLS PURCHASING NEW TYPES OF OFFICE EQUIPMENT
IN THE PAST THREE YEARS

Explanation	No.	%
Schools purchasing new types of equipment	40	78.4
Schools not reporting purchases of new types of office equipment	<u>11</u>	<u>21.6</u>
Total	51	100.0

The most frequently cited new type of equipment purchased was the automatic typewriter. Twenty-three of the 63 recorded purchases were for automatic typewriters. Twelve schools recorded purchases of electronic calculators; eleven schools, new types of dictation-transcription equipment.

TABLE 22

NEW TYPES OF OFFICE EQUIPMENT PURCHASED IN THE PAST THREE YEARS

Equipment	No. of Schools Purchasing	
<u>Automatic Typewriters</u>		
Memory typewriter	6	
Memory typewriter (leased)	2	
Mag Card A	2	
Mag Card II	2	
Mag Card (leased)	1	
MTST	2	
Mag Tape	1	
CPT automatic typewriter	2	
Radactron automatic typewriter	1	
Vydec	1	
Text Editing Typewriter	<u>1</u>	
Total		21
Magnetic keyboard equipment		1
Word processing equipment		2
<u>Calculators</u>		
Programmable calculators	1	
Electronic calculators	10	
Digital electronic calculators	<u>1</u>	
Total		12
<u>Dictation-Transcription Equipment</u>		
Transcribing machines	8	
Disk Dictation-Transcription	1	
Pocket dictation machines	1	
Central receiving unit for word processing	<u>1</u>	
Total		11
<u>Duplicating Equipment</u>		
Offset duplicators	3	
Thermofax	1	
Stencil scanner	<u>1</u>	
Total		5

TABLE 22--Continued

Equipment	No. of Schools Purchasing	
<u>Typewriters</u>		
IBM Selectric II		4
<u>Data Processing Equipment</u>		
Key punch	1	
Data entry equipment	<u>1</u>	
Total		2
Shorthand lab system		3
Caramate		1
EDL Control Reader		<u>1</u>
Total		63

Objectives for an Office Administration Program

TABLE 23

STATEMENT: ONE OF THE MAJOR OBJECTIVES OF AN OFFICE ADMINISTRATION PROGRAM SHOULD BE TO TRAIN OFFICE MANAGERS.

Response	No.	%
Agree	48	94.1
Disagree	0	0.0
Indicated both responses	1	2.0
Responded between agree and disagree	1	2.0
Omit	1	2.0
Total	51	100.0

No respondent disagreed with the statement that an Office Administration program should train office managers. One respondent circled both "agree" and "disagree." One placed a circle between the two responses; one respondent omitted this question.

Forty-eight, or 94.1 percent, of the respondents indicated agreement that a function of the Office Administration program was to train office managers.

One respondent commented, "We have a major in Office Management. --One of our most popular programs."

TABLE 24

STATEMENT: ONE OF THE MAJOR OBJECTIVES OF AN OFFICE ADMINISTRATION PROGRAM SHOULD BE TO TRAIN EXECUTIVE SECRETARIES.

Response	No.	%
Agree	36	70.6
Disagree	13	25.5
Omit	2	3.9
Total	51	100.0

Thirteen, or 25.5 percent, of the respondents disagreed with the statement that one of the major objectives of an Office Administration program was to train executive secretaries. One respondent stated, "The executive secretary program should be separate from administrative office management."

Thirty-six, or 70.6 percent, of the respondents felt that the training of executive secretaries was a function of the Office Administration program. One respondent agreed--"with some qualifications." Another respondent stated, "Agree--unfortunately, in our area it still takes shorthand and typewriting for women to get their foot in the door. Once they are in, it soon becomes obvious that they are prepared for bigger things."

One of the two respondents who omitted this question commented,
 "One of the objectives for many years to come, but am not sure if it
 should be a major objective of the four-year program--."

TABLE 25
 COMPARISON BETWEEN RESPONSES FOR
 OFFICE MANAGEMENT AND EXECUTIVE SECRETARIAL OBJECTIVES
 FOR AN OFFICE ADMINISTRATION PROGRAM

Response	Executive Secretarial		Office Management	
	No.	%	No.	%
Agree	36	70.6	48	94.1
Disagree	13	25.5	0	0.0
Indicated both responses	-	-	1	2.0
Responded between agree and disagree			1	2.0
Omit	2	3.9	1	2.0
Totals	51	100.0	51	100.0

More respondents felt that the training of office managers should be an objective of the Office Administration program than those who felt the training of executive secretaries should be an objective. Forty-eight, or 94.1 percent, of the respondents felt that the training of office managers was a major objective of the program, while only

36, or 70.6 percent, felt that the training of executive secretaries should be a major objective of the Office Administration program.

No respondents disagreed with office management as an objective for the Office Administration program; thirteen, or 25.5 percent, of the respondents disagreed with the secretarial objective for the four-year Office Administration program.

TABLE 26

STATEMENT: THE TRAINING OF OFFICE MANAGERS LIES WITHIN THE DOMAIN OF THE MANAGEMENT DEPARTMENT OF A UNIVERSITY AND SHOULD NOT BE AN OBJECTIVE OF AN OFFICE ADMINISTRATION PROGRAM.

Response	No.	%
Agree	0	0.0
Disagree	49	96.1
Omit	2	3.9
Total	51	100.0

No respondent agreed with the statement that the training of office managers was within the domain of the management department of a university and should not be an objective of an Office Administration program. Two respondents stated that they felt the training of office managers should be a cooperative, joint venture between the Office Administration and the Management departments. One respondent stated,

"Office Management is a Management course, but we offer the Office Administration major." One of the two respondents who omitted this question commented that this statement was debatable.

TABLE 27

STATEMENT: THE OFFICE ADMINISTRATION PROGRAM IS MORE ADAPTABLE TO TRAINING WOMEN FOR CAREERS AS OFFICE MANAGERS THAN FOR TRAINING MEN FOR THE SAME CAREERS.

Response	No.	%
Agree	12	23.5
Disagree	33	64.7
Responded between agree and disagree	1	2.0
Omit	5	9.8
Total	51	100.0

Most of the respondents disagreed with the statement that the Office Administration program was more adaptable to training women for careers as office managers than for training men for the same careers. One of the respondents who disagreed, disagreed "strongly." Another, disagreed--"Not more adaptable but more women take it."

Twelve, or 23.5 percent, of the respondents agreed that the Office Administration program was more adaptable for training women for careers as office managers. A couple of additional comments

from those respondents who agreed were "The shorthand requirement rules out most men," and "But that doesn't mean we shouldn't train male office managers."

Five omitted this question. One who omitted this question commented, "Not that it is more adaptable, but we have more female interest in this area than men." Two respondents indicated that they did not understand the wording of the statement.

Recommended Changes

Responses were given by 43 participants concerning the single most important change that should take place in Office Administration programs in the next three years.

Three key areas were most frequently cited for more emphasis within the Office Administration curriculum: Word Processing, Management, and Data Processing. Eleven, or 35.6 percent, of the 43 respondents who participated in this section of the questionnaire wanted more emphasis placed on Word Processing; ten, or 23.3 percent, wanted more emphasis on Management; nine, or 20.9 percent, wanted more emphasis on Data Processing. If the 11.6 percent who wanted more emphasis on Information Management Systems Design were added to the 23.3 percent who wanted more emphasis on Management, this figure increases to 34.9 percent wanting more Management emphasis.

TABLE 28

RESPONSES OF 43 PARTICIPANTS CONCERNING
THE SINGLE MOST IMPORTANT CHANGE THAT SHOULD TAKE PLACE
IN OFFICE ADMINISTRATION PROGRAMS IN THE NEXT THREE YEARS

Recommended Change	Frequency	%
<u>Word Processing</u>		
More emphasis on word processing	11	25.6
<u>Management</u>		
More emphasis on management (Office Management option)	10	23.3
More emphasis on information management systems design and analysis	5	11.6
More emphasis on the "non-skills" areas	1	2.3
<u>Data Processing</u>		
More emphasis on data processing	9	20.9
<u>Men</u>		
Plan for more men in the program (Materials are written with emphasis on women.)	4	9.3
<u>Work Experience</u>		
Work-experience requirement before granting degree (Internship)	4	9.3
<u>Public Relations</u>		
Improve the image (Comprehensive public relations program to acquaint business with the merits of the program)	3	7.0
<u>Specialization</u>		
Legal, medical, university administration, scientific (Secretarial)	3	7.0
<u>Standards</u>		
Re-define standards expected of graduates (Should actually meet the requirements of the work field)	2	4.7

TABLE 28--Continued

Recommended Change	Frequency	%
<u>Updating</u>		
Upgrading and updating of programs (Keep abreast of technology)	2	4.7
<u>Records Management</u>		
Greater emphasis on records management	1	2.3
<u>Communications</u>		
Greater emphasis on communications	1	2.3

Other areas of recommended change (listed in order of descending frequency) were related to plans for more men in the program, internship requirements for graduation, improved public image (to acquaint business with the merits of the program), more specialization (legal, medical, etc.), definition of standards expected of graduates, updated and upgraded programs, and more emphasis on records management and communications.

The percentage column will not total 100.0 percent since several respondents listed compound objectives for the "single" most important change; for example, "More emphasis should be placed on Word Processing and Data Processing." Both objectives in these cases were listed.

Several respondents, in stating a desire for more management emphasis, also cited a desire for less emphasis on skills in the

four-year program; one, for instance, commented, "Get away from the skills! They stereotype the program into being a feminine-only program."

One respondent stated, "More emphasis needs to be placed on the 'non-skill' business areas." Another stated, "'Skills' are necessary but too many institutions overemphasize the portion of a four-year program devoted to shorthand, typing, etc."

Chapter 5

SUMMARY AND RECOMMENDATIONS

The purpose of this study was to provide a source of data relating to Office Administration programs from selected NABTE colleges and universities throughout the United States.

To achieve this purpose, questionnaires were sent to 74 Office Administration programs, from which 51 usable returns were received. These responses were tabulated and analyzed in Chapter 4. In Chapter 5 the findings have been summarized, preceded by a general conclusion about each topic.

The findings were then related to the review of literature, and recommendations were thus made in the Recommendations section of Chapter 5.

Titles Used to Identify Four-Year Office Administration Programs

Eleven different titles were utilized to identify four-year Office Administration programs. However, most schools preferred "Office Administration" as the title for their program. Titles alluding to the management thrust of Office Administration were also popular.

1. Twenty-eight, or 54.9 percent, of the 51 schools used "Office Administration" for the curriculum title.
2. Administrative Office Management was used by 5 of the 51 schools; Administrative Services, by 3 schools; Administrative Management and Office Management, by 2 schools each.

Number of Graduates*

As one might expect, a large majority of the graduates from four-year Office Administration programs in the last three years have been women. However, most four-year Office Administration programs had no male graduates; while some of those schools which did have male graduates in the past three years had as many or more male graduates as female.

Most of the Office Administration programs which had an option which did not require shorthand did have male graduates. Most of the Office Administration programs which required shorthand did not have male graduates during the past three years.

The number of graduates from four-year Office Administration programs had been increasing.

Most schools had from 6 to 15 graduates each year.

1. During the 1975-76 academic year, 80.6 percent of the graduates from the 46 schools providing approximations as to number of graduates were female.
2. Of the 46 schools responding to this question, 24 schools had no male graduates. Six schools (with curriculum titles, such as, Administrative Management, Office Management, or Administrative Services) had at least as many male graduates each year as female and usually had more male graduates.

*Respondents were instructed to estimate in responding to this part of the questionnaire.

3. Eighteen, or 81.8 percent, of the 22 schools which had male graduates had Office Administration programs in which shorthand was not required for all options.
4. Twenty, or 83.3 percent, of the 24 schools which had no male graduates had Office Administration programs which required shorthand.
5. Shorthand was required in the Office Administration programs of 24, or 52.2 percent, of the 46 schools responding to this part of the questionnaire; shorthand was not required for all options in the Office Administration programs of 22, or 47.8 percent, of the 46 schools.
6. Four-year Office Administration programs in the 46 schools showed a 14.4 percent total increase in the number of graduates in the 1975-76 academic year over the 1973-74 base year.
7. In 1975-76, fourteen, or 27.5 percent, of the 51 usable returns to this survey, reported 6-10 graduates; twelve, or 23.5 percent, of the 51 schools reported 11-15 graduates. If both of these ranges (number of graduates) were combined, 26, or 51.0 percent, of the schools had 6 to 15 graduates.
8. The largest number of graduates reported for any one four-year Office Administration program was in the 46-50 range for the 1975-76 academic year.

Graduate Job Placement

Most of the graduates from four-year Office Administration programs secured secretarial jobs; however, the percentage of Office Administration graduates seeking secretarial jobs had been decreasing. One respondent commented, "Business is finding out about these graduates and the graduates actively seek other than secretarial positions."

The number of graduates securing positions in Office Management and Data Processing had been increasing.

The outlook for graduates of four-year Office Administration programs was great! One respondent commented, "Many jobs are available to four-year Office Administration students--not enough graduates."

Many schools did not have follow-up information available to them. However, more schools had follow-up information available for the 1975-76 academic year than for previous years. This might have been because more follow-up of graduates was being done or because respondents were relying on their memory and could remember more current statistics.

1. In 1973-74, 74.9 percent of the estimated number of Office Administration graduates secured secretarial positions; by 1975-76 this percentage had decreased to 70.4 percent.
2. The percentage of graduates securing Office Management positions increased from 15.0 percent in 1973-74 to 18.7 percent in 1975-76; the percentage securing Data Processing positions increased from 3.0 percent to 6.3 percent.
3. Only 36, or 70.6 percent, of the schools listed follow-up estimates for the 1975-76 academic year. Eleven of those not responding to this question stated that they did not have follow-up information available to them.

Relationship of Shorthand Requirements to Job Placement

Almost all of the graduates from four-year Office Administration programs in which shorthand was required of all options secured secretarial jobs. On the other hand, only slightly over half of those students who graduated from programs not requiring shorthand for all options secured secretarial jobs.

Many of the graduates of programs which did not require shorthand of all options secured non-secretarial jobs, such as, management or data processing.

1. Concluding the 1975-76 academic year, 90.3 percent of the graduates from Office Administration programs which required shorthand for all options secured jobs as secretaries.
2. Concluding the 1975-76 academic year, 58.7 percent of those students who secured jobs after graduating from programs which did not require shorthand for all options secured secretarial jobs.
3. Concluding the 1975-76 academic year, 41.3 percent of the graduates from Office Administration programs which did not require shorthand secured non-secretarial jobs.
4. Concluding the 1975-76 academic year, 9.7 percent of the graduates from programs which required shorthand secured non-secretarial jobs.

Starting Salaries*

Very little variation was noted in salaries relative to geographic location.

In a comparison between data processing, office management, and secretarial jobs, data processing jobs were the highest paying; secretarial jobs were the lowest paying; office management starting salaries ranked in between the data processing and secretarial salaries.

Each job category showed an average starting salary range of about \$400 a month.

*Respondents were instructed to estimate in responding to this part of the questionnaire.

1. Ranges were tabulated as: secretarial, \$460-\$800 a month; office management, \$440-\$1000 a month; data processing, \$645-\$1083 a month.
2. The mean starting salary for data processing jobs was \$860 per month for 1976; office management jobs, \$740 per month; secretarial jobs, \$630 per month.

Office Administration Options

Most of the 51 schools divided their Office Administration curriculum into options, the most popular options being Executive Secretarial and Office Management.

Office Management was the option listed most frequently by those schools which planned to add an option in the next three years.

Eighteen different options were listed by the respondents.

1. Of the 51 schools which participated in this survey, 45.1 percent did not divide their programs into options.
2. Twenty-six, or 51.0 percent, of the 51 schools which participated in this study did divide their programs into options.
3. Twenty-six, or 51.0 percent, of the 51 schools either had a Secretarial option or planned to have one in the next three years.
4. Twenty-four, or 47.1 percent, of the 51 schools either had an Office Management option or planned to have one in the next three years.
5. Seven, or 13.7 percent, of the schools hoped to add an Office Management option to their curricula in the next three years; 5 schools hoped to add a Data Processing option.

General Office Administration Curriculum

Twenty-three, or 45.1 percent, of the 51 schools did not divide the Office Administration curriculum into options. These curricula were referred to in this study as the General Office Administration curriculum.

Office Administration course requirements. Many of the Office Procedures courses included office machines and records management; otherwise, the percentages for records management and office machines would probably be higher.

1. Business Communications, Data Processing, Office Management, Office Procedures, Shorthand and Transcription, and Typewriting were required by more than half the 23 schools which had a General Office Administration curriculum.
2. Typewriting was required by all of the schools having a General Office Administration curriculum. The number of quarter hours listed most frequently for Typewriting was nine for a student with no prior training.
3. Shorthand and Transcription and Office Management were required by 22 of the 23 schools. Converted to quarter hours, 13.5 was the number of quarter hours most often listed for Shorthand and Transcription (with no prior shorthand training).
4. Business Communications, Data Processing, Office Management, and Office Procedures were most frequently listed at 4.5 quarter hours (converted).
5. The widest range in quarter hours required was for Shorthand and Transcription--from 9 to 27 quarter hours.
6. Data Processing, Shorthand and Transcription, and Typewriting were recommended as lower division courses by the majority of respondents. Business Communications, Office Management, Office Procedures, Office Work Experience, Records Management, and Business Problems were recommended for upper division requirements.

Business Administration and Economics course requirements. Of the 23 schools which did not divide their Office Administration curricula into options, all schools required Accounting and Economics. Business Law, Data Processing, and Management were required by 22 of the 23 schools.

1. The widest range was listed for Data Processing, from 3 to 13.5 quarter hours.
2. All of the courses were most frequently listed as requiring 4 or 4.5 quarter hours, except Accounting and Economics, which each have 9 quarter hours most frequently listed. One school listed Economic History for 3 quarter hours.
3. Over half of the schools required Accounting, Business Communications, Business Law, Business Statistics, Business Policies, Data Processing, Economics, Finance, Management, and Marketing as Business Administration courses.
4. Of these courses required by over half the schools which had a General Office Administration curriculum, Accounting, Business Statistics, and Data Processing were listed as lower division by a majority of respondents. Business Communications, Business Law, Business Policies, Economics, Finance, Management, and Marketing were recommended as upper division requirements.

Secretarial Option

Twenty-two of the 51 schools participating in this study had a secretarial option.

The findings for the secretarial option were strikingly similar to those for the General Office Administration curriculum.

Office Administration course requirements.

1. Business Communications, Data Processing, Combined Machines course, Office Management, Office Procedures, Records Management, Shorthand and Transcription, and Typewriting were required by more than half of the 22 schools which had a secretarial option.
2. Of these courses required by more than half of the 22 schools which had a secretarial option, Data Processing, Machines courses, Shorthand and Transcription, and Typewriting were recommended by the majority of respondents as lower division courses. Business Communications, Office Management, Office Procedures, and Records Management were recommended for upper division placement.
3. Shorthand and Transcription and Typewriting were required by all schools having a secretarial option.
4. Office Procedures was required by 21 (all but one) of the schools.
5. The widest range of quarter hours required was for Shorthand and Transcription, from 4 to 18 quarter hours, with the most frequent requirement being 18 quarter hours.
6. All of the required courses had 4 or 4.5 quarter hours most frequently required, except Shorthand and Transcription (which most frequently required 18 quarter hours with no prior training) and Typewriting (which most frequently required 9 or 13.5 quarter hours with no prior training).

Business Administration and Economics course requirements. A few minor differences were noted between the Business Administration and Economics courses required for the General Office Administration curriculum and those required for the Secretarial option.

1. Data Processing was only required by 77.3 percent of the schools for the Secretarial option, while 95.7 percent of the General Office Administration curricula had Data Processing listed as a requirement.
2. Only 45.5 percent required Business Policies for the Secretarial option, while 65.2 percent required Business Policies for the General Office Administration curriculum.
3. The widest range was for Economics, from 4.5 to 16 quarter hours required.
4. Accounting and Management were required by all of the 22 schools having Secretarial options.
5. Accounting, Business Communications, Business Law, Business Statistics, Data Processing, Economics, Finance, Management, and Marketing were required by more than half of the 22 schools which had secretarial options.
6. Of these Business Administration and Economics courses required by over half the 22 schools, Accounting, Business Statistics, Data Processing, and Economics were recommended by the majority of respondents for lower division courses. Business Communications, Business Law, Finance, Management, and Marketing were recommended as upper division requirements.

Office Management Option

Twenty-two schools had an Office Management option. (Titles varied slightly; for example, in addition to Office Management, Administrative Management, Administrative Office Management, and Administrative Services were also titles used.)

Office Administration course requirements. The most conspicuous difference between the Office Administration course requirements for the Office Management option and the Office Administration requirements

for the Secretarial option was that Shorthand and Transcription was required by only two of the schools for the Office Management option. Also Office Management was required by all of the schools for the Office Management option.

Very little variation was noted in the number of hours required for a particular course.

1. Business Communications, Data Processing, Office Management, Office Procedures, Records Management, and Typewriting were required by more than half of the schools.
2. All of these courses required by more than half of the 22 schools which had Office Management options were most frequently listed at 4 or 4.5 quarter hours, except typewriting, for which 9 hours was the most frequently listed number of quarter hours required.
3. Of these courses required by more than half of the 22 schools having an Office Management option, Business Communications, Office Management, Office Procedures, and Records Management were recommended by the majority of respondents as upper division requirements; the exceptions were Data Processing and Typewriting, which were recommended by most as lower division courses.
4. Office Management was required by all of the schools, even though one school had the Office Management course taught with a Business Administration rubric.
5. Shorthand and Transcription was required by only two of the schools for the Office Management option.
6. The widest range in hours required was for Office Management, from 4 to 12 quarter hours.

Business Administration and Economics course requirements.

Business Policies was the only course required by over half of the schools for the Office Management option which was not required by over half the schools for the Secretarial option.

1. Accounting, Business Communications, Business Law, Business Statistics, Business Policies, Data Processing, Economics, Finance, Management, and Marketing were required by over half of the 22 schools which had Office Management options.
2. Of these courses required by over half of the 22 schools which had Office Management options, Accounting, Business Statistics, Data Processing, and Economics were recommended for lower division placement by a majority of the respondents who required the course. Business Communications, Business Law, Business Policies, Finance, Management, and Marketing were recommended for upper division placement.
3. The only course required by all of the 22 schools which had an Office Management option was Economics.
4. Management and Marketing were required by 21 of the 22 schools.
5. The widest range listed was for Accounting, from 4 to 18 quarter hours.
6. The number of quarter hours most frequently listed for courses was 4 or 4.5 for all courses; except 9 quarter hours was most frequently listed for Accounting and Economics (as was true for all options).

Two-Year Secretarial Programs

More than half of the 51 schools which participated in this study offered a two-year secretarial option. Exactly half of those schools

which offered two-year secretarial options stated that this two-year option duplicated the first two years of their four-year Office Administration curriculum. One respondent commented, "Many of our two-year people become four-year majors."

1. Thirty-two, or 62.7 percent, of the 51 Office Administration programs included in this study did offer a two-year secretarial option as part of the program.
2. Sixteen of the respondents from the 32 schools which did have two-year secretarial programs stated that the two-year programs coincided with the first two years of the four-year Office Administration program.

Curriculum Changes

Many courses in Office Administration programs were being added, revised, and adjusted.

One respondent stated: "Have changed existing courses: variable credit, individualized approaches."

Another stated: "Whole program revised three years ago--results included in data."

Courses added. Word Processing was the most frequently listed as a new course added to the Office Administration curriculum. Many new Management and Data Processing courses had also been added.

Thirty of the 51 total respondents indicated that Business and Office Administration courses had been added to the Office Administration curriculum during the past three years.

1. Twelve of the 58 courses listed as added were in the area of Word Processing.
2. Ten new management courses and seven new data processing courses had been added.

Courses dropped. Very few Business and Office Administration courses had been dropped from the four-year Office Administration curricula, and no consistent pattern was detected in the findings for courses dropped.

1. Twelve Business and Office Administration courses were reported by the 51 respondents as being dropped from the Office Administration curriculum during the past three years.
2. Two schools dropped the Office Machines course (three quarter hours).
3. Upper division courses, such as, Business Law II, Cobol II, Operations Research, Production Management, and Advanced Statistics were each dropped by one school.

Courses for which credit hours have been changed. Most of the changes in credit hours were to increase the number of credit hours given the course. Only one decrease was reported in credit hours for a course. According to one respondent, "The Office Administration faculty think typing and shorthand should carry more credit hours."

One school changed to variable credit options in typing, machines, and records management.

1. The total 51 usable responses indicated a change in credit hours in only 13 of the Office and Business Administration courses in the past three years.

2. Eleven of these 13 courses were changed to increase the credit hours allotted to the particular course.
3. Quarter hours credit was decreased in one course, Business Machines.
4. One school subdivided the Office Practice course into three specialized courses (Word Processing I and II, and Filing) totaling the number of credit hours previously required for Office Practice.

Purchases of New Types of Office Equipment

Most of the schools had purchased new types of office equipment during the past three years.

The most frequently cited new type of equipment purchased was the automatic typewriter. Many schools had also purchased new types of electronic calculators and new types of dictation-transcription equipment.

1. Forty, or 78.4 percent, of the 51 schools had purchased new types of office equipment during the past three years.
2. Twenty-three of the 63 recorded purchases were for automatic typewriters.
3. Twelve schools recorded purchases of electronic calculators; eleven schools, new types of dictation-transcription equipment.

Objectives for an Office Administration Program

Statement: One of the major objectives of an Office Administration program should be to train office managers. All of the 48 usable responses indicated agreement with the statement that a major objective of an Office Administration program should be to train office managers.

One respondent commented, "We have a major in Office Management.

--One of our most popular programs."

1. Forty-eight, or 94.1 percent, of the 51 respondents indicated agreement that a function of the Office Administration program was to train office managers.
2. No respondent disagreed with the statement that an Office Administration program should train office managers.
3. One respondent circled both "agree" and "disagree." One placed a circle between the two responses; one respondent omitted this question.

Statement: One of the major objectives of an Office Administration program should be to train executive secretaries. Most of the 49 responses to this question were in agreement with the objective.

This agreement was by no means unanimous, as over one-fourth of the respondents disagreed with this objective. One respondent stated, "The executive secretary program should be separate from administrative office management." One of the two respondents who omitted this question commented, "One of the objectives for many years to come, but am not sure if it should be a major objective of the four-year program--."

More respondents felt that the training of office managers should be an objective of the Office Administration program than those who felt the training of executive secretaries should be an objective.

1. Thirty-six, or 70.6 of the respondents felt that the training of executive secretaries was a function of the Office Administration program.

2. Thirteen, or 25.5 percent, of the 51 participants in this study disagreed with the statement that one of the major objectives of an Office Administration program was to train executive secretaries.
3. Forty-eight, or 94.1 percent, of the respondents felt that the training of office managers was a major objective of the program, while only 36, or 70.6 percent, felt that the training of executive secretaries should be a major objective of the Office Administration program.
4. No respondents disagreed with office management as an objective for the Office Administration program; thirteen, or 25.5 percent, of the respondents disagreed with the secretarial objective for the four-year Office Administration program.

Statement: The training of office managers lies within the domain of the management department of a university and should not be an objective of an Office Administration program. All of the 49 respondents to this objective felt that the training of office managers did lie within the domain of the Office Administration program.

Two respondents stated that they felt that the training of office managers should be a cooperative, joint venture between the Office Administration and the Management departments. One of the two respondents who omitted this question commented that this statement was debatable.

No respondent agreed with the statement that the training of office managers was within the domain of the management department of a university and should not be an objective of an Office Administration program.

Statement: The Office Administration program is more adaptable to training women for careers as office managers than for training men for the same careers. Most of the respondents disagreed with the statement that the Office Administration program was more adaptable to training women for careers as office managers than for training men for the same careers. However, about one-fourth of the respondents did feel that the Office Administration program was more adaptable for training women for careers as office managers.

A couple of additional comments from those respondents who agreed were "The shorthand requirement rules out most men," and "But that doesn't mean we shouldn't train male office managers."

One who omitted this question commented, "Not that it is more adaptable, but we have more female interest in this area than men."

1. Thirty-three, or 64.7 percent, of the 51 participants in this study disagreed with the statement that the Office Administration program was more adaptable to training women for careers as office managers than for training men for the same careers.
2. Twelve, or 23.5 percent, of the respondents agreed that the Office Administration program was more adaptable for training women for careers as office managers.
3. Five omitted this question.

Recommended Changes

Responses were given by 43 participants concerning the single most important change that should take place in Office Administration programs in the next three years.

Three key areas were most frequently cited for more emphasis within the Office Administration curriculum: Word Processing, Management, and Data Processing.

Other areas of recommended change (listed in order of descending frequency) were related to plans for more men in the program, internship requirements for graduation, improved public image (to acquaint business with the merits of the program), more specialization (legal, medical, etc.), definition of standards expected of graduates (in terms of job standards), updated and upgraded programs, and more emphasis on records management and communications.

Several respondents, in stating a desire for more management emphasis, also cited a desire for less emphasis on skills in the four-year program; one, for instance, commented, "Get away from the skills! They stereotype the program into being a feminine-only program."

One respondent stated, "More emphasis needs to be placed on the 'non-skill' business areas." Another stated, "'Skills' are necessary, but too many institutions overemphasize the portion of a four-year program devoted to shorthand, typing, etc."

1. Eleven, or 35.6 percent, of the 43 respondents who participated in this section of the questionnaire wanted more emphasis placed on Word Processing.
2. Ten, or 23.3 percent, wanted more emphasis on Management.
3. If the 11.6 percent who wanted more emphasis on Information Management Systems Design were added to the 23.3 percent who wanted more emphasis on Management, this percentage who wanted more Management emphasis increased to 34.9 percent who wanted more Management emphasis.
4. Nine, or 20.9 percent, of the 43 respondents wanted more emphasis on Data Processing.

Recommendations

1. It is recommended that "Office Administration" be chosen for the department title, in order to be consistent with a majority of the programs from NABTE schools, since "Office Administration" was the predominantly used title for four-year programs.

2. However, it is recommended that Office Administration departments note the growing popularity of Administrative Services, Administrative Management, and Administrative Office Management with the possibility of changing curriculum titles if these new titles become commonly accepted, since titles, such as, Administrative Services, Administrative Management, and Administrative Office Management were experiencing increased usage.

3. It is recommended that a non-shorthand option exist within the Office Administration program if a department wishes to attract male students to the Office Administration program, since a large majority of those programs which did not require shorthand for all options did have male graduates, even though most of the Office Administration programs which required shorthand of all options had no male graduates over the past three years.

4. It is recommended that at least two courses be required in Business Communications since both secretarial and office management

graduates should be able to compose business letters, reports, or other communications, and since the course demanded at the top of every research finding was Business Communications.

5. Although most of the Office Administration programs included an Office Management course, it is recommended that a second course in Office Management also be required which would include problem situations based on actual business experiences, which ". . . would give them an opportunity to develop their managerial ability in decision making." (Carter, 1964:27)

6. It is recommended that a course in Systems and Procedures be required which would build on the foundation for systems study that was formed in the Office Management class. Students should have 'hands-on' experience in manipulating computer-based files.

7. It is recommended that the Records Management courses encompass the whole concept of information storage, retrieval, and disposal, and perhaps also encompass computer information processing systems. After completing these courses, the student should be prepared for far more than a file clerk's job.

8. Furthermore, it is recommended that Records Management and Office Procedures be upper division courses.

9. It is recommended that an internship program of a high, problem-solving level be required of all four-year Office Administration programs.

10. It is recommended that the first two years of an office management option should not coincide with the first two years of a two-year secretarial option when a two-year secretarial option is offered as a part of an Office Administration program. The two-year secretarial requirements might, however, duplicate the first two years of a four-year secretarial option. Nevertheless, it is recommended that the quality of the four-year secretarial option of an Office Administration program never be compromised in order to better accommodate a two-year secretarial program.

11. It is recommended that the office manager and the executive secretary not be trained within the same option of the Office Administration program. The Office Management option should be more systems oriented. The Executive Secretarial option should be more skills oriented.

12. It is recommended that Office Administration departments keep abreast of changing technology; for example, the Office Administration departments must keep abreast of the technological changes that have brought new content and emphasis to Word Processing. This process of keeping abreast of technological change often means the leasing or purchasing of expensive types of office equipment.

13. It is recommended that Office Administration faculty keep informed as to innovative curriculum changes; for example, variable credit options for courses, such as, typewriting, machines, or records management.

14. It is recommended that Office Administration teachers be trained in teaching methods, such as, the individualized methods.

15. It is recommended that Office Administration departments consider preparing students in the Secretarial option for the CPS exam and students in the Office Management option for the CAM exam.

16. It is recommended that Office Administration departments do further research to determine the goals of the students enrolled in the program. This information should aid in many decision-making processes within the department. For example, if the students wish to become administrative assistants or executive secretaries, a secretarial option (including a strong shorthand background) should be provided.

17. It is recommended that those students who are training for other than secretarial jobs (for example, data processing or office management jobs) not be required to take the shorthand option.

18. It is recommended that Office Administration departments survey prospective employers to determine if office management or other staff training positions would be available to Office Administration students initially after graduation. An advisory committee could also be very beneficial in this area.

19. It is recommended that all Office Administration programs have a planned follow-up of graduates, since only 70 percent of the respondents had follow-up information available to them. This follow-up information should be available to those who are given the responsibility for departmental planning.

20. Since the results of this survey relating to objectives for an Office Administration program indicated that almost all Office Administration departments were 'wide open' to a strong Office Management thrust, it is recommended that an Office Management option be initiated if the students within a collegiate school of business desire Office Management careers and if the employment community within which those students might be seeking jobs would be open to hiring Office Management trainees directly after graduation.

APPENDIXES

APPENDIX A
LETTER OF TRANSMITTAL

Dear Sir:

Montana State University is currently in the process of assessing its office administration program. To facilitate this assessment, I am conducting a nation-wide survey of office administration programs in selected colleges and universities.

We have been advised that you have an established office administration program. Would you please share your expertise and experience with us. The enclosed questionnaire should take only 15 minutes to complete and will be a great help to us. The results of the survey will be available to you.

Please complete this questionnaire and return it in the stamped, self-addressed envelope by April 8. Your assistance is appreciated.

Sincerely yours,

Mrs. Barbara Taylor
Business, Office, and Distributive
Education Department

Daniel G. Hertz, Chairman
Business, Office, and Distributive
Education Department

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APPENDIX B

S U R V E Y

FOUR-YEAR OFFICE ADMINISTRATION PROGRAMS

Please return by _____

Completed by:

Name _____
 Title _____
 Institution _____
 Address _____

Please check the type of credit given at your institution:

_____ semester hours _____ OTHER, Please explain
 _____ quarter hours _____

PLEASE FEEL FREE TO USE MARGINS TO MAKE ADDITIONAL COMMENTS ABOUT ANY OF THE ITEMS.

In this questionnaire, the term that will be used to identify the program under study is the FOUR-YEAR OFFICE ADMINISTRATION PROGRAM.

Please respond to all items in terms of your own program, even though it may go by another title.

1. Indicate the title your institution uses to identify the Office Administration program. _____
2. Estimate the number of students who completed your Office Administration program during the past three years.

Academic Year	APPROXIMATE Number of Graduates	
	Male	Female
1975 - 1976		
1974 - 1975		
1973 - 1974		

3. Directions:

- Column 1: Estimate the number of students who completed your Office Administration program in the past three years who secured jobs in the general categories listed below.
- 2: Estimate the average starting salary for 1976 graduates who secured jobs in the categories listed below.

Job Categories	1			2
	APPROXIMATE Number of Graduates Securing Jobs			1976 Average Starting Salary (Approximate)
	1975-76	1974-75	1973-74	
Secretarial				
Office Management				
Data Processing				
OTHER:				

Comments:

(Please turn to the back of the page.)

4. Please place a check in the appropriate columns.

Options	Option Now Offered	Option Will Probably Be Added Within Three Years
General OA*		
Executive Secretarial		
Office Management		
OTHER: (Please list)		

*The General OA option applies when the Office Administration curriculum is not subdivided into options.

5. Directions:

Column 1: If your courses or options are essentially the same as those listed below, even though they may differ in title, enter the credit hours required for each option you offer.

2: CIRCLE the year recommended for the course(s) to be taken.

Office Administration (OA) Courses	1				2
	Credit Hours Required				Year
	Options:				
	General OA	Secretarial	Office Management	OTHER:	
Business Communications (If listed with an OA rubric)					1 2 3 4
Data Processing (If listed with an OA rubric)					1 2 3 4
COMBINED MACHINES COURSE					1 2 3 4
Adding and Calculating					1 2 3 4
Duplicating Machines					1 2 3 4
Transcription Machines					1 2 3 4
Word Processing Equipment					1 2 3 4
Office Management					1 2 3 4
Office Procedures					1 2 3 4
Office Work Experience					1 2 3 4
Records Management					1 2 3 4
Shorthand & Transcription (No prior training)					1 2 3 4
Typewriting (No prior training)					1 2 3 4
OTHER:					1 2 3 4
					1 2 3 4
					1 2 3 4
					1 2 3 4

6. Is a two-year secretarial program available to your students?

Yes _____ No _____

If yes, do the requirements for the two-year secretarial program coincide with the requirements for the first two years of the four-year Office Administration program (secretarial option)?

Yes _____ No _____

Comments:

7. Directions:

- Column 1: If your courses or options are essentially the same as those listed below, even though they may differ in title, enter the credit hours required for each option you offer.
- 2: Indicate whether the required courses are upper division or lower division by CIRCLING "UD" or "LD."

BUSINESS ADMINISTRATION AND ECONOMICS COURSES	1				2	
	Credit Hours Required				Lower or Upper Division	
	Options:					
	General OA	Secretarial	Office Management	OTHER:		
Accounting					UD	LD
Business Communications					UD	LD
Business Law					UD	LD
Business Mathematics					UD	LD
Business Statistics					UD	LD
Business & Society					UD	LD
Business Policies					UD	LD
Data Processing					UD	LD
Economic Geography					UD	LD
Economics					UD	LD
Finance					UD	LD
Introduction to Business					UD	LD
Management					UD	LD
Personnel Management					UD	LD
Marketing					UD	LD
Production Planning					UD	LD
OTHER: (Please list)					UD	LD
					UD	LD
					UD	LD
					UD	LD
					UD	LD

8. Indicate any Business or Office Administration courses that have been added to your Office Administration curriculum within the past three years.

COURSE TITLE	Credit Hours

9. Indicate any Business or Office Administration courses that have been dropped from your Office Administration curriculum within the past three years.

COURSE TITLE	Credit Hours

(Please turn to the back of the page.)

10. Indicate any Business or Office Administration courses whose credit hours have been changed in your Office Administration curriculum within the past three years.

COURSE TITLE	FROM	TO
	___ Credit Hours	___ Credit Hours
	___ Credit Hours	___ Credit Hours
	___ Credit Hours	___ Credit Hours
	___ Credit Hours	___ Credit Hours
	___ Credit Hours	___ Credit Hours

11. What NEW TYPES of office equipment have you purchased for your program in the past three years?

12. CIRCLE the word "Agree" or "Disagree" regarding objectives for an Office Administration program.

- | | | |
|--|-------|----------|
| a. One of the major objectives of an Office Administration program should be to train executive secretaries. | Agree | Disagree |
| b. One of the major objectives of an Office Administration program should be to train office managers. | Agree | Disagree |
| c. The training of office managers lies within the domain of the management department of a university and should not be an objective of an Office Administration program. | Agree | Disagree |
| d. The Office Administration program is more adaptable to training women for careers as office managers than for training men for the same careers. | Agree | Disagree |

Comments:

13. What do you feel is the SINGLE most important change that should take place in Office Administration programs in the next three years?

If you would like a summary of the findings of this survey, please check. ☐

APPENDIX C

FOLLOW-UP LETTERS

April 15, 1977

Dear

We are currently assessing our office administration program at Montana State University. To facilitate this assessment, we are conducting a nation-wide survey of other office administration programs from selected universities.

Perhaps the questionnaire we sent you earlier arrived at an inconvenient time. So that our findings will be more comprehensive, we would like to have your questionnaire by April 27. Preliminary timings for the completion of this questionnaire were under 15 minutes.

A preliminary analysis of the questionnaires we have received shows that the survey will provide some vital input relating to current trends in office administration programs. We would be glad to send you a copy of the findings of this survey.

All returns will, of course, be kept confidential.

Sincerely,

Mrs. Barbara Taylor
Business, Office, and Distributive
Education Department

Daniel G. Hertz, Chairman
Business, Office, and Distributive
Education Department

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May 5, 1977

Dear

My Master's research paper is designed to provide input for the assessment of our office administration program. A preliminary analysis of the questionnaires returned to us by over 50 NABTE institutions with established office administration programs shows that the survey will provide some vital input relating to current trends in office administration programs. A summary of the findings of this survey will be available to you.

So that my findings will be more comprehensive, won't you return the enclosed questionnaire by May 20. The questionnaire should take only 15 minutes to complete and will be a great help to me.

All individual returns will, of course, be kept confidential.

Sincerely,

Mrs. Barbara Taylor
Graduate Student
Business, Office, and Distributive
Education Department

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