SURVEY OF THE 1980-82 SECRETARIAL STUDENTS OF MEDICINE HAT COLLEGE WITH IMPLICATIONS FOR CURRICULUM IMPROVEMENT

by

Marla Karen Middleton

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Marla Karen Middleton

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ABSTRACT

A follow-up study was made of the 1980, 1981, and 1982 secretarial students of Medicine Hat College Main Campus, and Brooks Campus in order to get feedback that would aid in curriculum development and improvement.

Questionnaires were sent to the 382 secretarial students who had attended Medicine Hat College in 1980, 1981, and 1982. Two hundred and eighty-six responses or 75% were returned. Of the 286 questionnaires returned, only 190 or 66% were usable.

The main conclusions are: (1) The majority of respondents felt Medicine Hat College should offer a two-year program. (2) About half of the secretarial graduates were employed in office positions. (3) The most common current hourly wage was in the $8 - $10 range. (4) The majority of comments about the secretarial program were favorable. (5) The majority of students rated the instructors, course material, equipment and resource materials as being better than average or average.

The main recommendations of the study are: (1) Implement the second year of the secretarial program. (2) Implement a job placement program. (3) Buy additional electronic typewriters. (4) Offer a computer course in which students have practical application with different software packages. (5) Inform the administration, the community and the secretarial instructors that the majority of respondents rated the secretarial program as being very good or good. (6) Inform the administration and secretarial instructors that the majority of respondents rated the secretarial instructors as being better than average or average. (7) Make periodic follow-up studies of secretarial graduates.

CHAPTER I

INTRODUCTION

The business office has undergone traumatic change in the past few years. The change has been rapid and even greater change is forseen in the future.

> . . . in the 1980's and 1990's we will see the integration of various technologies and systems in the office. Voice processing, micrographics, reprographics, telecommunications and word and data processing integration are but a few areas where new developments are taking place. (Nardone, 1982:297)

It is up to the business educators to make sure that what is taught to students is up to date and relevant for today's automated office.

> As educators, we should be concerned with the trends that are taking place in business and industry. Surveys should be conducted to determine the needs of business and industry and we in turn should be prepared to meet those needs. We should be one step ahead of business and industry, not one step behind. (Ligori, 1982:80)

Since there is a need to evaluate business programs in order to determine whether or not busines educators are preparing their students for the business world, a survey of the recent secretarial science students of Medicine Hat College Main Campus, and Brooks Campus was conducted. The conclusions and recommendations for this study will provide valuable information for curriculum evaluation and improvement.

> It is almost universally agreed that information from and about students after they leave school or college is important to the school or college in evaluating its program and in planning for the future. (Thompson, 1978:115)

Statement of the Problem

The purpose of the survey of the 1980, 1981, and 1982 secretarial science students of Medicine Hat College Main Campus, and Brooks Campus was to obtain valuable feedback with implications for curriculum evaluation and improvement.

The survey questionnaire was broken down into four major parts:

1. General Information
2. Post-graduation Occupations and Related Questions
3. Equipment
4. Program Evaluation

In order to reach conclusions and make recommendations, this study attempted to answer the following questions:

1. What percentage of the secretarial science students from Medicine Hat College were employed?
2. Under what job titles were the secretarial science students employed?

3. What were the current wages of the secretarial science students for both part-time and full-time employment?

4. Were the secretarial science students satisfied with their jobs?

5. Was there word processing equipment at the secretarial science students' place of work?

6. How did the secretarial science students evaluate the course they took at Medicine Hat College?

7. How did the secretarial science students rate their instruction at Medicine Hat College?

8. How did the secretarial science students feel about their college training?

9. What percentage of the secretarial science students wished to pursue further training at Medicine Hat College?

10. What changes would the secretarial science students like to see made to help improve the secretarial science program?

11. What were the strengths of the secretarial science program at Medicine Hat College?

Need for the Study

A host of new and related technologies are rapidly being employed in today's offices. These new technologies will require additional changes in

> attitude, curriculum and teaching strategies. (Kutie, 1982:23)

With the recent changes made in the office, there has been a change in emphasis placed on certain skills. Some skills need to be incorporated into the curriculum, other skills need increased emphasis, and some skills that were once deemed important need decreased emphasis.

> Follow-up study reports on former occupational-technical students rarely are published or widely circulated, and reviews of such studies have been inadequate, but they are important. (Thompson, 1978:116)

It should also be recognized that if the educators at Medicine Hat College are doing a good job in preparing the students for the business world that this feedback would have a positive effect on them.

> Teachers are the most important facet of the educational enterprise, and they need to be encouraged and rewarded. (Bowick, 1982:71)

The reinforcement of a job well done would help keep motivation and adaptability high.

Limitations

The study was limited by the following factors:

1. The review of literature was restricted to books, journals, and other materials available at the Montana State University library, and to follow-up studies on

secretarial graduates conducted at Alberta post-secondary institutions.

2. The population sample was restricted to the 1980, 1981, and 1982 secretarial science students of Medicine Hat College Main Campus, and the Brooks Campus.

Definition of Terms

1. Accounting Secretary - is prepared for employment as an accounting assistant or secretary. Graduates are skilled in the areas of General Accounting, Accounts Receivable, Accounts Payable and Payroll. (Lethbridge Community College Calendar, 1982:54)

2. Data Processing Secretary - is trained in basic data processing techniques with emphasis in data recording methods and key punch operations. Future jobs could include Key Punch Operator, Key Tape Operator, Input Supervisor, Computer Operator Trainee, and Data Control Clerk. (Lethbridge Community College Calendar, 1982:54)

3. Executive Secretary - has completed the following courses: Advanced Typing, Advanced Pitman Shorterhand and Transcription, Report Writing, Records Management, Word Processing, Office Simulation, and four options. (Medicine Hat College Calendar, 1982:50)

4. Junior Stenographer - takes and transcribes from shorthand notes or from dictating machines, at a moderate

speed, routine dictation involving generally used business terms and expression. Position is on a beginning level and requires no previous work experience. (NAIT [Northern Alberta Institute of Technology] Division of Research and Academic Development, 1979:3)

5. Legal Secretary - prepares legal papers and correspondence of legal nature, such as summonses, complaints, motions, and subpoenas. (Dictionary of Occupational Titles, 1965:635)

6. Receptionist Typist - has completed the following courses: Beginning or Intermediate Typing, Business Communications, Introductory Office Procedures, Socio-Business, Basic Accounting or Introductory Accounting I, Intermediate or Advanced Typing, Oral Communications, Intermediate Office Procedures, Business Mathematics/Business Machines, and Data Processing. (Medicine Hat College Calendar, 1982:50)

7. Secretary Stenographer - has completed the following courses: Beginning or Intermediate Typing, Business Communications, Beginning Office Procedures, Introductory Pitman Shorterhand or Beginning Forkner Shorthand, Basic Accounting or Introductory Accounting I, Intermediate Pitman Shorterhand or Intermediate Forkner Shorthand, and Intermediate Office Procedures. (Medicine Hat College Calendar, 1982:50)

8. Senior Stenographer - takes and transcribes dictation of more than average difficulty at a rapid speed by use of shorthand and/or transcribing machines. Position usually requires two to five years experience as a stenographer. (NAIT Division of Research, 1979:3)

Organization of the Study

The study has been organized into the following chapters:

Chapter I - Introduction which includes statement of the problem, need for the study, limitations, definition of terms, organization of the study and the summary.

Chapter II - Literature review which includes results of follow-up studies previously done in the secretarial area, results of surveys of businesses with suggestions for curriculum improvement, the image of the secretary and what Medicine Hat College has recently done to improve curriculum.

Chapter III - Summarizes the procedure used in the study.

Chapter IV - Reports the results of the questionnaire sent to the secretarial science students at Medicine Hat College Main Campus, and Brooks Campus.

Chapter V - Presents the conclusion and makes recommendations for improvement of the curriculum for the

Secretarial Department of Medicine Hat College Main Campus, and Brooks Campus.

Summary

In summary, the main purpose of this study was to evaluate the secretarial science programs at Medicine Hat College Main Campus and Brooks Campus. This evaluation was done by surveying the 1980, 1981, and 1982 secretarial science students of Medicine Hat College Main Campus, and Brooks Campus. The questionnaire was broken down into four areas: general information, post-graduation occupation and related questions, equipment and program evaluation.

The results of the questionnaire provided the basis for conclusions and recommendations to be made for curriculum improvement in the secretarial science program at Medicine Hat College Main Campus, and Brooks Campus.

CHAPTER II

LITERATURE REVIEW

A review of literature was done to provide background information in the following areas:

1. Results from follow-up studies done in Alberta and the United States
2. Surveys of businesses
3. Image of the secretary
4. What Medicine Hat College is presently doing to improve curriculum.

> A major challenge confronting post-secondary educators is to consider the ways in which the changing office environment will affect the (business) programs, their content, and the students enrolled in them and develop programs for the future that will not only meet the needs of students but also the changing needs of business. (Iannizzi, 1980:213)

The purpose of student follow-up studies is:

1. Justification for continuation or modification of existing programs or implementation of new ones.
2. Evaluation of existing instructional methods and providing an input source for improvement in order to update and maintain relevant vocational training programs. (Chapman, 1981:2)

Follow-up studies can be used to improve curriculum.

The teacher in any vocational area must utilize the data derived from follow-ups of former students when planning adjustment of the curriculum and/or course content. Former students' follow-ups are the most feasible means of establishing guidelines sufficient for maintenance of an instructional program designed

to meet the labor force needs of the local community. (Scott, 1981:3)

This chapter is composed of five sections:

a. Follow-up studies done at post-secondary institutions in Alberta.

b. Follow-up studies done at post-secondary institutions in United States.

c. Surveys of businesses and the suggestions for curriculum development.

d. The image of the secretary.

e. What Medicine Hat College is presently doing to improve curriculum.

Alberta Follow-up Studies

Lethbridge Community College (1981). Doug Patching, Counselor, Student Services, Lethbridge Community College did a graduate placement survey of the students graduating in the winter, 1980, and the spring, 1981. The main purpose of the graduate survey was to gather statistics on the success rate of graduates in achieving employment. (Patching, 1981:1)

The parts of the survey that this study reviewed are:

1. Total number of graduates in the program.

2. Number of graduates in each program who responded to the questionnaire.

3. Placements confirmed to November 30, 1981.

4. Reported initial starting salaries.

5. Cited employment locations.

Due to the nature of this study, only the secretarial program statistics are viewed. The secretarial program at Lethbridge Community College consists of five different areas:

1. Accounting
2. Data Processing
3. Receptionist-Typist
4. Executive
5. Legal

Patching's findings in the Secretarial Science--Accounting area are as follows:

1. There were 10 graduates in the secretarial accounting program.
2. 10 students (100%) responded to the survey. This was up from 1980.
3. Placements confirmed to November 30, 1981:
    a. 6 students (60%) had permanent and full-time employment in training related fields. This was down 10% from 1980.
    b. 2 graduates (20%) had employment in non-training related fields. This was up 3% from 1980.
    c. 1 student (10%) was unemployed.
    d. 1 student (10%) was pursuing further study.
4. Initial starting salary per month:
    a. The high salary was $1200 (up $200 from 1980).
    b. The low salary was $850 (up $160 from 1980).

c. The typical salary was $975 (up $125 from 1980).

5. Cited employment locations:

a. Calgary, Alberta

b. Lethbridge, Alberta (3) (Patching, 1981:28)

Patching's findings in the Secretarial Science--Data Processing areas are as follows:

1. There were 8 graduates in the data processing secretarial program.

2. 6 students (75%) responded to the questionnaire. This was down 19% from 1980.

3. Placements confirmed to November 30, 1981:

a. 4 students (66%) had permanent and full-time employment in training related fields. This was up 12% from 1980.

b. 1 student (17%) had employment in a non-training related field, This was up 4% from 1980.

c. 1 student was unemployed (17%). This was down 16% from 1980.

4. Initial starting salary per month:

a. The high salary was $1150 (down $50 from 1980).

b. The low salary was $800 (up $175 from 1980).

c. The typical salary was $950 (the same as 1980).

5. Cited employment locations:

a. Calgary, Alberta (2)

b. Lethbridge, Alberta (2) (Patching, 1981:29)

Patching's findings in the Secretarial Science--Receptionist-Typist areas are as follows:

1. There were 14 graduates in the receptionist-typist program.

2. 12 students (86%) responded to the survey. This was up 4% from 1980.

3. Placements confirmed to November 30, 1981:

   a. 8 students (67%) had training related jobs. This was up 11% from 1980.

   b. 2 students were unemployed.

4. Initial starting salary per month:

   a. The high salary was $1075 (down $95 from 1980).

   b. The low salary was $775 (up $55 from 1980).

   c. The typical salary was $900 (the same as 1980).

5. Cited employment locations:

   a. Drumheller, Alberta

   b. Lethbridge, Alberta (7) (Patching, 1981:30)

Patching's findings in the Secretarial Science--Executive areas are as follows:

1. There were 2 graduates in the executive secretarial science program.

2. 2 students (100%) responded to the survey. This was the same as 1980.

3. Placements confirmed to November 30, 1981:

   a. 1 student (50%) had permanent and full-time employment in a training-related field. This was down 30% from 1980.

b. 1 student (50%) was unemployed. This was up 50% from 1980.

4. Initial starting salary per month:

a. The high salary was $800 (down $270 from 1980).

b. The low salary was $800 (up $50 from 1980).

5. Cited employment locations:

a. Lethbridge, Alberta (Patching, 1981:31)

Patching's findings in the Secretarial Science--Legal areas are as follows:

1. There were 7 students in the legal secretarial science area.

2. 7 students (100%) responded to the questionnaire. This was up 14% from 1980.

3. Placements confirmed to November 30, 1981:

a. 5 students (71%) had permanent and full-time employment. This was up 5% from 1980.

b. 2 students (20%) had employment in training related fields. This was up 12% from 1980.

4. Initial starting salary per month:

a. The high salary was $1300 (up $130 from 1980).

b. The low salary was $800 (down $25 from 1980).

c. The typical salary was $1100 (up $150 from 1980).

5. Cited employment locations:

a. Calgary, Alberta (2)

b. Edmonton, Alberta

c. Lethbridge, Alberta (2) (Patching, 1981:32)

Red Deer College (1981). Mr. A. Isbister, Planning and Personnel Officer, Red Deer College, conducted a follow-up study of the 1981 secretarial science students at Red Deer College. Fifty-two questionnaires were sent out and thirty-nine of these questionnaires were returned, a 75% response. His findings were as follows:

1. Twice as many students had received certificates over diplomas.
2. Ninety-two percent of the students were working full-time.
3. Salaries ranged from $500 to over $1300 with the average salary being between $900 and $1100.
4. The majority of the students were either very satisfied or satisfied with their jobs.
5. The majority of the students were working in areas that were related to their college training.
6. Most of the students (95%) felt that attending Red Deer College was worthwhile.
7. 38% of the students thought they would obtain further training. (Isbister, 1982:1)

Grande Prairie Regional College (1980). The Secretarial Science Department of Grande Prairie Regional College conducted a survey in 1980 in order to obtain information on the effectiveness of the training that the secretarial science students received. It was felt that the experiences of the former students would provide the business department with insights and possible changes

that should be made in the program and/or courses.

(Nicholson, 1980:1)

The results of the survey were as follows:

1. Twice as many students had taken the certificate program in comparison to the diploma program.

2. Approximately equal numbers of students had majored in shorthand, legal and accounting.

3. The majority of the students had graduated from the program between less than one year and two years ago.

4. The majority of the students had a G.P.A. between 5.6 and 9 on the stanine grading system.

5. The secretarial graduates were working in the following areas: administrative assistants, executive secretaries, legal secretaries, secretaries, accounting assistants, stenographers, bookkeepers, receptionists, clerk-typists, and record (file) clerks.

6. The secretarial graduates were employed under the following types of companies: professional, insurance, finance, real estate, service industry, agricultural, construction, wholesale, retail, government, forest industry and oil industry.

7. Monthly salaries varied from under $700 to over $1300 per month. The average salary was around $800 to $900 per month.

8. The majority of the students said that the training they received at Grande Prairie Regional College was very satisfactory or satisfactory in preparing them for employment positions.

9. 80% of the students rated the quality of instruction as being "Good" or "Very Good".

10. 24% of the students rated the instructors' interest in students as good, 41% as very good and 24% as excellent.

11. The students all rated the physical conditions of the building as good, very good, or excellent.

12. 24% of the students rated the instructional materials as good, 41% as very good and 24% as excellent.

13. 62% of the students rated the counseling as either good or very good.

14. 74% of the students rated the student activities as either good or very good.

15. 65% of the students rated the preparation for job interviews as good or excellent.

16. Students rated job placement from fair to excellent.

17. 71% of the students rated the college climate as either good or very good. (Nicholson, 1980:5)

Follow-up Studies in United States

California Community Colleges (1978). In March, 1978, a study was conducted to identify and rank current, critical problems facing business education in California community colleges.

The method used for gathering data was the Delphi research technique. This technique involves three phases: problem ranking, feedback, and reranking:

The conclusions of the study are as follows:

1. Many of the objectives and goals of the California community colleges are not, or are only partially being achieved.

2. There is a critical, statewide concern over students' competencies in the basic skills of reading, writing, and arithmetic.

3. Participants were generally dissatisfied with the previous education of their students and felt community college teachers could not be rightfully held accountable.

4. Participants perceived a lack of communication or coordination of standards with other educational institutions and felt standards are not uniform on a system-wide basis.

5. Participants perceived a need for better faculty upgrading and were dissatisfied with the funds available for in-service training.

6. Participants were generally dissatisfied with the literal definition of accountability and felt everyone, especially the students, should be held accountable.

7. Participants were generally dissatisfied with the articulation processes between the community colleges and business/industry, state colleges, universities, and high schools.

8. Participants are generally dissatisfied with the current methods of funding the community colleges and perceived a need for exploration of alternative methods of financing.

9. Participants perceived a need for more current research, especially in the areas of alternative methodologies, and follow-up research on graduates.

10. Participants perceived a general lack of funds for new programs, continuing programs, new equipment, adequate supplies, and follow-up studies.

11. Participants perceived that instructors were slow in implementing new methodologies.

12. Participants perceived a decline of leadership on the part of universities and state colleges and generally felt teachers' preparation could be improved.

13. Participants perceived a need for a better support system and felt there was a lack of

rapport and understanding on the part of many administrators.

14. Participants perceived a conflict over individualized versus traditional modes of instruction.

15. Participants perceived an ineffectiveness on the part of business advisory boards and lack of rapport with business/industry.

16. Participants perceived a greater need for faculty input in curriculum development. (Martindale, 1978: 26-28)

The following are recommendations that are in relation to the conclusions from the survey:

1. The business departments of the community colleges should continue to emphasize remediation in business English and Mathematics.

2. An educational and business liaison person should be designated within each department to communicate and coordinate standards with high schools, state colleges, and business/industry; to assess the need of local business/industry acting as council to the advisory board; and generally to facilitate the ease of transfer of students from one educational stratum to another.

3. Whenever possible, competency-based, departmental-wide, standardized exams should be utilized in business education courses.

4. A business education department or division handbook to establish departmental and course objectives, competencies, and standards should be developed. This information also should be disseminated to all feeder institutions.

5. A continuing education requirement should be mandated for faculty with an attached salary increment. This should be focused primarily at methodology courses.

6. Research should be conducted to explore alternatives to the present financing methods.

7. Adequate funds should be made available to each business education department for follow-up research studies on their graduates.

8. Research should be conducted on how to best disseminate research findings for more effective use by business educators.

9. Research should be conducted to delineate the comparative advantages and disadvantages of different teaching techniques, especially in areas of individualized versus traditional modes of instruction.

10. A state-wide committee should establish criteria, guidelines, and standards to enhance the effectiveness of advisory boards.

11. Curriculum development should be a required function of all business education department administrators and faculty members.

12. Research should be conducted to investigate the advantages of charging students a nominal tuition fee.

13. Needs assessment studies in the form of problem identification should be conducted on a routine, periodic basis. (Martindale, 1978:29)

California Community College Follow-up Study, 1976-77. The validation teams at the eight institutions studied in California found that, although business occupations programs at California community colleges are generally well housed and well equipped, they tended, in some areas, to be out of touch with community needs. This could have been the result of inadequate use of advisory

committees. Another possible reason could have been that a significant number of the program area instructors did not understand or were not committed to their college's mission to prepare students for jobs. (Office of the Chancellor, 1977:2)

Surveys of Businesses

Northern Alberta Institute of Technology (NAIT) Survey, 1979. In 1979, the NAIT Secretarial Arts program conducted a survey of the employers of the NAIT graduates. It was felt there was a need to find information about the types of word processing equipment (wpe) and the number of each in the Edmonton area. The purpose of the survey was to ascertain:

1. The types of machines in use.
2. The estimation of the use of specialized equipment in the next five years.
3. How and where specialized training was done.
4. The type of training and experience desirable in a newly hired secretary.

The following are some of the findings of the survey:

1. The potential increase of employees from 1979-1984 was estimated as:

    a. Junior stenographer - 112 people
    b. Senior stenographer - 0 people
    c. Secretary stenographer - 100 people
    d. Executive secretary - 19 people

2. How the word processing equipment was utilized (percent of the 15 companies questioned).

a. Specifications - 47%
b. Repetitive documents - 93%
c. Variable insertion - 80%
d. Mass mailings - 53%
e. Forms - 80%
f. Reports - 87%

3. Percentage of time spent on wpe.

a. Junior stenographer - 65%
b. Senior stenographer - 83%
c. Secretary stenographer - 41%
d. Executive secretary - 68%
e. Special job description - 100%

4. Training of workers was done 60% by suppliers of equipment and 40% in-house.

5. About two weeks was required for personnel to become familiar with wpe and seven weeks to become proficient.

6. Fourteen of the fifteen users indicated they would give hiring preference to a job applicant who had prior training on wpe.

7. There was no consensus regarding the best make of equipment to be used for general training purposes.

8. Twenty (69%) of the respondents indicated that their staff used electronic calculators and 14 of these 20 required a "touch" method of operation.

9. Mode of generation of office dictation:

a. Longhand - 55%
b. Written shorthand - 13%
c. Machine shorthand - 8%
d. Dictating machines - 51%

10. Predictions for mode of generation of office dictation for 1984:

a. Longhand - 50% (down 5%)
b. Written shorthand - 11% (down 2%)
c. Machine shorthand - 10% (up 2%)
d. Dictating machines - 58% (up 8%)

11. The greatest increase in machinery was in electronic typewriters, calculators and dictating equipment, but word processing equipment and computer terminals showed the greatest predicted percentage increase over a five year period. One company indicated that they would go from 14 pieces of wpe to 200 pieces by 1984.

12. Approximately half of the companies responding use wpe.

13. IBM equipment is the most widely used in the areas of typewriters, and word processing equipment. (NAIT, 1979:5-8)

The following are the recommendations of the study:

1. Secretarial Arts graduates should have a minimum of two weeks instruction in Word Processing.

2. IBM equipment should be utilized for the instruction. (NAIT, 1979:1)

Florida, Georgia, Illinois, Kansas, Louisiana, New York, North Carolina, and Ohio (1981). Harry R. Moon, a Curriculum Specialist for Business Education, MPC Educational Publishers, conducted interviews with word processing supervisors in eight states to provide a basis for improving instruction in word processing in the business education curriculum. (Moon, 1981:1)

The following are some of the results of this study:

1. 89% of the employees received training on the job but several supervisors indicated they preferred trained operators if they were available. Several supervisors said that eventually they hoped to hire only trained personnel.

2. Several Word Processing supervisors agreed that people applying for word processing jobs should have:

a. Language skills
b. Excellent typing skills
c. Machine transcription skills
d. Experience work with rough-draft copy
e. A general understanding of the purpose of word processing
f. Ability to work under pressure of production
g. Ability to cope with work in a "machine-oriented atmosphere" in relative isolation from other employees.

3. Most employers required a typing test with a heavy emphasis of about 60 wpm. While most companies only have a typing test, some companies gave additional pre-employment tests. Examples of different tests are:

a. Proofreading
b. Machine transcription
c. Spelling
d. Word recognition
e. Letter setup
f. Editing
g. Production test on WP equipment
h. Shorthand transcription
i. Rough-draft copy
j. Use of reference sources
k. Grammar
l. Production test on non-confidential company documents.

4. Most companies measured their operator productivity by either line count, no measure at all, or projects completed (weighted by project difficulty and page count).

5. Several supervisors indicated that a high rate of productivity is a "top priority concern".

6. The majority of documents processed were:

a. reports
b. letters
c. memos
d. manuals lists
e. legal documents
f. forms
g. statistical documents

7. The following is the form in which work to be processed is received by WP: machine dictation, rough draft copy and reprocessing previously processed documents.

8. The supervisors reported the weaknesses of entry-level wp operators was in language skills and spelling.

9. The number of work stations in the wp department varied from 3 to 32, but several companies indicated they planned to add more stations in the future.

10. The types of wp equipment used were IBM, Lanier, Wang, Digital, Xerox, A.B. Dick, A. M. Jacquard, Lexitron, Addressograph, Four Phase, and Micom.

11. Major problems caused by wp users evolved from excessive revisions after projects had been processed initially, poor quality of dictation, and poor understanding of the function of wp.

12. The turnover among wp users evolved from the operators moving on to better jobs with more money after initial training. (Moon, 1981:5)

From the information in his study, Harry R. Moon, gives the following suggestions to business educators to help prepare students realistically for entry level employment as wp operators:

1. Teach basic language skills (grammar, punctuation, capitalization, rules for dividing words at the end of lines, rules for writing numbers, possessive forms, editing, proofreading, spelling and vocabulary building).

2. Teach typewriting with heavy emphasis on both speed and accuracy.

3. Teach machine transcription as a separate one-semester course rather than as a three or four week block in an office machines course. Doing this would enable students to develop

production capabilities in machine transcription.

4. Stress importance of productivity at the advanced levels of all courses.

5. Train students to work with rough-draft copy because they will encounter a considerable amount of rough-draft copy in an office. A good plan for working with rough-draft copy includes the following steps:

   A. Edit (to understand what is required)
   B. Plan (the format to be used)
   C. Process
   D. Proofread (to find and correct errors)
   E. Submit (for final approval)
   F. Distribute (to people who need copies)

6. Teach all business students how to dictate and how to use dictating equipment (because it is likely that all office workers will be involved in the wp cycle in some way).

7. Teach "Introduction to WP" to all busines students so they will understand the function of word processing in a modern business office and the role various members of the office staff play in the word processing sequence.

8. Teach all business students the importance of maintaining proper work-flow procedures and realistic selection of priority tasks to help the office system to function smoothly.

9. Stress the importance of careful planning to help ensure maximum efficiency and increased productivity with all projects.

10. Teach all business students how to use various types of reference sources.

11. Incorporate human relations skills as a part of daily classroom procedure.

12. Recognize that word processing and the related skills can be taught realistically without the

> use of costly, specialized equipment. (Moon, 1981:8)

Columbus, Ohio (1979). One hundred and seventy-eight office employees in Columbus, Ohio were interviewed in order to find out how office personnel viewed the office of the future as related to the career paths of office workers. The study was designed to meet some of the challenges of change and the data collected should assist manpower planners, school counsellors and instructors to give better career guidance. (Burford, 1979:19)

The following are some of the findings of the study:

1. Ratings of items listed as personal traits were of greater importance for purposes of advancement than were knowledge and skill items.

2. Administrative personnel rated the following personal traits in the order of the perceived importance:

    a. Decision-making ability
    b. Self-confidence
    c. Honesty
    d. Problem-solving ability
    e. Initiative

Burford came to the following conclusions based on the study:

1. Automated office systems are progressing at a brisk pace as was evidenced by existing systems such as telecommunication, micrographics, word processing and data processing.

2. Employees are well aware of trends that related to the office of the future, as three-fourths of the respondents had knowledge of other equipment beyond that which they were presently using.

3. Office systems that integrate word processing and data processing into a more comprehensive and "intelligent" information processing system are anticipating office systems for the future.

4. Minicomputers will become an integral part of office operations and procedures.

5. A new group of job titles are emerging that make more specific the duties of clerical/secretarial and technical persons.

6. Employees perceive "personal traits" and "knowledges" as being of greater importance for purposes of promotion than shorthand skills and skills relating to the operation of automated equipment.

7. New occupational specialities are emerging as well evidenced by the number of new job titles, new office equipment, and the number of persons who participated in specialized job-related training programs.

8. Usually employees are not hired directly into high-level positions, but instead they progress from lower-level positions to higher-level positions over a period of several years.

9. Beginning job classifications appear to influence the speed of advancement within organizations. Clerical persons can advance to administrative level positions but progression is slower and a fewer number of employees make the progression in comparison to those who have technical knowledge.

10. Education beyond high school appears to influence beginning job classifications.

11. Education beyond the baccalaureate degree is not necessary for purposes of promotions in business firms.

12. Business firms seem to encourage employee participation in company-sponsored education/ training programs that are job related. (Burford, 1979:25)

Mississippi (1982). Jeanne Holley, a business instructor, did a survey and a follow-up study to determine how the curriculum at the University of Mississippi could be updated. In 1978-79, she conducted a mail survey of over 250 business organizations in Mississippi in order to determine the extent to which word processing equipment was being used. (Holley, 1982:22)

The results from the responses of 139 firms indicated:

1. Word processing equipment was being used by many firms and that many more planned to add such equipment in the next five years.

2. Changes are being made in the qualifications employers want in skills for current and future employees.

3. Employers perceived a need for better communication skills on the part of secretarial support personnel.

4. Employers perceived a need for more understanding of information processing systems.

5. The need for further research to determine the effects of new and emerging information processing technology and systems on collegiate programs in business education.

Since the above study recommended further research, Jeanne Holley conducted a follow-up study that involved visits to 40 business organizations in Mississippi and to more than a dozen educational institutions across the nation. Businesses visited represented financial, insurance, health related, legal, educational, and

government institutions and offices. The schools visited included two secondary schools, two private business schools, one four-year university, and eight community colleges across the country. In addition, mail responses were received from requests for information from 12 post-secondary institutions which could not be visited. (Holley, 1982:22)

Jeanne Holley felt the findings of her second study provided insight for business educators in planning, organizing and carrying out the educational preparation of the office person needed in today's world. (Holley, 1982:22)

The following are her recommendations to business instructors:

1. New emphasis needed:

    a. Provide hands-on experience with some type of electronic typewriter with storage capability. Beg or borrow equipment from local business firms; ask vendors to lend equipment for a short period of time; write proposals for grant monies with which to purchase some equipment.

    b. Incorporate in as many classes as possible the concepts of word and information processing systems being used in today's offices. This involves teaching what word processing means, why it has developed, and where it fits into an information processing system.

    c. Teach students about other components of information processing such as electronic mail, micrographics, videoconferencing,

microcomputers and how they interface with mainframe computers or function as mini-computers, and optical character recognition equipment.

d. If possible, introduce students to small computers which have word processing software packages; include instruction about personal-home computers which are growing in popularity. The Apple II and TRS-80 III are examples of relatively inexpensive small computers which have word processing applications.

2. Increased emphasis needed:

a. Language arts--spelling, punctuation, grammar, vocabulary, word usage.

b. Proofreading including editing and the use of standard proofread typed copy.

c. Figure symbol typing--rapidly, accurately, by touch.

d. Formatting--judgement placement, visualization, of finished documents.

e. Typewriting from longhand copy with revisions and from proofread typed copy.

f. Speed and control on documents prepared while being timed.

g. Standardized procedures and formats--6 inch line on all letters, and memos, full-block letterstyle.

h. Word processing terminology--keyboarding, coding, turnaround time, software, camera-ready copy, shared logic, clustering, work station.

i. Using dictionaries, secretarial manuals, and other reference materials.

j. Listening and following directions; reading and following directions.

k. Ability to think, concentrate, make decisions, set priorities, meet deadlines, and accept responsibility.

l. Machine transcription skills.

m. Machine dictation techniques.

n. Ability to compose, edit and revise documents.

o. Understanding the need for teamwork and good interpersonal relations.

p. Basic time management skills.

q. Opportunities for learning managerial and supervisory techniques and their importance.

r. The importance of the work ethic--a desire to do a good job.

3. Decreased emphasis suggested:

a. Straight copy timed writings are not a reliable indication of a typist's ability to produce usable work in a satisfactory time period.

b. Learning many letter styles is not necessary, since the block style with open punctuation and a standard six-inch line is most frequently used in a word processing setting. Other styles can be learned easily on the job.

c. Typing from textbooks with explicit directions given and material spelled and punctuated correctly is not realistic training. Instead, have students type often from proofread copy, make decisions, and follow oral directions for changes from instructions given in texts.

d. Complex tabulation problems are not hurdles to be trained for. Sophisticated keyboard equipment will usually be available for these applications; such machines have pre-set tab

grids, and also center, indent, and underline automatically.

e. Spirit, stencil, and offset duplication are seldom used except in schools and churches. They can be learned on the job.

f. Addressing envelopes and typing on cards do not require extensive practice. Long address lists will usually be prepared on mailing labels; typing on cards can be learned on the job.

g. Manuscripts and manuscript styles vary so much that they can usually be learned on the job.

h. Making carbon copies is almost a lost art. Instead of indicating "cc" on a letter or memo, students probably should be taught to type "pc", meaning that a photocopy has been sent, or "c" which indicated a copy made by any method.

Florida to California (1980). In 1978, LaVerne Ryan interviewed executives in eight states from Florida to California. The executives were asked to rank by priority the qualities he/she desired in a secretary. Fifty-two percent of the executives cited qualities in what can best be described as the human relations area. Forty-eight percent gave "skills" as their first choice. (Ryan, 1980:12)

> Leading the human relation's list was "attitute and personality" with 70%. Employers stressed a need for "teamwork" and a "family feeling". Communicating ability was second with 44%, and following in consecutive order, percentagewise, were grooming and appearance; ability to make own decisions and follow through on assignments; intellectual depth; and interfacing and responding to people's problems.

> One-fourth of the executives interviewed emphasized "a need for more specific career desires on the part of the secretary", a need to avoid thinking, "I am just a secretary", having a better attitude toward work and a willingness to broaden perspectives. Specifically, executives want secretaries who choose the profession as a career rather than a stepping stone. (Ryan, 1980:12)

This does not mean educators must ignore the skills but that they must also try to develop human relations in students.

The Image of the Secretary

> The US Bureau of Labour Statistics predicts that economic growth and replacement needs will create 305,000 openings each year for secretries from now until 1990, and has placed them at the top of the list of "Jobs with the Most Openings". (Fusselman, 1981:18)

Why such a shortage of secretaries? The low salaries, lack of responsibility and prestige have turned many women away from secretarial positions. The question now is will the new technological advancements in the office effect the image of the secretaries and promote more women back into the work force.

> To illustrate the magnitude of the office products market, an excess of $48 billion was spent in 1979 by business and government for business machines, equipment and supplies. (Ivarie, 1980:18)

> . . . the developments in word processing, and more recently the merging of word processing and data processing, not only brought changes in business, they also brought many changes in the work performed by secretaries and the secretarial image. (Anderson, 1981:30)

To help change the image of the secretary, a number of businesses are now using the title of Administrative Assistant instead of the title of secretary.

> Most educators would have said the qualifications they listed for an administrative assistant were almost identical with those of any well educated and experienced executive secretary. They (executives and managers) agree that this might be true, but they felt the new title demanded increased responsibility and respect. An administrative assistant was, in their judgement, a partner who was a professional in his or her field and not a person who was expected to be subservient to the boss. (Anderson, 1981:31)

What Medicine Hat College is Presently Doing to Improve Curriculum

The Secretarial Science Department at Medicine Hat College changed its name to Secretarial Office Technology to reflect the modern up-to-date direction in which the program is moving.

Since the arrival of their 20 word processors, three new courses have been designed. Business 277 is a 42-hour Introductory "hands-on" Word Processing course. Business 201 is a 70-hour "hands-on" Junior Operators course, and Business 287 is a 42-hour Senior Operators course.

A new unit called Office Automation has been added to Introductory Office Procedures, and Personal Typing will be taught as a non-secretarial course during the day and evening just for those students who want to learn basic typing, styles, etc. The attrition rate for non-secretarial students who take the vocational course was unreasonable, thus the new typing course was designed.

Two specialties have been added to the program. At the end of the regular one-year program, students are now able to return for the spring semester and specialize in either Accounting or Word Processing. The addition of two spring courses will make 12 courses the requirement for a specialty.

Word Processing (Senior Operator) plus a business option is required for the Word Processing specialty.

The Secretarial Office Technology Department recently purchased 30 Sony transcribers, model 45-A, and two portable recorders, model 12. The Department is also considering between 5 - 10 new Cannon AP 400 electronic typewriters for next fall. (Nau, 1982:6)

Summary

Results of follow-up studies done in Alberta and the United States, results of surveys, the image of the secretary, and what Medicine Hat College is presently doing to improve curriculum were all cited in this chapter. Items important to this study are highlighted. The results from the follow-up studies in Alberta show the 1979-81 low salary for a secretary as being between $500-$600 per month, the 1980-81 high salary being over $1300 per month, and the 1979-81 average being between $800 - $1100. The employment percentages were above 75 per cent for all the three Alberta colleges.

Follow-up studies in the United States have indicated that business education departments should work closer with the business world.

The surveys of word processing equipment reflected the impact of word processing in the office of today and the implications this has had on business education

curriculum. The Columbus, Ohio study and the Florida to California study both pointed out the need for good human relations in the busines office.

The literature on the image of the secretary showed a change as to how the secretary is being viewed. It appears that the trend will be for secretaries to receive more responsibility and more respect.

Changes at Medicine Hat College, such as hands-on word processing courses, word processing and accounting specializations, name change from Secretarial Science Department to Secretarial Office Technology, and the addition of the Office Automation unit, all show that Medicine Hat College is working at keeping up to date and relevant for today's business office.

CHAPTER III

PROCEDURES

The purpose of this study was to survey the 1980, 1981, and 1982 secretarial science students from Medicine Hat College Main Campus, and Brooks Campus with implications for curriculum development and improvement. This chapter contains: sources of data, determining population sizes, construction of the survey instrument, administration of the survey instrument and a summary.

Sources of Data

The sources of data were obtained from the results of the 382 questionnaires sent to the 1980, 1981, and 1982 secretarial science students from Medicine Hat College Main Campus, and Brooks Campus.

Determining Population Sizes

Since dramatic changes in the business office have occurred recently and would have a great impact on the most recent students, it was decided to survey the 1980, 1981, and 1982 secretarial science students of Medicine Hat College Main Campus, and Brooks Campus.

Construction of the Survey Instrument

The questionnaire was developed and composed on the basis of the literature cited. The questionnaire was broken down into four components: general information, post-graduation occupation and related questions, equipment, and program evaluation.

The first draft of the questionnaire was reviewed by the Research in Business Education (BUED 525) class at Montana State University, in July, 1982. After revisions were made, the questionnaire was reviewed by Dr. Daniel Hertz and Dr. Norm Millikin of Montana State University. Recommendations on improvements in the questionnaire were also given by the administration and secretarial science instructors at Medicine Hat College before the questionnaires were mailed to the secretarial science students.

Administration of Survey Instrument

The questionnaires were sent to the 382 secretarial students who had attended Medicine Hat College Main Campus, and Brooks Campus in 1980, 1981, and 1982. The initial mailing of the cover letter (Appendix A) and questionnaires (Appendix D) were made on January 5, 1983. Of the 382 questionnaires mailed, 99 usable questionnaires

were returned. Follow-up questionnaires and cover letters (Appendix B) were mailed on February 1, 1983. An additional 74 usable questionnaires were returned. To receive a more accurate response a third set of questionnaires and cover letters (Appendix D) were mailed on March 1, 1983. Seventeen questionnaires were returned. Of the total 382 questionnaires sent, 96 or 25% were not usable. The total number of questionnaires returned was 286 or 75%. Of these 286 questionnaires returned, only 190 or 66% were usable. The data gathering was then complete.

Analysis

The results from the questionnaires were processed using the computer at Medicine Hat College, Brooks Campus. A group of computer science students assisted in the processing of this information. The results from each question for each part were reported in tables by responses and percentage.

Summary

This chapter explained the sources of data, how the population size was determined, construction of the survey instrument, administration of the survey instrument, and analysis of the data obtained from the survey of the

1980, 1981, and 1982 secretarial science students from Medicine Hat College Main Campus and Brooks Campus.

CHAPTER IV

PRESENTATION, ANALSYSIS AND INTERPRETATION OF DATA RECEIVED FROM THE 1980, 1981, AND 1982 SECRETARIAL STUDENTS FROM MEDICINE HAT COLLEGE MAIN CAMPUS, AND BROOKS CAMPUS

A questionnaire was sent to the 1980, 1981, and 1982 secretarial students from Medicine Hat College Main Campus, and Brooks Campus. The findings from the questionnaire are to aid in the development and improvement of the curriculum of the secretarial program at Medicine Hat College.

This chapter is broken down into four parts:

1. General and Personal Information
2. Post-Graduation Occupation
3. Equipment at Place of Employment
4. Secretarial Evaluation

Under Post-Graduation Occupation, questions 11 and 12, dealing with the most important and least important function of the students' jobs, are further broken down into responses from students who are employed at offices and had taken 5 or more classes at Medicine Hat College and students who are employed at offices and had taken less than 5 classes at Medicine Hat College.

Under Secretarial Evaluation, questions 24 and 25 dealing with the areas of study in the secretarial program

At Medicine Hat College which helped the students the most and areas of study in the secretarial program at Medicine Hat College which did not help the students, are broken down into responses from graduated students who are employed and graduated students who are not employed.

Also, under Secretarial Evaluation, question 29, 30, and 31, concerning how the student rated the instructors, course material and equipment and resource material are broken down into responses from employed and not employed graduates, and employed and not employed non-graduates.

For the reader's information, figures on how many students who graduated and are employed and how many students who did not graduate and are employed have been extracted.

Of the 382 questionnaires sent to the 1980, 1981, and 1982 secretarial students, 286 questionnaires were returned, a 75% response. Of the 286 questionnaires received, only 190 were usable, a 66% response.

Responses to the questionnaires were analyzed in the order they appeared on the questionnaire. The responses have been set up in tables, with a corresponding interpretation.

General and Personal Information

The first section was on general and personal information. This included questions such as: "Did you

graduate from Medicine Hat College?", "What year did you graduate from Medicine Hat College?", "Would you have taken the second year of the secretarial program if it had been offered?", "Which secretarial program did you complete?", "What is your age?", and "In which province did you live before attending Medicine Hat College?". The results of these questions are presented in Tables 1 - 8.

Table 1

Secretarial Background of Respondents

Courses Completed	Response	Percent
Five or more	122	65%
Less than five	67	35%
Total response	189	100%

Table 1 shows that of the 189 students responding to this question, 122 or 65% had taken five or more courses in the secretarial program at Medicine Hat college. Only 67 students or 35% had taken less than five courses.

Of the 137 students that responded to question 2 (Table 2, page 46), 78 of the students or 57% graduated from the Main Campus, 18 students or 13% of the students graduated from the Brooks Campus, and 41 students or 30% did not graduate. The Brooks Campus is a satellite campus. The secretarial program at the Brooks Campus has a quota of 15 students.

Table 2

Graduates of Medicine Hat College

Graduate	Response	Percentage
Main Campus	78	57%
Brooks Campus	18	13%
Did not graduate	41	30%
Total response	137	100%

Table 3

Year of Graduation

Year of Graduation	Response	Percentage
1980	29	31%
1981	38	40%
1982	28	29%
Total response	95	100%

Table 3 shows that of the 95 students who responded to question 2 on the year of graduation, 29 or 31% graduated in 1980, 38 or 40% graduated in 1981 and 28 or 29% graduated in 1982.

Table 4

Students Who Would Have Taken the Second Year of the Secretarial Program If It Had Been Offered

Second Year of Secretarial Program	Response	Percentage
Students in favor	47	47%
Students not in favor	52	53%
Students unsure	0	0%
Total response	99	100%

Ninety-nine students responded to the question asking if they would have taken the second year of the secretarial program if it had been offered. Table 4 shows that 47 students or 47% would have taken the second year if it had been offered. Fifty-two students or 53% felt they would not have taken the second year if it had been offered. No students or 0% responded with the choice of unsure.

Table 5

Secretarial Program Completed

Secretarial Program	Response	Percentage
Receptionist/Typist	59	68%
Secretary/Stenographer	28	32%
Total response	87	100%

Table 5 shows that the majority of the students, 59 or 68% had completed the Receptionist/Typist Program in contrast to the 28 or 32% who had completed the Secretary/ Stenographer Program. The only differences between the Receptionist/Typist Program and the Secretary/Stenographer Program is that Business 116 (Socio-Business) and Business 191 (Data Processing) are replaced by Business 198 (Beginning Forkner Shorthand) and Business 109 (Intermediate Forkner Shorthand).

Table 6

Age of Respondents Who Attended Medicine Hat College

Age of Students	Response	Percentage
17 - 21	81	43%
22 - 26	49	26%
27 - 34	25	13%
Over 35	32	17%
Total Response	187	100%

Table 6 breaks down the respondents by age. The majority of respondents, 81 or 43%, were in the 17 - 21 age group, followed by 49 respondents or 26% in the 22 - 26 age group, 25 respondents or 13% in the 27 - 34 age group and 32 respondents or 17% over 35.

Table 7

Provinces Students Lived in Before Attending Medicine Hat College

Province	Response	Percentage
Alberta	125	67%
Saskatchewan	49	26%
Other	13	7%
Total response	187	100%

Results from Table 7 point out that the majority of students, 125 or 67% lived in Alberta before attending Medicine Hat College. The only other province with significant figures was Saskatchewan with 49 students or 26%.

Post-Graduation Occupation

The next section of the questionnaire was on Post-Graduation Occupation. The following questions were asked, "Are you employed in an office position?", "Are you employed full-time or part-time?", "In what province are you employed?", "What is the most and least important function of your job?", "What is your current hourly wage?", and "In which areas on the job do you feel you need more training?". The responses to these questions are presented in Tables 8 - 14.

The first question in this section asked if the students were employed in office positions. Those that answered yes were to continueon and do Part II on Post-Graduation Occupation and Part III on Equipment at Place of Employment. Those students that answered no to the first question were asked to go to Part IV on Secretarial Evaluation.

The first question in section II on Post-Graduation Occupation asked if the respondent was employed in an office position. The question will be first reported by the total response and then it will be broken down into responses from Medicine Hat College graduated students employed in office positions and responses from

non-graduated Medicine Hat College students employed in office positions.

Table 8

Students Employed in Office Positions

Employed	Response	Percentage
Yes	100	54%
No	86	46%
Total response	186	100%

Table 8 shows that of the 186 students responding to this question, 100 or 54% were employed in office positions and 86 or 46% were not employed in office positions.

Table 9

Medicine Hat College Graduated Students
Employed in Office Positions

Employed	Response	Percentage
Yes	56	60%
No	38	40%
Total response	94	100%

Table 9 reveals that 56 or 60% of the students who had graduated from the secretarial program at Medicine Hat College had found employment in office positions. Thirty-eight respondents or 40% had not found employment in office positions.

Table 10

Non-Graduated Medicine Hat College Students
Employed in Office Positions

Employed	Response	Percentage
Yes	11	42%
No	15	58%
Total response	26	100%

According to Table 10, 11 students or 42% of the students who did not graduate were employed compared to the 15 students or 58% who were unemployed non-graduates.

Table 11

Full-time or Part-time Employment

Employment	Response	Percentage
Full-time	86	81%
Part-time	20	19%
Total response	106	100%

According to Table 11, 86 students or 81% of the students held full-time jobs and only 20 students or 19% held part-time jobs.

Table 12

Province of Employment

Province	Response	Percentage
Alberta	88	85%
Saskatchewan	15	14%
Other	1	1%
Total response	104	100%

In answer to the question of where the students were employed, (Table 12), Alberta received the highest response with 88 students or 85%. The only other province with significant results was Saskatchewan with 15 students or 14% responding.

The next question dealt with the most important function of the students' jobs. The question will first be tabled by the total response, (Table 13) and then be broken down into responses from students who had taken 5 or more classes (Table 14) and responses from students who had taken less than 5 courses (Table 15).

Table 13

The Most Important Function of the Students' Jobs

Function	Response	Percentage
Administration	18	19%
Bookkeeping	31	31%
Dealing with the public	0	0%
Taking and transcribing shorthand	30	32%
Typing	8	8%
Other	8	8%
Total response	95	100%

Table 13 shows that Bookkeeping with 31 responses or 33% was felt to be the most important function performed on the job. This was closely followed by Taking and transcribing shorthand with 30 responses or 32%, Administration with 18 responses or 19%, Typing and Other with 8 responses or 8%, and Dealing with the public with no responses or 0%.

Table 14

The Most Important Function of the Students' Jobs as Rated by Students with Five or More Courses

Function	Response	Percentage
Administration	11	18%
Bookkeeping	18	29%
Dealing with the public	0	0%
Taking and transcribing shorthand	22	35%
Typing	6	10%
Other	5	8%
Total response	62	100%

According to Table 14, the results are very similar when rated by students who had taken 5 or more courses except that Taking and transcribing shorthand was slightly ahead of Bookkeeping. Taking and transcribing shorthand received 22 respones or 35%, Bookkeeping received 18 responses or 29%, Administration received 11 responses or 18%, Typing received 6 responses or 10%, Other received 5 or 8%, and Dealing with the public received no response or 0%.

Table 15

The Most Important Function of Students' Jobs as Rated by Students with Less Than Five Courses

Function	Response	Percentage
Administration	7	27%
Bookkeeping	10	38%
Dealing with the public	0	0%
Taking and transcribing shorthand	5	19%
Typing	2	8%
Other	2	8%
Total response	26	100%

Table 15 once again shows similar results to Table 13 except that Administration is now ahead of Taking and transcribing shorthand. Bookkeeping received the highest response with 10 or 38%, followed by Administration with 7 responses or 27%, Taking and transcribing shorthand with 5 or 19%, Typing and Other with 2 responses or 8%, and Dealing with the public with no response or 0%.

The next question dealt with the least important function of the students' jobs. The question will first be tabled by the total response, (Table 16), and then be broken down into responses from students who had taken 5

or more classes (Table 17) and responses from students who had taken less than 5 courses (Table 18).

Table 16

The Least Important Function of the Students' Jobs

Function	Response	Percentage
Administration	18	19%
Bookkeeping	3	3%
Dealing with the public	67	69%
Taking and transcribing shorthand	7	7%
Typing	2	2%
Total response	97	100%

According to Table 16, the least important function of the students' jobs was Dealing with the public with 67 of a possible of 97 responses, or 69%. Administration received 18 responses or 19%, Taking and transcribing shorthand received 7 responses or 7%, Bookkeeping received 3 responses or 3%, and Typing received 2 responses or 2%.

Table 17

The Least Important Function of the Students' Jobs as Rated by Students with Five or More Courses

Function	Response	Percentage
Administration	7	23%
Bookkeeping	1	3%
Dealing with the public	19	61%
Taking and transcribing shorthand	4	13%
Typing	0	0%
Other	0	0%
Total response	31	100%

Table 17 revealed that the students who had taken 5 or more courses and were employed felt that the least important function of their job was Dealing with the public with 19 responses or 61%. Administration was next with 7 responses or 23%, followed by Taking and transcribing shorthand with 4 responses or 13%, Bookkeeping with 1 response or 3% and Typing and Other with no responses or 0%.

Table 18

The Least Important Function of the Students' Jobs as Rated by Students with Less Than Five Courses

Function	Response	Percentage
Administration	14	17%
Bookkeeping	2	2%
Dealing with the public	42	51%
Taking and transcribing shorthand	22	27%
Typing	2	2%
Other	0	0%
Total response	82	100%

The least important function of the students' jobs as rated by students with less than five courses is shown in Table 18. Once again Dealing with the public received the highest rating with 42 responses or 51%. Taking and transcribing shorthand received 22 responses or 27%, Administration received 14 responses or 17%, Bookkeeping and Typing received 2 responses or 2% and Other received no response or 0%.

Table 19

Current Hourly Wage

Current Hourly Wage	Response	Percentage
Less than $4	6	5%
$4 - $6	2	2%
$6 - $8	27	24%
$8 - $10	58	53%
$10 - $12	13	12%
Over $12	4	4%
Total response	110	100%

Table 19 deals with the students' current hourly wage. The most comon hourly wage was in the $8 - $10 range with 58 respondents or 53% followed by the $6 - $8 range with 27 respondents or 24%, the less than $4 range with 6 or 6%, the $10 - 12 range with 13 respondents or 12%, the over $12 range with 4 respondents or 4%, and the $4 - $6 range with 2 responses or 2%.

Question 14 was a short answer question in which the student was asked which were the areas on the job where he/she felt he/she needed more training. The answers were reviewed and classified into four areas: (1) Communications, (2) Specialized equipment and training, (3) Classes already offered and (4) Other.

Table 20

Areas on the Job in Which Students Felt They Needed Greater Training

Areas	Response	Percentage
Communications	12	21%
Specialized equipment and training	15	26%
Classes already offered	25	43%
Other	6	10%
Total response	58	100%

Table 20 shows that 25 respondents or 43% felt that classes already offered at Medicine Hat College were areas in which they needed greater training. Some classes mentioned were accounting, shorthand, speedwriting, and typing. This was said mainly by people who only took a few classes at Medicine Hat College and thought that others would be beneficial. Fifteen respondents or 26% said specialized equipment. This mainly included computers and business machines. Twelve or 21% responded with communication skills as being an area on the job in which they felt they needed greater training. Communications skills specifically mentioned were dealing

with the public, conduct on the phone, switchboard operation, and busines English and grammar.

Equipment at Place of Employment

The third section of the questionnaire was on Equipment at Place of Employment. This section contained the following questions: "What type of typewriters are at your place of work?", "Is dictaphone equipment used at your place of work?", "Are electronic calculators used at your place of work?", "Is there a computer at your place of work?", "Which software is used on the computer?", "Is there word processing equipment at your place of work?", "What type of word processing equipment is used?", "What bookkeeping system is used?", and "Was there any equipment unfamiliar to you at you place of work on which you would have wanted training?" Tables 15 - 23 show the responses from these questions. Only those students who were employed in an office postion were to respond to this section.

Table 21

Type of Typewriters at Place of Work

Type of Typewriters	Response	Percentage
Manual	6	6%
Electric	76	80%
Electronic	13	14%
Total response	95	100%

Table 21 deals with the type of typewriters at the students' places of employment. The majority of the respondents, 76 or 80%, had electric typewriters at their place of employment. Thirteen or 14% had electronic typewriters and only 6% had manual typewriters.

The next question asked to what extent the respondents used dictaphone equipment at their place of work. The response is categorized in Table 22.

Table 22

The Extent to Which Dictaphone Equipment Is Used at Place of Employment

Extent	Response	Percentage
A great deal	16	16%
Somewhat	24	24%
Not at all	62	61%
Total response	102	100%

The data from Table 22 shows that 62 students or 61% did not use dictaphone equipment at work. Twenty-four students or 24% used dictaphone equipment somewhat and only 16 students or 16% used dictaphone equipment a great deal.

Table 23

The Extent to Which Electronic Calculators Are Used at Place of Employment

Extent	Response	Percentage
A great deal	61	58%
Somewhat	37	35%
Not at all	8	8%
Total response	106	100%

Table 23 reveals that electronic calculators are used to a great extent by 61 respondents or 58%. Thirty-seven respondents or 35% used electronic calculators somewhat. Eight respondents or 8% did not use electronic calculators at all.

Table 24

Is there a Computer at Place of Employment?

Computers	Response	Percentage
Yes	51	49%
No	54	51%
Total response	105	100%

Table 24 shows that there was almost a 50 - 50 split between respondents who had a computer at their place of employment and those that did not. Fifty-one or 49% said there was a computer at their place of employment whereas 54 or 51% said there was not.

The next question "Which software is used on the computer?", was to be only answered by students who had a computer at their place of work (Table 25).

Table 25

Type of Software Used on the Computer

Software	Response	Percentage
Accounts receivable	0	0%
Accounts payable	0	0%
Payroll	1	3%
General ledger	1	3%
Information systems	11	37%
Other	2	7%
Unknown	15	50%
Total response	30	100%

Half of the respondents to question 19, 15 or 50%, did not know what type of software was being used on the computer. Eleven or 37% responded with the answer of information systems, 2 students or 7% responded with Other. Payroll and General ledger each received 1 response or 3%.

In the next question the students were asked if there was word processing equipment at their place of employment. Table 26 shows the response to this question.

Table 26

Is There Word Processing Equipment at Place of Employment?

Word processing equipment	Response	Percentage
Yes	27	28%
No	71	72%
Total response	98	100%

The majority, 71 students or 72%, said there was no word processing equipment at their place of employment. Twenty-seven students or 28% gave an affirmative response to this question.

The respondents who had word processing equipment at their place of employment were then asked to tell the type of word processing equipment they had. Table 27 shows these results.

Table 27

Type of Word Processing Equipment

Type of word processing equipment	Response	Percentage
AES	8	28%
IBM	14	48%
Wang	3	10%
Other	4	14%
Total response	29	100%

The results from Table 27 show that 14 or 48% of the respondents had IBM word processors at their place of employment. Eight respondents or 28% had AES word processors, and 3 respondents or 10% had Wang. Four respondents or 14% said they had different brands of word processors at their place of employment.

In the next question, the students were asked the bookkeeping system used at their place of work. The choices were manual (one-write), manual, computerized and unknown. A distinction was made between manual and manual (one-write). The one-write system represents the simultaneous or automatic preparation of documents and accounting records by a variety of devices. Table 28 shows the results.

Table 28

Bookkeeping System Used at Place of Employment

Bookkeeping system	Response	Percentage
Manual - One-write	28	29%
Manual	19	20%
Computerized	27	28%
Unknown	23	24%
Total response	97	100%

Table 28 shows that the answers to the question, "What Bookkeeping system is used at your place of work?" was split fairly evenly with the one-write system receiving 28 responses or 29%, the manual system receiving 19 responses or 20%, the computerized system receiving 27 responses or 28% and the unknown category receiving 23 responses or 24%.

Table 29

Unfamiliar Equipment at Place of Work

Unfamiliar Equipment	Response	Percentage
Yes	27	27%
No	72	72%
Total response	99	100%

Question 29 asked the students if there was any equipment unfamiliar to them at work on which they would have wanted training.

Table 29 shows that most of the students responded with a no answer, 72 or 72%, in comparison to the 27 students or 27% that responded with a yes answer. Those respondents who said yes, mainly were interested in training on computers, word processors, switchboards, and telex.

Secretarial Evaluation

Section IV on Secretarial Evaluation contained the following questions: "Which areas of study in the secretarial program at Medicine Hat College helped you the most?", "Which areas of study from the secretarial program at Medicine Hat College did/do not help you?", "What additional skills training do you think should be provided by the secretarial program?", "What are your general comments about the secretarial program?", "How would you rate the instructors, course material and equipment and resource materials in the secretarial program?". The responses to the section on Secretarial Evaluation are presented in Tables 24-30.

In Question 24 the students were asked which areas in the secretarial program at Medicine Hat College helped them the most. They were given a list of all the secretarial courses offered. Since the students could make more than one choice, the total percentage in the table does not equal 100.

Table 30

Areas of Study in the Secretarial Program that Helped the Students the Most

Course	Response	Percentage
Accounting	53	32%
Typewriting	102	61%
Shorthand	14	8%
Office Procedures	89	53%
Communications	59	35%
Business Mathematics/Business Machines	47	28%
Data Processing	16	10%
Socio-Business	10	6%
Word Processing	29	17%
Total number of respondents	168	

According to Table 30, the area of study in the secretarial program that helped the students the most was Typewriting with 102 responses or 61%. This was followed by Office Procedures with 89 responses or 53%, Communications with 59 responses or 35%, Accounting with 53 responses or 32%, Business Mathematics/Business Machines with 47 or 28%, Word Processing with 29 responses or 17%, Data Processing with 16 responses or

10%, Shorthand with 14 responses or 8%, and Socio-Business with 10 responses or 6%.

Table 31

Areas of Study in the Secretarial Program that Helped the Students the Most as Rated by Student Graduates of Medicine Hat College Who Are Employed

Course	Response	Percentage
Accounting	13	24%
Typewriting	32	59%
Shorthand	3	6%
Office Procedures	35	65%
Communications	18	33%
Business Mathematics/Business Machines	13	24%
Data Processing	3	6%
Socio-Business	0	0%
Word Processing	7	13%
Total number of respondents	168	

Table 31 contains results from student graduates who were employed whereas Table 32 contains results from student graduates who were not employed. Both these Tables show results that are very similiar to Table 30 which contained results from all respondents.

Table 31 showed that 35 respondents or 65% chose Office Procedures, 32 respondents or 59% chose Typewriting, 18 respondents or 33% chose Communications,

13 respondents or 24% chose Business Mathematics/Business Machines, 7 or 13% chose Word Processing, 3 or 6% chose Shorthand, 3 or 6% chose Data Processing, and 0 or 0% chose Socio-Business.

Table 32

Areas of Study in the Secretarial Program that Helped the Students the Most as Rated by Student Graduates of Medicine Hat College Who Are Unemployed

Course	Response	Percentage
Accounting	13	26%
Typewriting	23	64%
Shorthand	5	14%
Office Procedures	27	75%
Communications	19	53%
Business Mathematics/Business Machines	17	47%
Data Processing	6	17%
Socio-Business	4	11%
Word Processing	9	25%
Total respondents	36	

Table 32 revealed that the areas of study that the student graduates who were unemployed felt were of most help were: Office Procedures with 27 responses, or 75%, Typewriting with 23 responses or 64%, Communications with 19 responses or 53%, Business Machines with 17 responses

or 47%, Accounting with 13 responses or 26%, Word Processing with 9 responses or 25%, Data Processing with 6 responses or 17%, and Socio-Busienss with 4 responses or 11%.

Question 25 dealt with the areas of study from the secretarial program at Medicine Hat College which did not help the students. The results from all respondents are first shown in Table 33. Then the results from student graduates who are employed are shown in Table 34 and results from student graduates who are unemployed are shown in Table 35.

Table 33

Areas of Study in the Secretarial Program That Did Not Help the Student

Course	Response	Percentage
Accounting	23	24%
Typewriting	3	3%
Shorthand	33	34%
Office Procedures	3	3%
Communications	12	12%
Business Mathematics/Business Machines	15	15%
Data Processing	29	30%
Socio-Business	9	9%
Word Processing	4	4%
Total number of respondents	97	

Since the students could make more than one choice, the total percentage does not equal 100 for Tables 33, 34, and 35. Table 33 shows that no one course stood out overwhelmingly as being the least helpful. Shorthand was first with 33 responses or 34% followed by Data Processing with 29 responses or 30%, Accounting with 23 responses or 24%, Business Mathematics/Business Machines with 15 responses or 15%, Communications with 12 or 12%, Socio-Business with 9 responses or 9%, Word Processing with 4 responses or 4%, Typewriting with 3 responses or 3%, and Office Procedures with 3 responses or 3%.

Table 34

Areas of Study in the Secretarial Program that Did Not Help the Students as Rated by Student Graduates of Medicine Hat College Who Are Employed

Course	Response	Percentage
Accounting	14	33%
Typewriting	1	2%
Shorthand	11	26%
Office Procedures	0	0%
Communications	5	12%
Business Mathematics/Business Machines	7	17%
Data Processing	13	31%
Socio-Business	4	10%
Word Processing	1	2%
Total number of respondents	168	

According to Table 34, the student graduates who were employed rated Accounting as the area of study that was least helpful with 14 responses or 33%. It was followed by Data Processing with 13 responses or 31%, Shorthand with 11 responses or 26%, Business Mathematics/Business Machines with 7 responses or 17%, Socio-Business with 4 responses or 10%, Typewriting and Word Processing both with 1 response or 2%.

Table 35

Areas of Study in the Secretarial Program that Helped the Students the Least as Rated by Student Graduates of Medicine Hat College Who Are Unemployed

Course	Response	Percentage
Accounting	2	10%
Typewriting	0	0%
Shorthand	10	48%
Office Procedures	1	5%
Communications	3	14%
Business Mathematics/Business Machines	3	14%
Data Processing	7	33%
Socio-Business	1	5%
Word Processing	1	5%
Total number of respondents	21	

Table 35 shows how student graduates who were unemployed rated the areas of study that they felt were the least useful. Ten respondents or 48% said Shorthand was the least useful. This was followed by Data Processing with 7 responses or 33%; Communications and Business Mathematics/Business Machines with 3 responses or 14%; Accounting with 2 responses or 10%; and

Socio-Business, Word Processing, Office Procedures with 1 response or 5%, and Typewriting with no response or 0%.

Question 26 was a short answer question in which students were asked, "What additional skills and training do you think should be provided by the secretarial program at Medicine Hat College?". This question was very hard to analyze since students who had been only part-time students were answering the question as well as students who had been full-time students. Many of the responses were courses that were already being offered at the Main Campus and Brooks Campus. Another influencing factor was that word processing had not been offered to the 1980 and 1981 secretarial science students but it had been offered to the 1982 secretarial science students. Also work experience had been offered to the secretarial students at the Brooks Campus in 1982 whereas the students at the main campus were not able to take work experience.

Responses from Question 26 were categorized into four areas: (1) Work experience, (2) Computer training, (3) Specialized equipment and (4) Other (Table 36).

Table 36

Additional Skills and Training That Should Be Provided by Medicine Hat College

Skills and/or Training	Response	Percentage
Work experience	10	11%
Computer training	17	19%
Specialized equipment	25	28%
Other	37	42%
Total response	89	100%

In response to question 26 asking the students what additional skills and training should be provided by the secretarial program at Medicine Hat College, there was no one prevalent answer. Twenty-five responses or 28% were classified under Specialized equipment. This included word processing, data processing, telex, switchboard and machine transcription. Seventeen responses or 19% were classified under computer training, 10 responses or 11% were in favor or work experience and 37 responses or 42% were so varied that they were not classified.

Table 37

General Comments About the Secretarial Program

Comments	Response	Percentage
Favorable	110	81%
Unfavorable	25	19%
Total response	135	100%

Question 27 on the questionnaire was a short answer question in which the students were asked to give general comments about the secretarial program at Medicine Hat College. Out of the total 135 responses, 110 responses or 81% were favorable and only 25 responses or 19% were unfavorable. The majority of responses said the secretarial program was very good or good. Of the 25 unfavorable responses the most common responses were: too much repetition from high school, two difficult and crammed, and not enough individual attention.

Table 38

Should Medicine Hat College Offer
A Two-Year Secretarial Program?

Two-Year Secretarial Program	Response	Percentage
Yes	120	76%
No	38	24%
Total response	158	100%

Question 28 on the questionnaire asked the students if they felt Medicine Hat College should offer a two-year secretarial program. Of the 158 students responding to this quesiton, 120 or 76% said yes and 38 or 24% said no.

Questions 29, 30, and 31 were presented by total response and then they were broken down into (1) employed graduates (2) unemployed graduates (3) employed non-graduates and (4) unemployed non-graduates.

Table 39

Rating of the Instructors
in the Secretarial Program

Rating	Response	Percentage
Better than average	97	57%
Average	66	39%
Below average	7	4%
Total response	170	100%

Question 29 asked the students to rate the instructors. Of the total 170 responding, 97 or 57% rated the instructors as better than average, 66 or 39% rated them as average and only 7 or 4% rated them as below average.

Table 40

Rating of the Instructors in Secretarial Program by Employed Graduates

Rating	Response	Percentage
Better than average	34	65%
Average	18	35%
Below Average	0	0%
Total response	52	100%

According to Table 40, 34 or 65% of the employed graduates of Medicine Hat College rated the instructors as being better than average. Eighteen employed graduates or 35% rated the instructors as being average and no one rated the instructors as being below average.

Table 41

Rating of Instructors in Secretarial Program
By Unemployed Graduates

Rating	Response	Percentage
Better than Average	22	58%
Average	13	34%
Below average	3	8%
Total response	38	100%

The rating of instructors by unemployed graduates is very similiar to the rating of instructors by employed graduates. Twenty-two unemployed graduates or 58% felt the instructors were better than average, 13 or 34% felt the instructor were average and only 3 or 8% felt the instructors were below average.

Table 42

Rating of Instructors in the Secretarial Program
By Employed Non-graduates

Rating	Response	Percentage
Better than average	8	42%
Average	10	53%
Below average	1	5%
Total response	19	100%

Table 42 reveals results a bit different than Tables 39, 40 and 41 in that the majority of employed non-graduates rated the instructors as average with 10 responses or 53%. Eight or 42% rated the instructors as better than average and only 1 person or 5% rated the instructors as below average.

Table 43

Rating of Instructors in Secretarial Program
By Unemployed Non-graduates

Rating	Response	Percentage
Better than average	10	59%
Average	8	41%
Below average	0	0%
Total response	18	100%

Table 43 shows results similiar to Table 42. The majority of respondents, 10 or 59%, rated the instructors as average. Eight or 41% rated the instructors as better than average and no one or 0% rated the instructors as below average.

Table 44

Rating of Course Material in Secretarial Program

Rating	Response	Percentage
Better than average	64	37%
Average	107	61%
Below average	4	2%
Total response	175	100%

According to Table 44, the majority, 107 or 61%, rated the course material in the secretarial program as average. Sixty-four or 37% rated the course material as better than average and only 4 of 2% rated the course material as below average.

Table 45

Rating of Course Material in Secretarial Program
By Employed Graduates of Medicine Hat College

Rating	Response	Percentage
Better than average	21	38%
Average	35	62%
Below average	0	0%
Total response	56	100%

Table 45 shows similiar results to Table 44 with the majority, 35 or 62%, rating the course material in the secretarial program as average. Twenty-one or 39% rated the course material as better than average and no one or 0% rated the course material as below average.

Table 46

Rating of Course Material in the Secretarial Program By Unemployed Graduates

Rating	Response	Percentage
Better than average	13	33%
Average	24	62%
Below average	2	5%
Total response	39	100%

According to Table 46, the majority of respondents, 24 or 62%, felt that the course material was average. Thirteen or 33% felt the course material was better than average and only 2 respondents or 5% felt it was below average.

Table 47

Rating of Course Material in Secretarial Program by Employed Non-graduates

Rating	Response	Percentage
Better than average	6	32%
Average	12	63%
Below average	1	5%
Total response	19	100%

The results shown in Table 47 do not vary much from the results shown in Tables 44, 45, and 46. Once again the majority chose to rate the course material as average with 12 responses or 63%. Next highest rating was better than average with 6 responses or 32% and only 1 person or 5% rated the course material as being below average.

Table 48

Rating of Course Material in Secretarial Program
By Unemployed Non-Graduates

Rating	Response	Percentage
Better than average	8	44%
Average	10	56%
Below average	0	0%
Total response	18	100%

The results in Table 48 are slightly different than the previous three tables. The gap between the ratings of average and better than average has been reduced but like Tables 44, 45, 46, and 47, the majority of respondents rated the course material as average with 10 responses or 56%. Eight respondents or 44% rated the course material better than average and no one or 0% rated the course material as below average.

The last question on the questionnaire asked the respondents to rate the Equipment and Resources in the Secretarial Program. The results to this question will be presented in tables, first by total response, and then by employed and unemployed graduates and employed and unemployed non-graduates.

Table 49

Rating of Equipment and Resource Materials in the Secretarial Program

Rating	Response	Percentage
Better than average	81	46%
Average	88	49%
Below Average	9	5%
Total response	178	100%

According to Table 49, 88 respondents or 49% felt the equipment and resource material in the secretarial program was average, 81 or 46% felt it was better than average and 9 or 5% felt it was below average.

Table 50

Rating of Equipment and Resource Material in the Secretarial Program by Employed Graduates

Rating	Response	Percentage
Better than average	26	46%
Average	27	47%
Below average	4	7%
Total response	57	100%

There was almost an equal split on how the employed graduates rated the equipment and resource materials in the secretarial program with 27 or 47% rating it as average and 26 or 46% rating it as better than average. Only 4 or 7% rated it as below average.

Table 51

Rating of Equipment and Resource Materials in the Secretarial Program by Unemployed Graduates

Rating	Response	Percentage
Better than average	14	36%
Average	23	59%
Below average	2	5%
Total response	39	100%

When equipment and resource materials were rated by the unemployed graduates (Table 51), the most popular response was average with 23 responses or 59%. The next response was better than average with 14 responses or 36% and finally below average with 2 responses or 5%.

Table 52

Rating of Equipment and Resource Materials in the Secretarial Program by Employed Non-graduates

Rating	Response	Percentage
Better than average	9	47%
Average	8	42%
Below average	2	11%
Total response	19	100%

According to Table 52, the majority of employed non-graduates rated the equipment and resource material as better than average with 9 responses or 47%. This was followed closely by 8 responses or 42% which said average. Only two respondents or 11% rated the equipment and resource materials as below average.

Table 53

Rating of Equipment and Resource Materials in the Secretarial Program by Unemployed Non-graduates

Rating	Response	Percentage
Better than average	10	53%
Average	9	47%
Below average	0	0%
Total response	19	100%

The unemployed non-graduates rated the equipment and resource materials as better than average with 10 responses or 53%. The average rating was close behind with 9 responses or 47%. No one or 0% rated the equipment and resource materials as below average.

Summary

This chapter gave the results from the questionnaires sent to the 1980, 1981, and 1982 secretarial students from Medicine Hat College Main Campus, and Brooks Campus. The information was reported in tables by responses and percentages. There was also a brief interpretation for the convenience of the reader.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this paper was to survey the 1980, 1981, and 1982 secretarial students of Medicine Hat College Main Campus, and Brooks Campus in order to obtain feedback that would aid in curriculum evaluation and improvement.

After researching previous questionnaires and findings in the secretarial area, the first draft of the questionnaire was composed. This draft underwent major revisions after input was received from Dr. Norm Millikin and Dr. Dan Hertz, professors at Montana State University, the Research in Business Education class (BUED 512) and the administration and instructors at Medicine Hat College. Questionnaires were mailed to 382 secretarial students who attended Medicine Hat College during the years 1980-1982. The total number of questionnaires returned was 286 or 75%. Of these 286 questionnaires returned, only 190 or 66% were usable.

SUMMARY

The questionnaire and results were broken down into four main areas: (1) General and Personal Information (2) Post-Graduation Occupation (3) Equipment at Place of Employment and (4) Secretarial Evaluation.

General and Personal Information

The first section on general and personal information contained the following questions: "How many courses did you complete in the secretarial program at Medicine Hat College?", "Did you graduate from Medicine Hat College?", "What year did you graduate from Medicine Hat College?", "Would you have taken the second year of the secretarial program if it had been offered?", "Which secretarial program did you complete?", "What is your age?", and "In what province did you live before attending Medicine Hat College?".

The following are the findings:

1. The majority, 65%, had completed five or more courses in the secretarial program at Medicine Hat College.

2. The majority, 70%, had graduated from Medicine Hat College.

3. Of the students who had graduated, 40% graduated

in 1981, 31% graduated in 1980, and 29% graduated in 1982.

4. Fifty-three percent were not in favor and 47% were in favor of taking the second year of the secretarial program.

5. The Receptionist/Typist Program was the most common program taken with a 68% response.

6. The most common age of the secretarial student was in the 17 - 21 age group. This age group contained 43% of all the respondents.

7. Most students, 67%, had lived in Alberta before attending Medicine Hat College.

Post-Graduation Occupation

The post-graduation occupation section on the questionnaire contained the following questions: "Are you employed in an office position?", "Are you employed full-time or part-time?", "In what province are you employed?", "What is the most and least important function of your job?", "What is your current hourly wage?", and "In which areas on the job do you feel you need more training?".

The following are the results from this section:

1. Fifty-four percent of the total number responding were employed.

2. Sixty percent of the students who had graduated from Medicine Hat College were employed.

3. Forty-two percent of the students who had not graduated from Medicine Hat College were employed.

4. The majority, 81% of the respondents, had full-time employment.

5. The most common province of employment was Alberta with 85% of the respondents working in Alberta.

6. Of the total number responding, 33% felt that Bookkeeping was the most important function of their job. This was followed closely by Taking and transcribing shorthand with 32%. Nineteen percent felt Administration was the most important function of their job.

7. Students who had taken five or more courses also chose Taking and transcribing shorthand (35%) as their most important function. Next they chose Bookkeeping (29%) and Administration (18%).

8. Students who had taken less than five courses rated Bookkeeping as their most important function (38%), then Administation (27%) and Taking and transcribing shorthand (19%).

9. From the total number responding to the question, "What is the least important function of your job?", an overwhelming majority, 69%, chose Dealing with the public.

10. Students who had taken five or more courses also chose Dealing with the public (61%) as their least important function.

11. Fifty-one percent of the students with less than five courses chose Dealing with the public as their least important function.

12. The most common hourly wage, 53%, was in the $8 - $10 range.

13. From the short answer question asking which areas on the job do the students feel they needed greater training in, the answers were categorized into four areas. Forty-three percent said classses that were already offered. These comments were mainly from students who had only taken a few courses at Medicine Hat College and thought that others would be beneficial. Twenty-six percent said specialized equipment. This included such equipment as dictaphones, telecommunications, and computers. Twenty-one percent said communication skills.

Equipment at Place of Employment

In this section of equipment at place of employment, the following questions were asked: "What type of typewriters are at your place of work?", "Is dictaphone equipment used?", "Are electronic calculators used?", "Is there a computer?", "Which software is used on the

computer?", "Is there word processing equipment?", "What type of word processing equipment is used?", "What bookkeeping system is used?", and "Was there any equipment unfamiliar to you at your place of work on which you would have wanted training?".

The following is a summary of the responses:

1. The majority or 80% said they used electric typewriters at their place of employment. Fourteen percent said they used electronic typewriters.

2. Responses showed that most places of work, 61% did not use dictaphone equipment at all.

3. Electronic calculators were used a great deal by 58% of the respondents.

4. Almost half, 49%, said there was a computer at their place of employment.

5. Of the respondents who said there was a computer at their place of employment, half did not know the type of software used. Thirty-seven percent said that information systems was the type of software used on the computer.

6. Twenty-eight percent of the respondents said there was word processing equipment at their place of employment.

7. Of the respondents who said there was word processing equipment at their place of employment, 48%

said the type of word processing equipment was IBM, 28% said AES, 10% said Wang, and 14% said a different brand.

8. The type of bookkeeping system used at the respondents' place of work was fairly evenly split between manual (one-write) with 29%, computerized with 28%, manual with 20% and unknown with 24%.

9. The majority of respondents, 72%, said there was no unfamiliar equipment at their place of work.

Secretarial Evaluation

The last section on the questionnaire was on secretarial evaluation. In this section the following questions were asked: "Which areas of study helped you the most?", "Which areas did/do not help you?", "What additional skills and training do you think should be provided by the secretarial program?", "Do you feel Medicine Hat College should offer a two-year program?", "How would you rate the instructors, course material and equipment and resource materials in the secretarial program?".

The following were the responses:

1. The areas of study found to be the most helpful as rated by the total group of respondents were Typewriting with 61%, Office Procedures with 53%, and Communication with 35%.

2. The student graduates who were employed rated Office Procedures as the most helpful with 65%, Typewriting as the next most helpful with 59%, and Accounting and Business Mathematics/Business Machines, both as the third most helpful areas of study with 24%.

3. Student graduates who were unemployed rated Office Procedures as the most helpful area of study with 75%, then Typewriting with 64%, and Business Mathematics/ Business Machines with 47%.

4. The total response to the question of which subject areas were not helpful showed Shorthand in the lead with 34%, followed by Data Processing with 30% and Accounting with 24%.

5. Student graduates who were employed rated Accounting as not helping them with a 33% response. This was followed by Data Processing with a 31% response, and Shorthand with a 26% response.

6. Forty-eight percent of the student graduates who were unemployed rated Shorthand as not helping them. Data processing had a 33% response and Business Mathematics/ Business Machines had a 14% response.

7. The answers to the question, "What additional skills and training do you think should be provided by the secretarial program at Medicine Hat College?", were classified into four areas. Specialized equipment

received a 28% response. Computer training received a 19% response and work experience received an 11% response. The other answers were so varied that they were not classified.

8. Eighty-one percent of the general comments about the secretarial program were favorable.

9. Seventy-six percent of the respondents felt Medicine Hat College should offer a two-year secretarial program.

10. Instructors in the secretarial program were rated better than average (57%) by the total group of respondents.

11. Sixty-five percent of the employed graduates rated the instructors as being better than average.

12. Fifty-eight percent of the unemployed graduates rated the instructors as being better than average.

13. Fifty-three percent of the employed non-graduates rated the instructors as being average.

14. Fifty-nine percent of the unemployed non-graduates rated the instructors as being better than average.

15. Course material in the secretarial program was rated average by 61% of the total group of respondents.

16. Sixty-two percent of the employed graduates rated the course material as being average.

17. Sixty-two percent of the unemployed graduates rated the course material as being average.

18. Sixty-three percent of the employed non-graduates rated the course material as being average.

19. Fifty-six percent of the unemployed non-graduates rated the course material as being average.

20. Equipment and resource materials was rated average by 49% of the total group, and better than average by 46% of the total group.

21. Forty-seven percent of the employed graduates rated the equipment and resource materials as average and forty-six percent rated the equipment and resource materials as better than average.

22. Fifty-nine percent of the unemployed graduates rated the equipment and resource materials as being average.

23. Forty-seven percent of the employed non-graduates rated the equipment and resource materials as being better than average, and forty-two percent rated them as being average.

24. Fifty-three percent of the unemployed non-graduates rated the equipment and resource materials as being better than average.

CONCLUSIONS

The conclusions were drawn from the 190 responses from the questionnaires sent to the 1980, 1981, and 1982 secretarial students from Medicine Hat College.

1. The majority of the respondents felt Medicine Hat College should offer a two-year program. Medicine Hat College Main Campus is implementing the second year of the secretarial program in the fall of 1983.
2. Most of the respondents were in the 17-21 age group.
3. About one quarter of the respondents had lived in Saskatchewan previous to attending Medicine Hat College.
4. About half of the secretarial gruduates were employed in office positions.
5. The least important function of the students' jobs was viewed as Dealing with the public. It was unknown as to whether this was because little emphasis has been placed on human relations skills or because the students were not dealing with the public. A further study could be make to determine the cause of this response.
6. The most common current hourly wage was in the $8-$10 range.

7. Electronic typewriters are becoming more prevalent in business offices. Medicine Hat College Main Campus already has twenty electronic typewriters and the Brooks Campus already has five electronic typewriters.
8. Electronic calculators were used a great deal at work.
9. About half of the respondents said they had computers at their place of employment
10. A growing number of businesses are utilizing word processing equipment. Medicine Hat College trains its students on AES equipment which is one of the most common brands of word processors.
11. No one course stood out predominately as being not helpful. The courses that received the highest response as being not helpful were shorthand, accounting and data processing.
12. Some students were interested in training on switchboards and telex.
13. Some students felt additional training in work experience should be added. Work experience is part of the training at the Brooks Campus, and was included in the second year of the secretarial program at the Main Campus in the fall of 1983.

14. The majority of comments about the secretarial program at Medicine Hat College were favorable.
15. The majority of students rated the instructors, course material, equipment and resource materials as being better than average or average. It is a compliment to the program that students who were unemployed were as pleased with the program as students who were employed.

RECOMMENDATIONS

The following are the recommendations derived from the results of the questionnaire:

1. Implement the second year of the secretarial program.
2. Look at different advertising methods to attract age groups above 21.
3. Advertise the secretarial program in Saskatchewan.
4. Implement a job placement program.
5. Buy additional electronic typewriters for the secretarial program.
6. Inform counselors and instructors that the most common current hourly wage was in the $8-$10 range.
7. Look at increasing the weight of the business machines portion of the Business Machines/Business Machines course.

8. Offer a computer course in which students have practical application with different software packages.
9. Look at the following courses to make sure they are relevant to the business world: Shorthand, Data Processing and Accounting.
10. Look at adding training on switchboards and telex into the secretarial program.
11. Inform the administration, the community and the secretarial instructors that the majority of respondents rated the secretarial program as very good or good.
12. Inform the administration and the secretarial instructors that the majority of respondents rated the secretarial instructors as being better than average or average.
13. Continue efforts to ensure that content, equipment and resource materials are relevant and up to date.
14. Make periodic follow-up studies of secretarial graduates.
15. To aid in future follow-up studies, make information concerning graduates of the college more easily accessible.

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APPENDICES

APPENDIX A

1983-01-05

Dear Student

Remember how you felt before attending Medicine Hat College to take your secretarial course?

Nervous?
Scared?
Having certain expectations of the program.
Hoping that the program would be of use to you and would help you secure that job.

At that time, you were told the program was practical and would prepare you for the working world. Like then, we are still concerned about making the program practical. However, we also realize that the business world is constantly undergoing changes. The only way we can keep the program up-to-date and relevant for our students is to contact the people who know the program best. Only you can help!

Please help us by filling out the enclosed questionnaire and mailing it back to us in the pre-stamped envelope. We will keep all information strictly confidential.

Thank you for your help.

Yours truly

Ms. Marla K. Middleton
Secretarial Instructor

Enclosures

APPENDIX B

1983-02-01

Dear Student

Think back to when you were a secretarial student at Medicine Hat College. Ever tried to get an assignment done and everything seemed to be working against you? Well, that's how I am feeling right now. You see, I am conducting the survey of the secretarial students at Medicine Hat College as part of my Master of Science degree at Montana State University and I need your response.

Remember that questionnaire you received from Medicine Hat College two months ago? Your answers will aid in implementing changes to the secretarial program and help me get my assignment done.

If you did not fill out the questionnaire then, please take a few minutes right now and complete the questionnaire and mail it back to me in the pre-stamped envelope as soon as possible. Your answers will be held strictly confidential.

Thank you for your help.

Yours truly

Ms. Marla K. Middleton
Secretarial Instructor

Enclosures

APPENDIX C

1983-03-01

Dear Student

Have you left your mark at Medicine Hat College? By answering the questionnaire sent out by Medicine Hat College, you can help improve the secretarial program and have input into the destiny of this program.

Already a good number of secretarial students have responded to the questionnaire sent out to the recent secretarial students. If you have not already returned the questionnaire, don't be left out. Give your input by filling out the questionnaire and returning it in the pre-stamped envelope. All answers will be held strictly confidential.

Thank you for your help.

Yours truly

Ms. Marla K. Middleton
Secretarial Instructor

Enclosures

APPENDIX D

M E D I C I N E H A T C O L L E G E

SECRETARIAL QUESTIONNAIRE

PURPOSE: To get feedback from the recent secretarial students so improvements can be made in the secretarial program.

PLEASE ANSWER THE FOLLOWING QUESTIONS:

PART I - GENERAL AND PERSONAL INFORMATION

---

1. Did you graduate from Medicine Hat College?
   ___ Yes, Medicine Hat College, Main Campus
   ___ Yes, Medicine Hat College, Brooks Campus
   ___ No, I did not graduate. (If you answer no, please go to Part 4).

2. What year did you graduate from Medicine Hat College?
   ___ 1980
   ___ 1981
   ___ 1982
   ___

3. Would you have taken the second year of the secretarial program if it had been offered?
   ___ Yes
   ___ No
   ___ Unsure

4. Which secretarial program did you complete?
   ___ Receptionist/Typist
   ___ Secretary/Stenographer
   ___ Unsure

5. What is your age?
   ___ 17 - 21
   ___ 22 - 26
   ___ 27 - 34
   ___ over 35

6. In what province did you live before attending Medicine Hat College?
   ___ Alberta
   ___ Saskatchewan
   ___ Other (please specify - _____)

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PART II - POST-GRADUATION OCCUPATION

8. Are you employed in an office position?
   ___ Yes
   ___ No (If you answer no, go on to Part IV)

9. Are you employed full-time or part-time?
   ___ Full-time
   ___ Part-time

10. In what province are you employed?
   ___ Alberta
   ___ Saskatchewan
   ___ Other (please specify - _____)

11. What is the most important function of your job? Please check one.
   ___ Bookkeeping
   ___ Dealing with the public
   ___ Taking and transcribing shorthand
   ___ Typing
   ___ General Administration
   ___ Other (please specify - _____)

12. What is the least important function of your job? Please check one.
   ___ Bookkeeping
   ___ Dealing with the public
   ___ Taking and transcribing shorthand
   ___ Typing
   ___ Administration

13. What is your current hourly wage?
   ___ Less than $4.00
   ___ $4.00 - $6.00
   ___ $6.00 - $8.00
   ___ $8.00 - $10.00
   ___ $10.00 - $12.00
   ___ over $12.00

14. In which areas on the job do you feel you need more training?

_____

_____

_____

_____

PART III - EQUIPMENT AT PLACE OF EMPLOYMENT

15. What type of typewriters are at your place of work?
___ Manual
___ Electric
___ Electronic

16. Is dictaphone equipment used at your place of work?
___ A great deal
___ Somewhat
___ Not at all

17. Are electronic calculators used at your place of work?
___ A great deal
___ Somewhat
___ Not at all

18. Is there a computer at your place of work?
___ Yes
___ No (If you answer no, go to question 20).

19. Which software is used on the computer?
___ Accounts Receivable
___ Accounts Payable
___ Payroll
___ General Ledger
___ Information Systems
___ Other (please specify - _____)
___ Unknown

20. Is there word processing equipment at your place of work?
___ Yes
___ No (If you answer no, go on to question 22).

21. What type of word processing equipment is at your place of work?
___ AES
___ IBM
___ Wang
___ Other (please specify - _____)

22. What bookkeeping system is used at your place of work?
___ Manual - One-write
___ Manual
___ Computerized
___ Unknown

23. Was there any equipment unfamiliar to you at your place of work on which you would have wanted training?
___ Yes (please specify - _____)
_____)
___ No

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PART IV - SECRETARIAL EVALUATION

COURSES IN THE SECRETARIAL PROGRAM

-Beginning/Intermediate Accounting
-Beginning/Intermediate/Advanced Typewriting
-Beginning/Intermediate Forkner Shorthand
-Beginning/Intermediate Office Procedures
-Business Communications/Oral Communications
-Business Mathematics/Business Machines
-Data Processing
-Socio-Business
-Word Processing

24. Which areas of study in the secretarial program at Medicine Hat College (MHC) helped you the most?

25. Which areas of study from the secretarial program at MHC did/do not help you?

26. What additional skills and training do you think should be provided by the secretarial program at MHC?

27. General comments about the secretarial program.

28. Do you feel MHC should offer a two-year secretarial program?
___ Yes
___ No

29. How would you rate the instructors in the secretarial program?
___ Better than average
___ Average
___ Below average

30. How would you rate the course material in the secretarial program?
___ Better than average
___ Average
___ Below average

31. How would you rate the equipment and resource material in the secretarial program?
___ Better than average
___ Average
___ Below average

THANK YOU