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Arthur Leroy Coughenour
August 2, 1971

FIRST POSITION OPPORTUNITIES OF WYOMING GRADUATES FROM SELECTED
VOCATIONAL POST-SECONDARY OFFICE OCCUPATIONS PROGRAMS

by

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

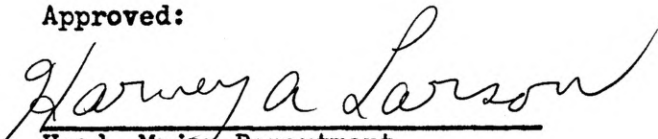
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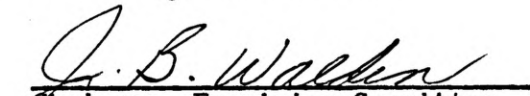
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ABSTRACT

The purpose of this study was to make a follow-up survey of all Wyoming students who either graduated from a post-secondary vocational office occupations program at an out-of-state private business college or one of the Wyoming community colleges. The questionnaire was mainly concerned with selected questions pertaining to the graduates' first position upon graduation from their post-secondary training.

Lists of 289 Wyoming graduates from office occupations programs for the period from May, 1968, through June, 1970, were obtained from both the out-of-state private business colleges and the Wyoming community colleges. Completed questionnaires that could be used in the study were received from 150 Wyoming graduates for a 51.9% rate of return.

The data requested on the graduate questionnaire pertained to: (1) the time required to complete their post-secondary office occupations programs; (2) the ease with which the graduates obtained their first position upon graduation; (3) the role that their schools played in assisting these graduates obtain their first position; (4) the size of the business that first employed these graduates; (5) the graduates' current work status regarding their first position; (6) the graduates' starting salaries of their first position; (7) the graduates' personal vocational satisfactions of their first position; (8) the general selected office occupations area of the graduates' first position; (9) a list of the most important activities performed in their first position; (10) the graduates' evaluation of their courses in their major field of study while in their post-secondary vocational office occupations programs.

In many cases regarding their first position upon graduation, the data received from the graduates were comparable with a few exceptions such as: (1) out-of-state private business college graduates (Group A) completed their individual programs in less calendar time than did the Wyoming community college graduates (Group B) although the total classroom hours were very comparable for similar programs; (2) 85.7% of the Group A graduates stated that their schools provided placement services, while only 19.3% of the Group B graduates stated the same type of placement services; (3) only 44.9% of both groups are still currently working full-time in their first position; (4) 23 out of the 27 graduates who are continuing their education at a four-year institution are Group B graduates; (5) the three main reasons for leaving their first position were (a) further education, (b) obtained a better position, (c) got married; (6) the three highest ranking activities performed in their first position were (a) filing duties, (b) typing letters and addressing envelopes, (c) receptionist duties.

CHAPTER I

INTRODUCTION

Wyoming students consulted in this study, who wished to continue their education on the post-secondary level in a vocational office occupations program, had two options: (1) to attend an out-of-state private business college, or (2) to attend one of the Wyoming community colleges. In either case, the various institutions are continually seeking information from their graduates to assist in evaluating the effectiveness of their programs, and where and how changes should be made. As an example, Sharon Funkhouser stated in the recommendations portion of her study (3:64):

There is a need for a follow-up study of the students in business schools and junior college vocational programs to compare the ease with which these students obtain jobs, their starting salaries, and their success on the job (number of raises and promotions).

The same concept was noted by Laure M. Sharp in her study (12: 8-9), in which she stated:

The most serious gap found was the lack of follow-up information at the post-high school level for those trained in technical institutes or junior colleges. It was determined that the most significant need in vocational follow-up research was a comprehensive evaluation of what happens to an individual who has been trained.

With these recommendations as a base and also a personal interest to pursue some additional information from graduate follow-up surveys to assist in evaluating certain selected vocational office occupations programs, the writer conferred with Dan Oliver, Dean of Occupational Education, Northwest Community College, about the

feasibility of such a graduate follow-up study. Mr. Oliver stated that suggestions for evaluation and improvement of current vocational office occupations programs should be constantly investigated and reported from every possible source--and one source was definitely from the graduates themselves.

At this point, Fred Black, Director of the Wyoming Research Coordinating Unit, Wyoming State Department of Education, was contacted concerning the purpose of the study and its possible value to their department regarding certain aspects of Wyoming students' first position upon graduation from a post-secondary vocational office occupations program. Mr. Black reviewed the questionnaire to be used and the purposes of this study. He decided that this study displayed enough potential worth that a financial grant from the Wyoming Educational Research Department was awarded to help meet certain costs that would allow the study to be of more value.

From these direct sources mentioned previously, plus additional information found in the review of literature, provided the background and assisted in designing the questionnaire to meet the purposes of the study.

Statement of the Problem

It was the main purpose of this study to conduct a follow-up study of Wyoming students who graduated from selected vocational office occupations programs at either out-of-state private business colleges

or Wyoming community colleges. From the data collected from these respondents, an effort was made to evaluate the employment opportunities and other related variables of the graduates' first position upon graduation. These pertained to all the above mentioned Wyoming students who graduated during the specified time of the study, May, 1968, through June, 1970.

The intent was not to evaluate one type of post-secondary education against another, but to show certain strong or weak points that were evident from tabulating the data from the follow-up questionnaires that both types of institutions might want to consider in updating and improving their current vocational office occupations programs.

Importance of the Study

The data obtained from the follow-up questionnaires of all selected Wyoming vocational office occupations graduates from May, 1968, through June, 1970, were compiled in an effort to show:

1. The time required to complete their individual programs at their post-secondary schools.
2. The ease with which the graduates obtained their first position upon graduation from their post-secondary schools.
3. The role that their schools played in assisting these graduates in obtaining their first positions upon graduation.
4. The size of the business that first employed these graduates.

5. The graduates' current work status in regards to their first position.

6. The starting salaries of the graduates' first position, with regard to the job rating and location of the job.

7. The personal vocational satisfactions of the graduates' first position (salaries, promotions, responsibilities, etc.).

8. The general selected office occupations area of the graduates' first position.

9. A list of the most important activities performed in the graduates' first position.

10. A list of the courses taken that the graduates felt were most valuable, courses not taken that would have aided in performing the duties of their first position, and the courses taken that did not aid in performing the duties of their first position.

Procedures Followed

A normative-survey method of research was used in the following manner:

1. A preliminary investigation was conducted to establish the need for such a study. Through a verbal discussion with Dan Oliver, Dean of Occupational Education, Northwest Community College, Powell, Wyoming, it was decided that such a study would have some benefit for further use in evaluating current selected vocational office occupations programs. In addition, Sharon Funkhouser's professional paper, entitled

Reasons Wyoming High School Graduates Enroll in Out-of-State Private Business Schools, recommended a further study in a follow-up survey of the students in business schools and community college vocational programs to compare the ease with which these students obtained jobs, their starting salaries, and their success on the job. Fred Black, Director of the Wyoming Research Coordinating Unit, Wyoming State Department of Education, was consulted about the feasibility of such a study from the State's point of view.

2. A survey of literature and related graduate follow-up studies in vocational areas were conducted to obtain information relevant to the purpose of this study and to aid in constructing an effective graduate questionnaire survey.

3. Each of the community colleges in Wyoming was contacted for a complete list of all their graduates in vocational office occupations programs for the period of time, May, 1968, through June, 1970.

4. A similar request was made to all the out-of-state private business colleges bordering the state of Wyoming that had Wyoming graduates during the same time period--May, 1968, through June, 1970.

5. Each office occupations graduate from steps 3 and 4 was sent a cover letter explaining the purpose of the study, the questionnaire, and a stamped, self-addressed return envelope.

6. After a period of three weeks, another letter, questionnaire, and stamped, self-addressed return envelope were sent to all the non-respondents in step 5 above.

7. From the completed, returned questionnaires from both steps 5 and 6 above, the data was coded on IBM coding sheets and computed on the data processing equipment at Northwest Community College.

8. Then a system of work sheets was developed to categorize the data from the questionnaires. This information was sorted, classified, and summarized into various tables to facilitate the analysis of the study.

Limitations of the Study

The following were limitations of the study:

1. The sampling covered only those Wyoming students who graduated from selected vocational office occupations programs during the time period from May, 1968, through June, 1970.

2. The community colleges who furnished their lists of Wyoming vocational office occupations graduates were located only in Wyoming.

3. The out-of-state private business colleges who furnished their lists of Wyoming vocational office occupations graduates were: Billings Business College, Billings, Montana; Parks School of Business, Denver, Colorado; L.D.S. Business College, Salt Lake City, Utah; and Stevens' Henager School of Business, Ogden, Utah.

4. The review of literature was primarily restricted to the Montana State University Library, Bozeman, Montana.

5. The graduate surveys were limited to the selected office occupations areas of Stenographer/Secretary, General Office Clerk, Typist, Bookkeeper/General Accountant, and Business Data Processor.

6. Other office occupations areas with four or less respondents were categorized together under the heading of Other Group. These office occupations areas included in the Other Group were: office machines operators, receptionist/switchboard operators, shipping/receiving clerks, bank tellers, cashiers, dental assistants, and medical assistants.

Definition of Terms

First position--refers to the graduates' first employment upon graduation from a post-secondary vocational office occupations program.

Group A--all Wyoming students who graduated from an out-of-state private business college in an office occupations program during the time period from May, 1968, through June, 1970.

Group B--all Wyoming students who graduated from a Wyoming community college in an office occupations program during the time period from May, 1968, through June, 1970.

Other Group--all office occupations areas that had four or less respondents of Wyoming graduates surveyed in this study.

The following abbreviations were used for the specific selected office occupations areas in the various tables throughout the study:

Off Occup (Office Occupations), Steno-Sec (Stenographer/Secretary),
Gen Off Clk (General Office Clerk), Book/Gen Acct (Bookkeeper/General Accountant), Bus Data Proc (Business Data Processor).

Summary

The main goal of this study was that the findings from the Wyoming graduates' questionnaires regarding their first position upon graduating from a post-secondary vocational office occupations program would provide sufficient information that would assist both out-of-state private business colleges and Wyoming community colleges in updating and improving their vocational office occupations areas to better fit the needs of their students enrolled in these programs.

CHAPTER II

REVIEW OF LITERATURE

A review of the literature found little or no related material pertaining to studies of comparisons of first positions opportunities between community college graduates and private business college graduates. There were several follow-up studies conducted by individual schools on their own graduates only, but none of the articles compared one type of institution with another type of post-secondary institution regarding the comparison of their vocational office occupations programs and the part that each played in assisting their graduates in finding and performing the duties of their first position upon graduation from their post-secondary program.

In addition to reviewing follow-up studies of various types, the writer read several articles which stressed the needs and purposes of follow-up studies in business education. These studies provided a large part of the basis for this particular type of graduate follow-up study.

The Needs and Purposes of Follow-up Studies in Business Education

Of what significant value are follow-up studies in business education?

Kathryn Iliff (6:35) stated:

The follow-up study is a direct method by which an institution may evaluate the effectiveness of its educational program through its product--the graduate. Although such a study is subject to some limitations, these are more than outweighed by the advantage gained from the use of this research method. . . . The major purpose

of the research project is the improvement of instruction, and upon the data gathered by the investigator will be based specific recommendations pertinent to the curriculum or to methods. . . . The secondary purpose of studies of this nature is the gathering of data for reasons which may or may not be related to curriculum problems, that is, for administrative or institutional use.

In addition to these purposes, Gerald Porter (10:29) noted:

The survey study is designed to deal primarily with data involving a cross-section of the present. . . . The future of business education may become involved in a specific study only as suggestions, recommendations, or predictions are developed on the basis of the present status as revealed in the study. The fundamental purpose of the survey study in business education is to classify, generalize, and interpret groups of data so that proper guidance may be provided for business educators in the development of sound policies and appropriate practices in the immediate future.

Another article noted a shortcoming in graduate follow-up information on the post-high school level. Laure Sharp stated (12:8-9):

The most serious gap found was the lack of follow-up information at the post-high school level for those trained in technical institutes or junior colleges. It was determined that the most significant lead in vocational follow-up research was a comprehensive evaluation of what happens to an individual who has been trained.

Typical Information Sought and Summaries

This section typifies the various information sought in follow-up studies, and the summaries derived from these follow-ups.

Although each study had some part that was different in some respects, the majority of the information was very similar. For example, Richard Matteson (9:63) stated:

The information sought was (1) the type of job taken, (2) the effect of college training on original employment and progress in

the job, (3) relation of age, ability, or grades to employment and job satisfaction.

From these areas the following conclusions were drawn: (1) community colleges generally serve the students well in skills, knowledge, and human relationships, (2) provides terminal programs for work at various entry levels, (3) it should increase its counseling services--especially to encourage early career choice, (4) college must keep alert to local job market (5) should develop and keep up-to-date a basic group of vocational programs, (6) stress importance of job preparation, (7) conduct follow-up studies--constantly evaluate programs, teaching, and counseling.

Another study (2:56) wanted the same information from its graduates, but did request other data from its graduates. The information sought was:

(1) jobs they took, (2) salary ranges, (3) kinds of firms hiring them, (4) how many went on to four-year schools and where, (5) did they acquire at the college the necessary skills for their careers, (6) suggestions for improving the curriculum.

Replies showed: (1) helped the school determine the best level of specialization in a course, (2) to maintain the right balance between skill and theory, (3) to correct the proportion of general and technical education.

Other articles stated their summaries of the findings which proved to be of much value when this study was conducted. For example, Sandra Sandberg (11:39-40) mentioned in her summaries that:

(1) business machines, accounting, filing and typing were the most beneficial courses. There were suggestions that the school provide more training in accounting, mathematics, and management areas, (2) that core and terminal courses in management, marketing, statistics are needed, and additional courses in accounting, economics, and typing are needed, (3) the business curriculum needs adjusting so that students can easily transfer to four-year university programs and to satisfy employment positions, (4) Dixie Junior College has not provided adequate placement assistance in helping students find initial employment, (5) that female students need terminally-oriented programs and male students need transfer-preparation education.

Some of the same findings were also true in another article by Richard Matteson (8:63) in which he noted:

It was found that these junior colleges do serve the student who finds work immediately after graduation, that more counseling and guidance services are needed, that most students find employment locally, and that more specific vocational training is needed.

From this review of literature, the reader can see the basic general needs, purposes, and findings from student follow-up studies. These articles typify the general strengths, weaknesses, and constructive suggestions for improvement in the instruction of vocational business education, specifically on the junior college level.

In Chapter III of this study, the writer wanted to find out various data from Wyoming students, who graduated from vocational office occupations programs, concerning items connected with their first position upon graduating from their post-secondary programs. The two main institutions that provided such training for Wyoming students were either out-of-state private business colleges or one of the Wyoming community colleges. Certain comparisons between the two types of institutions or both combined helped to form an evaluation of their effectiveness in assisting Wyoming students to be successful in their first position upon graduation from their programs.

CHAPTER III

ANALYSIS OF WYOMING POST-SECONDARY VOCATIONAL OFFICE OCCUPATIONS GRADUATES' FIRST POSITION

In order to obtain as many Wyoming vocational office occupations graduates as possible from post-secondary programs from the time period of May, 1968, through June, 1970, a letter was sent to each of the seven Wyoming community colleges and to the eight out-of-state private business colleges who contributed approximately 95% of the names of Wyoming students used in Sharon Funkhouser's study (3:1-68).

The community college lists of vocational office occupations graduates for that time period were received from Casper College, Central Wyoming College, Eastern Wyoming College, Laramie County Community College, Northwest Community College, and Sheridan College. The community colleges' vocational office occupations graduates' list numbered 130 during the period from May, 1968, through June, 1970. Out of the 130 graduates surveyed, 77 returned completed questionnaires. These completed questionnaires were compiled for a return of 59.2%.

The out-of-state private business colleges who provided lists of Wyoming vocational office occupations graduates for that period were: Billings Business College, L.D.S. Business College, Parks School of Business, and Stevens' Henager School of Business. The total private business colleges' Wyoming vocational office occupations graduates number 159 during the same time period. Out of these 159 graduates, 73 responded for a return of 45.9 %.

The total of all the Wyoming vocational office occupations graduates from May, 1968, through June, 1970, numbered 289. Out of these 289 graduates who were sent questionnaires, 150 returned completed questionnaires that could be used in the study--for a total return of 51.9%. Of these 150 respondents, 23 responses were not used in most areas of the study because they were never employed after graduating from a post-secondary vocational office occupations program. Of these 23 respondents, 19 went on to continue their education at a four-year school (18 were Wyoming community college graduates), 3 had not found employment, and 1 got married.

After all the returned questionnaires were received, the data was coded on IBM coding sheets, card-punched, and sorted according to their general office occupations area under which their first position upon graduation was classified (Question number 15 of the graduate survey questionnaire).

Each general office occupations area was analyzed individually, which provided special areas for stenographers-secretaries, general office clerks, typists, bookkeepers/general accountants, and business data processors. These areas just mentioned provided the majority of the opportunities for initial employment and coincided with the findings of Sister Mary Denis Bruck (1:11) in her follow-up study of vocational office occupations opportunities of her school's graduates. The only exception was the business data processors' area. This area

was not noted in Sister Bruck's study as a major job opportunity, but this was probably due to the fact that her study was conducted in 1958, before the business data processing area was as significant as compared to the 1968-70 time period used in this study.

If an office occupations area had four or less respondents, they were categorized together under the Other area. Therefore, in this study the Other area consisted of respondents employed as office machines operators, receptionists/switchboard operators, shipping/receiving clerks, bank tellers, cashiers, dental assistants, and medical assistants. With four or less respondents, it was felt that this was too small a return to show any significant data.

The sorted office occupations areas were then run through the tabulator, and printouts were made. These printouts were used to develop tables to show the relationships between the various areas in regard to the questions on the graduate survey questionnaires. The remainder of this section of the professional paper showed the relationships as to the specific considerations of certain phases of the questionnaire.

Time Length of Graduates' Post-Secondary Programs

Table I, page 16, was developed to show the comparison between Group A and Group B as to the time required to complete their post-secondary vocational office occupations programs in the special areas designated in the study.

TABLE I

TIME LENGTH OF GRADUATES' POST-SECONDARY PROGRAMS

General Off Occup Area	Less Than 9 Months	9-12 Months	13-24 Months
Steno-Sec			
Group A	8	11	5
Group B	0	3	22
Gen Off Clk			
Group A	2	9	0
Group B	0	2	10
Typist			
Group A	2	0	0
Group B	0	0	4
Book/Gen Acct			
Group A	2	3	1
Group B	0	0	2
Bus Data Proc			
Group A	4	7	1
Group B	1	0	2
Other			
Group A	2	10	0
Group B	0	0	11
All Areas			
Group A*	20	40	7
Group B	1	5	51
TOTALS	21	45	58

*Three graduates in Group A gave no response.

Group A largely graduated from programs consisting of 12 months or less (85.7%). Group B largely graduated from programs consisting of two years (89.5%). This large time discrepancy for basically the same type of vocational office occupations programs was mainly due to higher time concentration of Group A students (3:1-68). Group A graduates averaged 30-35 hours per week in class, while Group B averaged 18-21 hours per week in class. Group A graduates also spent more weeks out of each calendar year in school, while Group B graduates spent approximately 36-38 weeks in school if they attended both semesters that particular school year. So the actual classroom hours under both types of institutions for each office occupations area were more comparable than this table would seem to indicate.

Number of Months Between Graduation and First Position

From Table II, page 18, the final data compiled showed that both groups were very comparable concerning the number of months between graduation from their post-secondary vocational office occupations programs and their first position. Group A had 60.0% of their graduates working within one month upon graduation, and a total of 82.9% within four months. Group B had 57.9% of their graduates working within one month upon graduation, and a total of 84.2% employed within four months.

These figures tended to indicate that there were employment opportunities available within a short period of time for the graduates who were adequately trained in these selected office occupations areas.

TABLE II

NUMBER OF MONTHS BETWEEN GRADUATION AND FIRST POSITION

General Off Occup Area	0-1	2-4	5-6	7-9	10-12	More Than 12
Steno-Sec						
Group A	14	5	1	1	1	0
Group B	14	6	2	1	2	0
Gen Off Clk						
Group A	9	4	0	0	0	0
Group B	5	5	1	0	1	0
Typist						
Group A	2	0	0	0	0	0
Group B	4	0	0	0	0	0
Book/Gen Acct						
Group A	3	2	1	0	0	0
Group B	1	1	0	0	0	0
Bus Data Proc						
Group A	6	3	2	1	0	0
Group B	2	1	0	0	0	0
Other						
Group A	8	2	1	1	0	0
Group B	7	2	1	0	0	1
All Areas						
Group A*	42	16	5	3	1	0
Group B	33	15	4	1	3	1
TOTALS	75	31	9	4	4	1

*Three graduates in Group A gave no response.

Size of the Business of Graduates' First Position

The size of the businesses which first employed the graduates of Groups A and B showed no significant differences between the two groups as shown in Table III, page 20. The size of the businesses that had the fewest employees was in the 51-100 category. The percentage breakdown by business size is shown in Table IV, page 21.

On a percentage basis, the largest differences between Groups A and B occurred in the (26-50) and the (51-100) sizes of businesses that employed these graduates. There didn't appear to be any basic reason for these differences as far as the graduates were concerned--they were offered positions with the other sizes of businesses and accepted them.

Graduates' Current Status Regarding First Position

The main purpose of this part of the questionnaire was to find out what the graduates' current status was regarding their first position upon graduating from their post-secondary vocational office occupations programs.

The statistics compiled from the graduates' questionnaires shown in Table V, page 22, indicated that in both groups there are only 44.9% of all the graduates who obtained employment after graduation that are still working full-time in their first position. Group A had 40.0% of their graduates still working in their first position, and Group B had 50.9% still at their first position.

TABLE III

SIZE OF THE BUSINESS OF GRADUATES' FIRST POSITION

General Off Occup Area	0-5	6-25	26-50	51-100	Over 100
Steno-Sec					
Group A	4	10	5	1	5
Group B	9	5	1	3	7
Gen Off Clk					
Group A	3	3	2	1	4
Group B	0	4	4	2	2
Typist					
Group A	1	0	1	0	0
Group B	1	0	1	0	2
Book/Gen Acct					
Group A	1	2	1	1	1
Group B	0	2	0	0	0
Bus Data Proc					
Group A	0	3	3	0	6
Group B	0	1	0	1	1
Other					
Group A	4	5	0	0	3
Group B	2	5	0	1	3
All Areas					
Group A	13	23	12	3	19
Group B	12	17	6	7	15
TOTALS	25	40	18	10	34

TABLE IV

PER CENT OF GRADUATES FINDING THEIR FIRST POSITION
IN THE SELECTED SIZES OF BUSINESSES

Size of Business	Group A	Group B	Both Groups
0- 5	18.6%	21.1%	19.7%
6- 25	32.9%	29.8%	31.4%
26- 50	17.1%	10.5%	14.2%
51-100	4.3%	12.3%	7.9%
Over 100	27.1%	26.3%	26.8%

Figures in Table V, page 22, substantiate the high turnover of employees working in the selected office occupations areas of this study. Many of these young people have continued on with their education, others have found better jobs and pay, while still others have gotten married and are raising families. The actual number in each category was further explained in Table VI, page 23.

These figures do help emphasize the continual need for trained people in these selected office occupations areas for one very obvious reason--a high per cent of turnover of personnel.

Graduates' Main Reasons for Leaving Their First Position

Because of the anticipated high per cent of turnover of employees in Table V, page 22, it was decided to also ask them specifically what the main reason was for leaving their first position upon

TABLE V

GRADUATES' CURRENT STATUS REGARDING FIRST POSITION

General Off Occup Area	Employed Full-Time	Employed Part-Time	No Longer Employed	Continuing Education	Married	Other
Steno-Sec						
Group A	11	1	11	2	0	0
Group B	14	1	8	1	1	0
Gen Off Clk						
Group A	4	1	8	0	0	0
Group B	5	0	5	2	0	0
Typist						
Group A	0	0	1	0	1	0
Group B	1	0	3	0	0	0
Book/Gen Acct						
Group A	1	0	5	0	0	0
Group B	0	0	2	0	0	0
Bus Data Proc						
Group A	7	0	3	1	1	0
Group B	2	1	0	0	0	0
Other						
Group A	5	0	6	0	0	1
Group B	7	1	1	2	0	0
All Areas						
Group A	28	2	34	3	2	1
Group B	29	3	19	5	1	0
TOTALS	57	5	53	27*	4*	4*

*The TOTALS contain more graduates than the totals of the All Areas section because of the 23 graduates who were never employed. (See page 14.)

**The Currently Serving Military Obligation column was excluded from the table above because there were no responses for that choice.

graduation from their post-secondary vocational office occupations programs.

The results of this question was summarized in Table VI, this page, of the 65 graduates who indicated that they were no longer employed in their first position.

TABLE VI

GRADUATES' MAIN REASONS FOR LEAVING THEIR FIRST POSITION

Main Reason	Number of Graduates
To Further Education	11
To Obtain Better Position	10
To Get Married	9
Moved to Another Location	9
Work Was Only Part-Time	8
Personal Reasons	7
For Better Pay	6
Became Pregnant	3
Miscellaneous Reasons	1
No Reason	<u>1</u>
TOTAL	65

Graduates' Average Starting Salaries

In all of the selected office occupations areas of this study, except the typists' area (see explanation in Table VII, this page), Group A graduates exceeded Group B in the average beginning salaries. The reason for this difference is not known because the questionnaire did not require them to mention the place of their first position. (For example, it cannot be proved that it was possible that Group A graduates were employed in larger cities than Group B graduates.)

The graduates in both groups tended to have the highest average beginning salaries in the business data processing area. At the same time, the graduates in both groups tended to have the lowest average beginning salaries in the general office clerk area.

TABLE VII

GRADUATES' AVERAGE STARTING SALARIES

General Off Occup Area	Group A	Group B
Bus Data Proc	\$410	\$370
Book/Gen Acct	370	325
Steno-Sec	315	310
Other	315	300
Typist	200*	295
Gen Off Clk	290	275
AVERAGE OF ALL GROUPS	\$335	\$310

*This figure was a poor average to be valid; it only included one person who is no longer working in this position because of poor pay.

Graduates' Promotions and Salary Increases

The number of salary increases exceeded the number of promotions (Table VIII, page 26) on a two-to-one basis with the graduates who were still working for their first employer upon graduation from their post-secondary vocational office occupations programs. There were probably other graduates who received either or both a salary increase or promotion; but were not shown in this table because they were no longer working in their first position.

How Graduates' First Position Was Obtained

The graduates reported that their first position upon graduation from their post-secondary vocational office occupations programs was obtained in the manners shown in Table IX, page 27.

Table IX indicated that Group A received much greater assistance from their individual school's placement service in securing their initial employment than did Group B's schools.

Another significant point illustrated in Table IX, page 27, was that the majority of both groups secured their first position on their own personal initiative. (Group A--44.0%, Group B--54.4%, Both Groups--48.8%.)

TABLE VIII

GRADUATES' PROMOTIONS AND SALARY INCREASES

General Off Occup Area	Promotions	Salary Increases
Steno-Sec		
Group A	5	7
Group B	3	11
Gen Off Clk		
Group A	2	5
Group B	1	5
Typist		
Group A	0	0
Group B	0	1
Book/Gen Acct		
Group A	0	1
Group B	0	0
Bus Data Proc		
Group A	5	5
Group B	1	1
Other		
Group A	2	3
Group B	3	5
All Areas		
Group A	14	21
Group B	8	23
TOTALS	22	44

TABLE IX

HOW GRADUATES' FIRST POSITION WAS OBTAINED*

Employment Sources	Group A	Group B	Total
Personal Initiative	31	31	62
School Placement Service	14	1	15
State Employment Service	8	6	14
Through a Friend	4	7	11
Private Employment Service	4	6	10
Newspaper Advertisement	6	2	8
Other	3	4	7
TOTALS	70	57	127

*Rank ordered - from highest to lowest by the total column figure.

Graduates' School Placement Services

To find out to what extent the graduates' post-secondary school provided placement service for its graduates, they were asked to provide this information on the questionnaire. The results were as shown in Table X, page 28. The results substantiated the conclusion drawn from Table IX, above, that the schools where Group A graduates attended played a much stronger part in providing placement services for their graduates than did the schools where Group B graduates attended.

TABLE X

SCHOOL PLACEMENT SERVICES

	Did School Provide?			Adequate?			Main Reason?		
	Yes	No	No Answer	Yes	No	No Answer	Yes	No	No Answer
Group A	60	6	4	31	31	8	12	55	3
Group B	11	37	9	5	20	32	0	27	30
TOTALS	71	43	13	36	51	40	12	82	33

Of the Group A graduates, 85.7% stated that their school provided placement services. Of these graduates, 51.7% agreed that these placement services were adequate. And only 20.0% said that the school's placement services were one of the primary reasons that they attended that particular school.

Of the Group B graduates, only 19.3% stated that their school provided placement services. Of these graduates, 45.5% considered these services to be adequate. And 0.0% stated that the school's placement services were one of the primary reasons that they attended their particular school.

This same point was found to be true in Matteson's study (9: 63). Junior colleges should keep more alert to the local job market and increase their placement services to their graduates.

Sandra Sandberg (11:40) also commented in her study that Dixie College had not provided adequate placement assistance in helping their graduates find initial employment.

Graduates' School Counseling Services

In the area of providing counseling services for the individual student while he was in the process of completing his program, Group B graduates rated their schools much stronger in this area than with placement services as evident in Table XI, below.

TABLE XI
SCHOOL COUNSELING SERVICES

	Did School Provide?			Adequate?		
	Yes	No	No Answer	Yes	No	No Answer
Group A	45	17	8	30	24	16
Group B	47	4	6	43	6	8
TOTALS	92	21	14	73	30	24

Of the Group A graduates, 64.3% reported that their individual school provided counseling services. Of these students, 66.7% agreed that their school's counseling services were adequate.

Of the Group B graduates, 82.5% reported that their individual school provided counseling services. Of these students, 91.9% stated that their school's counseling services were adequate.

First Position

The question was asked of each graduate how his first position upon graduation from his post-secondary vocational office occupations program coincided or related to his major field of study while in school. These results of this question are shown in Table XII, below.

TABLE XII
FIRST POSITION

	Coincide	Relate	Not Relate
Group A*	20	23	24
Group B	28	18	11
TOTALS	48	41	35

*Three graduates in Group A did not answer.

Of the Group A graduates, 61.4% indicated that their first position did either coincide directly or was related to their major field of study while completing their post-secondary vocational office occupations programs. On the same hand, 34.3% stated that their first position did not relate to their major field of study. This figure did not have any reflection on any particular school; a lot depended on the

economics of the business opportunities in their area at the time of the individual's graduation. Group A graduates, as was stated in many cases as to their major field of study, took highly-specialized programs; so these circumstances were quite likely to occur. Although there might not have been a position available in their specialty, the graduates were evidently well enough qualified to find employment in more general office occupations areas.

Of the Group B graduates, 80.7% stated that their first position upon graduation did either coincide directly or was related to their major field of study while in their post-secondary vocational office occupations programs. This higher per cent in comparison with Group A was mainly due to these graduates taking more generalized programs in the various selected office occupations areas used in this study.

Adequately Prepared

The graduates were asked if they felt that they were adequately prepared at their post-secondary schools to handle the basic requirements of their first position. Their response to this question is shown in Table XIII, page 32.

TABLE XIII

ADEQUATELY PREPARED

	Yes	No	No Answer
Group A	17	3	50
Group B	27	0	30
TOTALS	44	3	80

Of the Group A graduates, 24.3% felt that they were adequately prepared at their school, but 71.4% gave no reply. The same type of response was true with the Group B graduates--47.4% of the Group B graduates stated that they were adequately prepared at their schools; but again, 52.6% gave no reply.

With such a large population in both groups giving no reply, no definite interpretations can be determined from this table. Probably only curiosity as to why the large number of no answers to this question can be formulated in the mind of the reader.

Most Important Activities Performed in Graduates' First Position

The data obtained from the graduates was presented in Table XIV, page 33, in a different manner than was asked on Question 16 of the survey due to the many different ways that the graduates answered the question. Some graduates gave each activity a "1" rating, others just checkmarked four activities, and others selected less than four

TABLE XIV

MOST IMPORTANT ACTIVITIES PERFORMED IN GRADUATES' FIRST POSITION*

Activity	Steno- Sec	Gen Clk	Off Typist	Book/Gen Acct	Bus Proc	Data Other	All Groups
Filing duties	17	16	5	5	3	9	55
Typing letters and addressing envelopes	27	11	3	2	0	7	50
Receptionist duties	23	13	1	0	1	7	45
Performing bookkeeping and accounting activities	11	8	1	8	2	8	38
Handling mail	15	8	3	3	1	6	36
Maintaining simple records	12	10	1	2	4	4	33
Typing on printed forms and statements	14	9	4	1	0	3	31
Other duties	6	2	1	1	7**	12	29
Using business machines	5	8	3	3	2	7	28
Taking own dictation notes	20	0	0	0	0	0	20
Transcribing own dictation notes	19	1	0	0	0	0	20
Typing tabulated reports and manuscripts	11	3	1	1	1	2	19
Using dictation equipment	11	3	1	1	0	2	18
Using data processing equipment	0	1	0	0	12	2	15
Working at the switchboard	1	4	0	0	1	4	10

*Activities were rank ordered from the highest to the lowest from the totals shown in the All Groups column.

**Five graduates listed writing programs as most important activity; two listed documenting and filing programs.

activities. It was decided that the material could best be presented by showing how each selected office occupations area rated each activity. Each activity was given a numeric equivalent of "1".

The three highest ranking activities shown in Table XIV, page 33, were: (1) filing duties, (2) typing letters and addressing envelopes, and (3) receptionist duties. From Table XIV the data was rearranged to show the top six priority activities for each selected office occupations area in this study. This rearranged data was shown in Tables XV-XX, pages 35-37. The general office clerk area showed eight activities because there were three activities that totaled the same number of responses for the sixth activity. In addition to this alteration, the typist area indicated only the top five activities because there were five activities with one response that would have had to be used for the sixth activity.

In the selected office occupations areas of stenographer/secretary, general office clerk, and typist, the activities selected by the graduates used in this study corresponded exactly with the activities of the graduates of Sister Mary Bruck's study (1:11) in the same general office occupations areas. The bookkeeping/general accountant area also coincided with the findings in her study; but in addition, the graduates of this study working in this area performed more duties connected with the general clerk area.

TABLE XV

TOP SIX ACTIVITIES--STENOGRAPHER/SECRETARY*

1. Typing letters and addressing envelopes	27
2. Receptionist duties	23
3. Taking own dictation notes	20
4. Transcribing own dictation notes	19
5. Filing duties	17
6. Handling mail	15

*The right column indicated the number of responses out of a possible total of 50 for each activity.

TABLE XVI

TOP EIGHT ACTIVITIES--GENERAL OFFICE CLERK* **

1. Filing duties	16
2. Receptionist duties	13
3. Typing letters and addressing envelopes	11
4. Maintaining simple records	10
5. Typing on printed forms and statements	9
6. Using business machines	8
7. Performing bookkeeping and accounting activities	8
8. Handling mail	8

*The right column indicated the number of responses out of a possible 25 for each activity.

**There were three duties with eight responses each for the sixth choice.

TABLE XVII

TOP FIVE ACTIVITIES--TYPIST* **

1. Filing duties	5
2. Typing on printed forms and statements	4
3. Typing letters and addressing envelopes	3
4. Using business machines	3
5. Handling mail	3

*The right column indicated the number of responses out of a possible total of 6 for each activity.

**Only the top five were used because for the next choice there were six categories with only 1 vote.

TABLE XVIII

TOP SIX ACTIVITIES--BOOKEEPER/GENERAL ACCOUNTANT*

1. Performing bookkeeping and accounting activities	8
2. Filing duties	5
3. Using business machines	3
4. Handling mail	3
5. Typing letters and addressing envelopes	2
6. Maintaining simple records	2

*The right column indicated the number of responses out of a possible total of 8 for each activity.

TABLE XIX

TOP SIX ACTIVITIES--BUSINESS DATA PROCESSOR*

1. Using data processing equipment	12
2. Other (writing programs)	5
3. Maintaining simple records	4
4. Filing duties	3
5. Using business machines	2
6. Other (documenting and filing programs)	2

*The right column indicated the number of responses out of a possible total of 15 for each activity.

TABLE XX

TOP SIX ACTIVITIES--OTHER*

1. Filing duties	9
2. Performing bookkeeping and accounting activities	8
3. Typing letters	7
4. Using business machines	7
5. Receptionist duties	7
6. Handling mail	6

*The right column indicated the number of responses out of a possible total of 23 for each activity.

Graduates' Evaluation of Their Schools' Courses

An attempt was made to compare the courses that the graduates took in their post-secondary schooling with the course's value in actually performing the duties of the graduates' first position upon graduation.

The graduates rated the courses that they felt were most valuable, the courses that they didn't take in their post-secondary schooling that would have been valuable, and the courses that they took in their post-secondary training that they felt did not aid them in performing the duties of their first position.

After all the graduates' responses were tabulated on a work sheet, the responses were analyzed and placed in the top ten courses (if there were that many) that were selected by the graduates in each category as shown in Tables XXI-XXIII, pages 39-41. The number of graduates who selected each subject followed immediately after each course title in parentheses. The courses mentioned are listed by general description only because of the various names for basically the same type of course. Because of the limited space, many of the course titles were abbreviated where necessary.

Courses Taken--Most Valuable

In compiling the data for Table XXI, page 39, it was noted that some of the graduates only chose one course, or in some cases none. Others said that all their courses taken on the post-secondary level

TABLE XXI

COURSES TAKEN--MOST VALUABLE

Steno-Sec	Gen Off Clk	Typist	Book/Gen Acct
1. Typing (40)	Typing (19)	Typing (5)	Book/Acct (6)
2. Shorthand (32)	Bus Mach (13)	Bus Eng* (4)	Typing (5)
3. Book/Acct (12)	Book/Acct (11)	Shorthand (3)	Bus Mach (3)
4. Filing (11)	Bus Eng (5)	Book/Acct (3)	Off Pract (2)
5. Bus Mach (11)	Filing (4)	Filing (2)	Bus Eng (2)
6. Bus Eng (11)	Shorthand (3)	Bus Mach (1)	Filing (1)
7. Off Pract (9)	Dup Mach (3)		Shorthand (1)
8. Bus Math (5)	Dictaphone (3)		
9. All Courses (5)	Off Pract (3)		
10. Spelling (3)	Spelling (2)		
Bus Data Proc	Other	TOTAL	
1. Computer Programming (11)	Book/Acct (13)	Typing (81)	
2. Book/Acct (9)	Typing (10)	Book/Acct (54)	
3. Computer Math (4)	Bus Mach (9)	Shorthand (41)	
4. Data Proc (3)	Off Pract (3)	Bus Mach (38)	
5. Bus Math (3)	Bus Eng (3)	Bus Eng (29)	
6. Typing (2)	Bus Mgmt (2)	Filing (22)	
7. Filing (2)	Filing (2)	Off Pract (18)	
8. Bus Eng (2)	Data Proc (2)	Computer Programming (12)	
9. Off Pract (1)	Bus Math (2)	Bus Math (11)	
10. Bus Mach (1)	Shorthand (2)	All Courses (7)	

*On the above table, Business English included Letter Writing.

TABLE XXII
COURSES NOT TAKEN--VALUABLE

Steno-Sec	Gen Off Clk	Typist	Book/Gen Acct
1. Adv* Bk/Ac (10)	Adv Bk/Ac (3)	Book/Acct (1)	Bus Math (1)
2. Adv Sh'hand (4)	Adv Sh'hand (3)	Shorthand (1)	Adv Typing (1)
3. Adv Bus Mach (4)	Bus Math (1)	Off Pract (1)	
4. Bus Eng** (3)	Data Proc (1)		
5. Bus Math (3)	Med Term (1)		
6. Bus Law (3)	Speech (1)		
7. Punctuation (2)	Bus Eng (1)		
8. 14 courses with 1 check	Adv Typing (1)		
9.			
10.			
Bus Data Proc	Other	TOTAL	
1. Computer Programming (7)	Book/Acct (3)	Book/Acct (17)	
2. Adv Data Proc (3)	Publ Relations (3)	Shorthand (8)	
3. Bus Math (1)	Bus Mach (2)	Computer Pro- gramming (8)	
4. Speech (1)	Data Proc (1)	Bus Mach (7)	
5. Bus Mach (1)	Speech (1)	Bus Math (6)	
6. Publ Relations (1)	Tech Report Writing (1)	Data Proc (6)	
7. Bus Law (1)	Filing (1)	Bus Eng (4)	
8. Tech Report Writing (1)	Adv Dup Proc (1)	Publ Rel (4)	
9.		Bus Law (4)	
10.		Speech (3)	
		Adv Typing (3)	

*Some graduates stated advanced work in certain areas, so it was assumed that all in a particular selected business area wanted advanced work.

**On the above table, Business English included Letter Writing.

TABLE XXIII

COURSES TAKEN--NO AID

Steno-Sec	Gen Off Clk	Typist	Book/Gen Acct
1. Bus Mgmt (4)	Book/Acct (4)	Bus Mgmt (1)	Computer Programming (3)
2. Data Proc (4)	Shorthand (4)	Book/Acct (1)	Data Proc (3)
3. Bus Law (3)	Bus Law (3)	Bus Law (1)	Reading (2)
4. Economics (3)	English (3)	Data Proc (1)	Psychology (1)
5. English (3)	Bus Mach (3)	Tech Report Writing (1)	
6. Reading (3)	Filing (2)		
7. Shorthand (3)	6 courses with 1 check		
8. Bus Mach (3)			
9. All Courses (3)			
10. Psychology (2)			
Bus Data Proc	Other	TOTAL	
1. Economics (3)	Bus Mgmt (2)	Bus Law (9)	
2. English (3)	Economics (2)	Economics (9)	
3. Bus Law (2)	Typing (1)	English (9)	
4. Reading (2)	Charm (1)	Bus Mgmt (8)	
5. Psychology (2)	Computer Programming (1)	Data Proc (8)	
6. Bus Mgmt (1)	Dictaphone (1)	Reading (8)	
7. Payroll (1)	Reading (1)	Shorthand (8)	
8. Data Proc (1)	Tech Report Writing (1)	Book/Acct (7)	
9. Mr. Executive (1)	Shorthand (1)	Psychology (6)	
10. Tech Report Writing (1)	All Courses (1)	Bus Mach (6)	

were valuable in performing the duties of their first position. The Typist and the Bookkeeper/General Accountant areas don't show ten courses listed because the ones shown were all they selected.

Courses Not Taken--Valuable

In most situations expressed in Table XXII, page 40, the graduates expressed a desire to obtain more advanced coursework in certain areas, namely bookkeeping/accounting, shorthand, typing, business machines, and data processing. Other graduates expressed interest in just foundation courses in the same areas.

In the specific areas where the graduates were assumed to have the majority of the foundation courses, advanced courses were assumed to be their choice--which most of the graduates did anyway.

In other areas it was possible to finish a particular course of study and not have taken any of these foundation courses. In such cases, the coursework mentioned was assumed to be beginning courses.

Although there were to be courses in each area, in many cases it was impractical to list them or the graduates didn't mention more than what was listed on the table. A good example of the latter statement was the Typist and Bookkeeper/General Accountant areas.

Courses Taken--No Aid

Upon examining Table XXIII, page 41, it gave the impression that there were a lot of personal attitudes toward certain courses rather than the courses themselves. For example, in most cases, it

was assumed that shorthand was necessary in the stenographer/secretary area, or that business machines and filing were almost necessities in performing the duties of the general office clerk. It was possible that their position was so specialized that certain obvious courses were not needed. The table as it was did provoke a lot of curiosity as to certain graduates' choices.

There were statements made by four graduates stating that they felt that their post-secondary schooling contributed nothing to aiding them in performing the duties of their first position. They further stated that they could have easily handled the duties of their first position upon graduation from high school.

Evaluating this table left a number of loopholes for interpretation to the reader for certain reasons already expressed in the paragraphs above in this section.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The main purpose of this study was to conduct a follow-up study of Wyoming students who graduated from selected vocational office occupations programs at either out-of-state private business colleges or Wyoming community colleges. From the data collected from these graduates, an effort was made to evaluate the employment opportunities and other related variables of the graduates' first position upon graduation. All the Wyoming graduates surveyed graduated from their post-secondary vocational office occupations programs between May, 1968, and June, 1970.

The selected office occupations areas used in this study were in the areas of: (1) stenographer/secretary, (2) general office clerk, (3) typist, (4) bookkeeper/general accountant, (5) business data processor, and (6) other group (which included all positions not covered in the first five areas above). Lists of 289 Wyoming graduates were used in the study. From this total 150 completed questionnaires that could be used for the purposes of the study were received for a 51.9% rate of return.

The main topics about their first position upon graduation concerned: (1) the time required to complete their post-secondary vocational office occupations programs, (2) the ease with which the graduates obtained their first position upon graduation, (3) the role that

their schools played in assisting these graduates to obtain their first position (4) the size of the business that first employed these graduates, (5) the graduates' current work status regarding their first position, (6) the graduates' starting salaries of their first position, (7) the graduates' personal vocational satisfactions of their first position, (8) the general selected office occupations area of the graduates' first position (9) a list of the most important activities performed in their first position, (10) the graduates' evaluations of their courses in their major field of study while in their post-secondary training.

Conclusions

In most cases regarding their first position upon graduation from a post-secondary vocational office occupations program the data received from the graduates were comparable with a few exceptions such as: (1) out-of-state private business college graduates (Group A) completed their individual programs in less calendar time than did the Wyoming community college graduates (Group B), although the total classroom hours were very comparable for similar programs (3:1-68); (2) 85.7% of the Group A graduates stated that their schools provided placement services for their graduates, while only 19.3% of the Group B graduates stated the same type of placement services; (3) only 44.9% of both groups are still currently working full-time in their first position; (4) 23 out of the 27 graduates who are continuing their

education at a four-year institution are Group B graduates; (5) the three main reasons for leaving their first position were (a) further education, (b) obtained a better position, (c) got married; (6) the three highest ranking activities performed in their first position were (a) filing duties, (b) typing letters and addressing envelopes, (c) receptionist duties.

Recommendations

The following recommendations were made:

1. There is a need for a further, more complete investigation into the problem of the high rate of turnover of the graduates in regard to their first position upon graduation from a post-secondary office occupations program.
2. A study should be made among our business communities to see if the individual schools are turning out the product that business wants.
3. Post-secondary institutions that provide vocational office occupations programs should examine their current programs and courses for possible updating and revision.
4. Wyoming community colleges need to provide much improved placement services for their vocational graduates.
5. A study could be conducted to find out why such a high percentage (63.0%) of the graduates did not answer the question

concerning if they felt that their post-secondary school prepared them adequately for their first position.

APPENDIX

FIRST COVER LETTER

February 24, 1971

Dear Graduate:

Enclosed with this letter is a survey questionnaire pertaining to various aspects of your first employment upon graduation from a vocational office occupations program at either a Wyoming community college or at an out-of-state private business school.

You are in the actual work situation and can give us much valuable information about your position. We can use your information to update and improve our instruction and course offerings in these office occupations programs.

Please take a few minutes to fill out this questionnaire and return it to us in the enclosed, stamped, self-addressed envelope by March 10. All information will be treated in a confidential manner.

We hope that you will take this effort to complete the survey--only through receiving a high percentage of returns will we get any valid findings.

Thank you for your cooperation in this project. If you would be interested in the results of this study, please indicate so at the end of the questionnaire.

Sincerely yours,

Art Coughenour
Business Instructor
Northwest Community College

Enclosures:

Questionnaire
Return envelope

SECOND COVER LETTER

March 15, 1971

Dear Graduate:

From graduate survey questionnaires, we can obtain valuable information to evaluate current programs. Your opinions about your first employment after graduation from your post-high school program supplies much of this information.

As of this date, we have not received your questionnaire. Possibly it was forgotten about, mislaid, or thrown away. Whatever the reason, we would appreciate your taking the short time necessary to complete the enclosed questionnaire and return your reply by Wednesday, March 31. Remember, your opinions are important; and, in addition, will be treated in a confidential manner.

Thank you for your time and cooperation in assisting with this study.

Sincerely yours,

Art Coughenour
Business Instructor
Northwest Community College

Enclosures:

Questionnaire
Return envelope

SURVEY OF FIRST POSITION OPPORTUNITIES OF WYOMING GRADUATES FROM SE-
LECTED VOCATIONAL POST-SECONDARY OFFICE OCCUPATIONS PROGRAMS

1. I graduated from a vocational office occupations program at:
 _____ An out-of-state private business school
 _____ A Wyoming community college
 _____ I did not graduate
2. Date of Graduation: (Month, Year) _____
3. I graduated from:
 _____ A one-year program
 _____ A two-year program
 _____ Other (please specify) _____
4. My major field of study: _____

The remaining portion of this survey pertains only to your first employ-
ment upon graduation from a vocational office occupations program. From
this information the results of the survey will be compiled.

5. Date of first employment: (Month, Year) _____
6. Size of the business who first employed you:
 _____ 5 or fewer employees _____ 51-100 employees
 _____ 6-25 employees _____ Over 100 employees
 _____ 26-50 employees
7. I am currently:
 _____ Employed full-time at the place of my first employment
 _____ Employed part-time at the place of my first employment
 _____ No longer employed at the place of my first employment
 _____ Continuing my education at an institute of higher learning
 _____ Serving my military obligation in one of the branches of
 the armed services
 _____ Other (please specify) _____
8. What was your starting salary? \$ _____ per month
9. Are you still working for your first employer? Yes _____ No _____
 - a. If your answer is "Yes," how many promotions _____ and/or
salary increases _____ have you received?
 - b. If your answer is "No," what was your main reason for leaving
the position? _____

10. How did you obtain your first position?

- ☐ Through the school placement service
- ☐ Through the state employment service
- ☐ Through a private employment service
- ☐ Through your personal initiative
- ☐ Through a friend
- ☐ Through a newspaper ad
- ☐ Other (please specify) _____

11. Does your school provide placement service for its graduates?

Yes _____ No _____

a. Do you consider these services adequate? Yes _____ No _____

b. Was the school's placement service a main reason that you selected this particular school to attend? Yes _____ No _____

12. Does your school provide any counseling or guidance services?

Yes _____ No _____

a. Do you consider these services adequate? Yes _____ No _____

13. Does (did) your first position:

- ☐ Coincide directly with your graduate major
- ☐ Relate to your graduate major
- ☐ Not relate to your graduate major

14. If you checked the first choice above, do you feel that you were adequately prepared at your post-high school institution to handle the basic requirements of your first position? Yes _____ No _____

15. In what general area would you classify your first position?

- ☐ Stenographer/Secretary
- ☐ General Office Clerk
- ☐ Typist
- ☐ Office Machines Operator
- ☐ Receptionist/Switchboard Operator
- ☐ Bookkeeper/General Accountant
- ☐ Business Data Processor
- ☐ Shipping/Receiving Clerk
- ☐ Other (please specify) _____

16. Please rank order (#1 for your most important, #2 for your second most important, etc.) the activities performed in your first position. List only the four (4) most important activities.

_____ Typing letters and addressing envelopes
 _____ Typing on printed forms and statements
 _____ Typing tabulated reports and manuscripts
 _____ Taking own dictation notes
 _____ Transcribing own dictation notes
 _____ Using dictating equipment
 _____ Using business machines
 _____ Using data processing equipment
 _____ Performing bookkeeping and accounting activities
 _____ Handling mail
 _____ Maintaining simple records
 _____ Filing duties
 _____ Receptionist duties
 _____ Working at the switchboard
 _____ Other (please specify) _____

17. Please identify the three (3) courses taken during your post-high school program that you consider most valuable in performing the duties of your first position.

18. Please identify any courses not taken during your post-high school program that would have aided you in performing the duties of your first position.

19. Please identify any courses taken during your post-high school program that you feel did not aid you in performing the duties of your first position.

THANK YOU FOR YOUR COOPERATION!

I am interested in the findings of this study. Yes _____ No _____

My name and present address: _____

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