

RESULTS OF QUESTIONNAIRE SUBMITTED TO EMPLOYERS INVOLVED IN
THE COOPERATIVE OFFICE PROGRAM OF COLUMBIA FALLS HIGH

by

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CHAPTER I

INTRODUCTION

Many surveys and follow-up studies have been made in this country in various types of schools to see if educators are doing the job in our educational institutions. Does the curriculum in the schools today really meet the needs of our young people? What do students really need to meet today's challenges?

The findings of these studies are often used by schools as a basis for improving and updating the curriculum in order to better prepare students to meet the occupational demands in the business world. Many such surveys and follow-up studies that have been made, could be of value to schools and educational systems which have made no such studies. To come up with answers to local problems a co-ordinator should survey his own program and find answers directly related to these problems.

Dean R. Malsbory from the University of Connecticut, stated that schools should be aware of some of the completed surveys and follow-up studies so that they could be of assistance to schools in taking a look at their business program. Generally, they are of three types: those that are undertaken by graduate students in order to meet the thesis requirements of a degree, those that are undertaken by a school or school system and limited primarily to the personnel and geographical area served by the school, and

independent studies undertaken on a broad scale and supported by government grants. (5:16)

Undoubtedly the strongest link in the chain between the school and industry is the teacher-coordinator who assesses the individual strengths and weaknesses, who prescribes and often prepares individual remedial work or enrichment opportunities, who serves as the liaison between the school and the office, and who is actually responsible for any success which the student may achieve in this first job experience. (7:7)

No matter how good the coordinator appears to be in any program, the community is the key to success. The community must have an interest in the school program and any problems the community has should be of interest to the coordinator. To understand the feelings of the community a survey should be conducted so these feelings may be revealed.

Because of the many changes in life today an effort to up-date any curriculum is a must. Working conditions and services are becoming available because of the great advancements made. Personal values and needs are constantly changing. Educators of tomorrow will find themselves educators of yesterday if they don't keep up to the needs and demands of our social environment.

Statement of the Problem

The purpose of this study is to survey the ideas or opinions of the employers who employ students from the co-

operative office program at Columbia Falls High School.

Does the related class of instruction fulfill the needs of the student on the job? What do employers expect of students on the job? Is this program of any value to the employers as a whole? What changes need to be made to make the students more valuable to the employer?

Need or Purpose of the Study

One of the main reasons for organizing the co-operative office program was the fact that funds were available for reimbursable programs. Now that this program is functioning smoothly it is necessary to determine if the program is of benefit to the community. A good program that is of benefit to all concerned will generally remain funded either locally or federally. It may in turn provide other educational opportunities when needed. Therefore, a study of the co-operative office program and a survey of all training sponsors to determine the strengths and weaknesses of the program is the purpose of this study.

Limitations of Study

The limitations of this study are the sponsors of the organizations involved in this program the last two years. Questionnaires were filled out only by the training sponsors who have been acting in this capacity. Some organizations have changed from time to time and therefore it was necessary to question more than one person in one organization to get

a complete picture.

Definition of terms

Co-operative Office Co-ordinator-Individual qualified and trained as a leader of the co-operative program who takes charge of the entire organization.

Training Sponsors-Organization that employs the student on-the-job during this co-operative office program.

Training Stations-Location where students are placed during the time they spend on-the-job while involved in the co-operative office program.

OEA-Office Education Association is a co-curricular activity and an integral part of the education program designed for "Developing Vocational Competence in Office Occupations."

Summary

Many surveys and follow-up studies have been made in this country. Programs are often developed because of funding available from reimbursable programs. Since the Columbia Falls program was started for the above reason and since it is very acceptable in the community it is the desire of all concerned to continue. The survey of the community training sponsors was conducted to find as many weaknesses and strengths as possible so the program could continue to develop accordingly.

This study is limited to training sponsors of Columbia

Falls Co-operative Program of Columbia Falls, Montana,
answering questions in the following areas:

1. Does our related class of instruction fulfill
the needs of the students on the job?
2. What do employers expect of students on the job?
3. Is this program of any value to the employers
as a whole?
4. What changes are necessary to improve the co-
operative program.

CHAPTER II

REVIEW OF RELATED LITERATURE

Business education leaders throughout the nation have certainly responded to the new demands and the great opportunities which lie in this new program of training many thousands of young men and women for the jobs and career which are open to them when they are trained. In today's expanding market place we are experiencing a dilemma which must be solved. National figures indicate there are more than four million unemployed, yet there are many unfilled jobs and positions available. (8:56)

In the related literature chapter the field of office education is being handled in three sections. The sections are entitled as follows:

1. OEA club and club activities
2. Related classroom activities
3. Work experience program activities

The OEA club and club activities section introduces what OEA stands for and develops a background for the reader. The related classroom section gives an approach to developing related instruction for a co-operative office practice class. The work experience program, which is the answer for a complete program, shows some of the necessary parts to be organized and used in an office program.

OEA Club and Club Activities

James Houstman states in his article that the year

1966 saw the birth of a dynamic, exciting and aggressive new vocational youth organization, the Office Education Association. It evolved as a student-oriented organization for the purpose of providing youth enrolled in vocation office education programs with a vehicle for learning and advancing. By 1975 vocational programs in office education will in all probability, have 4½ million students enrolled; and most certainly the Office Education Association will share this growth. (3:5)

What is OEA and how does it become part of cooperative office practice programs? OEA is a co-curricular activity and an integral part of the education program designed for "Developing Vocational Competence in Office Occupations." (3:5)

Who is in OEA? Students participating on the secondary and post secondary level enrolled in office education programs comprise OEA.

Prime objectives of OEA. The prime objectives of OEA are as follows:

1. To develop student leadership.
2. To improve poise, sociability, attitude and tact.
3. To promote better understanding at local, state, and national levels.
4. To promote student ambition for useful purposes.
5. To learn to plan effectively.

6. To develop an enthusiasm for learning and for remaining knowledgeable in the office field.
7. To develop confidence and a spirit of competition.
8. To learn to get along with others.
9. To develop loyalty.
10. To understand and promote business.

The OEA emblem and what it means in the Office Education program. Students across the country decided what emblem was to be chosen to represent the OEA organization. The emblem chosen is shown below:



The OEA emblem has a profound and significant meaning. The four points of the shield stand for ambition, leadership, sociability, and poise. The shield itself stands for the honor and dignity of the office profession. The quill and the inkwell represent the stability of the office through the ages. The stripes represent direction and the letters OEA stand for the name of the organization. (3:6)

Competitive events each year are held at local, state, and national levels. Through a process of elimination, students are selected according to competitive contests at all levels. Awards are given for ratings according to

1st, 2nd, and 3rd places.

Benefits of OEA to the student:

Participation	Competition	Confidence
Socialization	Reward	Competence
Leadership	Understanding	Recognition
Education	Spirit of Belonging	

All these benefits help to insure a better student and a more competent, well-adjusted worker of the future. (3:6)

Benefits of OEA to the school:

1. Offers an additional teaching tool.
2. Generates enthusiasm.
3. Stimulates increased ethical behavior and pride in personal dress.
4. Improves social climate.
5. Improves school-community relations.
6. Improves school-business relations.
7. Improves school-parent relations.
8. Improves school-student relations. (3:6)

Benefits of OEA to the community:

1. Involves students in civic activities.
2. Supplies greater numbers of trained employees.
3. Promotes organized activities within the community.
4. Improves rapport between the school and lay people.
5. Generates satisfaction by expending co-operative energies.

6. Involves the students in planning and participating in future civic developments. . (3:6)

RELATED CLASSROOM ACTIVITIES

According to Jerry Levendowski, related classroom instruction is recognized as the most important of three instructional components of co-operative office education programs. The only two components are on-the-job training and co-curricular youth club activities which there is an explanation of after the discussion of related classroom activity. Without the related instruction part, the co-operative education program would neither be complete nor could it operate successfully. Extensive planning is necessary so students develop the competencies necessary to meet immediate and future employment requirements. (4:44)

The teacher co-ordinator should seek some type of systematic approach for developing the related instruction. Here are some of the various activities suggested by Jerry Lavendowski from the California State Department of Education. The process includes the following activities:

1. Task analysis
2. Instructional objective development
3. Student capabilities identification
4. Content selection and organization
5. Student performance assessment
6. Component evaluation (4:44)

Jerry Lavendowski states that design of the related instruction requires an analysis of employment competencies needed to secure employment in their chosen field. One technique for securing and presenting this information is known as "task analysis."

Systematic planning requires the definition of instructional objectives. The preparation of formal statements of objectives describing desired behaviors and levels of performance is valuable to the teacher coordinator in selecting instructional content and materials, planning learning activities, and preparing student classroom performance. The selection and organization of content, selection of instructional materials, selection of teaching strategies, and selection of student performance are characteristics which play an important part in a teacher's decision on student decision on student capabilities. The selection and organization of content should be based upon the instructional objectives needed by full-time workers and the competencies needed by students to perform their training station assignments and student capabilities.

Student performance and evaluation is a continuous activity. It is necessary to test student performance in the classroom, using both formal and informal testing techniques. The teacher should be interested in student achievement of objectives set up to be achieved by student

participation. (4:44)

WORK EXPERIENCE PROGRAM ACTIVITIES

Co-ordinator Activities

Success of co-operative office education can be directly related to the ability of the teacher to plan and conduct a wide range of coordination activities associated with program operation. These activities are very demanding and time consuming. One hour of coordination time per week for each student enrolled is recommended time needed to coordinate. (4:14)

Advisory Committee

A carefully selected advisory committee can be helpful in advising and counseling the teacher coordinator in the operation of the program. Size should be limited to six to ten persons serving only in an advisory capacity. Their contributions to a program may consist of:

1. Program promotion
2. Developing training stations
3. Suggested related instruction content
4. Helping obtain equipment and instructional materials
5. Providing guest speakers
6. Assisting club activities
7. Participating in the evaluation of the program
8. Public relations

The following activities should be helpful in assisting the teacher coordinator to gain support in school system:

1. Student speakers to explain program
2. Preparation of posters and displays
3. Assembly programs
4. Audiovisual materials to explain program benefits to student, faculty, and community groups
5. Sponsoring employer-employee banquet
6. School newspaper publicity
7. Preparation and distribution of promotional brochures

Organizing Training Stations

By the time an employer has decided to participate in the co-operative program, he should be fully aware of the objectives and procedures of the program. A plan of experience and training for the student should be developed, and a person should be designated as sponsor of the student-learner.

Before an employer interviews students for possible employment the coordinator should explain to him at least the following responsibilities and conditions regarding training stations:

1. That the co-operative plan is a training program and not a school employment agency and that the firm will be asked to help the student-learner with some individual study assignments.

2. That the employer is considered a partner in the program of training and should assist the school by providing planned occupational experiences and on-the-job instruction.

3. That training stations are to provide on the average at least 15 hours of employment a week throughout the school year, preferably at least half of this time during the released school time of the student-learner, according to standards set by the school.

4. That a monetary wage, according to state or federal wage laws, will be paid all beginning student-learners and that this amount may be increased proportionate to their productivity.

5. That candidates for the part-time employment have had vocational counseling at the school during which they have determined tentative career objectives.

6. That the student-learner is enrolled in related classes at the school, where he is receiving instruction directly related to his work activities and occupational objectives.

7. That the student-learner should have opportunities to move from one specific job activity to another in order to gain various experiences leading to his occupational goal.

8. That the student-learner should be placed in the same employment status as that of other part-time employees in matters of social security, insurance, and labor laws.

9. That the coordinator will visit the student-learner, observe his job performance, suggest to the employer or the sponsor sound methods of on-the-job training, and determine the job activities to which classroom instruction should be related.

10. That periodic rating based on the job performance of the student-learner will be made by the employer or the sponsor and reported to the coordinator. (6:184)

Locating Training Stations

The teacher coordinator is responsible for locating training stations. A community survey conducted earlier regarding program possibilities can provide clues to be followed up by teacher. Other assistance can be provided by advisory committee, civic organizations, and business men in the local community.

Selecting Training Stations

After the teacher coordinator has prepared a list of prospective training stations, he should evaluate each one and select those businesses that offer the best training program. In small communities this is not always possible because of lack of training stations.

When selecting training stations it is of vital importance that the prospective employer be fully aware of and cooperative in these areas:

1. Has a clear understanding of program objectives and a willingness to participate in the program.
2. Will assign an employee as training sponsor in the event he is unable to provide immediate student supervision and instruction.
3. Will pay the student wages comparable to those paid other part-time workers doing similar work.
4. Will participate with the teacher coordinator, the student, and parents in preparing a written training agreement and plan of training.
5. Will provide a sufficient number of hours of regularly scheduled employment to accomplish the goals of the program and the objectives of the student.
6. Is recognized for his wholesome relationship with the community.
7. Will observe laws regarding employment of minors.

Training Agreements

The training agreement is one tool at the coordinator's disposal which aids in communicating the responsibilities of the employer, the school, the parents, and the students. If the experience of the student is going to be of any value, all parties concerned--the employer, the student, the student's parents and the school--must be aware of their responsibility to the program. (2:111)

The training agreement is not a contract or legal paper, but is a way of spelling out the responsibilities to all concerned. If for any reason one of the parties wish to break the agreement, this should be possible if the difficulty cannot be resolved any other way.

Following is a guide for developing the training agreement. The teacher coordinator should include the following items in preparing a training agreement:

1. Name, date of birth, age, address, and telephone number of the student.
2. Name and telephone number of the school operating station.
3. Name, address, and telephone number of the training station.
4. Name and position of the training sponsor.
5. Beginning and ending dates of the training period.
6. Average number of hours per week the student will be employed.
7. Rate of pay the student is to receive.
8. Responsibilities of the student, parents, training sponsor, school, and teacher coordinator.
9. Signature of the student, parent, training sponsor, and teacher coordinator.
10. Effective date of the agreement. (4:27)

Student Placement

After the most qualified students have been picked for a particular training station, the coordinator should have students contact employers to schedule interviews. The coordinator should have about two or three students for the employer to interview if possible. If a student is employed prior to his enrollment in the program, it is the responsibility of the teacher coordinator to discuss the program with the employer and determine if the business could make a suitable training station.

Student Progress

The progress of a student enrolled in co-operative vocational education should be measured in terms of the gain in knowledge and skill. The basis of measurement should be carefully kept records.

The critical problem in student evaluation is to determine what activities a student must be able to do at the end of a given training period. A behavioral objective will tell the student:

1. What he will have to do
2. The condition under which he will have to perform
3. The quality of performance expected of him

Thus, the objectives become the criteria for evaluating students progress. (2:134)

A form, which is used as an evaluation form in the Columbia Fall's Co-operative Office Practice Program, is provided in the appendix of this paper.

Summary

The success of a co-operative office program is directly related to the ability of the teacher coordinator to carry out all activities necessary for a successful program. Cooperation from all school officials, and teaching staff is a must and can be developed with coordination activities conducted in the right way.

The teacher coordinator should organize and sponsor an OEA club as a co-curricular activity to provide a well-balanced instructional program. Classroom time devoted to club activities is permissible as long as the program does not become over balanced with OEA activities.

Related classroom instruction is one of the most important parts of the total program. The instruction should provide all necessary skills and instruction to develop a good employee upon completion of the program.

Work experience makes the efforts provided by all a meaningful experience for the student and many times answers questions that could not be answered any other way. Many times reference to work experience is referred to as "the real world."

Bruce Blackstone, program planning officer head of the U.S. Office of Education, stated that once the student has completed his program, he should be helped to enter the world of work. The occupations education cycle of determining behavioral and social skills needed, developing the curriculum and materials necessary, operating the education program, providing work experience, placing students in jobs, and following up each graduate is a closed circuit that provides feedback to improve the teaching program. This feedback is the key to success in office occupations education. (1:28)

Chapter III

PROCEDURES

Because of the rapid changes in business operations, leaders in business education have been urged to improve the standards of achievement in the business world. The Columbia Falls school system has made many changes of which the co-operative office program is part.

This study was based upon a survey conducted during February, 1974, which brought forth opinions of the employers who employ students from the co-operative office program at the Columbia Falls High School.

Procedures used in obtaining the information are listed as follows:

1. Review of literature concerning co-operative programs, O.E.A. clubs, and related classroom instruction.
2. Organizing and developing the survey questionnaires.
3. Individual visits to explain the reason training sponsors were being surveyed and to deliver the survey forms.
4. Waiting until all survey forms were returned by mail.
5. Comparing and evaluating materials and putting together results accordingly.)

Population Surveyed

The employers of the co-operative office program who acted as sponsors for the past two years were the individuals

who were surveyed. Questionnaires were filled out by the training sponsors who had been acting in this capacity.

Individual visits were made for distribution survey forms and they were returned by mail.

Analysis of Data

The results of these questionnaires were used to produce tables, along with an explanation for each. The table consists of 6 selections which were entitled excellent, above average, below average, poor, and not applicable. Responses were gathered from all returned questionnaires for each question stated on the questionnaire. After responses were gathered, percentages were worked and used to make comparisons. Most responses arranged from average to excellent.

A three week period of time was the limit before follow-up visitations were used to remind employers about filling out the questionnaires for this study. After the second reminder, a 95 percent return was the final result. Not really knowing for sure who hadn't returned the one form, no more follow-up was made. It was felt that continued visits or telephone calls would possibly create hard feelings.

Special precautions were taken so that each training sponsor felt free to express himself on the questionnaire. Employers were asked not to sign questionnaires after answering questions or making comments.

Summary

Because of the many changes in today's educational system, the follow-up study of the co-operative education program is a must. Directions of study can only be a guide and they will always have to be reviewed by leaders in education of tomorrow. Follow-up studies have to be handled with care to receive the true picture in all situations. Carefully planned procedures are important and have to be followed accordingly.

Chapter IV

FINDINGS

The survey used was designed to reflect the best possible feed-back from the local co-operative program now in operation in the community of Columbia Falls. The three page questionnaire was explained in person to the training sponsors by the coordinator of the co-operative office program at Columbia Falls High School. No cover letter was used because the coordinator wanted the best possible return and as few misunderstandings as possible about the survey form. Thus personal interviews were made with each of the twenty training sponsors who had been involved during the past three years. The Business Education staff was originally responsible for selecting these sponsors. The staff tried to pick employers who had had various experience and not just the people who had had only good results.

A 95 percent return was received on the first go-around of the twenty training sponsors surveyed. Not really knowing for sure who hadn't returned the one form, no more follow-up was made. It was felt that this return was excellent and extra visits or telephone calls would only create hard feelings.

Included in the following pages are the results of the survey made during February of 1974. Each question is stated and results are set up in each table with percentage worked

out according to responses made on questionnaires. Following each page are comments bringing out the necessary points of interest.

The results are very interesting and will be helpful to the Business Education department in future planning for curriculum. Also many ideas expressed on the questionnaires could be taught in different classes beyond the Business Education department.

- Question: (1) Does the related class of instruction offered in the high school fulfill the needs of the students on the job in the following skills?
(A) Typewriting

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	7	4	6	0	0	2
Percent of Responses by category	36	21	31	0	0	10

- Question: (B) Shorthand

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	4	4	2	0	0	9
Percent of Responses by category	21	21	10	0	0	47

- Question: (C) Bookkeeping

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	1	4	7	0	0	7
Percent of Responses by category	5	21	36	0	0	36

1. Does the related class of instruction offered in the high school fulfill the needs of the students on the job in the following skills?

A. Typewriting

Comments: The results indicate that 36 percent feel we are doing an excellent job of teaching typewriting and 21 percent above average, 31 percent average and 10 percent reporting as not applicable. Some organizations have said that the school should offer a typing II or an advanced typing course.

B. Shorthand

Comments: The results of the survey revealed that 21 percent felt that the shorthand instruction is excellent with 21 percent above average, 10 percent as average and 47 percent reporting as not applicable. The 47 percent not commenting probably came from businesses not using shorthand in their organization.

C. Bookkeeping

Comments: All of the respondents agreed that the bookkeeping instruction was average and above. Five percent reported as excellent, 21 percent above average, 36 percent average with 36 percent as not applicable. Some of the students are not required to use bookkeeping as part of their duties and this may be the reason for so many not applicable comments.

Question:
(D) Filing

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	3	7	8	0	0	1
Percent of Responses by category	16	36	42	0	0	5

Question:

(E) Duplicating
(1) Stencil

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	1	2	4	0	0	12
Percent of Responses by category	5	10	21	0	0	63

Question:

(E) Duplicating
(2) Fluid

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	1	2	3	0	0	13
Percent of Responses by category	5	10	16	0	0	68

D. Filing

Comments: The results indicate that the filing instruction is average and above with 16 percent excellent, 36 percent above average, 42 percent average and 5 percent not applicable. Filing is taught only in the Co-operative office class for a period of about 4 weeks.

E. Duplicating (Stencil)

Comments: The results reveal that duplicating with the use of stencil operations has lost its importance by 5 percent reporting as excellent, 10 percent above average, 21 percent average and 63 percent not applicable. With all the new equipment for making copies, stencil duplicating has lost its importance. The comments of not applicable strongly express this information.

F. Duplicating (Fluid)

Comments: Results are even stronger indicated as being not applicable in comparison to stencil operations. The survey reports as 5 percent excellent, 10 percent above average, 16 percent average and 68 percent not applicable. Fluid duplicating is used mostly in school operations and not found in work stations as indicated by this report.

Question:

- (E) Duplicating
(3) Photo Copy

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	1	3	6	0	0	9
Percent of Responses by category	5	16	31	0	0	47

Question:

- (F) Machine transcription

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	2	1	2	0	0	14
Percent of Responses by category	10	5	10	0	0	73

Question:

- (G) Machine Operation
(1) Calculators

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	2	1	6	0	0	10
Percent of Responses by category	10	5	31	0	0	53

E. Duplicating (Photo Copy)

Comments: The results indicate that 5 percent are excellent, 16 percent above average, 31 percent as average and 47 percent not applicable in the use of the photo copy equipment. Percentages show some changes because of the new copy type machines in use in many organizations. This operation is so simple to learn that farther training is not too important.

F. Machine Transcription

Comments: The survey results revealed that machine transcription equipment is not applicable because of not being available for use. Reporting 10 percent excellent, 5 percent above average, 10 average and 73 percent not applicable shows that many organizations do not use this type of training. This training could continue and, maybe additional time should be allowed because of it's increasing use in training stations as the equipment is becoming more available.

G. Machine Operation (Calculators)

Comments: Those using calculators rated the instruction of calculators as 10 percent excellent, 5 percent above average, 31 percent average and 53 not applicable. Again the not applicable rating was received from those that do not use this equipment.

Question: (G) Machine Operation
(2) Ten-Key

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	3	2	6	0	0	8
Percent of Responses by category	16	10	31	0	0	42

Question:

(H) Proofreading

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	1	6	7	0	0	5
Percent of Responses by category	5	31	36	0	0	26

Question:

(I) Telephone Technique

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	3	4	9	2	0	1
Percent of Responses by category	16	21	47	10	0	5

G. Machine Operation (Ten-Key)

Comments: The survey results report that 16 percent as excellent, 10 percent above average, 31 percent average and 42 percent not applicable. The 42 percent not applicable seems to be a strange result as most offices where students work have ten-key adding machines and use them continuously.

H. Proofreading

Comments: The survey states that proofreading instruction fulfills the needs with results of 5 percent excellent, 31 percent above average, 36 percent average and 26 percent not applicable. Being able to proofread after completion of work is very important for a secretary. This may make the difference between a good secretary and a poor secretary.

I. Telephone Technique

Comments: This part of our program is very well covered with many hours of instruction utilized during the school year. Results indicate this by 16 percent excellent, 21 percent above average, 47 percent average, 10 percent below average and 5 percent not applicable. This is an area where most students have some problems during their work experience program. However, the survey results do not denote this.

Question:

(J) Interviewing

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	1	4	6	1	0	7
Percent of Responses by category	5	21	31	5	0	36

Question:

(K) Personal Folders

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	5	4	4	0	0	6
Percent of Responses by category	26	21	21	0	0	31

Question:

(L) Business Math

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	1	5	7	0	0	6
Percent of Responses by category	5	26	36	0	0	31

J. Interviewing

Comments: Results reveal that interviewing instruction is of some importance with 5 percent excellent, 21 percent above average, 31 percent average, 5 percent below average and 36 percent not applicable. Most employers have difficulty with interviewing and always wonder what they should ask and do, when interviewing a Co-operative student. Perhaps the meaning of the 36 percent ratings of not applicable is that they do not know for sure if they are having a good interview session with students.

K. Personal Folders

Comments: With 26 percent excellent, 21 percent above average, 21 percent average and 31 percent not applicable shows a strong desire for personal folders. The 31 percent not applicable could be a report from the businesses who have their own application forms to be filled out during interviews. Folders in their minds may be unnecessary for this reason. Students were rated as average and above and many felt this was not applicable. A possible reason may be that businesses have their own application forms to be filled out before interviews.

L. Business Math

Comments: Results indicate that business math instruction is good or not applicable with 5 percent reporting excellent, 26 percent above average, 36 percent average and 31 percent not applicable. Perhaps the trainees are not working in a position where math is utilized. This could be the reason for 31 percent being not applicable, therefore seeing very little need for Business Math.

Question:

(M) Business English

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	2	5	7	2	0	3
Percent of Responses by category	10	26	36	10	0	16

Question:

(N) Mailing Procedure

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	2	2	10	0	0	5
Percent of Responses by category	10	10	53	0	0	26

Question:

(O) Itinerary Development

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	1	2	3	0	0	13
Percent of Responses by category	5	10	16	0	0	68

M. Business English

Comments: In reference to rating Business English instruction, 10 percent stated that the instruction is excellent with 26 percent above average, 36 percent average, 10 percent below average and 16 percent not applicable. A majority placed students as average and above, but 10 percent were rated below average. There is a strong feeling among some employers, that the schools are not stressing good old fashioned English with emphasis on sentence structure, correct usage and vocabulary.

N. Mailing Procedure

Comments: This study revealed that the mailing procedure instruction is excellent for 10 percent, above average for 10 percent, average for 53 percent and not applicable for 26 percent. Most of the students employed have nothing to do with mailing procedures.

O. Itinerary Development

Comments: The results indicate that 5 percent feel we are doing an excellent job of teaching itinerary development and 10 percent above average, 16 percent average and 68 percent not applicable. This is an area which has very little to do with a beginning secretary in any job or location. However, during the lifetime of a secretary, it could be a decided advantage to have some training for future use. Result was average and above with 68 percent reporting not applicable.

Question:

(P) Use of Dictionary

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	3	5	3	1	0	5
Percent of Responses by category	16	26	26	5	0	26

Question:

(Q) Public Speaking

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	0	5	7	0	0	7
Percent of Responses by category	0	26	36	0	0	36

Question:

(R) Invoice Operation

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	0	1	6	1	0	11
Percent of Responses by category	0	5	31	5	0	58

P. Use of Dictionary

Comments: The results indicate that 16 percent are excellent, 26 percent are above average, 26 percent are average, 5 percent are below average and 26 percent not applicable in the use of the dictionary. The majority felt students were average and above. The 26 percent reporting not applicable, may reflect personal employer attitude of the local area.

Q. Public Speaking

Comments: The study reveals that public speaking instruction is 26 percent above average, 36 percent average and 36 not applicable. Public speaking should be one area of concentration for more time spent.

R. Invoice Operation

Comments: With 5 percent above average, 31 percent average, 5 percent below average and 58 percent not applicable shows that invoice operations are not used or needed. Many students have nothing to do with invoice operations.

Question:

(S) Payrolls

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	0	0	4	1	0	14
Percent of Responses by category	0	0	21	5	0	73

Question:

(T) Telegraph Services

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	0	1	1	0	0	17
Percent of Responses by category	0	5	5	0	0	89

Question: (2) Are the following traits being exhibited by the student trainee?

(A) Meeting People

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	1	8	9	0	0	1
Percent of Responses by category	5	42	47	0	0	5

S. Payrolls

Comments: Students usually have very little to do with payrolls. The result of 73 percent not applicable answers clearly. Payrolls are a part of everyone during his life time as an employee. The school's training is not just training for now, but for the future as well.

T. Telegraph Services

Comments: The results indicate that Telegraph Services are not to important in training students with 5 percent above average, 5 percent average and 89 percent not applicable. Again, students have very little contact with telegraph services. However, the information is of value to employees and it takes little time to train students to become efficient in this area.

2. Are the following traits being exhibited by the student trainee?

A. Meeting People

Comments: The results reveal that meeting people is a very important point of instruction with the results of 5 percent excellent, 42 percent above average, 47 percent average and 5 percent not applicable. This is a very important employee qualification and the results show students are average and above. There is strong indication that students are fulfilling this qualification.

Question:

(E) Personal Appearance

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	1	7	10	0	0	1
Percent of Responses by category	5	36	53	0	0	5

Question:

(C) Work Habits

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	1	6	11	1	0	0
Percent of Responses by category	5	31	58	5	0	0

Question:

(D) Attendance

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	7	4	8	0	0	0
Percent of Responses by category	36	21	42	0	0	0

B. Personal Appearance

Comments: Results indicate that the instruction of appearance of students has been helpful by the rates of 5 percent excellent, 36 percent above average, 53 percent average and 5 percent not applicable. Students were rated average and above. This is, and has been, a problem of many working students with the dress styles being practiced by many teenagers today. The Office Practice Program does include grooming which is taught by a qualified instructor.

C. Work Habits

Comments: Results reveal that work habits have been very good according to the rating of 5 percent excellent, 31 percent above average, 58 percent average, and 5 percent below average. The results shown were below average to excellent with highest percentage being average. This has to be continual practice for all students starting at an early age and on up, in all areas of instruction.

D. Attendance

Comments: Ratings as 36 percent excellent, 21 percent above average and 42 percent average show that attendance has been very good. Attendance is a must and all students must call in if they are absent with a good reason. Results read as average and above with a 100 percent feeling this way.

Question:

(E) Following Instructions

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	3	5	11	0	0	0
Percent of Responses by category	16	26	58	0	0	0

Question:

(F) Attitude

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	4	6	7	2	0	0
Percent of Responses by category	21	31	36	10	0	0

Question:

(G) Initiative

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	3	7	8	1	0	0
Percent of Responses by category	16	36	42	5	0	0

E. Following Instructions

Comments: Results indicate that the following instructions has been a practice of all students according to the rating of 16 percent excellent, 26 percent above average and 58 percent average. The results were average and above with 100 percent feeling this way. Following instructions has been somewhat of a problem for beginning student employees. Usually after a short time of employment, students understand its value and the problem is solved.

F. Attitude

Comments: Results reveal that attitude has been a common practice with the ratings of 21 percent excellent, 31 percent above average, 36 percent average and 10 percent below average. This is one of the main problem areas in the co-operative program. The results show from below average to excellent. Senior working students can have a good attitude to begin with and after a certain amount of time, this attitude can change.

G. Initiative

Comments: The following ratings of 16 percent excellent, 36 percent above average, 42 percent average and 5 below average shows that most all students are average and better. The results showing from below average to excellent which can be expected from any working group. Students being employed for the first time may show little initiative in a new situation. Perhaps this is the result of many students, without any effort on their part, receiving anything they want from parents. Whatever the reason, lack of initiative does show up in student employees.

Question:

(H) Cooperation

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	4	6	7	1	1	0
Percent of Responses by category	21	31	36	5	5	0

Question:

(I) Loyalty

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	4	4	10	1	0	0
Percent of Responses by category	21	21	53	5	0	0

Question:

(J) Expense Conscious

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	0	3	11	2	0	3
Percent of Responses by category	0	16	53	10	0	16

H. Cooperation

Comments: Results indicate that cooperation has been a practice of most students with 21 percent excellent, 31 percent above average, 36 percent average, 5 percent below average and 5 percent poor. The results range from poor to excellent in this area which is another important trait of any employee. Most students will cooperate with employers. During the past three years this has been found to be a problem and will continue to be as the program develops.

I. Loyalty

Comments: Results reveal that loyalty is a point of practice with 21 percent excellent, 21 percent above average, 53 percent average and 5 percent below average. Again the results range from below average to excellent. Loyalty can be expressed to the students but it has to be a practice or a part of their life from childhood on.

J. Expense Conscious

Comments: Expense conscious should be a very important area of consideration and could be expressed more by the ratings of 16 percent above average, 58 percent average, 10 percent below average and 16 percent not applicable. This can be taught, but it also has to be a practice during childhood at home and school. Every person needs more training at all levels.

Question:

(K) Work Area Organization

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	1	4	10	3	1	0
Percent of Responses by category	5	21	53	16	5	0

Question:

(L) Accuracy

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	1	6	12	0	0	0
Percent of Responses by category	5	31	63	0	0	0

Question:

(M) Self-confidence

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	1	9	7	2	0	0
Percent of Responses by category	5	47	36	10	0	0

K. Work Area Organization

Comments: Results indicate that work area organization is average and above by the ratings of 5 percent excellent, 21 percent above average, 53 percent average, 16 percent below average and 5 percent poor. This is an area which has to become a habit and the training in the school program can become a helpful aid.

L. Accuracy

Comments: Accuracy is a very important point in all life time activities and is showing a good response by the ratings of 5 percent excellent, 31 percent above average, and 63 percent average. The business department generally considers accuracy as being very important at all times.

M. Self-confidence

Comments: Results reveal the self-confidence shown by students with 5 percent excellent, 47 percent above average, 36 percent average, and 10 percent below average. From average to excellent was the range of rating in this area. Many students lack confidence and with the students taking part in the on-the-job training program, many students gain confidence.

Question:

(ii) Patience

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	3	6	7	3	0	0
Percent of Responses by category	16	31	36	16	0	0

Question:

(O) Judgement

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	1	7	8	3	0	0
Percent of Responses by category	5	36	42	16	0	0

Question:

(P) Work Harmoniously with Others

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	5	6	7	1	0	0
Percent of Responses by category	26	31	36	5	0	0

N. Patience

Comments: The ratings ranged from 16 percent excellent, 31 percent above average, 36 percent average and 16 percent below average. It is difficult to teach someone to be patient. This, too, is a quality which has to be a learning experience over a long period of time.

O. Judgement

Comments: The results indicate that judgement is average or better for these working students with 5 percent excellent, 36 percent above average, 42 percent average and 16 percent below average. Usually as one grows older and becomes more experienced, his judgement is more sound. On-the-job training does help in building better judgement.

P. Work Harmoniously with Others

Comments: The results reveal that working harmoniously with others is a practice for most of the students with ratings of 26 percent excellent, 31 percent above average, 36 percent average, and 5 percent below average. With 18 out of 19 being average or better, this result is not all too bad. This practice is a point which is very important for any successful secretary.

Question:

(Q) Handle Supplies Efficiently

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	1	5	12	0	0	1
Percent of Responses by category	5	26	62	0	0	0

Question:

(R) Courteousness

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	5	9	5	0	0	0
Percent of Responses by category	26	47	26	0	0	0

Question: (3) As an employer rate these aspects of the program:

(A) Are these students eager, young, part-time workers?

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	4	7	7	0	0	1
Percent of Responses by category	21	36	36	0	0	5

Q. Handles Supplies Efficiently

Comments: The results ranged from 5 percent excellent, 26 percent above average and 62 percent average. With the lack of supplies, this area is becoming more important every day. The Columbia Falls Business Department is trying to make the best possible use of all supplies.

R. Courteousness

Comments: The results indicate that courteousness is an important part of their on-the-job training with the rating of 26 percent excellent, 47 percent above average, and 26 percent average. Courteousness is a must in all situations. The results lead one to believe the students are courteous with the majority being above average.

3. As an employer rate these aspects of the program:

A. Are these students eager, young, part-time workers?

Comments: The results reveal that these students are eager, young, part-time workers with the ratings of 21 percent excellent, 36 percent above average, 36 percent average and 5 percent not applicable. Most students are on their first paid job. All of the co-operative students receive salaries according to labor standards.

Question:

(B) Does this program reduce the cost of training?

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	2	8	3	2	1	3
Percent of Responses by category	10	42	16	10	5	16

Question:

(C) Are the coop students more interested in doing their job than other beginning employees?

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	1	6	9	1	0	2
Percent of Responses by category	5	31	47	5	0	10

Question:

(D) Does this program reduce the cost of recruiting?

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	0	6	6	1	0	6
Percent of Responses by category	0	31	31	5	0	31

B. Does this program reduce the cost of training?

Comments: The results ranged from 10 percent as excellent, 42 percent above average, 16 percent average, 10 percent below average, 5 percent poor and 16 percent not applicable. In most cases this program does reduce training costs. This all depends on the success of the student on the job. If the student does not work out well, the organization usually drops the student. This will only cost the organization more money.

C. Are the co-op students more interested in doing their job than other beginning employees?

Comments: The results ranged from 5 percent excellent, 31 percent above average, 47 percent average, 5 percent below average and 10 percent not applicable. From these results one can say yes. Interest is high because of cooperation of student-employer and coordinator working together as a team.

D. Does this program reduce the cost of recruiting?

Comments: The results indicate yes with the ratings of 31 percent above average, 31 percent average, 5 percent below average and 31 not applicable. Many organizations have kept students on as full-time employees. At times, training stations have been lost and again the stations usually open at a later date.

Question:

(E) Do you think this program begins to build a more mature student-worker?

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	4	9	5	0	0	1
Percent of Responses by category	21	47	26	0	0	5

Question:

(F) Is this a worthwhile community school program?

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	11	4	3	0	0	1
Percent of Responses by category	58	21	16	0	0	5

Question:

(G) Are these students reliable?

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	6	8	4	0	0	1
Percent of Responses by category	31	42	21	0	0	5

E. Do you think this program begins to build a more mature student-worker?

Comments: The results reveal that they are by 21 percent excellent, 47 percent above average, 26 percent average and 5 percent not applicable. Experience of on-the-job training gives all of the students a real chance to mature as a student-worker.

F. Is this a worthwhile community school program?

Comments: The results show excellent with 58 percent, above average with 21 percent and not applicable with 5 percent which is showing a feeling that this program is excellent or above average. Most employers are strongly in favor of this program and have given 100 percent coverage when possible.

G. Are these students reliable?

Comments: The results reveal that these students are reliable by the rating of 31 percent excellent, 42 percent above average, 21 percent average and 5 percent not applicable. The ratings ranged from average to excellent which shows a strong feeling of reliability. A majority of 42 percent felt it was above average.

Question:

(H) Are these potential full-time employees?

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	3	6	7	0	0	3
Percent of Responses by category	16	31	36	0	0	16

Question: (4) In which of the following areas do you observe improvements should be made in order to make cooperative programs more acceptable to all concerned?

(A) Classroom Instruction

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	1	4	8	0	0	6
Percent of Responses by category	5	21	42	0	0	31

Question:

(B) Coordination Activities with Business

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	1	5	7	0	0	6
Percent of Responses by category	5	26	36	0	0	31

H. Are these young students potential full-time employees?

Comments: The results indicate that these students are potential full-time employees with 16 percent excellent, 31 percent above average, 36 percent average and 16 percent not applicable. Maybe the 16 percent are people who are not interested in full-time employees but are interested only in taking part in the school program.

4. In which of the following areas do you observe that improvements should be made in order to make co-operative programs more acceptable to all concerned?

Note: After seeing these results, visits were made by the coordinator and the reason for the 31 percent of not applicable in the entire section of question number 4, was found in such employer statements as listed below:

1. "You're the teacher and you are trained to make these decisions. We do not know enough about classroom instruction to judge many of these items."
2. Or, "I'm a poor judge of improvement to be made the areas that need improvement."
3. Or, "Well, I was just tired of questions being asked and I took the easy way out."

A. Classroom Instructions

Comments: Classroom instruction was rated 5 percent as excellent, 21 percent as above average, 42 percent as average and 31 percent as not applicable. This means instruction is not the greatest, but above average in most areas.

B. Coordination Activities with Business

Comments: Rating coordination activities with business shows 5 percent as excellent, 26 percent as above average, 36 percent as average and 31 percent as not applicable. Everyone reports generally that the coordinator visits often enough with all employers. Coordination activities can be too often as well as not often enough.

Question:

(D) Selection of Student Trainee for the job

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	1	5	7	0	0	6
Percent of Responses by category	5	26	36	0	0	31

Question:

(E) On-the-Job Training

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	0	7	6	0	0	6
Percent of Responses by category	0	36	31	0	0	31

Question:

(F) Club Activities

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	0	2	9	0	0	8
Percent of Responses by category	0	10	47	0	0	42

D. Selection of Student Trainee for the job

Comments: The results indicate that selection of student trainees for the job is average and above with the ratings of 5 percent excellent, 26 percent as above average, 36 percent average and 31 percent as not applicable. There were average to excellent answers with the majority rated as average. Placement is and never will be 100 percent. The best is done with whatever students and employers are available.

E. On-the-Job Training

Comments: The results reveal that on-the-job training is above average and average with the rating of 36 percent as above average, 31 percent average and 31 percent not applicable. The majority of the replies were average to above average. On-the-job training can be planned and arranged by the coordinator only to a point. Most situations are guided mostly by the employer as he has a need and not according to a training plan.

F. Club Activities

Comments: Above averages with 10 percent, average 47 percent and not applicable 42 percent shows that club activities are average and above. Club activities are not always known by employers unless they are covered in the local newspaper continuously each week.

Question:

(G) Business Behavior by students

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	1	4	7	1	0	6
Percent of Responses by category	5	21	36	5	0	31

Question:

(H) Follow-up Studies

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale	5	4	3	2	1	N/A
Number of Responses	0	5	6	2	0	6
Percent of Responses by category	0	26	31	10	0	31

Question:

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Rating Scale						
Number of Responses						
Percent of Responses by category						

G. Business Behavior by Students

Comments: The results ranked students from excellent of 5 percent, above average of 21 percent, average of 36 percent, below average 5 percent and not applicable with 31 percent. Most senior high school students are grown up enough to act business-like in a business situation. This sometimes does present a problem because teenagers' actions don't always fit into the business world as they should. It does seem strange that 31 percent of employers negate this quality which is most necessary in the business world.

H. Follow-up Studies

Comments: The ratings were from above average with 26 percent, average with 31 percent, below average with 10 percent and not applicable with 31 percent. The ratings were from below average to above average with some feeling there should be a follow-up study every year. This is the first follow-up survey since the beginning of the program three years ago. Perhaps a short follow-up each year as indicated in the survey results would be worthwhile.

OVER ALL EVALUATION
OF
NUMBER OF RESPONSES
FOR
EACH CATEGORY

	Excellent	Above Average	Average	Below Average	Poor	Not Applicable
Number of Reponses	125	273	386	35	1	248
Percentage in each Category	11.7	25.5	36.1	3.2	.0009	23.1

Comments:

The number of responses were counted on the 19 questionnaires for each category with excellent having 126, above average 273, average 386, below average 35, poor 1, and not applicable 248. Percentages were based on the overall total of responses to each category. Percentage who felt that the program was excellent was 11.7%, above average 25.5%, average 36.1%, below average 3.2%, poor .0009%, and not applicable 23.1%. Looking at the overall responses of this survey, most people felt that this program was average, above average, and excellent.

Summary

The survey was a success because of the return of 95 percent. Much information can be learned from a survey of this type if all questions are answered and understood. If the survey was conducted again it would be wise to make the questionnaire shorter so it would take less time for employers to answer. Maybe a meeting of employers with the advisory committee could be helpful to explain the needs and meaning of a survey of this type.

Working in a cooperative program of this type can only be guided by all concerned. From the results shown, the business department can plan and design curriculum according to community needs. More surveys should be made to receive more feed-back from all employers. Students could be surveyed as well as parents to get the many other views available to be used accordingly.

Chapter V

Summary, Recommendations, and Conclusion

Summary- This study of the Columbia Falls High School co-operative program was conducted during the years of 1971-1974. In the fall of 1973, twenty employers were contacted personally and given a 3 page survey form to be filled out and returned by mail. No names were signed on forms so employers could feel free to respond accordingly. The reason for the personal contact was to make sure that the employers understood questions asked on the questionnaire. Also, the reason for the questionnaire was explained so they would make the necessary effort to return the survey form.

Result of the survey return amounted to 19 out of 20, or 95 percent. No further calls were made to ask for the one missing form because it was felt that this would only create hard feelings detrimental to the cooperative program. During the next month or two after the survey, visits were made for other reasons and employers many times talked about the survey made. Many of the coordinator's questions about results were answered simply by visiting and listening.

Pertinent comments that some employers made, in addition to requested information, are quoted below:

1. This is a damn great program.
2. My opinion is not the greatest source, but I can see that this program does well for all.

3. Enjoyed working with students.
4. Your program is a great source for employers.
5. I hate these damn survey forms because I never know how to answer.
6. This takes a lot of time, but I guess it's worth it.

Conclusion- This survey should be conducted every fifth year or more if felt necessary. Response from the community can be most helpful in planning future courses in the business department. Perhaps a survey of parents and students could also be helpful.

Much interesting information can be gained many times, during parent gathering of the co-operative program. Parents should be kept well informed in order to develop a good co-operative program. Some students often get involved in too many outside activities. This can cause problems if parents, students, and community employers are not involved in the planning and cognizant of the total picture.

The information gathered will be the basis for planning the business education department course of study. Many small changes could be made in the Co-operative Office class to make the class more interesting and meaningful.

Many references indicate that business behavior contributes to 90 percent of success to any employee in the world of work. By looking at this survey in the areas of attendance,

following instructions, attitude, initiative, cooperation, and loyalty, the results rate very high and a conclusion may be drawn that the program is doing the necessary job to meet these needs.

This program has been very rewarding with days of satisfaction and times of sadness. As any instructor will always say at the end of a school year "thank God for summer vacations."

Recommendations- After studying the results of the survey conducted by the Co-operative Office program in the Columbia Falls High School business department the following recommendations are being made:

1. A filing course should be added to the curriculum for at least a nine week period.
2. Bookkeeping II should be added to the curriculum.
3. Duplicating should be taught only on a limited basis.
4. Machine transcription instruction should be increased and taught in the shorthand and co-operative office class.
5. An office machines course of at least nine weeks should be added to the curriculum.
6. Employers should be involved in a training program to become more informed about student-employer relationships to improve on-the-job training.
7. Public speaking should be encouraged in all classes.
8. Advanced typing should be available for Junior and Senior students.
9. Telephone techniques should be taught and continued as part of curriculum for all students.
10. More programs such as Career Education and work-study situations offered in the Columbia Falls High School.

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APPENDIX

1973-74 SURVEY
COLUMBIA FALLS COOPERATIVE OFFICE PROGRAM
Columbia Falls High School
Conducted By Norman E. Hagen

Directions: Circle one. Numbers are rating according to, (5--Excellent, 4--Above average, 3--Average, 2--Below average, 1--Poor). N/A--Not applicable, meaning this does not apply to your concern.

- (1) Does the related class of instruction offered in the high school fulfill the needs of the students on the job in the following skills?

	5-Excellent	4-Above Average	3-Average	2-Below Average	1-Poor	N/A-Not Applicable
A. Typewriting	5	4	3	2	1	N/A
B. Shorthand	5	4	3	2	1	N/A
C. Bookkeeping	5	4	3	2	1	N/A
D. Filing	5	4	3	2	1	N/A
E. Duplicating: 1. Stencil	5	4	3	2	1	N/A
2. Fluid	5	4	3	2	1	N/A
3. Photo Copy	5	4	3	2	1	N/A
F. Machine Transcription	5	4	3	2	1	N/A
G. Machine Operation: 1. Calculators	5	4	3	2	1	N/A
2. Ten-Key	5	4	3	2	1	N/A
H. Proofreading	5	4	3	2	1	N/A
I. Telephone Techniques	5	4	3	2	1	N/A
J. Interviewing	5	4	3	2	1	N/A
K. Personal Folders	5	4	3	2	1	N/A
L. Business Math	5	4	3	2	1	N/A
M. Business English	5	4	3	2	1	N/A
N. Mailing Procedures	5	4	3	2	1	N/A
O. Itinerary Development	5	4	3	2	1	N/A
P. Use of Dictionary	5	4	3	2	1	N/A

	5-Excellent	4-Above Average	3-Average	2-Below Average	1-Poor	N/A-Not Applicable
Q. Public Speaking	5	4	3	2	1	N/A
R. Invoice Operation	5	4	3	2	1	N/A
S. Payrolls	5	4	3	2	1	N/A
T. Telegraph Services	5	4	3	2	1	N/A

(2) Are the following traits being exhibited by the student trainee?

A. Meeting People	5	4	3	2	1	N/A
B. Personal Appearance	5	4	3	2	1	N/A
C. Work Habits	5	4	3	2	1	N/A
D. Attendance	5	4	3	2	1	N/A
E. Following Instructions	5	4	3	2	1	N/A
F. Attitude	5	4	3	2	1	N/A
G. Initiative	5	4	3	2	1	N/A
H. Cooperation	5	4	3	2	1	N/A
I. Loyalty	5	4	3	2	1	N/A
J. Expense Conscious	5	4	3	2	1	N/A
K. Work Area Organization	5	4	3	2	1	N/A
L. Accuracy	5	4	3	2	1	N/A
M. Self-confidence	5	4	3	2	1	N/A
N. Patience	5	4	3	2	1	N/A
O. Judgment	5	4	3	2	1	N/A
P. Work Harmoniously with Others	5	4	3	2	1	N/A
Q. Handle Supplies Efficiently	5	4	3	2	1	N/A
R. Courteousness	5	4	3	2	1	N/A

	5-Excellent	4-Above Average	3-Average	2-Below Average	1-Poor	N/A-Not Applicable
(3) As an employer rate these aspects of the program.						
A. Are these students eager young part-time workers?	5	4	3	2	1	N/A
B. Does this program reduce the cost of training?	5	4	3	2	1	N/A
C. Are the Coop students more interested in doing their job than other beginning employees?	5	4	3	2	1	N/A
D. Does this program reduce the cost of recruiting?	5	4	3	2	1	N/A
E. Do you think this program begins to build a more mature student-worker?	5	4	3	2	1	N/A
F. Is this a worthwhile community school program?	5	4	3	2	1	N/A
G. Are these students reliable?	5	4	3	2	1	N/A
H. Are these potential full-time employees?	5	4	3	2	1	N/A
(4) In which of the following areas do you observe improvements should be made in order to make cooperative programs more acceptable to all concerned?						
A. Classroom Instruction	5	4	3	2	1	N/A
B. Coordination Activities with Student ...	5	4	3	2	1	N/A
C. Coordination Activities with Business ..	5	4	3	2	1	N/A
D. Selection of Student Trainee for the Job	5	4	3	2	1	N/A
E. On the Job Training	5	4	3	2	1	N/A
F. Club Activities	5	4	3	2	1	N/A
G. Follow-up Studies	5	4	3	2	1	N/A
H. Business Behavior by Students	5	4	3	2	1	N/A