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A Follow-up Study of the Office Administration Cooperative Work Experience Enrollees at Big Bend Community College for the School Years 1964-65 to 1967-68

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A FOLLOW-UP STUDY OF THE OFFICE ADMINISTRATION
COOPERATIVE WORK EXPERIENCE ENROLLEES
AT BIG BEND COMMUNITY COLLEGE
FOR THE SCHOOL YEARS 1964-65 TO 1967-68

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education in Business Education

by
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May, 1971

APPROVED FOR THE GRADUATE FACULTY

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CHAPTER I

INTRODUCTION

Cooperative Work Programs of many types exist at different educational levels in the United States. Specifically, the Cooperative Work Programs in Office Administration have undergone a rapid increase in this country over the last decade. The national expansion of the two-year college system has added greatly to this growth as has the passage of the Vocational Act of 1963 and the Amendments of the Act in 1968. However, the lack of studies regarding the effectiveness of these programs, particularly at the two-year college level, indicates that an information and measurement gap exists in cooperative program information. Both college administrators and students in Office Administration indicated that a test of the results and effectiveness of Cooperative Work Programs was needed. This study was undertaken to fulfill that need for an evaluation of an actual Cooperative Work Experience Program.

I. THE PROBLEM

Statement of the Problem

The goal of this study was to measure the effectiveness of the Office Administration Cooperative Work Experience Program in the Business and Office Education Department at Big Bend Community College, Moses Lake, Washington, based on the analysis of information provided by students who were enrolled in the program during the school years 1964-65 through 1967-68.

The study was designed to determine the:

1. current occupations of former enrollees in the cooperative program.
2. use made of the training received at Big Bend Community College by former enrollees.
3. opinions of the enrollees as to the strengths and weaknesses of the program.

Importance of the Study

Educators are divided in their opinions as to the value of cooperative programs in business education. The literature in business education and in vocational education reveals a need for more investigation into or of cooperative work programs. With the opportunities to expand programs in business education after the passage of the Vocational Act of 1963 and the Vocational Education

Amendments of 1968, the requirement that business educators evaluate new plans and programs also became evident. This evaluation appeared necessary because:

1. business educators themselves need evaluative information to provide rational bases for choosing among alternate plans and procedures for business education programs, and
2. funding agencies and the general public have the right to know whether expenditures for business education are producing significant results (6:1).

There has been no follow-up of students since the beginning of the cooperative office education program at Big Bend Community College. Because, at the time of the study, the program was an integral part of the Business and Office Education Department at Big Bend Community College, the administration and business education staff of Big Bend Community College indicated that a need existed for an evaluation of the effectiveness of the cooperative work program.

II. DELIMITATIONS OF THE STUDY

This study included only students from Big Bend Community College who were enrolled in the Office Administration Cooperative

Program during fall quarter, 1964, through spring quarter, 1968. Student enrollees who had graduated and those not graduated are included in the population of this study.

III. DEFINITION OF TERMS

Office administration program. The specific title of the cooperative office education program which is part of the Business and Office Education Department at Big Bend Community College.

Cooperative work-experience program. A program of vocational education developed jointly by the college and participating businesses in which job skills and job adjustment were acquired by cooperative work-experience enrollees through a sequence of job experiences and related classroom experience.

Coordinator. That individual directly in charge of the cooperative work-experience program.

On-the-job training. Part-time office training related to the students' career objective, a program of supervised coordinated activities outside the school.

Office occupations. Occupations associated with the management and operation of offices, especially those involving skills such as typing, shorthand, and accounting.

Training station. The business or organization cooperating directly with the college and the student participating in the Cooperative Work-Experience Program, providing work experiences for the cooperative student.

Training sponsor. The manager, supervisor, or employer of a business in which a cooperative student was employed part time for on-the-job training phases of the Cooperative Work-Experience Program.

Related instruction. Instruction given to cooperative students relative to their occupational training.

Office administration seminar. The related class for all students enrolled in the Cooperative Work-Experience Program.

IV. THE BIG BEND COMMUNITY COLLEGE COOPERATIVE PROGRAM

Big Bend Community College first initiated a cooperative office education program in the fall of 1964. The Office Administration Cooperative Work-Experience Program is designed to provide students with a background which will prepare them for positions of responsibility as executive secretaries, office managers, stenographers, and clerical and office personnel.

To meet the objectives of the Program, courses were selected to provide for a high level of proficiency in the skill areas. A student's entry level in the skill sequence courses was based on his previous experience or performance on proficiency tests.

A student entering the program had to declare as his career objective employment in the business and office area. He also had to indicate an interest in a two-year terminal program. The suggested curriculum outline included courses from Business Administration as well as from the Secretarial area. (Appendix A)

Initial placement in the on-the-job training portion of the program was determined by the background of skills already possessed by each applicant. Students with two years of high school typing and/or shorthand could expect to enter immediately into the on-the-job training phase of the Cooperative Work-Experience Program. Other students entered the training phase as rapidly as their skills were adequately developed.

If the student was eligible for the Cooperative Work-Experience Program, an application was submitted to the Coordinator. The student was then interviewed by the Coordinator and if accepted into the on-the-job phase of the program, he was sent to be interviewed by a cooperating employer. Typically, three students were sent to be interviewed by any one cooperating employer. Working through the Coordinator, the employer selected one student for the part-time

training position while the remaining students were sent to another prospective employer for an interview. While the student was on the job in the Cooperative Work-Experience Program, he was responsible both to the employer and the Coordinator.

The Coordinator's responsibility in this program was to help the student secure employment in addition to assisting the employer with the training and evaluation of the cooperative student.

Students were allowed one credit for each three hours of work per week. They could receive a maximum of five credits per quarter for this supervised work experience. In addition, a salary for actual work performed was given the student.

A weekly seminar in the form of a business luncheon was required of all students enrolled in the Cooperative Work Program. The seminar gave the Coordinator and the students an opportunity to share their experiences by discussing the various problems encountered on the job.

Upon completion of the two-year Cooperative Work Experience Program, the student received an Associate of Applied Science Degree. In some cases, however, students enrolled in the Cooperative Work Program would receive an Associate of Arts Degree if the requirements for this degree were met in addition to those required for the terminal program.

CHAPTER II

REVIEW OF THE LITERATURE

History of Cooperative Programs

The establishment of a vocational education program at the beginning of the twentieth century occurred as the result of the expansion of industry, business, and agriculture between 1860 and 1910. The national population increased from 31,443,321 in 1860 to 91,972,266 in 1910. During this time, approximately 27,000,000 immigrants entered the United States, necessitating preparation of workers for employment through vocational education (13:26).

The shortage of skilled industrial workers had become a critical problem by 1906. Leaders of the United States and the public were forced to find an answer to the problem. This interest brought about the passage of the Smith-Hughes Act in 1917, which was one of the most significant beginnings for federal funding for certain vocational education programs, relating to cooperative education and training.

Ivins (9:29) placed the development of work experience at the year 1900.

From 1900 to the present, the rise of public vocational schools and government-sponsored agencies for vocational education assumes major importance.

Consequently the place of vocational and technical schools in the development of work experience can best be summarized at that year.

The origin of the true cooperative education program, as we know it today, must be credited to the University of Cincinnati and work of Herman Schneider. Schneider, in 1901, worked out a plan to integrate theory with practical experience in the teaching of engineering. He worked with industrial leaders in putting the idea of cooperative education across.

Ivins (9:45) states that "Schneider's basic plan, the Cincinnati Plan, established the form of most cooperative work programs that exist today." Schneider planned that students in the engineering courses would actually work part time in the shops and factories in which they were to be employed as engineers. Schneider insisted that a basic requirement, used in cooperative work programs today, that of coordination, be used in this program. In 1919, cooperative training in commerce was offered for the first time at Cincinnati.

Schneider helped in organizing pioneer programs in other schools. Hunt (7:8) said about the early program, "This was a new departure for a public school system and it attracted much attention." Schneider was also an advisor to the experimental, cooperative programs which were established in the Fitchburg,

Massachusetts, high school in 1908. Ten New York City high schools, in 1915, established cooperative programs with Schneider being a consultant on the project.

The idea of cooperative education grew modestly until about 1960, after which time the number of cooperative programs has doubled (12:37). Lupton said that most of the growth of cooperative programs has occurred in the past eight years.

A grandfather of cooperative education on the community college level is Mohawk Valley Community College in Utica, New York. The cooperative program at Mohawk Community College was begun in 1949 (12:38).

Mason (13:30) states that business education merely supplemented on-the-job training up to 1850; then on-the-job training gradually supplemented business education in day schools.

Until the passage of the Vocational Act of 1963, business education did not receive federal funds. After the passage of the Vocational Act of 1963, however, federal funds were available for business education and cooperative programs grew rapidly. Sykle (17:24) states:

There is an increasing use of the cooperative method of education in office occupations instructional programs. By the end of 1966, there were 610 of these programs in office education, as approved under the Vocational Education Act of 1963. The following states had the greatest number of programs: Florida, Georgia, Illinois, Michigan, New York, Ohio, and Virginia.

The tremendous growth of the community college, the junior college, and the technical-vocational school is having a great effect on the growth of cooperative programs. Training programs are being developed to serve those areas that require more advanced competencies, such as executive, medical, and legal secretarial procedures (5:21).

According to Mason (13:422) cooperative education for office occupations is likely to become a very significant part of the post high school curriculum in future years. The increase should result partly because of the predicted vast expansion of the recognized need for advanced education for business positions. As the post high school institutions develop and grow, they demonstrate the need for an expansion of their business curricula, both in enrollments and in specialized occupations.

One of the goals of the post-secondary educational institution is to prepare the student for gainful employment. Because the student is likely to make a specific, rather than a general, choice in occupation, the post-secondary school realizes that, through cooperative education, the student can be prepared in the specialized areas.

Related Studies

The review of related literature revealed that there are follow-up studies related to cooperative programs on the high school level, but little research has been done regarding community college Cooperative Work Experience Programs. The majority of studies on the community college level are follow-up studies of the general business programs, rather than cooperative programs.

Robertson (15) compared two groups of employees and analyzed the effect of the cooperative program on a number of selected job factors related to job success and job satisfaction. The samples, drawn from the 1963 graduating classes of eight high schools were comprised of graduates who were all employed and had acquired no formal education beyond high school. The distinguishing factor in the educational backgrounds of the employees in the two groups was that all graduates in one group had participated in a cooperative program in high school and none in the other group had participated in such a program. There were 51 in the cooperative group of employees and 70 in the non-cooperative group for a total of 121 graduates in the sample.

Robertson's conclusions were as follows:

1. Cooperative education had no apparent effect upon either the job stability of the beginning workers or the reasons why they changed jobs.

2. Cooperative education was beneficial in assisting the participants to move immediately from school to work. Twenty-nine of the cooperative group remained on their cooperative job at graduation, and this group represented 50 percent of those who began working immediately.
3. The evidence tends to support the conclusion that the cooperative program did not prepare the participants to advance more rapidly on the job than those who had not been in the cooperative education program. Two years after graduation from high school, the employees who had participated in a cooperative program did not have job duties, including supervisory responsibilities, which differed significantly from those of the group of employees without cooperative education.

Zimmer (18) reported that Opportunity High School,

California, had the following outcomes:

1. Student workers who have diligently pursued their jobs have performed better as classroom students, as indicated by their instructors.
2. Stability of citizenship and improvement of work attitudes has been shown by most student workers.
3. Several students appear to have made a vocational choice which they may pursue as their life's work.
4. The counseling each student worker has received from his employer and work coordinator appears to have helped stabilize school, job, and community attitudes.

Frank Lanham of the University of Michigan (11) found, in his study of the Midland Cooperative Program in 1956, that cooperative education contributes to the growth and developmental needs of boys and girls who participate. Lanham stated that " . . . my appraisal of the cooperative program at Midland High School

makes it possible for me to say, with some degree of certainty, that cooperative occupational training is educationally sound because:

1. Cooperative business education is a school program applicable to groups of pupils possessing a wide range of differing abilities.
2. The experience obtained from the cooperative program meets important growth and developmental needs of many pupils.
3. The values of a cooperative experience are acquired without compromising other sound educational objectives."

Corbman and Hirshfeld (3), in summarizing the benefits derived from the cooperative program at Bronx Community College, New York, indicated that the students have expressed the following:

1. They found this experience to be interesting and enlightening in that it gave them an opportunity to acquire additional information not readily available through the classroom. The nature of this information included specific product knowledge and particular store routines.
2. The students gained an excellent opportunity to coordinate information derived from texts and classroom experiences with actual retailing situations. This gave greater meaningfulness to the college work and, at the same time, provided them with the feeling of relative competence.
3. This kind of experience has made the student feel that he is no longer a novice. He has gained some assurance of his ability to perform on a job. He also feels that he can now refer to this work as previous job experience when applying for a position upon graduation.
4. The opportunity to be gainfully employed while attending college provides important financial assistance.

5. The informal manner in which the seminars are conducted is conducive to open discussion. The students felt that this afforded opportunity to discuss freely mistakes as well as good points, and it gave them the opportunity to benefit from their own and each other's experiences.

In a follow-up study of New York's City's cooperative education programs, Kelley (10) asked graduates what qualities and experiences they developed better on a job than in a classroom. Kelley found that cooperative students indicated that the greatest benefits derived from work experience were the opportunities to develop qualities of personality and character. Other gains mentioned were: improvement in manners, improvement in speech, more careful consideration of appearance, punctuality, ability to follow directions, development of business skills, tolerance and kindness, independence, accuracy, increased interest in school, cooperation, information about careers, and initiative.

Andrews (1) in a follow-up study of 320 cooperative students who graduated from the Minneapolis High Schools in 1950, arrived at the following conclusions:

1. Cooperative work students have stayed on their jobs quite well. There were approximately fifty percent of these students on the same job two years later.
2. The work students who had changed their jobs reported that their cooperative job prepared them for their next job. Over sixty-five percent believed their next job was related to the job they held as a cooperative work student.

3. The major reason given for cooperative work students changing jobs during the first two years after graduation was low salaries.
4. Most of the students who left the job they held as cooperative work students did so within the first three months after graduation.
5. The students had varied reactions to the program. Most of the students were glad they were on the cooperative work program because it gave them a chance to "earn and learn."
6. One-third of the students reported that the chief advantage of the cooperative program was being able to earn money while going to school. Another one-third stated that getting experience was the chief advantage.
7. Eighteen were sorry they had participated in the program. The reason cited most often was that they lost out on extracurricular activities.

In a five-year study by Wittenberg (16) to determine the strengths and weaknesses of an office cooperative program of a high school in Ohio, 99 graduates were surveyed. Of the 99 graduates of the cooperative program, the majority of respondents replied that cooperative training had increased their self-confidence and had prepared them well for office jobs. Fifty-eight percent had remained with their cooperating employers at graduation, and 65 percent held one or more jobs subsequent to their cooperative jobs. Generally, the job duties performed after graduation were the same as those performed on the cooperative jobs. Wittenberg found that graduates' on-the-job training made in-school learning more meaningful, assisted

in the guidance function, and pointed to the need for a compatible personality.

In an investigation of the functioning of cooperative office occupations programs in selected secondary schools in Illinois, Howell (5) determined that for 97 percent of the students the program had been of value, while for only three percent there had been no value.

In a study which included twelve 1967 graduates of the cooperative office education program at Southwest High School, Green Bay, Wisconsin, McIntyre (14) concluded that:

1. Ninety-two percent of the trainees thought that the process used in the selection of the students for the cooperative program was adequate. The qualities that the trainees felt they should possess were dependability, ability to get along with others, and mental alertness.
2. The areas that the trainees felt could have been improved at the training stations included job rotation, advancement, and instruction on the job. Seventy-five percent of the trainees and 58 percent of the supervisors stated that the ideal length of the training period would be for a full school year.
3. A number of forms were used to explain and clarify the cooperative office education program to the trainees and others. The trainees rated these forms as useful and helpful.
4. Half of the trainees indicated Vocational Shorthand I as most useful and at the same time, half the class listed it as least useful. The most beneficial non-business courses taken were English IV, Economic Psychology, and Basic Economic-Social Problems.

5. The most important area of instruction, according to the trainees, was typing accuracy. Filing appeared next in priority, followed by typing speed, production typing, and duplicating. The least important areas of instruction, in their opinion, were dictation equipment and transcription.

The purpose of Boyd's (2) study was to determine the effectiveness of the State of Illinois approved secondary school cooperative office education programs. The major objectives of the study were to determine the employment status of cooperative office education graduates, the extent to which the graduates remain in the office occupations, the adequacy of training received by cooperative office education graduates, and the extent to which graduates value their cooperative office education experiences.

The effectiveness of the cooperative office education programs was determined through the use of a questionnaire which was mailed to a total of 200 selected cooperative office education graduates from the classes of 1962, 1964, and 1967. A total of 146 questionnaires were returned, representing a 73 percent return.

The significant findings and conclusions of this study were as follows:

1. The majority of graduates secure employment in the office occupations immediately following graduation.
2. A high percentage of graduates remain with their training stations as full-time office employees.

3. The cooperative office education program adequately prepares students to perform successfully as student learners and to obtain initial job entry.
4. The cooperative office education program is not adequately preparing students for their long-range needs for job advancement and for the office activities of future full-time office employment.
5. A high percentage of graduates do remain in the same community in which they received their cooperative office education training.
6. A high percentage of graduates continue their education in office occupations following high school graduation.
7. Graduates report that the cooperative office education program is of great value and strongly recommend that other business students preparing for an office career enroll.

Of the 62 graduates from the Salt Lake School District, Hunter (8) found the most frequently performed duty at the training station was typing, with 59, or 95 percent of the participants performing this task. The two next most frequently performed duties were filing and using the telephone, with 54, or 89 percent; and 53, or 85 percent, of the participants respectively performing these duties.

The least frequently performed duty was operating the switchboard. Only four, or 6 percent of the students were assigned this duty.

One of the strengths of the cooperative office education program was the thorough preparation the participants received in developing skill in typing, transcribing, composing business letters, taking dictation, and working with fellow employees.

Hunter found that one of the weaknesses of the cooperative office program was the inability of the participants to attain a high degree of competency in the skills of using the telephone and record-keeping.

The following conclusions are drawn from the Hunter study (8):

1. According to the cooperative office education graduates, 59% were well prepared for post high school employment because of training received in the cooperative office education program.
2. The teacher-coordinator was generally helpful, but seldom visited the students at the training stations.
3. The cooperative office education program was very useful in helping 41 of the students (66%) find post high school employment.
4. Twenty-one of the graduates, or 34%, located their post high school jobs personally, and twenty, or 32%, were employed by firms for which they worked in the cooperative office experience program.
5. The majority of the cooperating firms would hire cooperative office education applicants in preference to job applicants without cooperative office education training.

Haines and Coleman (4) conducted a study to determine how high school cooperative trainees fare in the labor market through a longitudinal follow-up study of 1962 and 1963 graduates of a Michigan high school who received training for distributive, office, or trade and industrial occupations. They measured the effectiveness of the secondary school cooperative education programs by assessing the employment status of the 1963 trainees ten months after graduation and the 1962 trainees two years after graduation.

The major findings and conclusions of the follow-up on the 1963 cooperative education trainees ten months after graduation were stated as follows:

1. The unemployment rate was low. Only one percent was unemployed ten months after graduation.
2. A significantly large number of trainees--almost four out of ten--were attending college or enrolled in a post secondary school.
3. Of the 1963 trainees, 43 percent were not in the labor market--5 percent were housewives and 38 percent were attending a college or a school.
4. Seventy-five percent of the office trainees were working in an office occupation.
5. The employers who trained the cooperative trainees were benefiting by securing full-time workers. Thirty percent of the office were with their training station ten months after graduation, and an additional 31 percent of the office trainees have worked after graduation for their training station but have resigned.
6. Cooperative trainees were better than average students academically. Seventy-four percent of the

office trainees were in the upper half of their graduating class. Forty-three percent of the office trainees ranked in the upper 25 percent of their graduating class.

The major findings and conclusions on the follow-up of the 1962 cooperative education trainees, two years after graduation were stated as follows:

1. The unemployment rate is extraordinarily low.
2. Seventy-two percent of the respondents were employed in full-time office occupation positions.
3. Thirty percent of the trainees employed in office occupations remained with their training station continuously since graduation.
4. Almost 80 percent of those currently engaged in office occupations did their cooperative training in this area.
5. More than 20 percent of the respondents were full-time students at a post secondary educational institution. Fifty-seven percent did their cooperative training in the office occupations.
6. Of the 1962 trainees, 28 percent were not in the labor market. Six percent were housewives and 22 percent were attending a college or a school.

Although researchers have found both advantages and disadvantages of cooperative programs, the majority find that cooperative programs offer many advantages in preparing students for employment.

CHAPTER III

METHODS AND PROCEDURES

The intent of this study was to measure the current occupational status of the former enrollees of the Cooperative Work Experience Program at Big Bend Community College. To obtain the desired data, a survey questionnaire (Appendix B) was used. It was assumed that adequate information could be obtained from a questionnaire.

The majority of the questions required a "yes" or "no" response or the placing of a check mark beside an appropriate answer. However, to probe more deeply into the respondents' perceptions, several open-ended questions were used.

After evaluating the questionnaire, a pilot study was made, involving graduates who had completed the Program. Five former enrollees were asked to complete the questionnaire, comment on questions not clear, and record the time in which it required them to complete the questionnaire. Based on the comments of the people involved in the pilot study, the final revised questionnaire was developed.

A list of former Cooperative Work Experience students was compiled from the school records of Big Bend Community College

for the years 1964 through 1968. Students who had participated in the program for one quarter or more were included in the study. From the original list of 55 students, telephone calls and personal contacts were made with friends and former employers in order to determine the current addresses of the students.

One student from the original 55 enrollees was deceased, leaving a total population of 54 former enrollees to contact for the study. Of the 50 enrollees who participated in the study, 49 were female and one was male.

A cover letter (Appendix C) explaining the purpose of the study was sent to the 54 enrollees in the Cooperative Work Experience Program, together with the questionnaire. A stamped, addressed envelope was enclosed with each questionnaire to make reply more convenient. The initial mailing of the questionnaire was on August 4, 1969. Three envelopes were returned because of incorrect addresses. These three students were never located.

On August 15, 1969, a follow-up letter (Appendix D) was sent to those students who had not returned the questionnaire. On September 5, 1969, enrollees who had not responded to the follow-up letter were contacted by telephone. These telephone calls continued until September 12.

By October 10, 1969, 50 replies, or 92.6 percent of all questionnaires sent had been returned.

The responses of the 50 students involved in the study were tabulated manually. Frequencies and percentages were computed from the responses to each question, and the data were organized in table format.

CHAPTER IV

ANALYSIS OF THE DATA

This chapter contains the tabulation of responses to the questionnaire items which the 50 participants of the Office Administration Cooperative Program at Big Bend Community College submitted. At the time these enrollees left the program, they were at least eighteen years old, and had completed at least one quarter of cooperative training.

Age of participants at the time of the study. Table I shows the distribution of ages of the participants at the time of the study. The ages of the community college students who participated ranged from 18 to 53 years. The median age of the participants was 23; and the mean age was 22.3. Thirty percent of the participants were 21 years old at the time of the study. Seventy-six percent of the participants were between 20 and 23 years of age.

Number of quarters students were enrolled at Big Bend Community College. Table II shows that 17 or 34 percent completed one year, or three quarters of college. Sixteen, or 32 percent, completed two years, or six quarters of college. Seven students

TABLE I
AGE OF PARTICIPANTS AT TIME OF STUDY

Age	Number of Students	Percent of Total
18	1	2.0
19	4	8.0
20	9	18.0
21	15	30.0
22	8	16.0
23	6	12.0
24	1	2.0
25	1	2.0
26	3	6.0
31	1	2.0
53	1	2.0
TOTAL	50	100.0

completed five quarters of college, which represents 14 percent of the sample. Three students, or 6 percent, completed two quarters; two students, or 4 percent, completed one quarter of college. Three students, or 6 percent, completed more than six quarters at Big Bend Community College.

Number of quarters students were enrolled in the Office Administration Cooperative Program. As indicated in Table III, twenty-two, or 44 percent of the 50 who returned questionnaires, indicated they had been enrolled in the cooperative program for three quarters. Twelve, or 24 percent of the total, had been enrolled two quarters. Four, or 8 percent had been enrolled in the program

one quarter. Twelve students, or 24 percent, enrolled in the Office Administration Cooperative Program more than three quarters.

TABLE II

NUMBER OF QUARTERS IN WHICH OFFICE ADMINISTRATION
COOPERATIVE STUDENTS WERE ENROLLED
AT BIG BEND COMMUNITY COLLEGE

Quarters Enrolled at Big Bend College	Number of Students	Percent of Total
1	2	4.0
2	3	6.0
3	17	34.0
4	2	4.0
5	7	14.0
6	16	32.0
7	1	2.0
8	1	2.0
9	1	2.0
TOTAL	50	100.0

Status of enrollees directly after leaving Big Bend Community College. Table IV shows the breakdown of the occupational status of students directly after leaving Big Bend Community College.

The number of enrollees who worked full time directly after leaving Big Bend Community College numbered 38, or 76 percent. The number of students working part time numbered 3, or 6 percent. Three students, or 6 percent, continued their education at a four-year college or university. Three students, or 6 percent, continued at a four-year college or university and also worked part time.

TABLE III

NUMBER OF QUARTERS STUDENTS WERE ENROLLED IN THE
OFFICE ADMINISTRATION COOPERATIVE PROGRAM

Quarters Enrolled in the Cooperative Program	Number of Students	Percent of Total
1	4	8.0
2	12	24.0
3	22	44.0
4	2	4.0
5	5	10.0
6	5	10.0
TOTAL	50	100.0

TABLE IV

OCCUPATIONAL STATUS OF ENROLLEES DIRECTLY AFTER
LEAVING BIG BEND COMMUNITY COLLEGE

Status	Number	Percent
Work full time	38	76.0
Marriage only	4	8.0
Work part time	3	6.0
Attend four-year college or university	3	6.0
Attend four-year college or university and work part time	2	4.0
TOTAL	50	100.0

Although 21 students indicated they got married directly after leaving Big Bend Community College, only four, or 8 percent, did not work or go on to college.

Occupational status of enrollees at the time of the study.

Table V gives the breakdown of the occupational status of the enrollees at the time of the study. Thirty, or 60 percent of the total, were working full time at the time of the study. Three, or 6 percent, were working part time. Four, or 8 percent, were attending a four-year college or university; and three, or 6 percent, were working part time as well as attending a four-year college or university.

TABLE V
OCCUPATIONAL STATUS OF THE 50 COOPERATIVE
STUDENTS AT THE TIME OF THE STUDY

Status	Number	Percent
Working full time	30	60.0
Housewife	8	16.0
Attending a four-year college or university	4	8.0
Working part time	3	6.0
Attending a four-year college or university and working part time	3	6.0
Attending a two-year college	1	2.0
Seeking employment	1	2.0
TOTAL	50	100.0

Eight, or 16 percent, of the former enrollees indicated their occupation as housewife; one enrollee was attending a two-year community college, and one enrollee was seeking employment.

Table VI shows the types of occupations in which the enrollees of the Cooperative Work Experience Program were involved. The table includes only information on the 36 students who were either working part time or full time at the time of the study.

As indicated by Table VI, 33, or 91.6 percent were working in an office occupation. Of the three students not working in an office occupation, one was a business education teacher, one worked in a laundry as a presser, and one was a mechanic.

TABLE VI
TYPES OF OCCUPATIONS THE 36 WORKING STUDENTS
WERE INVOLVED IN AT TIME OF STUDY

Type of Occupation	Number of Students	Percent
Office occupations	33	91.6
Teaching business education	1	2.8
Laundry presser	1	2.8
Mechanic	1	2.8
Total	36	100.0

Methods used in locating positions. Table VII deals with the methods by which enrollees located their first job after leaving Big Bend Community College. Three students indicated that they had never worked since leaving Big Bend Community College. Of the 47 students who had worked at any time after leaving Big Bend Community College, 13, or 27.7 percent, continued employment with their cooperative training station. Employment was obtained through personal efforts by 11, or 23.4 percent. Nine, or 19.1 percent, obtained their first job after leaving Big Bend Community College through the Coordinator of the CWEP or through an instructor at the college. Employment was obtained through a friend or relative by seven, or 14.9 percent. Five enrollees, or 10.6 percent, obtained their first job through an employment office, while only 2 students, or 4.3 percent of those who had worked at any time after leaving school, indicated they obtained their first job through an advertisement.

Job titles of present or more recent job. Enrollees of the Cooperative Work Experience Program were asked to identify the title that most accurately described their present or more recent job title. Twenty-two responses, or 51.3 percent, indicated their most recent job title as secretary. The title of executive secretary had 5 responses, representing 11.6 percent of the total. Five, or

TABLE VII
METHODS USED TO LOCATE INITIAL EMPLOYMENT
AFTER LEAVING BIG BEND COMMUNITY COLLEGE

Method	Number of Students	Percent
Continued employment with cooperative training station	13	27.7
Through personal efforts	11	23.4
Through coordinator or instructor at the college	9	19.1
Through friend or relative	7	14.9
Through employment office	5	10.6
Through advertisement	2	4.3
Total	47	100.0

TABLE VIII
TITLE OF MOST RECENT JOB AS REPORTED
BY COOPERATIVE ENROLLEES

Job Title	Number	Percent
Secretary	22	51.3
Executive Secretary	5	11.6
Clerk Typist	5	11.6
Receptionist	2	4.7
Typist	2	4.7
Office manager or Supervisor	1	2.3
Stenographer	1	2.3
Clerk-Stenographer	1	2.3
Bank Teller	1	2.3
Teacher	1	2.3
Laundry Presser	1	2.3
Mechanic	1	2.3
Total	43	100.0

11.6 percent indicated their most recent job title as clerk typist; two, or 4.7 percent, indicated their title as receptionist; and two, or 4.7 percent, indicated their title as typist. One student each, or 16.1 percent, indicated their titles as office manager, or supervisor, stenographer, clerk-stenographer, bank teller, teacher, laundry presser, and mechanic.

Job titles included in the questionnaire which had no responses included the following: transcribing machine operator, file clerk, mail clerk, accounts receivable clerk, accounts payable clerk, posting clerk, bookkeeper, calculating or adding machine operator, duplicating machine operator, and keypunch operator.

Table VIII shows the breakdown of the titles which most accurately describe the enrollees' most recent employment.

Business Curriculum

Students were asked to rate the courses in office administration, business education, and business administration according to their vocational value. Table IX lists all the office administration, business education, and business administration courses offered at Big Bend Community College and the number and percent of students who indicated the course to be very good, good, average, below average, or useless.

The course with the highest enrollment was Advanced Typewriting, having been selected by 41, or 82 percent of the total students involved in the study. Thirty-four, or 83 percent of the students who were enrolled in Advanced Typewriting considered the course to be very good; 6, or 14.6 percent, considered the course good; and one student, or 2.4, as below average.

Thirty-nine enrollees took Office Machines. Seventeen, or 43.6 percent, of these enrollees reported that Office Machines was very good; 17, or 43.6 percent, good; 2, or 5.1 percent, average; one, or 2.6 percent, below average; and two, or 5.1 percent, as useless. Twenty-five, or 73.5 percent of the enrollees who took Beginning Shorthand considered it as very good; five, or 14.7 percent, as good; two, or 5.9 percent, as average; and two, or 5.9 percent, as useless.

Secretarial Practice was taken by 33 enrollees. Twenty-four, or 72.7 considered the course as very good; five, or 15.2 percent, as good; three, or 9.1 percent, as average; one, or 3 percent, as below average. Of the 28 enrollees who took Advanced Shorthand, 21, or 75 percent, rated the course as very good; four, or 14.3 percent, as good; two, or 7.1 percent, as average; and one, or 3.6 percent, as useless. Eight, or 32 percent of the 25 students who took Introduction to Business rated the course as very good;

5, or 20 percent, as good; 9, or 36 percent, as average; and three, or 12 percent, as useless.

Beginning Typewriting was taken by 18 students, of which 14, or 77.8 percent rated the course as very good; two, or 11.1 as good; one, or 5.6 percent, as average; and one, or 5.6 percent, as useless. Ten, or 58.8 percent, of the 17 students who took Records Management rated the course as very good; six, or 35.3 percent, as good; one, or 5.9 percent, as average.

Principles of Accounting was taken by 15 enrollees. Of these 15 students, 8, or 53.3 percent, rated the course as very good; three, or 20 percent, as good; two, or 13.3 percent, as average; and two, or 13.3 percent, as below average. Seven, or 50 percent of the 14 students who took College Bookkeeping rated the course as very good; five, or 35.7 percent, rated the course as good; and two, or 14.3 percent, as average. Key punch was taken by 12 students, of which two, or 16.7 percent, rated the course as very good; three, or 25 percent, as good; four, or 33.3 percent, as average; one, or 8.3 percent, as below average; and two, or 16.7 percent, as useless.

Twelve enrollees took Personal Typewriting, of which 7, or 58.3 percent, said the course was very good; three, or 25 percent, good; one, or 8.3 percent, average; one, or 8.3 percent, below average. Eleven students enrolled in Business Mathematics. Three, or 27.3 percent, considered Business Mathematics very good; five,

TABLE IX

RATINGS OF THE VOCATIONAL VALUE OF BUSINESS COURSES TAKEN AT BIG BEND COMMUNITY COLLEGE

Course	Very Good		Good		Average		Below Average		Useless		Total Students
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Advanced Typewriting	34	83.0	6	14.6	-	-	1	2.4	-	-	41
Office Machines	17	43.6	17	43.6	2	5.1	1	2.6	2	5.1	39
Beginning Shorthand	25	73.5	5	14.7	2	5.9	-	-	2	5.9	34
Secretarial Practice	24	72.7	5	15.2	3	9.1	1	3.0	-	-	33
Advanced Shorthand	21	75.0	4	14.3	2	7.1	-	-	1	3.6	28
Introduction to Business	8	32.0	5	20.0	9	36.0	-	-	3	12.0	25
Beginning Typewriting	14	77.8	2	11.0	1	5.6	1	5.6	-	-	18
Business English	6	33.3	6	33.3	3	16.7	2	11.1	1	5.6	18
Records Management	10	58.8	6	35.3	1	5.9	-	-	-	-	17
Principles of Accounting	8	53.3	3	20.0	2	13.3	2	13.3	-	-	15
College Bookkeeping	7	50.0	5	35.7	2	14.3	-	-	-	-	14
Keypunch	2	16.7	3	25.0	4	33.3	1	8.3	2	16.7	12
Personal Typewriting	7	58.3	3	25.0	1	8.3	1	8.3	-	-	12
Business Mathematics	3	27.3	5	45.5	2	18.2	-	-	1	9.1	11
Business Law	3	33.3	3	33.3	2	22.2	-	-	1	11.1	9
Computer Programming	1	16.7	2	33.3	2	33.3	-	-	1	16.7	6
Intro to Economics	2	50.0	1	25.0	1	25.0	-	-	-	-	4
Commercial Law	-	-	1	50.0	1	50.0	-	-	-	-	2
Principles of Economics	1	50.0	-	-	1	50.0	-	-	-	-	2
Income Tax Procedures	1	100.0	-	-	-	-	-	-	-	-	1
Investments	-	-	1	100.0	-	-	-	-	-	-	1
Medical Terminology	-	-	1	100.0	-	-	-	-	-	-	1
Principles of Management	-	-	-	-	-	-	-	-	-	-	-
Principles of Marketing	-	-	-	-	-	-	-	-	-	-	-

or 45.5 percent, good; two, or 18.2 percent, average; and one student, or 9.1 percent, as useless.

Nine of the cooperative students enrolled in Business Law. Of these nine students, 3, or 33.3 percent, considered the course as very good; three, or 33.3 percent, as good; two, or 22.2 percent, as average; and one, or 11.1 percent, as useless. One student, or 16.7 percent, of the six students who took Computer Programming considered the course as very good; two, or 33.3 percent, as good; two, or 33.3 percent, as average; and one, or 16.7 percent, as useless. Two, or 50 percent, of the four who had taken Introduction to Economics considered the course as very good; one, or 25 percent, as average.

Two students were enrolled in Commercial Law, of which one rated the course as good, and one as average. Principles of Economics was taken by two students. One student rated the course as very good; and one rated the class as average.

Income Tax Procedures was taken by one student, who considered the class as very good; Investments was also taken by one student, who rated the class as good. Medical Terminology was taken by one student and rated good.

Principles of Marketing and Principles of Management were not taken by any of the 50 participants.

Business courses rated as very good. Table X shows the same business courses, but only courses in which at least 15 students, or 30 percent of the participants, were enrolled. The courses are ranked by the percent of students who felt it to be a very good course. The rank order of courses considered by the enrollees to be very good, from highest to lowest, was as follows: Advanced Typewriting, Beginning Typewriting, Advanced Shorthand, Beginning Shorthand, Secretarial Practice, Records Management, Principles of Accounting, Office Machines, Business English, and Introduction to Business.

TABLE X

PERCENTAGE RATING BUSINESS COURSES WITH MORE THAN
15 ENROLLEES AS VERY GOOD

Course	Total Students Enrolled	Percent Indicating Very Good
Advanced Typewriting	41	83.0
Beginning Typewriting	18	77.8
Advanced Shorthand	28	75.0
Beginning Shorthand	34	73.5
Secretarial Practice	33	72.7
Records Management	17	58.8
Principles of Accounting	15	53.3
Office Machines	39	43.6
Business English	18	33.3
Introduction to Business	25	32.0

Business courses rated as having no vocational value.

Table XI deals with the percent of students who felt the courses were useless. The ranking of the courses from the greatest percent indicating them to have no vocational value to the lowest percent indicating this value was as follows: Introduction to Business, Beginning Shorthand, Business English, Office Machines, and Advanced Shorthand. Only courses in which at least 15 students, or 30 percent of the participants, were enrolled are listed.

TABLE XI
BUSINESS COURSES RATED AS HAVING NO VALUE
BY OFFICE COOPERATIVE STUDENTS

Course	Total Students Enrolled	Percent Indicating Course of no value
Introduction to Business	25	12.0
Beginning Shorthand	34	5.9
Business English	17	5.6
Office Machines	39	5.1
Advanced Shorthand	34	5.9

Office Activities Performed

Table XII shows the various office activities performed in class, at the training station, and during regular employment. It indicates the number of participants and the percentage of participants performing the various duties.

Forty-eight of the respondents, or 96 percent, indicated they typed business letters in class; 41, or 82 percent, at their training station; and 44, or 88 percent, during regular employment. Forty, or 80 percent, typed fill-ins on duplicated letters in class; 28, or 56 percent, at the training station; 36, or 72 percent, during regular employment; and one student, or 2 percent, had no experience in typing fill-ins on duplicated letters.

Making carbon copies was performed by 46, or 92 percent, in class; 44, or 88 percent, at the training station; 42, or 84 percent, during regular employment. One student had no experience in typing carbon copies.

Manuscripts and reports were typed by 42, or 84 percent, in class; by 27, or 54 percent, at the training station; by 30, or 60 percent, during regular employment. Two students, or 4 percent, had no experience in typing manuscripts and reports. Thirty-three, or 66 percent, typed final copy from rough draft copy in class; 37, or 74 percent, at the training station; and 41, or 82 percent, during regular employment. One student had no experience in typing final copy from rough draft copy. Forty-six enrollees, or 92 percent, indicated they had erased carbon copies in class; 43, or 86 percent, at the training station; and 41, or 82 percent, during regular employment. One student had no experience in erasing carbon copies. Financial statements were typed by 31, or 62 percent, of the students

in class; by 16, or 32 percent, at the training station; and by 26, or 52 percent during regular employment. Nine students, or 18 percent, had no experience in the typing of financial statements.

Postal cards were typed by 38, or 76 percent, in class; by 16, or 32 percent, at the training station; and by 23, or 46 percent, during regular employment. Two students, or 4 percent, indicated they had no experience in the typing of postal cards. Memorandums were typed by 44, or 88 percent, in class; by 27, or 54 percent, at the training station; and by 36, or 72 percent, during regular employment. One student indicated she had no experience in typing memorandums. Spirit masters were typed by 43, or 86 percent, in class; by 27, or 54 percent, at the training station; and by 24, or 48 percent, during regular employment. Two, or 4 percent, indicated they had no experience in typing spirit masters. Stencils were typed by 41, or 82 percent, in class; by 23, or 46 percent, at the training station; and by 22, or 44 percent, during regular employment. Three students, or 6 percent, had no experience in typing mimeograph stencils.

Thirty, or 60 percent, indicated they had typed offset masters in class; 15, or 30 percent at the training station; and 14, or 28 percent, during regular employment. Ten students, or 20 percent, had no experience in typing offset masters. Forty, or

80 percent, typed on printed business forms in class; 29, or 58 percent, at the training station; and 36, or 72 percent, during regular employment. One student indicated she had no experience in typing on printed business forms. Forty-five, or 90 percent, said they did record and transcribe shorthand in class; 30, or 60 percent, at the training station; and 32, or 64 percent, during regular employment. Three students, or 6 percent, had no experience in recording and transcribing shorthand.

Thirty-two, or 64 percent, had filed material in class; 45, or 90 percent, at the training station; and 44, or 88 percent, during regular employment. Six, or 12 percent, had no experience in filing material. Twelve, or 24 percent indicated they had revised files in class; 22, or 44 percent at the training station; and 32, or 64 percent, during regular employment. Four, or 8 percent, had no experience in revising files.

The telephone was used by 6, or 12 percent, of the students in class; by 43, or 86 percent, of the students at the training station; and by 43, or 86 percent, during regular employment. Business letters and reports were composed by 31, or 62 percent, in class; by 24, or 48 percent, at the training station; and by 36, or 72 percent, during regular employment. Four students, or 8 percent, indicated they had no experience in composing business letters and reports. Two, or 4 percent, of the respondents indicated they read and signed

employer's outgoing mail in class; 14, or 28 percent, at the training station; and 31, or 62 percent, during regular employment. Thirteen students, or 26 percent, had no experience in signing employer's outgoing mail.

Thirteen students, or 26 percent, had experience of taking dictation over the telephone at the training station, while 23, or 46 percent, received this experience during regular employment. Sixteen, or 32 percent, had no experience in taking dictation over the telephone. Thirty-five, or 70 percent, gave oral presentations in class; 2, or 4 percent, at the training station; and three, or 6 percent, during regular employment. Twelve, or 24 percent, had no experience in giving oral presentations.

Travel arrangements were made in class by 24, or 48 percent; at the training station by five, or 10 percent; during regular employment by 21, or 42 percent. Sixteen, or 32 percent, had no experience in making travel arrangements. Dictation at the typewriter was taken by 17, or 34 percent, of the students in class; by 16, or 32 percent, at the training station; and by 24, or 48 percent, during regular employment. Eleven, or 22 percent, had no experience in taking dictation at the typewriter.

Twenty-three, or 46 percent, assembled and stapled duplicated material in class; 38, or 76 percent at the training station; and 37, or 74 percent, during regular employment. One student had

no experience in assembling and stapling duplicated material.

Twelve students, or 24 percent, prepared agendas for meetings in class; 8, or 16 percent, at the training station; 17, or 34 percent, during regular employment. Seventeen, or 34 percent, had no experience in the preparation of agendas.

Thirty-five, or 70 percent, indicated they had consulted reference books in class; 26, or 52 percent, at the training station; and 37, or 74 percent, during regular employment. Five students, or 10 percent, indicated they had no experience in consulting reference books. Twenty, or 40 percent, used timetables in class; three, or 6 percent, at the training stations; and 15, or 30 percent, during regular employment. Nineteen, or 38 percent, indicated they had no experience in the use of timetables.

Thirty-four, or 68 percent, indicated they had used fundamental processes of arithmetic in class; 29, or 58 percent, at the training station; 40, or 80 percent, during regular employment. Journal entries were made by 23, or 46 percent, of the participants in class; by 17, or 34 percent, at the training station; and by 25, or 50 percent, during regular employment. Nine participants, or 18 percent, said they had no experience in making journal entries.

Reading, sorting, and routing incoming mail was performed by 12, or 24 percent, in class; by 24, or 48 percent, at the training

station; and by 34, or 68 percent, during regular employment. Eight, or 16 percent, had no experience in reading, sorting, and routing incoming mail. Thirty-two, or 64 percent, received experience in filling in legal forms in class; 16, or 32 percent, at the training station; and 27, or 54 percent, during regular employment. Seven, or 14 percent, had no experience in completing legal forms.

Seven, or 14 percent, planned and organized social affairs in class; two, or 4 percent, at the training station; and 11, or 22 percent, during regular employment. Thirty-three, or 66 percent, indicated they had no experience in the planning and organizing of social affairs. Two, or 4 percent, indicated they helped choose furniture and office equipment in class; five, or 10 percent, at the training station; and 11, or 22 percent, during regular employment. Thirty-five, or 70 percent, had no experience in choosing furniture and office equipment.

One student, or 2 percent, indicated she received experience in originating new office procedures and forms in class; seven, or 14 percent, at the training station; and 28, or 56 percent, during regular employment. Nineteen students, or 38 percent, had no experience in originating new office procedures and forms.

TABLE XII

OFFICE ACTIVITIES PERFORMED BY THE 50 COOPERATIVE OFFICE ADMINISTRATION TRAINEES
IN CLASS, AT TRAINING STATION, AND DURING REGULAR EMPLOYMENT

Office Activities Performed	In Class		At Training Station		During Regular Employment		No Experience	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Type business letters	48	96.0	41	82.0	44	88.0	0	0.0
Type fill-ins on duplicated letters	40	80.0	28	56.0	36	72.0	1	2.0
Type carbon copies	46	92.0	44	88.0	42	84.0	1	2.0
Type manuscripts and reports	42	84.0	27	54.0	30	60.0	2	4.0
Type final copy from rough draft copy	33	66.0	37	74.0	41	82.0	1	2.0
Erase carbon copies	46	92.0	43	86.0	41	82.0	1	2.0
Type financial statements	31	62.0	16	32.0	26	52.0	9	18.0
Type postal cards	38	76.0	16	32.0	23	46.0	2	4.0
Type memorandums	44	88.0	27	54.0	36	72.0	1	2.0
Type and correct spirit masters	43	86.0	27	54.0	24	48.0	2	4.0
Type and correct stencils	41	82.0	23	46.0	22	44.0	3	6.0
Type and correct offset masters	30	60.0	15	30.0	14	28.0	10	20.0
Type on printed business forms	40	80.0	29	58.0	36	72.0	1	2.0
Record and transcribe shorthand	45	90.0	30	60.0	32	64.0	3	6.0
File material	32	64.0	45	90.0	44	88.0	6	12.0
Revise files	12	24.0	22	44.0	32	64.0	4	8.0
Use telephone	6	12.0	43	86.0	43	86.0	0	0.0
Compose business letters and reports	31	62.0	24	48.0	36	72.0	4	8.0

TABLE XII (Continued)

Office Activities Performed	In Class		At Training Station		During Regular Employment		No Experience	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Read and sign employers' outgoing mail	2	4.0	14	28.0	31	62.0	13	26.0
Take dictation over telephone	0	0.0	13	26.0	23	46.0	16	32.0
Give oral presentations	35	70.0	2	4.0	3	6.0	12	24.0
Make travel arrangements	24	48.0	5	10.0	21	42.0	16	32.0
Take dictation at the typewriter	17	34.0	16	32.0	24	48.0	11	22.0
Assemble and staple duplicated material	23	46.0	38	76.0	37	74.0	1	2.0
Prepare agenda for meetings	12	24.0	8	16.0	17	34.0	17	34.0
Consult reference books	35	70.0	26	52.0	37	74.0	5	10.0
Use timetables (RR, airlines, etc.)	20	40.0	3	6.0	15	30.0	19	38.0
Use fundamental processes of arithmetic	34	68.0	29	58.0	40	80.0	0	0.0
Make journal entries	23	46.0	17	34.0	25	50.0	9	18.0
Read, sort, and route incoming mail	12	24.0	24	48.0	34	68.0	8	16.0
Fill in legal forms	32	64.0	16	32.0	27	54.0	7	14.0
Plan and organize social affairs	7	14.0	2	4.0	11	22.0	33	65.0
Help choose furniture and office equipment	2	4.0	5	10.0	11	22.0	35	70.0
Originate new office procedures and forms	1	2.0	7	14.0	28	56.0	19	38.0

Office activities performed in class. Table XIII lists the same information as in Table XII, but ranked from the highest percentage to the lowest percentage of students performing the office activities in class.

As shown in Table XIII, the ten most frequent office activities or duties performed in class were: type business letters, by 48, or 96 percent; type carbon copies, by 46, or 92 percent; erase carbon copies, by 46, or 92 percent; record and transcribe shorthand, by 45, or 90 percent; type memorandums, by 44, or 88 percent; type and correct spirit masters, by 43, or 86 percent; type manuscripts and reports, by 42, or 84 percent; type and correct stencils, by 41, or 82 percent; type fill-ins on duplicated letters, by 40, or 80 percent; and type on printed business forms, by 40, or 80 percent.

The ten least performed duties were: take dictation at the typewriter, by 17, or 34 percent; revise files, by 12, or 24 percent; prepare agenda for meetings, by 12, or 24 percent; read, sort, and route incoming mail, by 12, or 24 percent; plan and organize social affairs, by 7, or 14 percent; use the telephone, by 16, or 12 percent; read and sign employer's outgoing mail, by 2, or 4 percent; help choose furniture and office equipment, by 2, or 4 percent; originate new office procedures and forms, by 1, or 2 percent; and no student had the experience of taking dictation over the telephone in class.

TABLE XIII

OFFICE ACTIVITIES PERFORMED BY COOPERATIVE OFFICE
ADMINISTRATION TRAINEES AND PERCENT OF
STUDENTS PERFORMING ACTIVITIES IN CLASS

Office Activities Performed	Number	Percent
Type business letters	48	96.0
Type carbon copies	46	92.0
Erase carbon copies	46	92.0
Record and transcribe shorthand	45	90.0
Type memorandums	44	88.0
Type and correct spirit masters	43	86.0
Type manuscripts and reports	42	84.0
Type and correct stencils	41	82.0
Type fill-ins on duplicated letters	40	80.0
Type on printed business forms	40	80.0
Type postal cards	38	76.0
Give oral presentations	35	70.0
Consult reference books	35	70.0
Use fundamental processes of arithmetic	34	68.0
Type final and rough draft copy	33	66.0
File material	32	64.0
Fill in legal forms	32	64.0
Type financial statements	31	62.0
Compose business letters and reports	31	62.0
Type and correct offset masters	30	60.0
Make travel arrangements	24	48.0
Assemble and staple duplicated materials	23	46.0
Make journal entries	23	46.0
Use timetables (RR, airlines, etc.)	20	40.0
Take dictation at the typewriter	17	34.0
Revise files	12	24.0
Prepare agenda for meetings	12	24.0
Read, sort, and route incoming mail	12	24.0
Plan and organize social affairs	7	14.0
Use telephone	6	12.0
Read and sign employer's outgoing mail	2	4.0
Help choose furniture and office equipment	2	4.0
Originate new office procedures and forms	1	2.0
Take dictation over the telephone	0	0.0

Office activities performed at the training station. Table XIV shows the same information as Table XII, but ranked from the highest percentage to the lowest percentage of students performing the office activities at their training stations.

Table XIV shows the ten most frequent performed activities at the training station were as follows: file material, by 45, or 90 percent; type carbon copies, by 44, or 88 percent; erase carbon copies, by 43, or 86 percent; use the telephone, by 43, or 86 percent; type business letters, by 41, or 82 percent; assemble and staple duplicated material, by 38, or 76 percent; type final copy from rough draft copy, by 37, or 74 percent; record and transcribe shorthand, by 30, or 60 percent; type on printed business forms, by 29, or 58 percent; and use fundamental processes of arithmetic by 29, or 58 percent.

The ten least performed duties were: type and correct offset masters, by 15, or 30 percent; read and sign employer's outgoing mail, by 14, or 28 percent; take dictation over the telephone, by 13, or 26 percent; prepare agenda for meetings, by 8, or 16 percent; originate new office procedures and forms by 7, or 14 percent; make travel arrangements by 5, or 10 percent; help choose furniture and office equipment by 5, or 10 percent; use timetables, by 3, or 6 percent; give oral presentations, by 2, or 4 percent; and plan and organize social affairs by 2, or 4 percent.

TABLE XIV

OFFICE ACTIVITIES PERFORMED BY COOPERATIVE OFFICE
ADMINISTRATION TRAINEES AND PERCENT OF STUDENTS
PERFORMING ACTIVITIES AT THEIR TRAINING STATIONS

Office Activities Performed	Number	Percent
File material	45	90.0
Type carbon copies	44	88.0
Erase carbon copies	43	86.0
Use telephone	43	86.0
Type business letters	41	82.0
Assemble and staple duplicated material	38	76.0
Type final copy from rough draft copy	37	74.0
Record and transcribe shorthand	30	60.0
Type on printed business forms	29	58.0
Use fundamental processes of arithmetic	29	58.0
Type fill-ins on duplicated letters	28	56.0
Type manuscripts and reports	27	54.0
Type memorandums	27	54.0
Type and correct spirit masters	27	54.0
Consult reference books	26	52.0
Compose business letters and reports	24	48.0
Read, sort, and route incoming mail	24	48.0
Type and correct stencils	23	46.0
Revise files	22	44.0
Make journal entries	17	34.0
Type financial statements	16	32.0
Type postal cards	16	32.0
Take dictation at the typewriter	16	32.0
Type legal forms	16	32.0
Type and correct offset masters	15	30.0
Read and sign employer's outgoing mail	14	28.0
Take dictation over telephone	13	26.0
Prepare agenda for meetings	8	16.0
Originate new office procedures and forms	7	14.0
Make travel arrangements	5	10.0
Help choose furniture and office equipment	5	10.0
Use timetables	3	6.0
Give oral presentations	2	4.0
Plan and organize social affairs	2	4.0

Office activities performed during regular employment.

Table XV lists the office activities performed during regular employment. The activities are ranked from the highest percentage to the lowest percentage of students performing the duty at any time after leaving Big Bend Community College during regular employment.

As shown in Table XV, the ten most frequent performed duties during regular employment were as follows: Type business letters, performed by 44 students, or 88 percent; file material, by 44, or 88 percent; use the telephone, by 43, or 86 percent; type carbon copies, by 42, or 84 percent; type final copy from rough draft copy, by 41, or 82 percent; erase carbon copies, by 41, or 82 percent; use fundamental processes of arithmetic, by 40, or 80 percent; assemble and staple duplicated material, by 37, or 74 percent; consult reference books, by 37, or 74 percent; and type fill-ins on duplicated material by 36, or 72 percent.

The ten least performed duties were as follows: type postal cards, by 23, or 46 percent; take dictation over the telephone, by 23, or 46 percent; type and correct stencils, by 22, or 44 percent; make travel arrangements, by 21, or 42 percent; prepare agenda for meetings, by 17, or 34 percent; use timetables, by 15, or 30 percent; type and correct offset masters, by 14, or 28 percent; plan and organize social affairs, by 11, or 22 percent; help choose furniture and office equipment, by 11, or 22 percent; give oral presentations by 3, or 6 percent.

TABLE XV

OFFICE ACTIVITIES PERFORMED BY COOPERATIVE OFFICE
ADMINISTRATION TRAINEES AND PERCENT OF STUDENTS
PERFORMING ACTIVITIES DURING REGULAR EMPLOYMENT

Office Activities Performed	Number	Percent
Type business letters	44	88.0
File material	44	88.0
Use telephone	43	86.0
Type carbon copies	42	84.0
Type final copy from rough draft copy	41	82.0
Erase carbon copies	41	82.0
Use fundamental processes of arithmetic	40	80.0
Assemble and staple duplicated material	37	74.0
Consult reference books	37	74.0
Type fill-ins on duplicated letters	36	72.0
Type memorandums	36	72.0
Type on printed business forms	36	72.0
Compose business letters and reports	36	72.0
Read, sort, and route incoming mail	34	68.0
Record and transcribe shorthand	32	64.0
Revise files	32	64.0
Read and sign employer's outgoing mail	31	62.0
Type manuscripts and reports	30	60.0
Originate new office procedures and forms	28	56.0
Fill in legal forms	27	54.0
Type financial statements	26	52.0
Make journal entries	25	50.0
Take dictation at the typewriter	24	48.0
Type and correct spirit masters	24	48.0
Type postal cards	23	46.0
Take dictation over the telephone	23	46.0
Type and correct stencils	22	44.0
Make travel arrangements	21	42.0
Prepare agenda for meetings	17	34.0
Use timetables	15	30.0
Type and correct offset masters	14	28.0
Plan and organize social affairs	11	22.0
Help choose furniture and office equipment	11	22.0
Give oral presentations	3	6.0

Office Machines and Equipment Used

Participants were asked to indicate the various types of typewriters, data processing equipment, adding and calculating machines, duplicating machines used in class, at their training station, and during regular employment.

Typewriters. As shown in Table XVI, 45, or 90 percent of the respondents used the manual typewriter in class; 30, or 60 percent, at the training station; and 16, or 32 percent, during regular employment. The electric typewriter was used by 48, or 96 percent, of the students in class; by 38, or 76 percent, at the training station; and by 38, or 76 percent, during regular employment.

The Justowriter, a paper-tape typewriter used for justifying right margins, was used by nine, or 18 percent, in class; seven, or 14 percent at the training station; and two, or 4 percent, during regular employment. Thirty-eight students, or 76 percent, had no experience on the Justowriter. The Flexowriter, a paper-tape automatic typewriter, was used by five, or 10 percent, in class; four, or 8 percent, at the training station; and by one, or 2 percent, during regular employment. Forty-two, or 84 percent, had no experience on the Flexowriter. The Magnetic Tape Selectric Typewriter was used by six, or 12 percent, at the training station; by six, or 12 percent, during regular employment. Forty-four, or 88 percent, had no experience in the use of the Magnetic Tape Selectric Typewriter.

TABLE XVI

TYPEWRITERS USED BY THE 50 COOPERATIVE OFFICE ADMINISTRATION TRAINEES
IN CLASS, AT TRAINING STATION, AND DURING REGULAR EMPLOYMENT

Typewriters	In Class		At Training Station		During Regular Employment		No Experience	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Manual	45	90.0	30	60.0	16	32.0	0	0.0
Electric	48	96.0	38	76.0	38	76.0	0	0.0
Justowriter	9	18.0	7	14.0	2	4.0	38	76.0
Flexowriter	5	10.0	4	8.0	1	2.0	42	84.0
Magnetic Tape Selectric Typewriter (MT/ST)	0	0.0	6	12.0	6	12.0	44	88.0

Data Processing equipment. More students received key punch training in class than they did at their training stations and during regular employment. Twenty-five, or 50 percent, of the students, received key punch training in class; 2 students, or 4 percent, received training on the key punch at their training station; and 4 students, or 8 percent, during regular employment. Sixteen, or 32 percent, indicated they had no experience on the key punch. The sorter was used by 10, or 20 percent, of the students in class; by one, or 2 percent, at the training station and during regular employment. Twenty-two students, or 44 percent, had no experience on the sorter. The tabulating machine was used in class by nine, or 18 percent; by 2, or 4 percent, at the training station; and by 4, or 8 percent, during regular employment. Thirty-eight, or 76 percent, indicated they had no experience on the tabulating machine. The computer was used in class by 3, or 6 percent, of the students; during regular employment by one, or 2 percent; and 46 students, or 92 percent, had no experience on the computer.

Adding and calculating machines. As indicated in Table XVIII, the ten-key adding machine was the most often used adding and calculating machine in all three locations. Forty-five, or 90 percent, used the ten-key adding machine in class; 27, or 54 percent, used the 10-key adding machine at their training station; and 29, or

TABLE XVII

DATA PROCESSING EQUIPMENT USED BY THE 50 COOPERATIVE
OFFICE ADMINISTRATION TRAINEES IN CLASS,
AT TRAINING STATIONS, AND DURING REGULAR EMPLOYMENT

Data Processing Equipment	In Class		At Training Station		During Regular Employment		No Experience	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Keypunch	25	50.0	2	4.0	4	8.0	16	32.0
Sorter	10	20.0	1	2.0	1	2.0	22	44.0
Tabulating Machine	9	18.0	2	4.0	4	8.0	38	76.0
Computer	3	6.0	0	0.0	1	2.0	46	92.0

58 percent, used the machine during regular employment. Two students, or 4 percent, had no experience on the ten-key adding machine.

The ten-key printing calculator was used by 26, or 52 percent of the participants in class; by 7, or 14 percent, at their training station; and by 6, or 12 percent, during regular employment. Twenty-three, or 46 percent, had no experience on the ten-key printing calculator. The full-keyboard adding machine was used by 39 participants, or 78 percent, in class; by 8, or 16 percent at their training station; and by 13, or 26 percent during regular employment. Nine participants, or 18 percent, had no experience on the full-keyboard adding machine. Thirty-five, or 70 percent used the rotary calculator in class; four, or 8 percent, at their training station; and eight, or 16 percent during regular employment. Twelve, or 24 percent, had no experience on the rotary calculator.

Two participants received experience on the electronic calculator at their training station; and one student during regular employment. Forty-seven participants, or 94 percent, had no experience on the electronic calculator. The key-driven calculator was used by 16, or 32 percent of the participants in class; by two, or 4 percent, at their training station; and by five, or 10 percent, during regular employment. Thirty-four, or 68 percent, had no experience on the key-driven calculator. The bookkeeping machine was used by

TABLE XVIII

ADDING AND CALCULATING MACHINES USED BY COOPERATIVE OFFICE
ADMINISTRATION ENROLLEES IN CLASS, AT TRAINING STATIONS,
AND DURING REGULAR EMPLOYMENT

Adding and Calculating Machines	In Class		At Training Station		During Regular Employment		No Experience	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
10-key adding	45	90.0	27	54.0	29	58.0	2	4.0
10-key printing calculator	26	52.0	7	14.0	6	12.0	23	46.0
Full-keyboard adding	39	78.0	8	16.0	13	26.0	9	18.0
Rotary calculator	35	70.0	4	8.0	8	16.0	12	24.0
Electronic calculator	0	0.0	2	4.0	1	2.0	47	94.0
Key-driven calculator	16	32.0	2	4.0	5	10.0	34	68.0
Bookkeeping machine	0	0.0	3	6.0	3	6.0	44	88.0

three students, or 6 percent, at the training station; and by 3, or 6 percent, during regular employment. Forty-four students, or 88 percent, indicated they had no experience on the bookkeeping machine.

Duplicating machines and equipment. The spirit duplicator was used in class by 41, or 82 percent, of the participants; by 25, or 50 percent, while they were working at their training station; and by 22, or 44 percent, during regular employment. The mimeograph machine was used in class by 39, or 78 percent, of the participants; by 21, or 42 percent, at their training station; and by 18, or 38 percent during regular employment.

A high percentage of participants received instruction on the offset press in class. Twenty-two students, or 44 percent, received instruction on the offset in class; ten, or 20 percent, received instruction at their training station; and 5 students, or 10 percent, have used the offset during regular employment.

The illuminated drawing board was used in class by 18, or 36 percent, of the students; and by 2, or 4 percent, of the students during regular employment. No one received instruction on the illuminated drawing board while at their training station.

Copying machines were used by 19 students, or 38 percent, in class; by 25, or 50 percent, at their training stations; and by 41, or 82 percent, during regular employment.

TABLE XIX

DUPLICATING MACHINES AND EQUIPMENT USED BY THE 50 COOPERATIVE
OFFICE ADMINISTRATION ENROLLEES IN CLASS,
AT TRAINING STATIONS, AND DURING REGULAR EMPLOYMENT

Duplicating Machines and Equipment	In Class		At Training Station		During Regular Employment		No Experience	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Spirit (liquid) duplicator	41	82.0	25	50.0	22	44.0	4	8.0
Mimeograph	39	78.0	21	42.0	19	38.0	5	10.0
Offset	22	44.0	10	20.0	5	10.0	26	52.0
Illuminated drawing board	18	36.0	0	0.0	2	4.0	31	62.0
Copying machine	19	38.0	33	66.0	36	72.0	7	14.0

Transcribing machine and postage meter. Table XX shows how frequently the transcribing machine and postage meter were used in class, at the training station, and during regular employment. As shown in the table, the transcribing machine was used by 22, or 44 percent, of the former enrollees in class; by 14, or 28 percent at the training station; by 18, or 36 percent, during regular employment. Sixteen enrollees, or 32 percent, had no experience on transcribing machines and equipment.

The postage meter was used by 6, or 12 percent, in class; by 25, or 50 percent, at the training station; and by 22, or 44 percent, during regular employment. Eight students, or 16 percent, had no experience operating a postage meter.

Office Administration Enrollees' Opinions of the Cooperative Program

This section indicates students' opinions of the Office Administration Program as a whole, the Office Administration Seminar, and the on-the-job training phase of the program.

Areas most neglected in the seminar. Table XXI indicates the areas which participants felt were most neglected in the Office Administration Seminar. Personality improvement was indicated by 16, or 25.4 percent as being the most neglected area in the seminar. Human relations was the next most neglected area, with 12, or 19.1 percent; job interview procedure was the next most neglected area

TABLE XX

NUMBER AND PERCENT OF THE 50 ENROLLEES USING THE TRANSCRIBING MACHINE
AND POSTAGE METER IN CLASS, AT THE TRAINING STATION,
AND DURING REGULAR EMPLOYMENT

Machine	In Class		At Training Station		During Regular Employment		No Experience	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Transcribing machine	22	44.0	14	28.0	18	36.0	16	32.0
Postage meter	6	12.0	25	50.0	22	44.0	8	16.0

with 11 enrollees, or 17.5 percent. Ten enrollees, or 15.9 percent thought job information was the most neglected. Seven, or 11.1 percent, checked both knowledge of business terms and knowledge of new equipment and procedures as being the most neglected area of discussion in the seminar.

TABLE XXI

AREAS WHICH PARTICIPANTS FELT WERE MOST NEGLECTED
IN THE OFFICE ADMINISTRATION SEMINAR

Area	Number of Responses	Percent
Personality Improvement	16	25.4
Human Relations	12	19.0
Job Interview Procedure	11	17.5
Job Information	10	15.9
Knowledge of Business Terms	7	11.1
Job Interview Procedure	7	11.1
Total	63	100.0

Frequency of the Seminar. The enrollees were asked how often they believe the seminar, or related class, should meet. The responses are shown in Table XXII. The greatest percentage believed the related class should meet one hour weekly. Twenty, or 40 percent, said the related class should meet one hour weekly; 16, or 32 percent, said the class should meet one hour as a group and one hour individually, with the coordinator; 10, or 20 percent, said the seminar should meet

two hours weekly; 2, or 4 percent, said the related class should meet two hours as a group and one hour, individually, with the coordinator; one student believed the seminar should meet three hours weekly; and one student said the related class should not meet at all.

TABLE XXII

RESPONSES OF OFFICE COOPERATIVE STUDENTS ON HOW
FREQUENTLY THE SEMINAR SHOULD MEET

Response	Number	Percent
One hour weekly	20	40.0
One hour as a group and one hour individually with the coordinator	16	32.0
Two hours weekly	10	20.0
Two hours as a group and one hour individually with the coordinator	2	4.0
Three hours weekly	1	2.0
Not at all	1	2.0
TOTAL	50	100.0

First- and second-year students in the same class. When asked if second-year cooperative students should be placed in the same seminar, or related class, as first-year students, 35, or 70 percent, answered yes. Fifteen, or 30 percent, said they should be in separate classes, as indicated in Table XXIII.

Several participants wrote reasons why they felt first- and second-year students should be in the same class or should be separated. Students who felt a separate class should be conducted for second-year students indicated that second-year students should be more advanced and concentrate on more individual problems or detailed information. Many felt that the second-year would be a repetition of the first year.

Students who indicated the class should be combined, with both first- and second-year students, thought that each group could benefit from the experiences of the other. Participants felt that the second-year students have had more working experience and could better prepare first-year students to adjust to their new working conditions.

TABLE XXIII

ENROLLEES' OPINION ON PLACING FIRST- AND SECOND-YEAR STUDENTS IN THE SAME RELATED CLASS

Question	YES		NO	
	Number	Percent	Number	Percent
Should second-year students be placed in the same class as first-year students	35	70	15	30

Most valuable information in the seminar. Table XXIV

indicates what the enrollees considered to be the most valuable information which should be included in the seminar. Discussion of job problems was checked more frequently than any other area. There were 29 responses to this area, which was 38.7 percent of all responses. Presentation of human relations case problems was second with 21, or 28 percent of the total responses. Ten participants, or 13.3 percent, thought the most valuable information would be an individual study of interest to the individual cooperative student. Presentation by students of written analyses of operations relating to systems and procedures of the office was checked by seven, or 9.3 percent of the participants. Six, or 8 percent, believed discussion of articles from professional magazines regarding new techniques and equipment to be the most valuable information. Two, or 2.7 percent, thought all areas were equally important.

Number of hours spent at the training station. Respondents to the cooperative office questionnaire were asked their opinion as to the number of hours a week the student should work in their training stations while in the Cooperative Work Program. Table XXV shows that 29, or 58 percent, of the respondents indicated students should work between 15 and 23 hours a week. Fifteen, or 30 percent, said the student should work between 20 and 24 hours a week; five, or

10 percent, said between 10 and 14 hours a week. One student said the number of hours worked by the student would depend on the student.

TABLE XXIV

RESPONSES OF OFFICE COOPERATIVE STUDENTS ON WHAT
THEY CONSIDER THE MOST VALUABLE INFORMATION
WHICH SHOULD BE INCLUDED IN THE SEMINAR

Response	Number	Percent
Discussion of job problems	29	38.7
Presentation of human relations case problems	21	28.0
Individual study of interest to the individual cooperative students	10	13.3
Presentation by students of written analyses of operations relating to systems and procedures of the office	7	9.3
Discussion of articles from professional magazines regarding new techniques or equipment	6	8.0
All equally important	2	2.7
TOTAL	75	100.0

Employers' interest in training. Former enrollees were asked if they thought employers were really interested in training them while they were in the program. Forty-five students, or 86.5 percent, indicated that employers were really interested in training, as shown in Table XXVI. Seven students, or 13.5 percent, said employers were not interested in training. Two students worked for

two different employers while in the program. They both indicated that one of their employers was interested in training, while the other employer was not interested in training.

TABLE XXV

FORMER ENROLLEES' OPINION ON THE NUMBER OF HOURS
WHICH SHOULD BE SPENT AT THE TRAINING STATION

Hours	Number	Percent
23-15 hours a week	29	58.0
24-20 hours a week	15	30.0
14-10 hours a week	5	10.0
Would depend on the student	1	2.0
TOTAL	50	100.0

TABLE XXVI

ENROLLEES' OPINION ON THEIR EMPLOYERS'
INTEREST IN TRAINING

Question	YES		NO	
	Number	Percent	Number	Percent
Were the employers really interested in training you?	45	86.5	7	13.5

Equipment and facilities at the training station. The participants were asked if their cooperative training station had adequate equipment and facilities available to provide a well-rounded program of training. As Table XXVII indicates, forty participants, or 78.4 percent, said that the training stations in which they worked did have adequate equipment and facilities; 11 students, or 21.6 percent, indicated that their training stations did not have adequate equipment and facilities available to provide a well-rounded program of training. One student who worked for two employers at two different training stations said one training station had adequate equipment, the other did not.

TABLE XXVII

ENROLLEES' OPINION ON THE ADEQUACY OF EQUIPMENT
AND FACILITIES AT THE TRAINING STATION

Question	YES		NO	
	Number	Percent	Number	Percent
Did the training station have adequate equipment and facilities available to provide a well-rounded program of training?	40	78.4	11	21.6

Credit for training. Participants in the study received one college credit for every three hours of time spent at their training stations, up to a maximum of 15 credits.

Participants were asked to respond if they felt the credit given for the on-the-job training portion of the program was too little, too much, or about right. As shown in Table XXVIII, 43, or 86 percent, felt the credit given was about right; 4, or 8 percent, thought the credit given was not enough; and 3, or 6 percent, said it was too much credit.

TABLE XXVIII

RESPONSES OF COOPERATIVE OFFICE ADMINISTRATION STUDENTS
REGARDING CREDIT GIVEN FOR ON-THE-JOB TRAINING

Response	Number	Percent
About right	43	86.0
Too little	4	8.0
Too much	3	6.0
TOTAL	50	100.0

Factors in selecting students. Table XXIX shows that interest in the program was considered by 43, or 36.4 percent, of the former enrollees to be the most important factor in selecting students for the Cooperative Work Program; future choice of occupation was selected by 37, or 31.4 percent, of the students; to obtain work experience by 34, or 28.8 percent; above-average grades was checked by 3, or 2.5 percent, as being the most important factor in selecting students for the cooperative program; and only

one student felt the Cooperative Work Program should be only for students of sophomore standing.

TABLE XXIX

RESPONSES OF COOPERATIVE OFFICE STUDENTS REGARDING
FACTORS IN SELECTING STUDENTS FOR THE PROGRAM

Response	Number	Percent
Interest in the program	43	36.4
Future choice of occupation	37	31.4
Want work experience	34	28.8
Above-average grades	3	2.5
Sophomore standing only	1	0.9
TOTAL	118	100.0

Method of selecting training stations. Table XXX reflects the opinion of the former enrollees as to the best method for selecting the student's training station. Thirty-four students, or 68 percent, indicated the coordinator should send several students to one training station for an interview, with the employer making the final decision. Nine students, or 18 percent, said the best method would be to have the coordinator find specific jobs for students, with the coordinator making the final decision; and 7 students, or 14 percent, said students should find their own jobs.

TABLE XXX
STUDENTS' OPINION OF METHOD OF SELECTING
TRAINING STATIONS

Method	Number of Responses	Percent of Responses
Have coordinator send several students to one training station for an interview, with employer making final decision	34	68.0
Have coordinator find specific job for student, with coordinator making final decision	9	18.0
Have students find their own jobs	7	14.0
TOTAL	50	100.0

Value of the Office Administration Cooperative Program.

Table XXXI summarizes the students' responses concerning the value of various aspects of the Cooperative Work Program.

Participants were asked to rate each area as being very helpful, helpful, little help, or no help.

Twenty-seven students, or 57.5 percent, indicated that the office cooperative program was very helpful in obtaining their first job; 10, or 21.3 percent, said it was helpful; five, or 10.6 percent, said it was of little help; and five, or 10.6 percent, said it was of no help in obtaining their first job. Eighteen, or 36 percent, thought the program was very helpful in learning new and different skills on a continual basis; 25, or 50 percent, said it was helpful;

and 7, or 14 percent, of little help. Twenty-two, or 46.8 percent, believed the program to be very helpful as a source of income; 15, or 31.9 percent, believed it to be helpful; and 10, or 21.3 percent, believed the program to be of little help.

The cooperative program was very helpful in gaining self-confidence for 30, or 60 percent, of the respondents; helpful, by 17, or 34 percent; and of little help for 3, or 6 percent. The Program was very helpful for increasing business skills for 31, or 62 percent; helpful, for 18, or 36 percent; and of little help for one, or 2 percent. Thirty-six, or 72 percent, said the program was very helpful to gain practical experience; 13, or 26 percent, said it was helpful; and one student, or 2 percent, said it was of little help for gaining practical experience. The Program was very helpful for 31, or 64.6 percent, of the participants to increase chances of full-time employment; helpful for 12, or 25 percent; and of little help for 4, or 8.3 percent; and of no help for one student, or 2.1 percent, of the respondents. Twenty-two, or 44 percent, of the participants believed the cooperative program to be very helpful in making a choice as to future occupation; 19, or 38.8 percent believed it to be helpful; 6, or 12.2 percent, of little help; and 2, or 4.1 percent, said it was of no help.

Table XXXII lists the same information as in Table XXXI, except the responses of very helpful and helpful are combined. The

TABLE XXXI

RATINGS GIVEN BY COOPERATIVE OFFICE ADMINISTRATION STUDENTS REGARDING
THE VALUE OF CERTAIN BENEFITS ACQUIRED THROUGH
PARTICIPATION IN COOPERATIVE PROGRAM

Benefits	Very Helpful		Helpful		Little Help		No Help		Total Responses
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
In obtaining first job	27	57.5	10	21.3	5	10.6	5	10.6	47
In learning new and different skills on a continual basis	18	36.0	25	50.0	7	14.0	-	-	50
As a source of income	22	46.8	15	31.9	10	21.3	-	-	47
In gaining self-confidence	30	60.0	17	34.0	3	6.0	-	-	50
To increase business skills	31	62.0	18	36.0	1	2.0	-	-	50
To gain practical experience	36	72.0	13	26.0	1	2.0	-	-	50
To increase chances of full-time employment	31	64.6	12	25.0	4	8.3	1	2.1	48
In making a choice as to future occupation	22	44.9	19	38.8	6	12.2	2	4.1	49

ranking in order of greatest percentage rating the benefits of the program as helpful or very helpful were: To gain practical experience, 49, or 98 percent; to increase business skills, 49, or 98 percent; in gaining self-confidence, 47, or 94 percent; to increase chances of full-time employment, 43, or 89.6 percent; in learning new and different skills on a continual basis, 43, or 86 percent; in making a choice as to future occupation, 41, or 83.7 percent; in obtaining the first job, 37, or 78.7 percent; and as a source of income, 37, or 78.7 percent.

TABLE XXXII

BENEFITS OF THE OFFICE COOPERATIVE PROGRAM RATED
AS VERY HELPFUL OR HELPFUL
BY FORMER COOPERATIVE ENROLLEES

Benefits	Number	Percent
To gain practical experience	49	98.0
To increase business skills	49	98.0
In gaining self-confidence	47	94.0
To increase chances of full-time employment	43	86.0
In learning new and different skills on a continual basis	43	86.0
In making a choice as to future occupation	41	83.7
In obtaining first job	37	78.7
As a source of income	37	78.7

Benefits rated as little or no help to the cooperative student.

Table XXXIII lists the same information as in Table XXXI, except

the responses of little help and no help have been combined. The ranking in order of greatest percentage rating the areas of the program as being of little or no help were: in obtaining the first job, 10, or 21.3 percent; as a source of income, 10, or 21.3 percent; in making a choice of future occupation, 8 or 16.3 percent; in learning new and different skills on a continual basis, 7, or 14 percent; to increase chances of full-time employment, 5, or 10.4 percent; in gaining self-confidence, 3, or 6 percent; to increase business skills, 1, or 2 percent; and to gain practical experience, 1, or 2 percent.

TABLE XXXIII

BENEFITS OF THE OFFICE COOPERATIVE PROGRAM RATED AS
LITTLE OR NO HELP BY FORMER COOPERATIVE ENROLLEES

Benefits	Number	Percent
In obtaining first job	10	21.3
As a source of income	10	21.3
In making a choice of future occupation	8	16.3
In learning new and different skills on a continual basis	7	14.0
To increase chances of full-time employment	5	10.4
In gaining self-confidence	3	6.0
To increase business skills	1	2.0
To gain practical experience	1	2.0

Administration and supervision of the cooperative program.

Table XXXIV shows the respondents' rating of the administration and supervision aspects of the office cooperative program at Big Bend

Community College. Former enrollees rated the supervisory service of the training station very helpful by 35, or 70 percent, of the respondents; helpful, by 13, or 26 percent; of little help by 2, or 4 percent. The supervisory service of the college coordinator was rated very helpful by 28, or 56 percent of the respondents; helpful by 16, or 32 percent; and of little help by 6, or 12 percent. The evaluation process of the program was rated very helpful by 8, or 16.3 percent of the respondents; helpful by 32, or 65.3 percent; and of little help by 9, or 18.4 percent.

The job rating sheets used (Appendix E) were rated as very helpful by 8, or 16.7 percent; helpful, by 29, or 60.4 percent; and of little help by 11, or 22.9 percent. Six former enrollees, or 12.5 percent rated the method for which they were selected for the program as very helpful; 31, or 64.6 percent, rated the method for which they were selected to be helpful; 8, or 16.7 percent, said the method was of little help; and 3, or 6.3 percent, said the method for which they were selected was of no help.

The method for which they were selected for their job was rated by 9, or 18.8 percent, as being very helpful; by 26, or 54.2 percent, helpful; by 12, or 25 percent, little help; and by one enrollee, or 2.1 percent as being of no help. Nineteen participants, or 41.3 percent, rated the number of hours they worked on the job as being

very helpful; 25, or 54.4 percent, rated the number of hours worked as helpful; two, or 4.4 percent, of little help.

Administration and supervision of the cooperative program
rated as very helpful and helpful. Table XXXV lists the same information as in Table XXXIV, except the responses of very helpful and helpful have been combined. The ranking in order of greatest percentage rating the areas of the program as very helpful and helpful were: supervisory service of the training station, 48, or 96 percent; the number of hours worked on the job, 44, or 95.7 percent; supervisory service of the college coordinator, 44, or 88 percent; the evaluation process of the program, 40, or 81.6 percent; the rating sheets used, 37, or 77.1 percent; the method for which they were selected for the program, 37, or 77.1 percent; and the method for which they were selected for the job, 35, or 72.9 percent.

Administration and supervision of the cooperative program
rated as little or no help. Table XXXVI lists the same information as in Table XXXIV, except the responses of little help and no help have been combined. The ranking in order of greatest percentage rating the areas of supervision as being of little help and no help were as follows: the method for which enrollees were selected for their job, 13, or 27.1 percent; the method for which the enrollees were selected for the program, 11, or 22.9 percent; the rating sheets used, by 11,

TABLE XXXIV

RATINGS GIVEN BY COOPERATIVE OFFICE ADMINISTRATION STUDENTS ON THE
ADMINISTRATION AND SUPERVISION OF THE COOPERATIVE PROGRAM

Response	Very Helpful		Helpful		Little Help		No Help		Total Responses
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Supervisory service of the training station	35	70.0	13	26.0	2	4.0	-	-	50
Supervisory service of the college coordinator	28	56.0	16	32.0	6	12.0	-	-	50
The evaluation process of the program	8	16.7	32	65.3	9	18.4	-	-	49
The rating sheets used	8	16.7	29	60.4	11	22.9	-	-	48
The method for which you were selected for the program	6	12.5	31	64.6	8	16.7	3	6.25	48
The method for which you were selected for your job	9	18.7	26	54.2	12	25.0	1	2.18	48
The number of hours you worked on the job	19	41.30	25	54.3	2	4.4	-	-	46

or 22.9 percent; the evaluation process of the program, 9, or 18.4 percent; the supervisory service of the college coordinator, 6, or 12 percent; the number of hours the enrollees worked on the job, 2, or 4.4 percent; and the supervisory service of the training station, 2, or 4 percent.

TABLE XXXV

ADMINISTRATION AND SUPERVISION OF THE OFFICE
COOPERATIVE PROGRAM RATED AS
VERY HELPFUL AND HELPFUL

Response	Number	Percent
Supervisory service of the training station	48	96.0
Number of hours worked on the job	44	95.7
Supervisory service of the college coordinator	44	88.0
Evaluation process of the program	40	81.6
The rating sheets used	37	77.1
The method for which selected for the program	37	77.1
Method for which selected for the job	35	72.9

Teaching techniques used in the seminar or related class.

Table XXXVII reflects the office cooperative participants' opinions on the teaching techniques used in the related class. Demonstrations were considered very helpful by 21, or 44.7 percent; helpful by 23, or 48.9 percent; of little help by 3, or 6.4 percent. Films and

TABLE XXXVI
 ADMINISTRATION AND SUPERVISION OF THE OFFICE
 COOPERATIVE PROGRAM RATED AS
 LITTLE OR NO HELP

Response	Number	Percent
Method for which enrollees were selected for the job	13	27.1
Method for which enrollees were selected for the program	11	22.9
Rating sheets used	11	22.9
Evaluation process of the program	9	18.4
Supervisory service of the college coordinator	6	12.0
Number of hours worked on the job	2	4.4
Supervisory service of the training station	2	4.0

film strips were considered very helpful by 7, or 14.9 percent; helpful by 26, or 55.3 percent; and of little help by 12, or 25.5 percent. Guest speakers were rated very helpful by 24, or 51.1 percent; helpful, by 22, or 46.8 percent; and of little help by one, or 2.3 percent. Twenty-five, or 50 percent, rated discussion of job problems as very helpful; 24, or 48 percent, rated discussion of job problems as helpful; and one, or 2 percent rated this as little help. Tours were rated by 13, or 28.3 percent as being very helpful; 27, or 58.7 percent, as being helpful; 5, or 10.9 percent of little help; and one, or 2.2 percent, of no help. Oral reports by students were considered very

TABLE XXXVII

RATINGS GIVEN BY COOPERATIVE OFFICE ADMINISTRATION STUDENTS ON THE
TEACHING TECHNIQUES USED IN THE SEMINAR

Techniques	Very Helpful		Helpful		Little Help		No Help		Total
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Demonstrations	21	44.7	23	48.9	3	6.4	-	-	47
Films, film strips, etc.	7	14.9	26	55.3	12	25.5	-	-	47
Guest speakers	24	51.1	22	46.8	1	2.3	-	-	47
Informal discussion of job problems	25	50.0	24	48.0	1	2.0	-	-	50
Tours	13	28.3	27	58.7	5	10.9	1	2.2	46
Oral reports by students	2	4.1	28	57.1	18	36.7	1	2.0	49

helpful by 2, or 4.1 percent; helpful, by 28, or 57.1 percent; of little help by 18, or 36.7 percent; and of no help by one, or 2.0 percent.

Teaching techniques rated as very helpful and helpful.

Table XXXVIII combines the teaching technique responses in which participants checked as very helpful and helpful. The ranking in order of greatest percentage rating the teaching techniques as helpful or very helpful are as follows: informal discussion of job problems, 49, or 98 percent; guest speakers, 46, or 97.8 percent; demonstrations, 44, or 93.6 percent; tours, 40, or 87 percent; films and film strips, 33, or 70.2 percent; and oral reports by students, 30, or 61.2 percent.

TABLE XXXVIII
TEACHING TECHNIQUES OF THE SEMINAR RATED AS
VERY HELPFUL OR HELPFUL

Techniques	Number	Percent
Informal discussion of job problems	49	98.0
Guest speakers	46	97.8
Demonstrations	44	93.6
Tours	40	87.0
Films, film strips	33	70.2
Oral reports	30	61.2

Teaching techniques rated of little help or no help.

Table XXXIX lists the same information as Table XXXVII, but combines the students' responses of little help and no help. The ranking

in order of greatest percentage rating the teaching techniques as being of little or no help were as follows: Oral reports by students, 19, or 38.8 percent; films and film strips, 12, or 29.8 percent; tours, 6, or 13 percent; demonstrations, 3, or 6.4 percent; guest speakers, 1, or 2.3 percent; and informal discussion of job problems, 1, or 2 percent.

TABLE XXXIX
TEACHING TECHNIQUES OF THE SEMINAR RATED AS
LITTLE OR NO HELP

Techniques	Number	Percent
Oral reports	19	38.8
Films and film strips	12	29.8
Tours	6	13.0
Demonstrations	3	6.4
Guest speakers	1	2.3
Informal discussion of job problems	1	2.0

To get a better insight on the opinions of the Cooperative Work-Experience Program, former enrollees were asked to give their comments on the Program in general. Appendix F provides the comments taken directly from the questionnaire.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to follow-up the enrollees from the Cooperative Work Experience Program in Office Administration at Big Bend Community College, Moses Lake, Washington, with an effort to determine the current occupations of former enrollees; if use was made of the training received at Big Bend Community College; and to determine the effectiveness of the Cooperative Work Experience Program through the opinions of former enrollees in the Program.

Students who had participated in the Cooperative Work Experience Program during the school years 1964 through 1968 were used for the study. Fifty-four enrollees were contacted and asked to complete the follow-up questionnaire. Fifty, or 92.6 percent, of the questionnaires were returned. This chapter will present the summary, conclusions, and recommendations of the Office Administration Cooperative Work Experience Program.

I. SUMMARY

1. Thirty-four, or 68 percent, of the enrollees had been enrolled in the Cooperative Work Experience Program three or more

quarters.

2. Thirty-eight, or 76 percent, of the former cooperative students were employed full-time directly after leaving the community college. Five, or 10 percent, worked part time directly after leaving the community college. Thus, 86 percent of those students enrolled in the cooperative program were working either part or full time directly after leaving Big Bend Community College.

3. Thirty, or 60 percent, of the respondents were employed full time at the time of the study. Six, or 12 percent, were working part time. Of the 36 students working part or full time, 33, or 91.6 percent, were engaged in an office occupation. Eight former enrollees, or 16 percent, were attending a community college or a four-year college at the time of the study.

4. Interest in the Cooperative Program was considered by 43, or 86 percent, of the students as the main factor for participation in the program.

5. Thirteen students, or 27.7 percent, continued employment with their cooperative training stations after leaving Big Bend Community College; 11, or 23.4 percent, found employment through personal efforts. Others found employment through the coordinator, through a friend or relative, through an employment office, or through advertisement.

6. The most recent job title was that of secretary, indicated by 22, or 51.3 percent, of the participants.

7. The courses most frequently taken by the former enrollees were: Advanced Typewriting, with 41, or 82 percent of the students; Office Machines, with 39, or 78 percent; Beginning Shorthand, with 34, or 68 percent; Secretarial Practice, 33, or 66 percent; and Advanced Shorthand, 28, or 55 percent, of the students taking the course.

8. Less than 10, or 20 percent, of the students were enrolled in business related courses such as Business Law, Computer Programming, Introduction to Economics, Commercial Law, Principles of Economics, Income Tax Procedures, Investments, and Medical Terminology. No student had enrolled in Principles of Marketing or Principles of Management.

9. Courses rated as very good and having much job value by more than half the students who completed the course were: Advanced Typewriting, Beginning Typewriting, Advanced Shorthand, Beginning Shorthand, Secretarial Practice, Records Management, and Principles of Accounting.

10. Introduction to Business was considered as having no job value by three, or 12 percent, of the 25 taking the course. Nine, or 36 percent, rated the course as average; and only 8, or 32 percent, rated Introduction to Business as very good and having much job value.

11. The typing of business letters was the most frequently performed office activity in class, with 48, or 96 percent, performing this duty. Other frequent office activities performed in class were: typing of carbon copies, erasing carbon copies, recording and transcribing shorthand, typing memorandums, typing spirit masters, typing manuscripts and reports, typing stencils, typing fill-ins on form letters, and typing on printed business forms.

12. The most frequently performed office activity at the cooperative training stations were: filing material, typing carbon copies, erasing carbon copies, use of the telephone, typing business letters, assembling and stapling material, typing final copy from rough draft, recording and transcribing shorthand, typing on printed business forms, and use of fundamental processes of arithmetic.

13. The most frequently performed office activity performed after leaving the Cooperative Work Experience Program and during regular employment were: typing business letters, filing material, use of the telephone, typing carbon copies, typing final copy from rough draft, erasing carbon copies, use of fundamental processes of arithmetic, assembling and stapling duplicated material, consulting reference books, and typing fill-ins on duplicated letters.

14. The electric typewriter was used more frequently than the manual typewriter by students in class as well as at their training stations and during regular employment. The use of the Magnetic Tape Selectric Typewriter was made by six students, or 12 percent, at

their training stations and during regular employment. The Magnetic Tape Selectric Typewriter was not available at the College.

15. Keypunch was used by 25, or 50 percent, of the participants in class, while only 4, or 8 percent, used the key punch during regular employment.

16. The ten-key adding machine was the most common adding and calculating machine used in class, at the training station, and during regular employment. The full-key adding machine was the next most frequently used machine in the three situations. Thirty-five students, or 70 percent, received training on the Rotary Calculator in class, but only 8 students, or 16 percent, used the machine during their regular employment. No student received instruction on the Electronic Calculator or the Bookkeeping Machine in class, although some received training in their use at the cooperative training station.

17. Forty-one, or 82 percent, of the students received instruction in use of the spirit duplicator in class, while 22, or 44 percent, actually used such equipment in their employment. Thirty-nine, or 78 percent were instructed in class in the use of the Mimeograph machine, but only 19, or 38 percent, used a similar machine in their employment. Nineteen, or 38 percent, had class experience in operation of a copying machine, but 36, or 72 percent, used the copying machine in regular employment. Thirty-three, or 66 percent, received experience on the copying machine at their training stations.

18. Of the 50 respondents, 49, or 98 percent, considered the gaining of practical experience and the actual use of business skills as very helpful. Forty-seven, or 94 percent, considered the benefit of gaining self-confidence as very helpful. Forty-three, or 86 percent, indicated that they considered the program would increase their chances for full-time employment. Forty-three, or 86 percent, stated that the program was helpful in learning new and different skills. Other benefits the students indicated they obtained from participation in the Cooperative Work Experience Program were: a better opportunity for a first job and the ability to obtain more income. Forty-five students considered that their training station and employers were interested in the training of cooperative students.

19. Personality Improvement and Human Relations were two areas participants indicated were most neglected in the Office Administration Seminar, or related class.

20. Twenty, or 40 percent, of the former enrollees indicated the Seminar should meet one hour weekly; sixteen, or 32 percent, were of the opinion that cooperative students should meet one hour in a seminar, and one hour individually with the coordinator every week.

21. Twenty-nine participants, or a little more than half of the students, stated that between 15 and 23 hours per week should be spent at their training stations.

22. Twenty-nine, or 58 percent, of the participants specifically recommended more class discussion of job problems

and the presentation of human relations case problems. Informal discussion of job problems was rated by 49, or 98 percent, of the students as being the most helpful activity in the Seminar.

II. CONCLUSIONS

On the basis of the analysis of the data gathered in this study, the following conclusions are made:

1. The Cooperative Work-Experience Program as instituted at Big Bend Community College was considered successful by the participants in this study because it provided students with practical experience, encouraged self-confidence, increased business skills, and expanded opportunities for full-time employment.

2. The majority of cooperative students secured employment in an office occupation after leaving the Big Bend Community College Cooperative Program.

3. The employers of cooperative students benefit from participation in the Cooperative Program by retaining trained office workers, since a significant number remain with their training stations as full-time employees.

4. The skill courses of typing, office machine operation, and shorthand, were the courses taken most frequently and are considered as having much job value.

5. Interest in the Program and future choice of occupation were considered the two most important factors for admittance into the Cooperative Program.

6. Cooperative students indicated that between 15 and 23 hours per week at the training station was desirable.

7. One hour per week for the seminar, or related class, was sufficient.

8. Discussion of job problems and presentation of human relations case problems are considered valuable aids to the training of cooperative students. Students need to concentrate more on personality improvement, human relations, and job interview procedure.

9. Cooperative students felt that employers were interested in the Cooperative Work-Experience Program and cooperated to provide valuable on-the-job training experiences.

10. Cooperative students receive experience in office procedures and operation of machines at their training station that would not be possible in a classroom situation.

III. RECOMMENDATIONS

Based on this study, the following recommendations are made:

1. The Business Education Department at Big Bend Community College should continue to offer the Office Administration Cooperative Program as part of their curriculum.
2. College students with an office career objective should be strongly encouraged to participate in the Cooperative Program.
3. The following office activities should be emphasized in class: typing final copy from rough draft, filing, composing business letters and reports, handling of mail, taking dictation at the typewriter.
4. Employers should be encouraged to give the cooperative student more experience in mail procedures, composing letters and reports, preparing agendas, and taking dictation at the typewriter.
5. Less emphasis should be placed on operation of the rotary calculator, key-driven calculator, key punch, and duplicating procedures in class. These activities were not used to a great extent during regular employment.
6. More time should be spent in the seminar on discussion of job problems, human relations, personality improvement, and job interview procedures.
7. Evaluation of the method in which students are selected for their job and general evaluation process of the student should be made.
8. Employers who have participated in the Cooperative Work Experience Program should be periodically interviewed for

further evaluation of the Program and their interest in continued participation.

9. Further follow-up studies of the students and employers participating in the Cooperative Work Experience Program should be made by the Business Education Department at regular intervals in order to provide a continued evaluation of the benefits, strengths, and weaknesses of the Program.

10. Students currently enrolled in the Program should evaluate the Cooperative Program, as well as students who have left the Program.

11. The course requirements of the Cooperative Work Experience Program should be evaluated at regular intervals.

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APPENDIXES

APPENDIX A

Major: Office Administration Cooperative Program

FRESHMAN YEAR

FALL QUARTER

Hours in

Class

per week

Course Number and Title

Credit Hours

3	ENG 101 Composition	3	
2	PE	1	
4	SEC 101 Beg. Typing	2	
5	SEC 151 Beg. Shorthand	5	
5	BA 101 Intro. to Bus.	5	
6-15	SEC 11 On Job Training	2-5	
1	SEC 114 On Job Seminar	1	
	Total		19-22

WINTER QUARTER

3	ENG 102 Composition	3	
2	PE	1	
4	SEC 102 Int. Typing	2	
5	SEC 152 Int. Shorthand	5	
4	BA 161 Office Machines	2	
6-15	SEC 12 On Job Training	2-5	
1	SEC 115 Seminar	1	
	Total		16-19

SPRING QUARTER

3	SEC 263 Filing & Record Mgmt	3	
2	PE	1	
2	PE Personal Health	2	
5	SEC 153 Int. Shorthand	5	
4	SEC 103 Int. Typing	2	
6-15	SEC 13 On Job Training	2-5	
1	SEC 116 Seminar	1	
	Total		16-19

APPENDIX A (Continued)

SOPHOMORE YEAR

FALL QUARTER

Hours in Class per week	Course Number and Title	Credit Hours
4	SEC 201 Ad. Typing	2
5	SEC 251 Ad. Shorthand	5
5	BA 251 Princ. of Acct.	4
4	or BA 11 Bookkeeping	5
6-15	SEC 21 On Job Train.	2-5
1	SEC 224 On Job Seminar Elective	1
	Total	21-24

WINTER QUARTER

4	SEC 202 Adv. Typing	2
5	SEC 252 Ad. Shorthand	5
3	BA 252 Accting or	3
5	BA 12 Bookkeeping	5
3	SEC. 261 Sec. Pract.	3
6-15	SEC 22 On Job Train.	2-5
1	SEC 225 Seminar	1
	Total	21-24

SPRING QUARTER

4	SEC 203 Adv. Typing	2
5	SEC 253 Adv. Shorthand	5
3	ENG 221 Bus. Eng.	3
3	SEC 262 Sec. Prac.	3
6-15	SEC 23 On Job Train.	2-5
1	SEC 226 Seminar	1
	Total	16-19

APPENDIX B

QUESTIONNAIRE TO DETERMINE THE EFFECTIVENESS OF THE OFFICE ADMINISTRATION COOPERATIVE WORK-EXPERIENCE PROGRAM

1. Name _____
last
first
middle
maiden name

2. Present Address _____
street

city
state
zip code

3. Age _____ Marital Status: Single _____ Married _____ Other: _____

4. How many quarters were you enrolled at Big Bend Community College? _____

5. How many quarters were you enrolled in the Office Administration Work-Experience Program? _____

6. After leaving Big Bend Community College, what did you do? Please check (✓) more than one if you did several things simultaneously.
 attend a four-year college or university
 attend a two-year community college
 attend a business school or college
 work full time
 work part time
 marriage
 other (please specify) _____

7. What are you now doing? (if you have been attending college and will go back fall quarter, 1969, consider yourself presently as a student. Indicate any summer jobs on the employment record, Number 10)
 attending a four-year college or university
 attending a two-year community college
 attending a business college or business school
 working full time
 working part time
 housewife
 other (please specify) _____

8. If you are now attending a four-year college or university, a community college, or a business college, or have attended at any time after leaving Big Bend Community College, please complete the following chart:

Name of College	Major Area of Study	Date Began	Date Left	Part time (✓)	Full time (✓)	Date Graduated

9. How did you obtain your first job after leaving Big Bend Community College?

- continued employment with cooperative training station
 through personal efforts
 through friend or relative
 through coordinator or instructor at the college
 through advertisement
 through public employment office
 other (please explain) _____

10. Please list all jobs you have had since leaving Big Bend Community College from the most recent to the first job. (Use back of this sheet if additional space is necessary)

Date Started _____ Last Date Employed _____ Part time _____ Full time _____

Name of Company _____

Location _____

Job Duties _____

Date Started _____ Last Date Employed _____ Part time _____ Full time _____

Name of Company _____

Location _____

Job Duties _____

Date Started _____ Last Date Employed _____ Part time _____ Full time _____

Name of Company _____

Location _____

Job Duties _____

11. Check (✓) the one title below that most accurately describes your present, or most recent job title.

- | | |
|--|---|
| <input type="checkbox"/> office manager or supervisor | <input type="checkbox"/> accounts receivable clerk |
| <input type="checkbox"/> executive secretary | <input type="checkbox"/> accounts payable clerk |
| <input type="checkbox"/> secretary | <input type="checkbox"/> posting clerk |
| <input type="checkbox"/> stenographer | <input type="checkbox"/> payroll clerk |
| <input type="checkbox"/> clerk-stenographer | <input type="checkbox"/> bookkeeper |
| <input type="checkbox"/> transcribing machine operator | <input type="checkbox"/> calculating or adding machine operator |
| <input type="checkbox"/> typist | <input type="checkbox"/> duplicating machine operator |
| <input type="checkbox"/> clerk-typist | <input type="checkbox"/> bookkeeping machine operator |
| <input type="checkbox"/> file clerk | <input type="checkbox"/> keypunch operator |
| <input type="checkbox"/> receptionist | <input type="checkbox"/> other _____ |
| <input type="checkbox"/> mail preparing-handling clerk | |

12. Of the following courses offered at Big Bend Community College, which were the most beneficial, least beneficial, etc. Please check (✓) the appropriate column.

<u>NAME OF COURSE</u>	<u>Did Not Take</u>	<u>Very Good</u>	<u>Good</u>	<u>Average</u>	<u>Below Average</u>	<u>Useless</u>
College Bookkeeping	_____	_____	_____	_____	_____	_____
Investments	_____	_____	_____	_____	_____	_____
Business Mathematics	_____	_____	_____	_____	_____	_____
Commercial Law	_____	_____	_____	_____	_____	_____
Personal Typewriting	_____	_____	_____	_____	_____	_____
Introduction to Business	_____	_____	_____	_____	_____	_____
Computer Programming	_____	_____	_____	_____	_____	_____
Office Machines	_____	_____	_____	_____	_____	_____
Principles of Marketing	_____	_____	_____	_____	_____	_____
Principles of Management	_____	_____	_____	_____	_____	_____
Business English	_____	_____	_____	_____	_____	_____
Principles of Accounting	_____	_____	_____	_____	_____	_____
Business Law	_____	_____	_____	_____	_____	_____
Income Tax Procedures	_____	_____	_____	_____	_____	_____
Beginning Typewriting	_____	_____	_____	_____	_____	_____
Advanced Typewriting	_____	_____	_____	_____	_____	_____
Beginning Shorthand	_____	_____	_____	_____	_____	_____
Advanced Shorthand	_____	_____	_____	_____	_____	_____
Key Punch	_____	_____	_____	_____	_____	_____
Medical Terminology	_____	_____	_____	_____	_____	_____
Secretarial Practice	_____	_____	_____	_____	_____	_____
Filing and Records Management	_____	_____	_____	_____	_____	_____
Introduction to Economics	_____	_____	_____	_____	_____	_____
Principles of Economics	_____	_____	_____	_____	_____	_____

13. Are there any courses not offered at Big Bend Community College which you feel should be offered to better prepare future office workers? Please name course(s) or course content.

14. Check (✓) the area(s), if any, that you feel were most neglected in the Office Administration Seminar.

- personality improvement
- human relations
- knowledge of business terms
- job information
- job interview procedure
- knowledge of new equipment and procedures

15. How often do you feel the seminar should meet?

- 1 hour weekly
- 2 hours weekly
- 3 hours weekly
- 1 hour as a group and 1 hour individually, with the coordinator
- 2 hours as a group and 1 hour individually, with the coordinator

16. Should second year students be placed in the same seminar class with first year students? yes no Why? _____
-
17. What do you consider the most valuable information which should be included in the seminar?
- discussion of job problems
 - presentation of human relations case problems
 - discussion of articles from professional magazines regarding new techniques or equipment
 - presentation by students of written analyses of operations relating to the systems and procedures of the office
 - individual study of interest to the individual cooperative students
 - other _____
-
18. In your opinion, how many hours a week should the student work while in the program?
- over 30 hours a week
 - 25-29 hours a week
 - 24-20 hours a week
 - 23-15 hours a week
 - 14-10 hours a week
 - less than 10 hours a week
19. Were the employers really interested in training you? yes no
20. Did the cooperative training station (the office in which you worked) have adequate equipment and facilities available to provide a well-rounded program of training? yes no
21. Do you feel the credit given for the on-the-job portion of the program was
- too little
 - too much
 - about right
22. What factors should be considered by the coordinator in selecting students for the Office Administration Program
- interest in the program
 - want work experience
 - sophomore standing only
 - need college credit
 - future choice of occupation
 - above average grades
23. What method do you feel is best for selecting the student's training station?
- have students find their own jobs
 - have coordinators find specific job for students, with coordinator making the final decision
 - have coordinator send several students to one training station for an interview, with employer making the final decision

24. Please rate the following items by placing a check (✓) in the appropriate column.

	<u>Very Helpful</u>	<u>Helpful</u>	<u>Little Help</u>	<u>No Help</u>
To what degree did the cooperative program help you:				
a. In obtaining your first job	_____	_____	_____	_____
b. in learning new and different skills on a continual basis	_____	_____	_____	_____
c. as a source of income	_____	_____	_____	_____
d. in gaining self-confidence	_____	_____	_____	_____
e. to increase business skills	_____	_____	_____	_____
f. to gain practical experience	_____	_____	_____	_____
g. to increase chances of full-time employment	_____	_____	_____	_____
h. In making a choice as to future occupation	_____	_____	_____	_____
How do you rate the:				
a. supervisory service of the training station	_____	_____	_____	_____
b. supervisory service of the college coordinator	_____	_____	_____	_____
c. the evaluation process of the program	_____	_____	_____	_____
d. the rating sheets used	_____	_____	_____	_____
e. the method for which you were selected for the program	_____	_____	_____	_____
f. the method for which you were selected for your job	_____	_____	_____	_____
g. the number of hours you worked on the job	_____	_____	_____	_____
Rate the following teaching techniques for the seminar:				
a. demonstrations	_____	_____	_____	_____
b. films, film strips, etc.	_____	_____	_____	_____
c. guest speakers	_____	_____	_____	_____
d. informal discussion of job problems	_____	_____	_____	_____
e. tours	_____	_____	_____	_____
f. oral reports by students	_____	_____	_____	_____

25. Identify the job duties you have performed while a student at Big Bend Community College or since leaving Big Bend Community College. Please check (✓) the appropriate column or columns.

Check Column 1, IN CLASS, if you have ever performed the task listed in any class while attending Big Bend Community College.

Check Column 2, TRAINING STATION, if you have performed the task listed in the cooperative training station in which you were employed while attending Big Bend Community College.

Check Column 3, REGULAR EMPLOYMENT, if you have performed the task in your present job or in any job you have held after leaving Big Bend Community College.

Check Column 4, NO EXPERIENCE, if you have never had experience in the listed task.

DUTIES	IN CLASS	TRAINING STATION	REGULAR EMPLOYMENT	NO EXPERIENCE
type business letters	_____	_____	_____	_____
type fill-ins on duplicated letters	_____	_____	_____	_____
type carbon copies	_____	_____	_____	_____
type manuscripts and reports	_____	_____	_____	_____
type final copy from rough draft copy	_____	_____	_____	_____
erase carbon copies	_____	_____	_____	_____
type financial statements	_____	_____	_____	_____
type postal cards	_____	_____	_____	_____
type memorandums	_____	_____	_____	_____
type and correct spirit masters, (i.e., Ditto Masters)	_____	_____	_____	_____
type and correct stencils, (i.e., Mimeograph)	_____	_____	_____	_____
type and correct offset masters (mats or Multilith)	_____	_____	_____	_____
type on printed business forms	_____	_____	_____	_____
record and transcribe shorthand file material	_____	_____	_____	_____
revise files	_____	_____	_____	_____
use telephone	_____	_____	_____	_____
compose business reports or letters	_____	_____	_____	_____
read and sign employers outgoing mail	_____	_____	_____	_____
take dictation over telephone	_____	_____	_____	_____
give oral presentations	_____	_____	_____	_____
make travel arrangements	_____	_____	_____	_____
take dictation at the typewriter	_____	_____	_____	_____
assemble and staple duplicated material	_____	_____	_____	_____
prepare agenda for meetings	_____	_____	_____	_____
consult reference books	_____	_____	_____	_____
use timetables (RR, airlines, etc.)	_____	_____	_____	_____
use fundamental processes of arithmetic	_____	_____	_____	_____
make journal entries	_____	_____	_____	_____
read, sort, and route incoming mail	_____	_____	_____	_____

DUTIES	IN CLASS	TRAINING STATION	REGULAR EMPLOYMENT	NO EXPERIENCE
fill in legal forms	_____	_____	_____	_____
plan and organize social affairs	_____	_____	_____	_____
help choose furniture and office equipment	_____	_____	_____	_____
originate new office procedures and forms	_____	_____	_____	_____
USE OF MACHINES AND EQUIPMENT				
Typewriters:				
manual	_____	_____	_____	_____
electric	_____	_____	_____	_____
justewriter	_____	_____	_____	_____
flexewriter	_____	_____	_____	_____
automatic (please name)	_____	_____	_____	_____
Data Processing Equipment:				
key punch	_____	_____	_____	_____
sorter	_____	_____	_____	_____
tabulating machine	_____	_____	_____	_____
computer	_____	_____	_____	_____
other _____	_____	_____	_____	_____
Adding and Calculating Machines:				
10-key adding	_____	_____	_____	_____
10-key printing	_____	_____	_____	_____
full-keyboard adding	_____	_____	_____	_____
rotary calculator	_____	_____	_____	_____
electronic calculator	_____	_____	_____	_____
key-driven calculator	_____	_____	_____	_____
bookkeeping machine	_____	_____	_____	_____
Duplicating Machines:				
spirit (i.e., Ditto)	_____	_____	_____	_____
mimeograph	_____	_____	_____	_____
offset	_____	_____	_____	_____
illuminated drawing board (mimoscope)	_____	_____	_____	_____
copying machine	_____	_____	_____	_____
Other Machines:				
transcribing machine	_____	_____	_____	_____
postage meter	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

26. If you were a freshman at Big Bend Community College, would you enroll in the Office Administration Cooperative Work-Experience Program? yes no

Why or why not? _____

27. Would you like to receive a summary of this report? yes no

28. Please feel free to comment on any aspect of the Cooperative Program. Your opinions on the strengths and weaknesses of the program are of particular interest.

PLEASE RETURN COMPLETED QUESTIONNAIRE TO:

APPENDIX C

August 4, 1969

Dear

Your help is needed in determining the effectiveness of the Office Administration Cooperative Work-Experience Program at Big Bend Community College. The information received from you will be of value not only to Big Bend Community College, but also to other community colleges involved in cooperative education.

The information, which can be supplied only by the students involved, will be of extreme value in developing and improving programs to better meet the needs of future office personnel.

Please fill out the enclosed questionnaire and return it as soon as possible. Personal identity as well as all information on individual students will be kept in strict confidence.

Feel free to supply any additional information to questions you believe appropriate.

A stamped addressed envelope is enclosed for your convenience.

Sincerely yours,

Miss Mary Liebermann

Enclosures

APPENDIX D

August 15, 1969

Dear

Recently you were asked to participate in a study to determine the effectiveness of the Office Administration Cooperative Work-Experience Program at Big Bend Community College.

The response to the initial letter has been most gratifying, and more questionnaires are coming in every day. I am sure you would like to be included in the study; however, I will need your completed questionnaire within the next two weeks if your responses are to be included.

If you have already returned the questionnaire, please disregard this reminder and accept my sincere "thanks" for your cooperation.

Sincerely yours,

Miss Mary Liebermann

PERSONAL TRAITS

Appearance	_____	_____	_____	_____	_____	_____
Manners	_____	_____	_____	_____	_____	_____
Health	_____	_____	_____	_____	_____	_____
Personal Hygiene	_____	_____	_____	_____	_____	_____
Speech	_____	_____	_____	_____	_____	_____
Adaptability	_____	_____	_____	_____	_____	_____
Initiative	_____	_____	_____	_____	_____	_____
Tact	_____	_____	_____	_____	_____	_____
Accuracy	_____	_____	_____	_____	_____	_____
Punctuality	_____	_____	_____	_____	_____	_____
Judgment	_____	_____	_____	_____	_____	_____

General rating of student (Please circle one): Excellent, Good, Average, Poor, Unsatisfactory

Other comments regarding personality and business qualification--unusual strengths or weaknesses. _____

Rated by _____

Return to: Coordinator, Business and Office Education

APPENDIX F

COMMENTS FROM FORMER ENROLLEES.

Former enrollees were asked to comment on any aspect of the cooperative program. Below are comments taken directly from the survey instrument.

I feel the strong point of this program is the invaluable experience of actually working in an office. The pressures, emergencies, personalities, and some duties of an office cannot be reproduced in a classroom. The program also enables a student to earn money while going to school. The only weakness I can think of is the same weakness of all college programs, there aren't enough hours to take all the classes available.

The things which have helped me the most are the classes concerning the use of office machines and the on-the-job seminar sessions.

After I started working at other secretarial jobs, I soon found out how many things I actually did learn from my classes and the work experience program together. I was really amazed at the number of machines and techniques I knew how to use. I feel that although many students learn how to do many things in class, they soon forget these things unless they can put them to actual use several times--learning all the tricks of the trade. Once a student has learned a concept through repetition and practice, they will never forget the main points, and the smaller details come back fast once he has to do it again. For me, this was the main strength the program offered and for me the program was very beneficial. I have always been glad I was able to participate in it.

I think the cooperative program at Big Bend is really a good program for students who want to learn a vocation. However, I don't feel enough importance is placed on attitude, appearance, and self confidence. Also, I don't think this program is particularly good for a student who plans to attend a four-year school or one who is not sure of what he wants to do.

I feel the program is basically very good. However, more consideration should be given to the different personalities you will encounter after leaving BBCC. Not every boss will be as understanding of a beginners mistakes as your cooperative program boss. In the actual business world, they expect you to learn quickly all the aspects of your new job--and not to forget. Also, what you are taught in the classroom may not be the way your boss wants it done--no matter how new, revised, or easier. More stress should be put on a business attitude toward work.

I honestly feel that it was because of this program that I got the full-time job so easily after leaving BBCC. Between school and the actual office job, almost all aspects of office work are covered so when a first job is needed, the applicants skills and job knowledge make getting that job easier.

It was a good program and it really helped me. They use the same books at the four-year college where I transferred. I knew just as much, if not more than the four-year senior girls last year. They had no working experience and I did! It was funny, some of the things they did not know.

To this date I do not feel I was placed on a job that really did me too much good. I did not use my shorthand at any time, nor could my job have ever been referred to as secretarial. It was more of a file clerk job, and I wasn't even able to use my typing much.

I was a high school dropout due to finances in the 1930's. Had it not been within commuting distance, and my employer a former teacher of mine, who knew my capabilities, I would not have attempted it. It is an opportunity for many students who feel "college is out" to at least get some training, even one year would help, when seeking employment.

I feel the employers sometimes want a girl merely to fill a work need. The training is adequate, but employers should share more fully in the program. Sometimes they assume more about a person's abilities than actually exist. Girls should be placed according to maturity, job responsibility, and ability.

If affords a person job experience they could never obtain elsewhere.

The cooperative program was very beneficial to me. It stressed every important aspect of the office and I had very few problems when I was hired at the Boeing Company. I am very happy and proud of my present job and feel the helpfulness and interest of the College gave me the confidence to feel this way-- an excellent program.

As I remember, I had no choice as to my training station. I was hired and placed, and for my own good, I have stayed with this field. I consider myself lucky that I do like this field, although I wish now that I had some choice as to the field.

I feel I did not put any interest in Seminar and therefore received almost the same.

A strength of the program was its introduction. That alone gave way to many improvements. I would like to see more actual interviews, tours, and employment tests given to the participants.

I think with all the routine work we do in the office, we do not need to do this in class. For example, typing ordinary business letters. In the office, we know these letters will be sent out, but in the class they will end up in the garbage. With all we need to learn, why spend time doing what we do every day at the training station. It makes unnecessary work for us and we learn nothing.

I found the cooperative program very helpful in my college training and in working full time. I owe a lot to my employers for the time they spent in training me, and I feel that I am a better person for it.

I think finding a good coordinator to work with students is of utmost importance. The coordinator can make the program interesting to beginning students.

The assets gained from on-the-job training are incomparable to any classroom studies. The actual training, in conjunction with the classroom education, is an essential part of a well-rounded education in office training. Actual experience in an office is priceless!

The only weakness I found in the program was that we didn't meet often enough each week.

I feel that somehow the girls should be willing to put forth more effort and work harder than the supervisor. Just a few people end up doing everything. Attendance should be a major consideration in determining grades. Also, I feel it is quite important for the employer to thoroughly discuss the rating sheets with the student.

I think the program is great. The employers expect the student to make a few mistakes, but my boss was always very helpful and pointed out things I was doing wrong. I received training that I could never have received in the classroom alone.