

STATEMENT OF PERMISSION TO COPY

In presenting this paper in partial fulfillment of the requirements for an advanced degree at Montana State University, I agree that the Library shall make it freely available for inspection. I further agree that permission for extensive copying of this paper for scholarly purposes may be granted by my major professor, or, in his absence, by the Director of Libraries. It is understood that any copying or publication of this paper for financial gain shall not be allowed without my written permission.

Signature _____

Date _____

IMPLEMENTING A BLOCK SECRETARIAL PROGRAM
AT FLATHEAD VALLEY COMMUNITY COLLEGE

by

CAROL LYNN FINK

A professional paper submitted in partial fulfillment
of the requirements for the degree

of

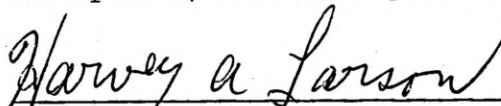
MASTER OF SCIENCE

in

Business Education

Approved:


Chairperson, Graduate Committee


Head, Major Department

Graduate Dean

MONTANA STATE UNIVERSITY
Bozeman, Montana

August, 1977

ACKNOWLEDGMENT

An expression of appreciation is extended by the writer to the block-time program personnel of all the community, junior, and technical colleges in Montana, Idaho, Colorado, Arizona, Alaska, Washington, Nevada, and Oregon, who so graciously cooperated in making this study possible.

In particular, the writer acknowledges the encouragement and guidance of Dr. Daniel Hertz, who acted as chairman of her committee, to Dr. Floyd Frost, committee member, and to Dr. Harvey Larson, committee member.

Finally, the writer expresses appreciation to her parents, Ronald and Lorraine Fink; to Jackie Maier, a friend and fellow graduate student, for her suggestions and encouragement; and to Ken Thuerbach; all of whom provided impetus for making this achievement possible.

TABLE OF CONTENTS

	<u>Page</u>
VITA	ii
ACKNOWLEDGMENT	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	vi
ABSTRACT	viii
Chapter	
I. INTRODUCTION	1
Statement of the Problem	2
Need for the Study	2
Limitations	3
Definition of Terms	4
II. REVIEW OF RELATED LITERATURE	6
Cost Factors	6
Equipment and Materials	6
Personnel and Their Qualifications	10
Facilities and Space Requirements	14
Teaching Methods	17
Summary	23
III. PROCEDURES	24
Introduction	24
Sources of Data	24
Questionnaire	25
Administration of Survey Instrument	26
Analysis of the Data	27
IV. FINDINGS OF THE STUDY	29
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	53
Summary	53
Conclusions	56
Recommendations	58

	<u>Page</u>
BIBLIOGRAPHY	60
APPENDIXES	63
Appendix A - Letter, Flathead Valley Community College	64
Appendix B - Survey Letter	65
Appendix C - Survey Instrument for Office Block-Time Programs	66
Appendix D - List of Schools Participating in the Study . . .	70

LIST OF TABLES

<u>Table</u>	<u>Page</u>
1. Number and Percentage of Returns of the Survey Instrument	26
2. Types of Schools	29
3. School Enrollment and Enrollment in Block Secretarial Program	30
4. Addition of Personnel Upon Implementing a Block Program	32
5. Square Footage of Block Program Classrooms	32
6. Student Stations Available	33
7. Use of Volunteer Personnel Services	34
8. Previous Experience of Block Program Instructors	35
9. Inservice Training Before or During Implementation of Block Diagram	36
10. Inservice Workshops/Institute for Preparing Teachers . .	38
11. Block Program is an Integration of Two or More Courses	38
12. Guidelines Developed for Block Program	39
13. Resource Materials Used in Block Program	40
14. Multimedia Materials Utilized in Block Program	41
15. Additional Classrooms Required Upon Implementing Block Program	42
16. Physical Environment of the Classroom is Traditional . .	43
17. Physical Environment of the Classroom is That of a Business Office	43

<u>Table</u>	<u>Page</u>
18. Model Office Simulation	44
19. Cooperative Office Education Program	45
20. Contracts in the Block Program	45
21. Work-Study Programs	46
22. Individualized Instruction	46
23. In-Basket Exercises	47
24. Length of Time Spent in Block Program	48
25. Survey of Local Businesses Before Purchasing New Equipment	49
26. Equipment Used in Block-Time Classroom	50
27. Certification for Block Teachers	51
28. Vocational Certification in Business and Office	51
29. Vocationally Funded from State Level	52
Chart - Organizing for Individualization: Appraisal of Patterns	20

ABSTRACT

The purpose of this study was to determine and propose (1) the cost of implementing a block secretarial program at Flathead Valley Community College, (2) the equipment and materials needed, (3) the personnel needed and their qualifications, (4) the facility and space required, and (5) the methods of teaching used in block secretarial programs.

Populations included thirty-four community, junior, and technical colleges in the states of Montana, Idaho, Washington, Oregon, Alaska, Arizona, Nevada, and Colorado. A questionnaire was used to survey the block secretarial programs. Only those schools having block-time secretarial programs were included in the study. The data was analyzed by the number responding to the individual question and placing this on a percentage basis. Since every institution did not answer each question, the percentage was determined by the total number who did answer the particular question analyzed. From these percentages the investigator compared the responses to the literature reviewed.

The conclusions of the study were: (1) the community college provides a good setting for a block secretarial program, (2) at least one additional person was added to the staff upon the implementation of a block program; their qualifications depend on the position for which they were hired: instructor, paraprofessional, or lab assistant, (3) in most classes there was no need to add additional square footage to the existing classroom space, (4) an inservice training program was offered to the block instructors before or during implementation of the program, (5) individualized instruction, in-basket exercises, work-study programs, cooperative programs, and model office simulations were a part of the block program, (6) office equipment, multimedia equipment and materials were used extensively in block programs, (7) at least a two-hour block of time was used for the block program, and (8) funding for the block program was provided from the local, state and federal level.

The recommendations of the study were: (1) Flathead Valley Community College would provide a good setting for a block secretarial program, (2) at least one additional person should be added to the present staff, (3) the staff in the secretarial department should attend a workshop or inservice training program before implementing the program, (4) additional office equipment, multimedia equipment and supplies should be purchased or developed by the teachers, (5) instruction materials should be purchased or prepared by the teachers, (6) scheduling should be arranged to provide for at least a two-hour block

of time for the secretarial program, and (7) administration and staff should investigate funds and their availability at all levels for implementing a block secretarial program.

Chapter I

INTRODUCTION

The implementation of a block secretarial program at Flathead Valley Community College will extend the educational opportunities of students that have not been met by the traditional method of teaching.

At the present time, the secretarial program at FVCC does not allow for individual differences in background, reading abilities, and needs of the students. Except for an Individual Progress Method of teaching typing, all other secretarial classes are taught in the traditional manner.

In addition, Flathead Valley Community College is unable to offer every course every quarter. This makes scheduling for students difficult because only certain courses are offered in certain quarters. Also, there always exists the possibility that a class would have to be canceled that does not meet the minimum number of students required.

The implementation of a block secretarial program would allow for better use of our facilities because all equipment could be used any time the lab was open.

Another improvement that the block program would provide for students is that they could take short-term courses to polish skills rather than having to enroll for an entire quarter. The block program could serve the needs of two types of students, those learning the secretarial skills from the basics, and those brushing up on skills; we could do both in the same classroom and at the same time.

Marjorie E. Gardner, Consultant, The California Community Colleges
is quoted: (Gardner, 1970:i)

The block clerical and block secretarial programs in community colleges make it possible for women to obtain job skills at a minimal cost and to enter the labor market with one or two semesters of training. The block concept of teaching also reaches a group of women that may fail in the regular college programs, and provides them with a learning atmosphere that enables them to gain confidence in themselves as they acquire the necessary skills.

Before this program can be implemented, much research would have to be done to insure the best possible results.

Statement of the Problem

The purpose of this study was to determine (1) the cost of implementing a block secretarial program at Flathead Valley Community College, (2) the equipment and materials needed, (3) the personnel needed and their qualifications, (4) the facility and space required, and (5) the methods of teaching used in a block secretarial program.

Need for the Study

The major reason for conducting this study was because Flathead Valley Community College had not been meeting the training and retraining needs of its secretarial students.

In order to meet the needs of business, the worker, and society, business and office educators are searching for new approaches to curriculum construction and greater adaptability to change--block programming, . . .
(Steagall, 1969:29).

A study of implementing a block secretarial program at Flathead Valley Community College is important for several reasons:

1. A search for current information relative to block programs revealed that there is a lack of specific data available on implementing this type of program. The lack of information may be attributed partly to the fact that block programs is a comparatively new concept in business education.

2. It is apparent that business education must reflect the current technological, economic, and methods changes that are affecting business operations. In order that schools may offer adequate business education programs, revision of programs is necessary.

3. The study is important because the findings should be of value to the instructors and administration in constructing and administering a block secretarial program at Flathead Valley Community College.

Limitations

1. This study was limited to the following items: (1) cost, (2) equipment and materials, (3) personnel and their qualifications, (4) facilities and space, (5) teaching methods required or involved in implementing a block secretarial program at Flathead Valley Community College.

2. The study was limited to the junior and community colleges in Montana, Idaho, Washington, Alaska, Arizona, Colorado, Nevada, and

Oregon. Questionnaires were obtained from these post-secondary institutions. The conclusions reached are intended for the institutions studied and may or may not apply to other post-secondary institutions.

The recommendations made for implementing a block secretarial program are applicable for the present and may or may not be applicable after changes in cost, equipment, technology, or philosophy have occurred.

Definition of Terms

Block Secretarial Program

A vocational education laboratory situation where students enroll for highly concentrated sequences of instruction with the objective of developing skills which lead to employment. Such a program is scheduled in time modules of three to six consecutive hours, five days per week. Course length varies with the objectives and can range in time from a few weeks to a full year. The philosophy of individualized instruction prevails in this type of program (Cresto, 1970:1).

Individualized Instruction

"Individualized instruction can be defined as provision of the most nearly appropriate task for each learner" (Hales, 1974:21).

Diagnostic Skills

Diagnostic skills referred to in this study are those related to the subject matter and the student's difficulty in dealing with the subject matter (Hosticka, 1974:27).

Programmed Approach

Programmed approach of teaching refers to the use of programmed units as the basic instructional source and students proceed at their own pace within designated unit time periods.

The Multimedia Approach

The multimedia approach refers to the use of tape-recorded instruction, video-tape, listening stations, audio cassette players, printed matter, films, and filmstrips as a method of instruction.

The Combination Approach

The combination approach refers to the use of both the programmed approach and the multimedia approach with group instruction.

The Tape-Laboratory Approach

The tape-laboratory approach uses recorded tapes for instructional purposes.

Integrated Exercises

Integrated exercises meld together preciously learned skills, knowledges, and attitudes into a task or job.

Chapter II

REVIEW OF RELATED LITERATURE

The purpose of this chapter was to review the literature that provided the background information for this study. The information was divided into five areas: (1) the cost factors in implementing a block secretarial program at Flathead Valley Community College, (2) the equipment and materials needed, (3) the personnel and their qualifications, (4) the facility and space requirements, and (5) the methods of teaching a block secretarial program.

Cost Factors

In the review of literature there was no specific information regarding costs. Because the cost of implementing a block program would vary from program to program depending on the size of the facility, the number of students enrolled in the program, the type of equipment and materials needed, and the personnel, this information was not available.

There are some general statements of cost considerations mentioned in the other four sections of this chapter.

Equipment and Materials

The equipment and materials used in the block secretarial program play a very important role in the training or retraining of students with the intent of gaining employment in the near future.

The equipment and materials will vary with the type of individualization adopted. If the school is fairly well stocked, most of the

former requisitions can be omitted and substitute new ones in their place with very little (if any) cost increase. It is slower this way, but it is practical and it also puts the program budget into a realistic framework (Dunn, 1975:30-36).

Seldon expresses his views on purchasing office appliances for the business classroom:

Data should be gathered and analyzed by business education departments before purchasing office appliances used in business offices likely to employ beginning office workers. This can be done by making a survey of offices every five years, and a follow-up study of graduates of the business education program every year. Members of the business education department will need to exercise their professional judgment in procuring other items. They should visit other schools and make careful analysis of equipment available, attend professional conferences where there are equipment displays, and whenever possible use items needed on a trial basis (Seldon, 1976).

In a paper entitled, "Changing Occupational Skills and Requirements Needed by Office Employees and Technical Developments in Office Education and Procedures and Implications for Office Education in the Seventies," Anna Mahaffey made the following observations concerning equipment for the business classroom:

Students should become acquainted with and aware of the functions of a variety of typewriters . . . It is recommended that surveys be conducted in the local community to determine which typewriters should be given prime consideration.

When equipping or replacing typewriters in the classroom, first consideration should be given to the lease or purchase of electric typewriters. Unless it can be justified on the basis of a local survey or predictions of the future, the lease or purchase of specialty typewriters (e.g., automatic

typewriters) should not be a prime consideration for classroom use.

In order for students to have maximum transfer from the classroom to the job, they should be given an opportunity to practice on several different machines available in the local community.

When equipping or replacing adding machines, calculators, and bookkeeping machines in the classroom, first consideration should be given to the lease or purchase of electronic calculators. With the increasing use of data processing equipment, it appears that less consideration should be given to the acquisition of bookkeeping machines.

With the ever increasing demand for more office efficiency and economy of both time and money, more consideration should be given to the utilization of dictating equipment.

Shorthand labs are not extensively used and the future use tends towards the multiple-tape consoles with listening stations.

Instruction in the utilization of data processing equipment will continue to be on the increase but not at too fast a pace due to training of teachers and to expensive equipment with proper storage space and conditions conducive to proper machine functioning.

The IBM Selectric Key Punch Simulator with its special features and elements does not properly train students in the use for which it was intended; rather it provides an extra typewriter. Careful selection of a simulator is very important and should be carefully planned for before purchase.

A definite trend is toward the use of copying machines.

Copying machines will replace many of the other methods of duplicating. A unit in instruction . . . should be included regarding copying machines and processes.

Students should be given an opportunity to operate a switchboard and become familiar with PBX systems that are commonly used by business firms (Mahaffey, 1969).

The materials required for the block secretarial programs vary depending on the teaching methods used. The Office Block Program at Capital Area Career Center, Mason, Michigan uses:

. . . the module, an individualized learning packet containing the following elements: (1) cover page, listing module title, number, and occupations for which the unit is required; (2) a performance objective page that tells students what task they are to perform, under what conditions they should be able to perform it, and how they will be evaluated; (3) an information page that tells students exactly what they must read before beginning the project; (4) an equipment page detailing the materials and equipment students will need in order to complete the project; (5) a project page that will help them practice what they have learned; and (6) a series of job steps that explains in detail the procedure necessary to do a particular job or demonstrate a skill.

Each of the six programs [receptionist, typist, general office clerk, clerk-typist, stenographer, and secretary] consists of approximately 200 individual modules covering such areas as receptioning and telephone techniques, mail handling, typing business papers, business writing, filing, duplicating, making reservations, Gregg Shorthand, task simulations, electric typewriters, and office machines. Students learn only the modules necessary to gain entry-level employment in one of these occupations (Sullivan, 1975:22).

Whether or not to purchase commercial materials or have the instructors develop their own materials was an area where some disagreement arose.

Several authors expressed their views in favor of commercially prepared materials:

As commercial materials became more readily available, additional multimedia courses were purchased (Polisky, 1976:29-31).

Whenever possible, commercially prepared materials should be used. It is much cheaper to purchase individualized instruction materials than to prepare them (Polisky, 1976:29-31).

Other authors stated their views against commercially prepared materials and in favor of materials prepared by the instructors:

Although commercial materials are available on tape to correlate with several textbooks, these materials are expensive and it is possible that some school budgets will not provide for the purchase of such pre-recorded tapes. Occasionally, even when a number of the correlated tapes are available . . . none seemed to fit the particular needs of my classes (Gleckner, 1968:318).

It became obvious that there is no package system that can be sold to a school which can comprehensively individualize a subject matter for each student (Hosticka, 1974:27).

Personnel and Their Qualifications

Dunn in an article, "Individualizing Instruction: Questions and Answers," answers the following questions frequently asked by administrators when initiating an individualized program (Dunn, 1975:30-36):

How long will it take to train the staff and get an individualized program started? It depends on how able and motivated your staff is, how strongly you'll back them with clerical assistance, auxiliary personnel, supplies, planning time, and rewards.

How can we motivate the staff? A faculty has to be internally motivated, and that usually begins when individuals are dissatisfied with present conditions. At that point, a charismatic practitioner (not theoretician!) can stimulate inquisitive and intelligent teachers to volunteer for experimentation with new concepts and practices.

What if the faculty's satisfied with everything that they're presently doing? Send selected representatives (the

most creative or intelligent) to visit schools where a good individualized program may be observed, or invite someone who's been successfully active in the creation of such a program to address them with slides, photographs, or other materials representing the advantages of the new system.

How much clerical assistance will the faculty need?

Allow three hours per week of secretarial services for each group of 30 students whose programs are being individualized in one curriculum area only. Add two service hours for each additional teacher and another two for each additional curriculum area.

What kind of auxiliary personnel will be needed, and what will they cost? Teachers can individualize without auxiliary personnel; but, in all likelihood, the program's effectiveness will be diminished, or the teacher will be overextended, without some trained paraprofessional, teacher aide, parental, or student assistance.

If you are a capable and energetic administrator, the "cost" may be no more than the time it takes to attract, involve, train, and supervise community parents, students (give them academic credit) for regularly executed tutorial responsibilities), student teachers, and/or retired residents.

How much training and planning time will my teachers need, and what will THAT cost? An able motivated group of teachers could begin to individualize instruction effectively in one curriculum area after 30 clock hours of concentrated study, provided that the training session included direct implementation of the individualized techniques in each participating teacher's classrooms (with her pupils). In addition, the teacher must not be required to conform to the trainer's predetermined image of individualization but, rather, should be encouraged to construct his own variations and to create a personal teaching style.

Supervision, accompanied by demonstration of additional or varied techniques, should continue throughout the initial period (6-8 weeks), and planning time to work directly with the supervisor (or other teachers) should be provided. Individualization is most effective when a team of people design, implement, and evaluate together . . .

Whom can I employ to get the process started? Use a small team of people and require that they function throughout the training program in the same way as the participants they will be training.

Wouldn't that be expensive? Calculate what inservice training has been costing the district each year and estimate the amount of improvement that resulted. You'll find you will now be spending the same amount of money annually for a more productive system.

Who should participate in the training program? The volunteer teachers, the paraprofessionals, any students or student teachers who will be assisting the teachers, beginning teachers who feel unsure of themselves, interested parents who are willing to contribute at least one full day each week to the program on a full-year basis, and all supervisory administrative personnel.

The question is also asked, as indicated in Hosticka's article, are special skills needed to teach an individualized curriculum? She states (Hosticka, 1974:27):

. . . an optimally individualized system requires a teacher who can diagnose the needs of each student and gather materials from many sources to meet these needs.

Teachers who are able to run a successful individualized learning situation have a high degree of proficiency in the subject matter and have developed their diagnostic skills to the point that they can identify each learner's area of difficulty.

There are many opinions as to how many teachers should be involved in a block secretarial program. In the one-year programs and the one-semester programs surveyed by Cresto in the community colleges in California, there was only one teacher for approximately 30 students per class. In the drop-in, drop-out programs, the team

teacher concept using paraprofessionals was used (Cresto, 1970:7).

On the subject of the number of teachers involved in a block program, Ubben states (Ubben, 1974:29):

It should be large enough to provide adequate manpower in developing and maintaining the curriculum, but small enough to allow good communication between teachers and [students]. A team of three to five teachers usually seems to meet these conditions.

Polisky felt that a Business Skills Learning Center should be staffed by full-time instructors and aided by assistants (Polisky, 1976:31).

The Secretarial-Clerical Program, Capital Area Career Center, Mason, Michigan has (Sullivan: 1975:22):

. . . three full-time instructors and one clerical aid. All three instructors have both work and teaching experience and have been involved in the development of individualized learning modules for the program.

The importance of academic degrees for instructors in business education for adults in the junior college is stated by Chomitz as (Chomitz, 1957:42):

The importance given to academic degrees varied from none at all to major importance. There was an expression from some staff supervisors that they wanted a good teacher of business, and they did not care about academic degrees. Others stated that the accrediting agencies required a certain per cent of academic degrees of staff members at a junior college. One institution was bound by the state department of education to hire only instructors who met certain state certification requirements, and to maintain a staff that contained a ratio of at least 25 per cent of instructors with doctorate degrees.

Facilities and Space Requirements

The primary consideration for facilities and space in a block secretarial program is that they be functional. Seldon discusses some general considerations in planning the facilities for business education (Seldon, 1964:1-6):

It is generally agreed that the business education department should be located on the first floor of the school building. The reasons are: first, the movement of equipment, because of replacement and repairs, can be facilitated. Second, floor vibration will not disturb other classes like it would if the department were located on the second floor. Third, the business education department is a "display" or "show" area to visitors, and it shouldn't be too far from the administrative office. Fourth, most adult programs include work in business education; therefore, this department should be accessible to a school entrance.

Most office machines and recently developed teaching aids are operated electrically. Therefore, an important responsibility in planning . . . is to provide adequate lighting, wiring and outlets, and a master switch.

Since some of the activities to the business education department are of the noise making type, a good acoustical environment should be planned. In typewriting classrooms, consideration might be given to having wall-to-wall carpeting on the floor.

Some schools are being constructed with movable partitions as the inside wall; however, it is questionable if these partitions should be used in typewriting or office practice rooms. Because of the thin construction of movable partitions, there is an extensive transmission of noise.

The shape of the room has a bearing on its acoustical qualities. Having walls as well as ceiling and floors that are non-parallel helps eliminate some of the noise.

In institutions on the post-high school level all staff members should have office facilities. This is especially important because of the need to counsel students.

Vocational business subjects require a large quantity of supplies and supplementary materials; therefore, these rooms need more than the average amount of storage space. Most of the storage space should be closed with doors that lock; however, it is desirable to have some open space with adjustable shelves. This type of storage space can be provided underneath the windows.

Some schools have built-in counter space along the wall opposite the windows . . . in the back of the room . . . between two rooms.

In post-high school institutions it is advisable to have all large rooms equipped with a projection screen, a motion picture projector, a slide projector, and the proper type of blinds or draperies. With this setup, the instructor needs only to make arrangements for slides or films.

Most authors prefer the one classroom concept. Ubben explains

"Why Open Spaces?" (Ubben, 1974:38).

It is virtually impossible for the average teacher in a small classroom to provide for a (student) all of the many curricular opportunities and instructional modes needed, nor has the teacher the space to display or dispense the myriad of curriculum and instructional variations necessary to run a good individualized program . . . more space is usually needed to carry out an effective individualized program.

In Ypsilanti, Michigan, the business education department (Ristau, 1974)

. . . consists of one large, L-shaped room which accommodates ten teaching stations in 12,200 square feet of open space. Colorful dividers help designate learning areas. Up to eight classes have been carried on simultaneously,

including typewriting, shorthand, business law, and distribution. Flexibility is maximized, problems related to noise and distractions have been minimized . . .

Polisky feels that (Polisky, 1976:30)

There should be a minimum of two rooms: one for business machines and the other for courses requiring a quiet atmosphere. The rooms should have acoustical treatment on the ceilings, windows, and floors.

To provide for maximum use and flexibility of all equipment, L-shaped typewriting tables are used . . . These are grouped in islands of fours making an attractive arrangement.

The amount of square footage differs greatly from one program to another. The Milwaukee Area Technical College Business Skills Learning Center is housed in 1,320 square feet with 50 student stations (Polisky, 1976:30). The business education department in Ypsilanti, Michigan accommodates ten teaching stations in 12,200 square feet (Ristau, 1974).

The five programs in the community college in California mentioned by Cresto use one classroom for three different types of program structures (Cresto, 1970:7).

Some advantages of the open classroom as described by Ubben are (Ubben, 1974:28-29):

1. A team can far more effectively "share" a group of (students).
2. Grouping can be done on a more flexible basis.
3. Supervision is much easier in an open space.

4. Good material utilization becomes possible. All materials available, either purchased or teacher made, can be shared with the large group where appropriate, allowing for better over-all utilization.

Ubben further states:

Open spaces . . . encourage more desirable teacher behavior from the standpoint of opportunity to create effective learning environment for (students). Also, teachers are constantly interacting with other adults, stimulating each other constantly to become more effective.

Teaching Methods

Again, the teaching methods used in the block secretarial programs depend on the type of program, the facilities, equipment and materials available, and the number of teachers in the program.

White reviews several methods of individualized instruction for business skill subjects. These methods include: the programmed approach, the multimedia approach, the combination approach, the tape-laboratory approach, and programmed materials for isolated learnings (White, 1976:29-32).

The programmed approach uses programmed units as their basic instructional source and students proceed at their own pace within designated unit time periods.

The multimedia approach uses tape-recorded instruction, videotape, listening stations, audio cassette players, printed matter, and films.

The combination approach uses both the programmed approach and the multimedia approach with group instruction.

The tape-laboratory approach uses recorded tapes for instructional purposes.

The programmed materials for isolated learnings uses the programmed approach for parts of the instructional process (White, 1976:29-32).

Curlis suggests the use of the multimedia approach (Curlis, 1969:8-9):

In order . . . to meet the individual needs of each student, forward-looking teachers may focus on approaching the course construction through a learning systems approach.

Programmed teaching materials can be used effectively for remedial instruction as well as for teaching new material.

By combining tapes, transparencies, job instruction sheets, programmed teaching materials, and the opportunity for self-evaluation by the student, it is possible to teach . . . on an individual basis.

Individual viewing of films is another untapped reservoir for individual instruction.

Any method or any materials which contribute to the individual's learning process should be employed; if they are not available, they must be constructed or procured.

Several questions regarding methods of instruction appeared in Dunn's article (Dunn, 1975:32-33):

What did you mean when you said there is more than one "kind" of individualization? There are at least five basic ways to individualize instruction:

- *programmed learning
- *instructional packages
- *contracts
- *work-study experiences
- *community contribution experiences

Is one way better than another? They are each different and the reasons for selecting one over the other should vary with the student for whom we're individualizing.

How would we know which kind to select for each student? Diagnose the student's learning style, perceptual strengths, motivation, interests, and self discipline. For those students with whom they are effective (approximately 75 percent based on a very limited initial study) contracts individualize to a greater extent and degree than the other listed methods.

Can contracts, or the other four methods, be used in any organizational pattern? The chart explains the degree to which organizational patterns permit individualization. (See chart on the following page.)

Poland feels that the simulated office experience should be used in the block secretarial program (Poland, 1970:265):

The primary strategy in the office block instruction program should center on simulation as the formal learning structure. The classroom becomes both a model office for simulated office experiences and a laboratory for creating additional simulations.

Poland further explains his position on simulation as an instruction device in the block program (Poland, 1970:269):

All evidence to date indicates that once the longer time unit is in effect, it is possible to provide more intensive instruction in office skills. The educational challenge may be met by providing an instructional device, called simulation, which fits the office block time units and permits

ORGANIZING FOR INDIVIDUALIZATION: APPRAISAL OF PATTERNS

INSTRUCTIONAL TECHNIQUES	Self-Contd. Classroom	Departmental	Team Teaching	Multi-, Un, Non-Graded	No Bell	Modular Scheduling	Sphere of Interest	Open Classroom	Open Campus	Differentiated Staffing
INDIVIDUALIZED										
Contracts	○	○	●	○	*	○	*	○	*	*
Instructional Pkgs.	○	○	○	○	*	○	*	○	*	*
Programmed Learning	○	○	○	○	○	○	○	○	*	*
Work Experiences	○	○	○	○	○	○	*	○	*	*
Community Contribution	○	○	○	○	○	○	*	○	*	*
SMALL GROUP										
Team Learning	*	*	*	*	*	*	*	*	*	*
Simulations	*	*	*	*	*	*	*	*	*	*
Brainstorming	*	*	*	*	*	*	*	*	*	*
Case Studies	*	*	*	*	*	*	*	*	*	*
Role Playing	*	*	*	*	*	*	*	*	*	*
Tutoring Teams	*	*	*	*	*	*	*	*	*	*
Team Task Force	*	*	*	*	*	*	*	*	*	*
Circles of Knowledge	*	*	*	*	*	*	*	*	*	*

One Teacher	▲
Many Advantages	*
Appropriate	●
Some Disadvantages	○
Inappropriate or Difficult to Use	○

Designed by Rita Stafford Dunn

continued flexibility in student activities and individualized instruction.

At the Capital Area Career Center (Sullivan, 1975:22-23)

Ninety-five percent of instruction is individualized, and the other five percent (shorthand, telephone techniques, and receptioning techniques) is done in small groups. The basic instructional device is the module, an individualized learning packet . . .

Contracts are drawn up during the course of the program between instructors and students, in which the students agree to work toward changing certain behaviors.

Thomas states his views on methods and materials of instruction for effective secretarial education (Thomas, 1974:146-147):

Integrated exercises. An integrated exercise melds together previously learned skills, knowledges, and attitudes into a task or job. These exercises may be short or long in duration. An acceptable use is to begin with short integrated exercises, leading into longer ones and eventually into a large-scale simulation. Although publishers are beginning to develop integrated exercises, there is still need for teacher-prepared exercises.

Model simulations. Model simulations, coming as close as possible to realism, provide a learning situation with work relevant to real office demands. These, too, can be short or long in duration, and provide an excellent route to a complete model office.

Model office. A model office, regardless of elaborateness, provides an excellent terminal exercise in office education. Space may be provided for a model office in the office practice classroom by rearranging furniture or constructing suitable partitions or a separate/adjunct room can be used. The furnishing of the model office would depend on what is available or the extent to which the administration is willing to finance such a facility.

Other. The current development of individualized programs, Unipaks, Occupaks, and in-basket exercises are all valuable contributions to the block-time program structure.

In another article by Thomas, he states ". . . It is necessary to identify a number of commonalities that should exist in all block-time programs regardless of local definition or structure" (Thomas, 1974:144-145).

A Block of Time is Necessary. There must be a block of time of two or more class periods set aside for a vocational office education program. This is similar to the traditional back-to-back periods but different in the manner in which it is organized. There two or more periods may substitute for the traditional course titles related to advanced shorthand and transcription, advanced typewriting, and secretarial office training.

Integrated Learning Experiences are Used. An integrated learning experience is one in which the student is required to recall skills and techniques developed in previous courses and/or units. Not confined to business and office education, these previous learnings could have been the results of any academic pursuit.

For example, one integrated exercise might require skills in shorthand, typewriting, English, bookkeeping, telephone usage, office machines, and so on. Needless to say, integrated exercises must be skillfully developed to insure an effective learning experience. We are seeing more and more of these developed by our business education publishers and professional associates, but many need to be developed by the individual classroom teacher.

Simulation Provides Realism. Whether we refer to it as "hands-on time" or "learning-by-doing" the utilization of simulation in learning experiences is firmly accepted as an effective technique. Such acceptance is not only true in vocational business education but other vocational education programs and in private industry.

Poland explains (Poland, 1969:6):

A Systems Approach is Necessary. A comprehensive systems approach is necessary to avoid the pitfalls of the traditional back-to-back approach with which we are all familiar. The systems approach will be based on a true (1) behavioral approach which would involve the student as a 'total worker,' (2) greater teacher-student planning, (3) greater use of integrated practice and job simulation, and (4) more adherence to individual instruction based on defined student career goals.

Summary

In summary, it may be noted that some areas regarding the implementation of block secretarial programs have not been written about extensively by authors. For example, there was very little study of the cost of implementing these programs. On the other hand, much has been written on the teaching methods used in block programs and individualized instruction.

A review of the related literature seems to indicate that the costs, equipment and materials, facilities, personnel, and teaching methods of a block secretarial program vary a great deal. These depend on the size of the program, the number of students involved in the program, the availability of funding, and needs of students.

Chapter III

PROCEDURES

Introduction

The purpose of this chapter is to report the procedures used in gathering data essential to this study and to describe the sources from which the data were derived.

As previously stated, the purpose of this study was to plan the implementation of a block secretarial program at Flathead Valley Community College. Such a plan necessarily involved obtaining information as follows:

1. A review of current literature on block programs.
 2. Organizing and developing the survey instrument.
 3. Sending out the initial cover letter and questionnaire.
 4. Sending out the follow-up cover letter and questionnaire.
 5. Comparison and evaluation of the material and results
- were written accordingly.

Sources of Data

The institutions listed in the Director of Community, Junior, and Technical Colleges for the states of Idaho, Nevada, Oregon, Washington, Colorado, Alaska, Arizona, and Montana were surveyed. A copy of this questionnaire appears in Appendix C.

Each cover letter and questionnaire was sent to the Business Education Department of these community, junior, and technical colleges.

The study was limited to those institutions with block secretarial programs. Those institutions that did not have a block secretarial program indicated this and then returned the questionnaire.

Questionnaire

The questionnaire form of survey was chosen by this investigator because of the large geographical area surveyed. Because block programming is a relatively new concept in business education, a large number of institutions needed to be surveyed to obtain a sufficient sampling.

Before the questionnaire was mailed to the institutions in Idaho, Colorado, Nevada, Oregon, Washington, Alaska, Arizona, and Montana, it was tested for validity by the investigator's colleagues and the staff of the Business Education Department at Montana State University. They were asked to complete the questionnaire and make any corrections or recommendations that were necessary.

After the revisions were made, the questionnaire was again tested by colleagues and staff as previously mentioned.

A copy of the final questionnaire and a cover letter were sent to the Business Education Departments of the community, junior, and technical colleges in the above mentioned states.

The questionnaire was developed and constructed on the basis of information from the review of literature. I asked specific and

general questions about the various aspects of implementing block secretarial programs.

On January 13, 1977, the initial mailing of the cover letter and questionnaire was made. A follow-up was made on May 17, 1977, to the remaining institutions which had not responded to the initial mailing.

In answer to the two mailings, 60 out of 97 responded; this represented a 61.86 percent return. Table 1 indicates this breakdown of the number of questionnaires sent and the number and percentage of those returned.

Table 1

Number and Percentage of Returns
of the Survey Instrument

	No.	%
Questionnaires		
Returned	60	61.86%
Questionnaires		
Not Returned	37	38.14
TOTAL	97	100.00%

Administration of Survey Instrument

Participating in this study were the 97 community, junior, and technical colleges listed in the 1976-77 Directory of Community,

Junior, and Technical Colleges located in Idaho, Nevada, Oregon, Washington, Colorado, Alaska, Arizona, and Montana.

A cover letter (see Appendix A) and a questionnaire were mailed to the Business Education Departments of these 97 institutions on January 13, 1977. Within a two-week period, 49 or 50.52 percent of the 97 questionnaires had been returned. On May 17, 1977, a second cover letter (Appendix B) and questionnaire were sent to those institutions not responding to the first mailing. Eleven or 22.92 percent were returned. A total of 60 questionnaires (61.86 percent) were returned.

Of the 60 questionnaires returned, 34 or 56.67 percent were usable. Twenty-six questionnaires or 43.34 percent were not usable since these schools indicated they did not have block secretarial programs.

Analysis of the Data

Upon receipt of each questionnaire, each was checked on the master list to ensure accurate recording. After termination of the survey, responses were tallied for each question and results reported in the following manner:

1. Total number responding to the survey and the percent.
2. Total number of responses to the total usable responses for each question.

3. Total number of responses for each question along with the percentage of the total for each question.

This study sought to survey the various aspects of implementing block programs in junior, community, and technical colleges in the states of Idaho, Nevada, Oregon, Washington, Alaska, Arizona, and Montana. It was restricted to those institutions with block secretarial programs.

The questionnaire surveys the aspects of implementing block secretarial programs; namely the cost of implementing a block program; the equipment and materials used, the personnel needed and their qualifications and training, the facility and space required, and the methods of teaching used in block secretarial programs.

The data was analyzed by the number responding to the individual question and placing this on a percentage basis. Since every institution did not answer each question, the percentage was determined by the total number who did answer the particular question analyzed.

A series of tables was used to illustrate the findings of the study. The first column of each table listed the possible responses the person could have selected. A column was devoted to a total which included all those who had given the same response to the particular question being analyzed. Each column of the table was totaled to the number who had responded and 100 percent--100 percent being the number who had actually responded to the question.

Chapter IV

FINDINGS OF THE STUDY

The purpose of this chapter was to report the findings in the study through a presentation of factual information concerning the block secretarial programs of the 34 institutions which have an operating block program.

Type of School

Of the 34 usable questionnaires, 31 or 91.18 percent of the institutions were community colleges as shown in Table 2. Only three or 8.82 percent were junior colleges. There were no responses from other institutions.

Table 2

Types of Schools

Responses	No.	%
Junior College	3	8.82%
Community College	31	91.18
Other	0	0.00
TOTALS	34	100.00%

School Enrollment and Enrollment in Block Program

Table 3 shows two institutions or 5.88 percent with an enrollment of under 500 responded to the survey. There were seven or 20.59 percent responses from schools with an enrollment of 500 to 1,000.

Ten schools or 29.41 percent responded from institutions with an enrollment of 1,000 to 2,500. There were seven schools or 20.59 percent responding to the questionnaire with enrollments of 2,500 to 5,000. Eight or 23.53 percent of the respondents were from schools of over 5,000.

Table 3

School Enrollment and Enrollment
in Block Secretarial Program

Response	No.	%	Response	No.	%
Under 500	2	5.88%	Under 25	16	48.48%
500-1,000	7	20.59	26-50	7	21.21
1,000-2,500	10	29.41	51-100	3	9.10
2,500-5,000	7	20.59	over 100	7	21.21
Over 5,000	8	23.53			
TOTALS	34	100.00%	TOTALS	33	100.00%

Of the 33 institutions responding to the question on block program enrollments, 16 or 48.48 percent had under 25 students enrolled in the block program. Seven schools, or 21.21 percent, had enrollments of 26 to 50. Only three or 9.10 percent of the respondents had block enrollments of 51 to 100. Seven or 21.21 percent of those responding had block program enrollments of over 100. One did not respond.

Addition of Personnel Upon Implementing a Block Program

Of the 34 institutions responding, 10 (58.82 percent) reported the addition of one instructor upon implementing the block program. Three institutions (17.65 percent) indicated the addition of two instructors. Four schools (23.53 percent) indicated "other". These were part-time instructors hired upon the implementation of the block program.

Five (71.42 percent) schools indicated that they hired one para-professional upon implementing the program. Two paraprofessionals (14.29 percent) were added at one institution; three paraprofessionals (14.29 percent) were added at another school.

Ten institutions indicated that they added lab assistants upon implementing their block program. Seven (70.00 percent) added one lab assistant; three (30.00 percent) added two. These statistics are presented in Table 4.

Square Footage of Block Program Classrooms

Table 5 below presents the statistics on the square footage of block program classrooms. Five schools (19.23 percent) report between 400 to 600 square feet of classroom space. The majority of the schools, eleven (42.31 percent) report between 601 and 1,000 square feet of space in their block program classroom. Another five (19.23 percent) indicated 1,001 to 2,000 square feet of classroom space. Three schools (11.54 percent) had between 2,001 and 3,000 square feet

Table 4

Addition of Personnel Upon Implementing a Block Program

Response	No.	%	Response	No.	%	Response	No.	%
1 instruc- tor	10	58.82	1 para- professional	5	71.42	1 lab asst.	7	70.00%
2 instruc- tors	3	17.65	2 para- professionals	1	14.29	2 lab asst.	3	30.00
3 instruc- tors	0	0.00	3 para- professionals	1	14.29	3 lab asst.	0	0.00
other	4	23.53	other	0	0.00	other	0	0.00
TOTALS	17	100.00%	TOTALS	7	100.00%	TOTALS	10	100.00%

of space. Only two (7.69 percent) reported 3,001 to 4,000 square feet of classroom space.

Table 5

Square Footage of Block Program Classrooms

Square Footage	No.	%
400-600	5	19.23%
601-1,000	11	42.31
1,001-2,000	5	19.23
2,001-3,000	3	11.54
3,001-4,000	2	7.69
TOTALS	26	100.00%

Student Stations Available in the Block-time Classroom

Of the 31 responding to this question, three schools (9.68 percent) had 10 to 15 student stations in the block-time classroom. Fifteen of the thirty-one (48.38 percent) had 16 to 25 stations. Ten institutions (32.26 percent) responding had 26 to 40 student stations available. Only three (9.68 percent) had more than 40 stations in their block-time classroom. These figures are shown on Table 6.

Table 6

Student Stations Available

Response	No.	%
10-15	3	9.68
16-25	15	48.38
26-40	10	32.26
other	3	9.68
TOTALS	31	100.00%

Use of Volunteer Personnel Services

Table 7 shows of the 34 institutions responding to the survey, not one uses volunteer personnel; no parents, students, senior citizens, retired business persons, or other volunteer persons.

Table 7

Use of Volunteer Personnel Services

Responses	No.	%
<u>Parents</u>		
Yes	0	0
No.	<u>34</u>	<u>100.00%</u>
TOTALS	34	100.00%
<u>Students</u>		
Yes	0	0
No	<u>34</u>	<u>100.00%</u>
TOTALS	34	100.00%
<u>Senior Citizens</u>		
Yes	0	0
No	<u>34</u>	<u>100.00%</u>
TOTALS	34	100.00%
<u>Retired Business Persons</u>		
Yes	0	0
No	<u>34</u>	<u>100.00%</u>
TOTALS	34	100.00%
<u>Other</u>		
Yes	0	0
No	<u>34</u>	<u>100.00%</u>
TOTALS	34	100.00%

Previous Experience of Block Program Instructors

In response to this question, nine of thirty-four (26.47 percent) had no previous experience in teaching block programs. Six (17.65 percent) had one year of previous experience; seven (20.59 percent), two years experience; two (5.88 percent), three years; ten (29.41 percent), more than three years' experience. See Table 8.

Table 8

Previous Experience of Block
Program Instructors

Response	No.	%
No experience	9	26.47%
One year	6	17.65
Two years	7	20.59
Three years	2	5.88
More	10	29.41
TOTAL	34	100.00%

Inservice Training Before or During Implementation
of the Block Program

By referring to Table 9, page 36, it is pointed out that only two administrators (8.70 percent) had any inservice training before or during the implementation of the block program. Twenty-one (91.30 percent) did not.

Table 9

Inservice Training Before or During Implementation
of Block Diagram

Response	No.	%
<u>Administrators</u>		
Yes	2	8.70%
No	<u>21</u>	<u>81.30</u>
TOTAL	23	100.00%
<u>Block Instructors</u>		
Yes	14	48.28%
No	<u>15</u>	<u>51.72</u>
TOTAL	29	100.00%
<u>Instructors not involved in the Block Program</u>		
Yes	3	15.00%
No	<u>17</u>	<u>85.00</u>
TOTAL	20	100.00%
<u>Paraprofessionals</u>		
Yes	4	17.39%
No	<u>19</u>	<u>82.61</u>
TOTAL	23	100.00%
<u>Counsellors</u>		
Yes	4	18.18%
No	<u>18</u>	<u>81.82</u>
TOTAL	22	100.00%
<u>Other</u>		
Yes	1	6.66%
No	<u>14</u>	<u>93.34</u>
TOTAL	15	100.00%

Approximately half, fourteen of 29 (48.28 percent) of the block instructors received inservice training before or during the implementation of the program. Fifteen (51.72 percent) did not.

A large majority (85 percent) of the schools using block programs did not offer inservice training for instructors not involved in the block program. Only three schools (15 percent) did offer this training.

Only four schools (17.39 percent) offer inservice training for paraprofessionals working in the block program. Nineteen (82.61 percent) did not offer this training.

The largest number (81.82 percent) of schools responding did not include counselors any inservice training on block programs. Only four schools (18.18 percent) included counselors in this type of training program before or during the implementation of the program.

All but one (93.34 percent) school responding to this question included other persons, lab assistants and part-time instructors, in any inservice training. These statistics are presented in Table 9.

Inservice Workshops and Institutes for Preparing Teachers

As shown on Table 10, thirty-three of thirty-four schools responding (97.06 percent) do not offer inservice workshops or institutes specifically and primarily directed at preparing teachers for block-time instruction.

Table 10

Inservice Workshops/Institute
for Preparing Teachers

Response	No.	%
Yes	1	2.94%
No	33	97.06
TOTAL	34	100.00%

Block Program is an Integration of Two or More Courses

Most of the schools responding to the survey (76.47 percent) integrate two or more courses in their block program as shown in Table 11. This would include, for example, typing and office practice or office practice and transcription.

Table 11

Block Program is an Integration
of Two or More Courses

Response	No.	%
Yes	26	76.47
No	8	23.53
TOTAL	34	100.00%

Guidelines Developed by Your College for Block-time Instruction

By referring to Table 12, it is pointed out that eleven schools (32.35 percent) have guidelines developed by their college for their block-time instruction. Twenty-three (67.65 percent) did not.

Table 12

Guidelines Developed for Block Program

Response	No.	%
Yes	11	32.35
No	23	67.65
TOTAL	34	100.00%

Resource Materials Used in the Block Program

A very large majority (96.77 percent) of schools with block secretarial programs use commercially prepared materials. Only one school responding to this question did not.

Teacher prepared resource materials were also widely used; twenty-six (89.66 percent).

Only one school used another form of resource materials. See Table 13.

Multimedia Materials Utilized in Block Program

Multimedia materials are widely used in block secretarial programs as indicated by the statistics presented on Table 14 on page 41.

Table 13

Resource Materials Used in Block Program

Response	No.	%
<u>Commercially Prepared</u>		
Yes	30	96.77%
No	<u>1</u>	<u>3.23</u>
TOTAL	31	100.00%
<u>Teacher Prepared</u>		
Yes	26	89.66
No	<u>3</u>	<u>10.34</u>
TOTAL	29	100.00%
<u>Other</u>		
Yes	1	100.00
No	<u>0</u>	<u>0.00</u>
TOTAL	1	100.00%

Films were used by 20 (83.33 percent) of those responding to this question; filmstrips, 15 (75 percent); tape recordings, 28 (96.55 percent); learning packets, 26 (96.30 percent); transparencies, 20 (83.33 percent); television, 11 (73.33 percent); slides, 16 (80 percent); and other multimedia materials, 6 (100 percent). Other multimedia included audio cassettes, video tapes, and caramates.

Table 14

Multimedia Materials Utilized in Block Program

Response	No.	%
<u>Films</u>		
Yes	20	83.33%
No	4	16.67
TOTAL	24	100.00%
<u>Filmstrips</u>		
Yes	15	75.00
No	5	25.00
TOTAL	20	100.00%
<u>Tape recordings</u>		
Yes	28	96.55
No	1	3.45
TOTAL	29	100.00%
<u>Learning packets</u>		
Yes	26	96.30
No	1	3.70
TOTAL	27	100.00%
<u>Transparencies</u>		
Yes	20	83.33
No	4	16.67
TOTAL	24	100.00%
<u>Television</u>		
Yes	11	73.33
No	4	26.67
TOTAL	15	100.00%
<u>Slides</u>		
Yes	16	80.00
No	4	20.00
TOTAL	20	100.00%
<u>Other</u>		
Yes	6	100.00
No	0	0.00
TOTAL	6	100.00%

Additional Classroom Required Upon Implementing
Block Program

Upon implementing a block secretarial program, twelve institutions (36.36 percent) added one or two new classrooms. Nine schools (75.00 percent) added one classroom. Three schools (25.00 percent) added two classrooms. Well over half of those responding (63.64 percent) operated the block program in existing facilities. See Table 15 below.

Table 15

Additional Classrooms Required Upon
Implementing Block Program

Response	No.	%	Response	No.	%
How many					
Yes	12	36.36%	One	9	75.00%
No	21	63.64	Two	3	25.00
TOTAL	33	100.00%	TOTAL	12	100.00%

Physical Environment of the Classroom is Traditional

As shown in Table 16, exactly half of those schools (50.00 percent) responding to this question indicated that the physical environment of their classroom was that of the traditional classroom with rows of desks, chalkboards, etc.

Table 16

Physical Environment of the
Classroom is Traditional

Response	No.	%
Yes	17	50.00%
No	17	50.00
TOTAL	34	100.00%

Physical Environment of the Classroom is That
of a Business Office

Just over half (52.94 percent) of the schools responding to this question indicated that the physical environment of their classroom was that of an actual business office. By checking the statistics on Tables 16 and 17 (page 43), which both deal with the physical environment of the block classroom, it can be noted that most schools are using one of two classroom arrangements--traditional, with desks in rows, or that of an actual business office.

Table 17

Physical Environment of the Classroom
is That of a Business Office

Response	No.	%
Yes	18	52.94%
No	16	47.06
TOTAL	34	100.00%

Model Office Simulation

Fourteen institutions (42.42 percent) had a model office simulation. Nineteen (57.58 percent) of those institutions responding to this question did not offer a simulation in the block secretarial program. These figures are shown on Table 18 below.

Table 18
Model Office Simulation

Response	No.	%
Yes	14	42.42%
No	19	57.58
TOTAL	33	100.00%

Cooperative Office Education Program

The investigator found that the majority of schools did have a cooperative office education program as shown on Table 19 on page 45. Twenty-four out of the 33 schools (72.73 percent) responding had cooperative programs. Nine (27.27 percent) did not have such a program.

Contracts in the Block Program

By referring to Table 20, it is pointed out that only four schools (12.12 percent) were using contracts in their block secretarial program. The large majority (87.78 percent) did not use contracts.

Table 19

Cooperative Office Education Program

Response	No.	%
Yes	24	72.73%
No	9	27.27
TOTAL	33	100.00%

Table 20

Contracts in the Block Program

Response	No.	%
Yes	4	12.12%
No	29	87.78
TOTAL	33	100.00%

Work-Study Programs

Most schools with block programs (87.78 percent) have a work-study program in conjunction with their classroom activities. Only four (12.12 percent) did not have a work-study program. See Table 21 below.

Table 21
Work-Study Programs

Response	No.	%
Yes	29	87.78%
No	4	12.12
TOTAL	33	100.00%

Individualized Instruction

The Review of Literature states that individualized instruction is an integral part of block-time programs. The investigator found that all schools with block secretarial programs were using the individualized method of instruction. This information is shown on Table 22.

Table 22
Individualized Instruction

Response	No.	%
Yes	34	100.00%
No	0	0.00
TOTAL	34	100.00%

In-Basket Exercises

The Review of Literature indicates that integrated exercises or In-Basket exercises are an important part of learning for students in

a secretarial program. In many cases, these exercises eventually lead into a large-scale simulation (Thomas, 1974:146-147). Twenty-three (69.70 percent) of schools answering this question stated they used In-Basket exercises. See Table 23 below.

Table 23

In-Basket Exercises

Response	No.	%
Yes	23	69.70%
No	10	30.30
TOTAL	33	100.00%

Length of Time Spent in Block Program

Thomas is quoted as saying, "There must be a block of time of two or more class periods set aside for a vocational office education program" (Thomas, 1974:144-145). Eleven schools (32.35 percent) responding to the survey have two hour blocks of time for their office education program. Five schools (14.71 percent) have three hour blocks; two schools (5.88 percent), a four hour block; nine schools (26.47 percent), a five to six hour block; seven schools (20.59 percent) use other time scheduling in their block program as indicated on Table 24, page 48. These were programs in which the time varied and students were not required to spend a specific amount of time in the classroom.

Table 24

Length of Time Spent in Block Program

Response	No.	%
Two hours	11	32.35%
Three hours	5	14.71
Four hours	2	5.88
Five to six hours	9	26.47
Other	7	20.59
TOTAL	34	100.00%

Survey Local Businesses Before Purchasing
New Equipment

In the Review of Literature, Anna Mahaffey (Mahaffey, 1969) recommended that surveys be conducted in the local community to determine which equipment should be given prime consideration. It was interesting to find that the majority (72.73 percent) of schools, as shown on Table 25, purchasing new equipment surveyed local businesses first.

Equipment Used in Block-Time Classrooms

Table 26, page 50, indicates the types of equipment used in block-time classrooms varied greatly. The equipment used in most classrooms included: electric typewriters (100 percent); automatic typewriters (52.94 percent); copying machines other than photocopy machines (91.18 percent); adding machines (73.53 percent); printing

Table 25

Survey of Local Businesses Before
Purchasing New Equipment

Response	No.	%
Yes	24	72.73%
No	9	27.27
TOTAL	33	100.00%

calculators (67.65 percent); electronic calculators (73.53 percent); dictation equipment (94.12 percent); transcription equipment (91.18 percent); cassette recorders (76.47 percent); overhead projector (82.35 percent); and slide projectors (64.71 percent).

That equipment used the least included: manual typewriters (17.65 percent); key punch machines (17.65 percent) and key punch simulators (5.88 percent); bookkeeping machines (17.65 percent); television monitors (17.65 percent); and shorthand machines (26.47 percent). Considering the current trends in office education, the above statistics and those presented on Table 26 agree with these trends.

Certification of Block Teachers

Looking at the response to this question, the investigator found that the largest percent (87.50) were not required to be certified to

Table 26

Equipment Used in Block-Time Classroom

Response	No.	% of total
Electric typewriters	34	100.00%
Manual typewriters	6	17.65
Automatic typewriters	18	52.94
Photocopy machine	14	41.18
Other copy machines	31	91.18
Adding machines	25	73.53
Printing calculators	23	67.65
Electronic calculators	25	73.53
Rotary calculators	7	20.59
Key punch	6	17.65
Key punch simulator	2	5.88
Bookkeeping machines	6	17.65
Data processing equipment	8	23.53
Dictation equipment	32	94.12
Transcription	31	91.18
Multiple tape consoles	11	32.35
Telephones	16	47.06
Cassette recorders	26	76.47
Overhead projector	28	82.35
Slide projector	22	64.71
Filstrip projector	15	44.12
Film projector	15	44.12
Television monitors	6	17.65
Shorthand machines	9	26.47
Other	6	17.65

teach a post-secondary secretarial program. Table 27 presents these statistics.

Table 27

Certification for Block Teachers

Response	No.	%
Yes	4	12.50%
No	28	87.50
TOTAL	32	100.00%

Vocational Certification in Business and Office

A substantial majority (67.65 percent) of teachers in block-time secretarial programs are required to have vocational certification. This requirement depends on the laws governing vocational programs in the eight states surveyed. As indicated by these statistics presented on Table 28, the laws vary from state to state.

Table 28

Vocational Certification in Business and Office

Response	No.	%
Yes	23	67.65%
No	11	32.35
TOTAL	34	100.00%

Vocationally Funded from the State Level

Again, as shown on Table 29, a substantial majority of block-time secretarial programs (63.64 percent) are vocationally funded from the state level.

Table 29

Vocationally Funded from State Level

Response	No.	%
Yes	21	63.64%
No	12	36.36
TOTAL	33	100.00%

Chapter V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to determine (1) the cost of implementing a block secretarial program at Flathead Valley Community College, (2) the equipment and materials needed, (3) the personnel needed and their qualifications, (4) the facility and space needed, and (5) the methods of teaching used in block secretarial programs.

To evaluate the practices and procedures incorporated in block secretarial programs of post-secondary institutions in Montana, Idaho, Nevada, Washington, Arizona, Alaska, Colorado, and Oregon, this investigator conducted a survey of the block secretarial programs in these eight states. A questionnaire was used to obtain the data from instructors in these institutions. From the data received from these instructors an effort was made to evaluate the block secretarial programs.

The findings are summarized as follows:

1. The majority (91.18 percent) of block programs are offered at the community college with enrollment percentages as follows: under 500, 5.88 percent; 500 to 1,000, 20.59 percent; 1,000 to 2,500, 29.41 percent; 2,500 to 5,000, 20.59 percent; over 5,000, 23.53 percent. Block Program enrollments were as follows: under 25, 48.48 percent; 26 to 50, 21.21 percent; 51 to 100, 9.10 percent, over 100, 21.21 percent.

2. Upon implementing the block secretarial program, 58.82 percent of the institutions added one instructor to their staff; 71.42 percent added one paraprofessional; 70 percent added one lab assistant.

3. The square footage of block-time classrooms were between 600 and 1,000 square feet with between 16 to 25 (48.38 percent) student stations available.

4. None of the block programs were using volunteer personnel services.

5. Block program instructors had no previous experience (26.47 percent) or had more than three years of previous experience (29.41 percent).

6. Inservice training before or during the implementation was provided for block instructors (48.28 percent). However, no workshops and institutes were offered specifically and primarily directed at preparing teachers for block-time instruction.

7. The block program is an integration of two or more courses in the majority of the schools.

8. Over one-third of the block programs did not have guidelines developed by their college.

9. Resource materials used in the block program were commercially prepared (96.77 percent) and teacher prepared (89.66 percent).

10. Films, filmstrips, tape recordings, learning packets, transparencies, television, slides and other multimedia are widely used in block programs.

11. Additional classrooms were not required upon the implementation of the block program in the majority of schools.

12. Half of the block programs are housed in traditional classrooms and about half are housed in classrooms modeled from an actual business office.

13. Model office simulations are used in over half of the schools (57.58 percent).

14. The majority of schools (72.73 percent) have cooperative office education programs.

15. Contracts are not widely used in block secretarial programs.

16. Work-study programs are also widely used (87.78 percent).

17. Individualized instruction is used in all block secretarial programs.

18.. The majority of schools use in-basket exercises in their block program.

19. The length of time spent in the block-time program varies; the largest percentage of schools (32.35) have two hour blocks.

20. The majority of schools survey local business before purchasing new equipment.

21. The equipment used in block programs varies considerably; the equipment used most widely includes: electric typewriters, automatic typewriters, copying machines other than photocopying machines, adding machines, printing calculators, electronic calculators, dictation equipment, transcription equipment, cassette recorders, overhead projectors, and slide projectors.

22. The majority of block secretarial instructors are not required to be certified at the secondary level, but a majority are required to be vocationally certified.

23. A majority of block programs are funded from the state level.

Conclusions

It was stated in Chapter I that the implementation of a block-time secretarial program at Flathead Valley Community College involved an analysis of:

1. The cost of implementing a block secretarial program.
2. The equipment and materials needed to implement the program.
3. The personnel needed and their qualifications.
4. The facility and space required to house a block-time program.
5. The methods of teaching used in a block secretarial program.

These data were presented and the findings summarized. From the findings, certain conclusions can be made. Conclusions based upon this analysis of the findings are the following:

1. The community college provides a good setting for a block secretarial program.

2. At least one additional person was added to the faculty upon the implementation of a block secretarial program. Their qualifications depend on the position for which they were hired: instructor, paraprofessional, or lab assistant.

3. In a majority of the cases there was no need to add additional square footage to the now existing classroom space.

4. An inservice training program was offered to the block instructors before or during the implementation of the program.

5. Individualized instruction, in-basket exercises, work-study programs, cooperative programs, and model office simulations were a part of the block-time instruction.

6. Office equipment, multimedia equipment and materials were used extensively in block programs.

7. At least a two hour block of time was used for the block secretarial program.

8. Funding for the block secretarial program was provided from the local, state, and federal levels.

9. There was an increase in the cost of operating the block program over the present program due to the addition of staff, equipment, materials, and supplies.

Recommendations

One of the purposes of this study was to make recommendations for the implementation of a block-time secretarial program at Flathead Valley Community College. The following recommendations are made as a result of the findings and the conclusions:

1. Flathead Valley Community College would provide a good setting for a block-time secretarial program.
2. At least one additional person should be added to the present staff.
3. The staff in the secretarial department should attend a workshop or inservice training program before implementing the program.
4. Additional office equipment, multimedia equipment and supplies should be purchased or developed by the teachers. Additional equipment should include: copying machines other than photocopy machines, cassette recorders, dictation and transcription equipment, telephones, automatic typewriters, slide and filmstrip projectors. Supplies that should be purchased or developed should include: films, slides, filmstrips, overhead transparencies, cassette tapes, individualized learning packets, in-basket exercises, simulation materials, and video tapes.
5. Instruction materials should be purchased or prepared by the teachers.

6. Scheduling should be arranged to provide for at least a two hour block of time for the secretarial program.

7. Administration and staff should investigate funding and the availability of funding at the local, state, and federal levels for implementing a block-time secretarial program.

BIBLIOGRAPHY

BIBLIOGRAPHY

- Beima, J.R. "Improving the Content of the Postsecondary Office Education Program." The Emerging Content and Structure of Business Education, National Business Education Yearbook, No. 8, 1970.
- Bernier, R. "Making Individualized Instruction Work in Business Education," Direction, Fall, 1975.
- Chomitz, D. L. "Business Education for Adults in the Junior College," Monograph C-5, South-Western Publishing Company, November, 1957.
- Cresto, L. "Block Secretarial Program, A Community College Curriculum Guide," Shasta Community College, June, 1970.
- Curlis, E. M. ". . . Through the Multimedia Approach to Office Practice," Business Education Forum, February, 1969.
- Dunn, R. S. "Individualizing Instruction: Questions and Answers," NASSP Bulletin, April, 1975.
- Gardner, M. E. "Block Secretarial Program, A Community College Curriculum Guide," Shasta Community College, June, 1970.
- Gleckner, D. S. "Developing Materials for Stenographic Dictating Equipment," The Journal of Business Education, May, 1968.
- Hales, C. M. "Can Teachers Learn to Individualize Instruction?" Educational Technology, November, 1974.
- Hosticka, A. "Are Special Skills Needed to Teach an Individualized Curriculum?" Educational Technology, November, 1974.
- Kilchenstein, E. D., & Pasewark, W. R. "Planning the Implementation of the Business Education Learning System," Business Education Department, Texas Tech University, July, 1971.
- Mahaffey, A. "Changing Occupational Skills and Requirements Needed by Office Employees and Technical Developments in Office Equipment and Procedures and Implications for Office Education in the Seventies," Department of Vocational and Technical Education, University of Illinois, September, 1969.
- North, R. S. "Five Points to Inject 'Individualization' into Learning Programs," Educational Technology, November, 1974.

- Poland, R. "Block-Time Approach in Office Education," National Business Education Yearbook, No. 8, 1970.
- Poland, R., & Haines, P. G. A Developmental Vocational Education Research and Teacher Education Program Based on a Clinical School Concept. Final Report on Project No. 201, Grant No. OEG-3-7-07211-2679. East Lansing: Michigan State University, 1969.
- Polisky, M. "Developing a Successful Business Skills Learning Center," Audio-Visual Instruction, April, 1976.
- Price, M. "Really Individualizing Instruction," Business Education World, Nov./Dec., 1971.
- Schmidt, B. J. "The Effectiveness of the Stenographic Block Program," Business Education Forum, March, 1975.
- Seldon, W., & Dilorio, J. "Business Classroom and Laboratory Equipment," Pennsylvania State Department of Education, " Business Education Forum, February, 1976.
- Seldon, W. "Planning the Facilities for Business Education," Monograph 112, South-Western Publishing Company, December, 1964.
- Steagall, P. H. "Block-of-Time Programs in Business Education," Business Education Forum, April, 1969.
- Sullivan, P. "Integrating Special Needs Students into the Office Block Program," Business Education World, May/June, 1975.
- Thomas, E. R. "Effective Secretarial Education," National Business Education Yearbook, No. 12, 1974.
- Ubben, G. C. "Individualizing Instruction: Why Open Spaces?" Educational Technology, November, 1974.
- White, K. "Review of Research on Individualized Instruction . . . In Business Skill Subjects," Business Education Forum, January, 1976.

APPENDIXES



Flathead Valley Community College

BOX 1174 PHONE 406-755-5222 KALISPELL, MONTANA 59901

Donald G. Lindahl
President

APPENDIX A

January 13, 1977

Dear Business Educator:

Flathead Valley Community College is investigating the feasibility of implementing a block program and your expertise and assistance would be most helpful.

Enclosed is a questionnaire concerning the various aspects of block secretarial programs that I would like you to complete. Please return the questionnaire in the enclosed stamped, self-addressed envelope as soon as possible.

Your cooperation and help are greatly appreciated.

Sincerely yours,

Ms. Carol Eads
Secretarial Instructor

2 Enclosures

APPENDIX B

May 17, 1977

Dear Business Educator:

Flathead Valley Community College is investigating the feasibility of implementing a block program and your expertise and assistance would be most helpful.

Enclosed is a questionnaire concerning the various aspects of block secretarial programs that I would like you to complete. Please return the questionnaire in the enclosed stamped, self-addressed envelope as soon as possible.

Your cooperation and help are greatly appreciated.

Sincerely yours,

A handwritten signature in cursive script that reads "Carol Fink".

Ms. Carol Fink
Secretarial Instructor

2 Enclosures

APPENDIX C

SURVEY INSTRUMENT FOR OFFICE BLOCK-TIME PROGRAMS

1. Name _____ Title _____
 School _____
 City _____ State _____ ZIP _____
2. Type of School: _____ Junior College
 _____ Community College
 _____ Other (please specify) _____
3. School Enrollment: _____ Under 500 Total Enrollment in block
 _____ 500 to 1,000 program:
 _____ 1,000 to 2,500 _____ Under 25
 _____ 2,500 to 5,000 _____ 26-50
 _____ Over 5,000 _____ 51-100
 _____ Over 100

Definition of Block-Time Program: A vocational education laboratory situation where students enroll for highly concentrated sequences of instruction with the objective of developing skills which lead to employment. Such a program is scheduled in time modules of two to six consecutive hours. Course length varies with the objectives and can range in time from a few weeks to a full year. The philosophy of individualized instruction prevails in this type of program.

Directions: Please answer the questions with a check mark in either the appropriate blank or with "yes" or "no" in the column. Some answers may require a short description. If you have any additional comments, they would be appreciated on the back of this questionnaire.

4. Did the implementation of a block program require the addition of
 _____ 1 instructor _____ 1 paraprofessional _____ 1 lab assistant
 _____ 2 instructors _____ 2 paraprofessionals _____ 2 lab assistants
 _____ 3 instructors _____ 3 paraprofessionals _____ 3 lab assistants
 _____ Other _____ Other _____ Other
5. What is the approximate square footage of your block-time classroom(s)?

6. How many student stations are available in the classroom(s)?

7. Do you use the services of a volunteer personnel?
 a. parents?
 b. students?
 c. senior citizens?
 d. retired business persons? ..
 e. Other (please specify)

Yes	No	
☐	☐	7
☐	☐	a
☐	☐	b
☐	☐	c
☐	☐	d
☐	☐	e

		Yes	No	
8.	Did the instructor(s) in the block program have any previous experience with individualized instruction?			8
Years of experience: _____ 1 year				
_____ 2 years				
_____ 3 years				
_____ More				
9.	Did the following personnel receive inservice training before or during the implementation of the program:			9
	a. administrators?			a
	b. block instructors?			b
	c. instructors not involved in the block program?			c
	d. paraprofessionals?			d
	e. counsellors?			e
	f. Other (please specify)			f
10.	Does your college offer inservice workshops or institutes specifically and primarily directed at preparing teachers for block-time instruction?			10
11.	Are the block programs an integration of two or more courses? (e.g. typing and office practice, office practice and transcription)			11
12.	Have guidelines been developed by your college for block-time instruction?			12
13.	Were resource materials used in the block programs:			13
	a. commercially prepared?			a
	b. teacher prepared?			b
	c. Other (please specify)			c
14.	Are the following multimedia materials utilized in your block program?			14
	a. films?			a
	b. filmstrips?			b
	c. tape recordings?			c
	d. learning packets?			d
	e. transparencies?			e
	f. television (VTR)?			f
	g. slides?			g
	Other (please specify)			
	h. _____			h
	i. _____			i
	j. _____			j
15.	Were additional classrooms required upon implementing the block program?			15
How many? _____ Please describe:				

16. Is the physical environment of the classroom that of the traditional classroom--rows of desks, chalkboards, etc?
17. Is the physical environment of the classroom that of an actual business office?
18. Do you have a model office simulation?
19. Do you have a cooperative office education program?
20. Do you use contracts in the block program?
21. Do you have a work-study program?
22. Do you practice individualized instruction in your block program?
23. Do you use in-basket exercises in your block program?
24. Is the length of time students spend in your block program:
- a. two hours?
- b. three hours?
- c. four hours?
- d. five to six hours?
- e. Other (please specify)
- _____
25. Do you survey local businesses before purchasing new equipment?
26. Do you have the following equipment in your block-time classroom:
- a. electric typewriters?
- b. manual typewriters?
- c. automatic typewriters?
- d. photocopy machine?
- e. other copying machines? (specify)
- f. _____
- g. _____
- h. _____
- i. adding machines?
- j. printing calculators?
- k. electronic calculators?
- l. rotary calculators?
- m. Key punch?
- n. key punch simulator?
- o. bookkeeping machines?
- p. data processing equipment?
- q. dictation equipment?
- r. transcription equipment?
- s. multiple-tape consoles with listening stations?
- t. telephones?
- u. cassette recorders?
- v. overhead projector?
- w. slide projector?

Yes	No	
		16
		17
		18
		19
		20
		21
		22
		23
		24
		a
		b
		c
		d
		e
		25
		26
		a
		b
		c
		d
		e
		f
		g
		h
		i
		j
		k
		l
		m
		n
		o
		p
		q
		r
		s
		t
		u
		v
		w

	Yes	No	
x. Filmstrip projector?			x
y. film projector?			y
z. television monitors?			z
aa. shorthand machines?			aa
Other (please specify)			
bb. _____			bb
cc. _____			cc
dd. _____			dd
27. Is secondary certification necessary for your block teachers?			27
28. Is vocational certification in business and office required?			28
29. Is the block program vocationally funded from the state level?			29

ADDITIONAL COMMENTS

APPENDIX D

List of Schools Participating in the Study

Washington

Bellevue Community College
Big Bend Community College
Centralia College
Clark College
Columbia Basin Community College
Edmonds Community College
Everett Community College
Fort Steilacoom Community College
Grays Harbor College
Green River Community College
Highline Community College
Lower Columbia College
North Seattle Community College
Olympia Voc. & Tech. Institute
Olympic College
Peninsula College
Seattle Central Community College
Shoreline Community College
Skagit Valley College
South Seattle Community College
Spokane Community College
Spokane Falls Community College
Tacoma Community College
Walla Walla Community College
Wenatchee Valley College
Whatcom Community College
Yakima Valley College

Idaho

College of St. Gertrude
College of Southern Idaho
North Idaho College
Ricks College

Montana

Dawson College
Miles Community College

Arizona

Arizona College of Technology
Arizona Western College
Central Arizona College
Cochise College
College of Ganado
Eastern Arizona College
Glendale Community College
Maricopa Technical College
Mesa Community College
Mohave Community College
Navajo Community College
Northland Pioneer College
Phoenix College
Pima Community College - community
downtown campus
Scottsdale Community College
Yavapai College

Colorado

Aims Community College
Arapahoe Community College
Colorado Mountain College - East
Colorado Mountain College - West
Colorado Northwestern Community College
Community College of Denver,
Auraria Campus
Community College of Denver
North Campus
Community College of Denver
Red Rocks Campus
El Paso Community College
Lamar Community College
Morgan Community College
Northeastern Junior College
Otero Junior College
University of Southern Colorado
Trinidad St. Junior College

Alaska

Anchorage Community College
Juneau-Douglas Community
College
Kenai Peninsula
Ketchikan Community College
Kodiak Community College
Kuskokwim Community College
Matanuska-Susitna Community
College
Northwest Community College
Sheldon-Jackson College
Sitka Community College
Tanna Valley Community College

Nevada

Clark County Community College
Northern Nevada Community
College
Western Nevada Community
College

Oregon

Blue Mountain Community College
Central Oregon Community College
Chemeketa Community College
Clackamas Community College
Clatsop Community College
Concordia College
Judson Baptist College
Lane Community College
Linn Benton Community College
Mt. Hood Community College
Portland Community College
Rogue Community College
Southwestern Oregon Community College
Treasure Valley Community College
Oregon Institute of Technology
Umpqua Community College