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AN ANALYSIS OF THE ATTITUDES OF AREA SECONDARY
BUSINESS TEACHERS AND GUIDANCE COUNSELORS
TOWARD THE SECRETARIAL PROGRAMS AT
PAUL D. CAMP COMMUNITY COLLEGE

A Study
Presented to
the Faculty of the School of Education
Old Dominion University

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

by
Carolyn Wall Crowder

April 1983

This research paper was prepared under the direction of the instructor of Problems in Education, VTE 636. It is submitted to the graduate program director for Vocational and Industrial Arts Education in partial fulfillment of the requirements for the degree of Master of Science in Education.

Approved, April 1983


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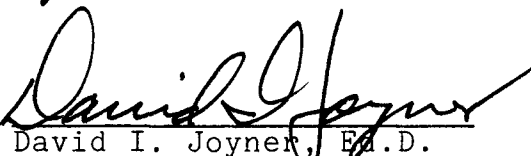

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CHAPTER I

INTRODUCTION

According to the United States Bureau of Labor Statistics, the secretarial field was projected to be the fastest growing area of employment through the early 1990s; and even with economic decline and new technology, there would be no shortage of secretarial positions available for qualified applicants. On a national level, there were 3.6 million employed secretaries with 440,000 new secretarial positions being created annually. It was also predicted that 20 percent of these positions would remain unfilled due to the lack of qualified applicants. On a local level, a representative of the Virginia Employment Commission stated that employers in the area were constantly seeking secretaries with above-average skills.

The complaint most often stated by employers regarding those who applied for secretarial positions was that these applicants often did not have a mastery of the basic English, mathematics, and reading skills. This was also a concern for those who trained prospective office personnel.

For several years, the Secretarial Science faculty at Paul D. Camp Community College had expressed concern over the declining number of students with these basic skills entering the secretarial programs at the College. Without these skills, it was difficult, if not impossible, to prepare qualified

applicants for secretarial positions. The faculty felt that one way to attract more qualified students to these programs would be to have the understanding and support of secondary business teachers and guidance counselors.

To gain this support, lines of communication were proposed between the secondary teachers in the area and the faculty in the Secretarial Science Department at the College. This would help to dispel many of the misconceptions held by the secondary personnel with regard to the prerequisites, course requirements, teaching methods employed, and standards expected in secretarial programs and courses at the College.

This study, therefore, was conducted to determine how high school business teachers and guidance counselors in the service region viewed the secretarial programs at Paul D. Camp Community College. The subsequent analysis of the results provided direction in developing strategies to help increase communication between the faculties of the twelve area high schools and the Secretarial Science faculty at the College. Ultimately, it was hoped that the increase in communication would lead to a better understanding and coordination of programs which would in turn help to effect a more efficient and effective education of secretarial students.

STATEMENT OF THE PROBLEM

The problem of this study was to determine the attitudes of area high school personnel toward the secretarial programs at Paul D. Camp Community College.

RESEARCH QUESTIONS

Through the analysis of the results of questionnaires sent to area high school business teachers and guidance counselors, answers to the following questions provided direction for future planning of program and course content, advanced placement of students, and activities involving area secondary faculty:

1. How do area high school business teachers and guidance counselors perceive the Secretarial Science programs and course offerings at Paul D. Camp Community College?

2. How can the relationship of high school personnel and the Secretarial Science faculty at Paul D. Camp Community College be strengthened?

3. How can the transition of high school graduates to the community college Secretarial Science programs be made more efficient?

4. What programs, activities, etc., would be of interest and value to the secondary teachers?

BACKGROUND AND SIGNIFICANCE OF THE STUDY

Before the solution to a problem can be found, the existence of the problem must be admitted. Business educators finally admitted that there was a problem with communications between secondary and postsecondary teachers. These teachers rarely got together to discuss concerns, objectives, course requirements, advanced placement of students, or other areas related to the programs and course offerings designed to

prepare students for occupations in the clerical or stenographical fields (Clynes and Briggman, 1979, p. 197).

Business educators at the secondary level and the postsecondary level shared common goals--preparing students for entry-level employment or for continuing their education in an institution of higher learning. In order to best serve the needs of the students, secondary and postsecondary faculty had to work together.

There were several factors which contributed to the lack of communication between secondary and postsecondary faculties. Included in these factors were:

1. High school business teachers were often primarily concerned with preparing students for entry-level office positions. Therefore, they did not feel it necessary to communicate with postsecondary faculty (Crews and Dickerson, 1977, p. 109).

2. Secondary educators often felt that strong academic students should attend four-year institutions and enter more challenging programs (Whitney, 1981, p. 15).

3. Guidance counselors often had insufficient information or prejudiced views of business programs in the community college and had been unaware of prerequisites for entry into these programs (Crews and Dickerson, 1977, p. 111).

4. Guidance counselors often perceived business students as not having the academic ability necessary to transfer to postsecondary institutions (Crews and Dickerson, 1977, p. 112).

5. Postsecondary institutions often did not make information concerning program requirements and advanced placement of students readily available to secondary personnel (Clynes and Briggman, 1979, p. 197).

The lack of understanding and complete cooperation between secondary personnel and the community college faculty was not a problem limited only to Paul D. Camp Community College. Improving communications had proven effective in dealing with the problem.

LIMITATIONS

This study was limited to high school business teachers and guidance counselors at the twelve high schools in the service region of Paul D. Camp Community College. This included the secondary schools in the cities of Franklin and Suffolk and the counties of Southampton and Isle of Wight.

ASSUMPTIONS

This study was based on the following assumptions:

1. The analysis of the results of the questionnaires would reveal information that would be helpful in developing strategies for establishing lines of communication between the secondary teachers and the Secretarial Science faculty at Paul D. Camp Community College.

2. Area secondary business teachers and guidance counselors would be willing to set up lines of communication.

PROCEDURES

A survey was developed to determine the views of high school business teachers and guidance counselors in the service region of Paul D. Camp Community College. This survey, along with a cover letter, was sent to area secondary teachers. When the surveys were returned, the results were tabulated and analyzed. This analysis provided a foundation which was used to make recommendations for improving communications between the secondary teachers and the Secretarial Science faculty at Paul D. Camp Community College.

DEFINITION OF TERMS

In order to clarify terms used within this study, the following definitions were given:

Community college - "a publicly supported, comprehensive, open-door institution of postsecondary education which emphasizes life-long learning" (Vaughan, 1980, p. 5).

Course requirements - the standards a student is expected to meet upon the completion of a particular course.

Open-door philosophy - "the belief that education should serve all of those who can benefit" (Vaughan, 1980, p. 5).

Prerequisites - those skills and abilities a student should possess prior to entering a program. Specifically, for Secretarial Science programs, this includes at least a ninth grade proficiency in English and mathematics.

Qualified applicants - those who have acquired the basic English, mathematics, and reading skills as well as the secretarial and personal skills necessary to function effectively and efficiently in the office.

Secretarial programs - the Clerk-Typist, Steno-Clerical, and/or Secretarial Science curriculums in which students are trained for office occupations.

Secretarial Science - the business technology designed to prepare students for clerical and/or secretarial positions.

Service region - the area served by Paul D. Camp Community College which includes the cities of Franklin and Suffolk and the counties of Isle of Wight and Southampton.

SUMMARY

In Chapter One the problem and objectives of this study were introduced. The problem as stated was to determine the attitudes of area high school business teachers and guidance counselors toward the secretarial programs at Paul D. Camp Community College. The background and significance of the study as well as the limitations, assumptions, and definitions as applied to terms used within this study were given. Also included in this chapter was a brief description of the procedures used to collect the data and how the data would be used.

In the following chapters, a review of literature pertaining to the problem was presented. In addition, an indepth explanation of the procedures used to collect the data and how the

results would be used was included. The final chapters reported the results of the survey, presented a detailed analysis of these results, and gave the summary of the research and the conclusions reached based on the findings. Viable recommendations were made for establishing lines of communication and articulation between the secondary school personnel and the Secretarial Science faculty at Paul D. Camp Community College.

CHAPTER II

REVIEW OF LITERATURE

An area of concern for the Secretarial Science faculty at Paul D. Camp Community College was the declining number of well qualified students entering the Secretarial Science programs at the College. The faculty felt that this in part could be attributed to the lack of understanding and support of programs and course offerings at the College by area high school business teachers and guidance counselors. The secondary teachers and counselors, therefore, did not encourage qualified students to investigate the College as a viable option for receiving further training in office occupations.

This lack of understanding and cooperation by secondary personnel was not a unique problem limited to Paul D. Camp Community College. According to Thornton, it in part, however, could be attributed to the comparative newness of the community college to the educational system and to the fact that the community college did not fit into the traditional pattern of education (1972, p. 16).

Community colleges not only provided the traditional two-year transfer program for those planning to go on to a four-year institution but terminal occupational programs, general education programs, and community service programs as well. They also observed an "open-door" policy whereby any person

eighteen years or older and who could benefit from the programs and courses could attend. Many of the offerings and programs were geared to fit the needs of the individual students. This diverse nature of the community college had in some cases led to misunderstanding and even mistrust by the faculties at other institutions (Thornton, 1972, p. 17).

A review of literature revealed little published information regarding the views of secondary personnel towards the community college in general and its secretarial programs in particular. There was little doubt, however, that community colleges had had a great effect on the educational system. This review, in order to provide a better perspective of the community college and its efforts in the preparation of well qualified office workers, covered (1) the history of the community college, (2) the community college in Virginia, (3) the characteristics of students in the community college, (4) the expansion of the vocational training in community colleges, (5) the secretarial programs in the community college, and (6) a study of the views and attitudes held toward vocational education.

THE HISTORY OF THE COMMUNITY COLLEGE

A number of educational institutions were established to provide education beyond the secondary level. Among these were public and private colleges and universities, professional schools, liberal arts colleges, land-grant colleges, theological

seminaries, teachers' colleges, normal schools, junior colleges, and later, the community college (Thornton, 1972, p. 3).

The community college was a unique development of the twentieth century American educational system. Through this unique system, the youth and adults of this country were provided the means to obtain an inexpensive, close-to-home education. Its open-door policy gave many who otherwise would not have been able to do so the opportunity to further their education. For some, the community college was the beginning of higher education, and they transferred to a four-year institution of higher education. For the majority of students, however, it was the final phase of their formal education (Cohen, 1969, p. 1).

The community college traced its beginning to the establishment of junior colleges in the late 1800s. A number of institutions were credited with being the "first" junior college. No historical research, however, had been carried out to establish which one actually was the first junior college.

In the latter part of the 1800s, Dr. Henry Tappan of the University of Michigan and William Folwell, president of the University of Minnesota, were two of a number of advocates of the junior college concept. They felt that many freshmen and sophomores at the four-year college level were too immature and not ready to handle the specialization and intensive study

of the four-year institutions. They suggested that the junior college be established as an extension of the high school program to prepare students for the four-year college (Thornton, 1972, p. 48). Thus the first junior colleges were established as an extension of the secondary schools.

The junior college prospered and grew. By 1921, however, the administrators of these junior colleges concurred that the colleges were providing education at a collegiate level. They then defined the junior college as "an institution offering two years of instruction of strictly collegiate grade (Thornton, 1972, p. 52).

It soon became apparent though that many of the students in the junior colleges did not continue on to the four-year institutions. It was evident that for these students, junior colleges needed to provide terminal occupational programs. Yet for those desiring to continue their education at the four-year colleges, a transfer program was necessary. Thus the junior college realized the need to serve both segments of its student population (Thornton, 1972, p. 52).

By 1925 the definition of the junior college was expanded to read:

The junior college is an institution offering two years of strictly collegiate grade. The curriculum may include those courses usually offered in the first two years of the four-year college, in which case these courses must be identical, in scope and thoroughness, with corresponding courses of the standard four-year college. The junior college may, and is likely to, develop a different type of curriculum suited to the larger and everchanging civic, social, religious, and vocational needs of the

entire community in which the college is located. It is understood that in this case also the work offered shall be on a level appropriate for high school graduates (Thornton, 1972, p. 53).

In just a relatively short time, however, it became evident that the needs of the community would require a change in the definition and purpose of the junior college. The serious decline in the number of students in day classes caused by the outbreak of World War II made it necessary for the junior colleges to expand their offerings to meet the needs of the community and thus become known as community colleges.

In 1936, Bryan Hollinshead had the foresight to see the junior college as a community-oriented institution and defined the principles of the community college which served as a guide for later definitions. He stated the following principles:

That the junior college should be a community college, meeting community needs; that it should serve to promote a greater social and civic intelligence in the community; that it should provide opportunities for increased adult education; that it should provide educational, recreational, and vocational opportunities for young people; that the cultural facilities of the institution should be placed at the disposal of the community; and that the work of the community college should be closely integrated with the work of the high school and the work of other community institutions (Thornton, 1972, p. 55).

In its report in 1947, the President's Commission on Higher Education described the emerging institution:

Whatever form the community college takes, its purpose is educational service to the entire

community, and this purpose requires of it a variety of functions and programs. It will provide college education for the youth of the community certainly, so as to remove geographic and economic barriers to educational opportunity and discover and develop individual talents at low cost and easy access. But in addition, the community college will serve as an active center of adult education. It will attempt to meet the total post-high school needs of its community (Fields, 1962, p. 63).

Community colleges spread rapidly throughout the nation. Virginia joined the ranks of states with community colleges in 1966.

COMMUNITY COLLEGES IN VIRGINIA

Through legislation passed in 1966 by the Virginia General Assembly, the Virginia Community College System was established. The formal existence of the Virginia Community College System paved the way for occupational-technical training and college transfer programs to be within fifty miles of every citizen of the Commonwealth (State Council of Higher Education for Virginia, 1974, p. 7).

The Virginia Community College System was comprised of twenty-three community colleges. Each college served a specific region or area throughout the state. During the 1980-81 academic year, enrollment reached nearly 260,000.

Paul D. Camp Community College, which was located in Franklin, Virginia, was established in 1970 to serve Region 21. Region 21 included the cities of Franklin and Suffolk and the counties of Southampton and Isle of Wight. It was named in

honor of Mr. Paul D. Camp who, along with other members of the Camp family, had made many outstanding contributions to the area. The college was built on land donated by Mr. Camp's family. It served well over 20,000 citizens in its first twelve years of existence.

These citizens, many of whom would not otherwise have had the opportunity to further their education, came from diverse backgrounds. A look at the characteristics of the students who attended community colleges provided further incite into the community college.

CHARACTERISTICS OF STUDENTS IN COMMUNITY COLLEGES

Students in community colleges as a whole did not fit the mold of the typical traditional college student. Patricia Cross described the student body very well when she stated:

. . . The array of talents and goals is great. There is the average student who is not quite sure he can make it at the university; there is the bright one who can't afford to leave home and a job to go away to college; there is the poor student who lacks even the basic learning skills but who recognizes the importance of preparing for a career; and there is the student from a minority group who sees the community college as a bridge to equal opportunities. There is the housewife who seeks cultural enrichment and the technologically obsolete family man who wants job retraining (Thornton, 1972, p. 149).

As pointed out by Ms. Cross, community college students brought with them varied backgrounds, values, and philosophies. The community college had to develop programs and teaching methods designed to meet the individual needs of these students. At the same time, the community college had to prepare these

students to meet the requirements and expectations of the community and prospective employers. The task was not an easy one.

A comparison of the traits of community college students with those of the university or four-year college students was made. According to Thornton, the measurable traits of students in the community college varied to a greater degree than those of students in the four-year institution.

1. A larger number of students attended the community college on a part-time basis due to the fact that they held full-time jobs, had families, or had other obligations that prevented them from attending on a full-time basis (Thornton, 1972, p. 149).

2. Students in the community college on the average had lower socio-economic backgrounds than four-year students (Thornton, 1972, p. 93).

3. Community college students tended to be more pragmatic in that they sought vocational education. They viewed the community college as a means of attaining higher incomes (Cohen, 1971, p. 93).

4. Studies revealed that the average academic ability of the community college student was lower than that of the four-year college student. With its open-door policy, the community college accepted students of all levels of academic ability whereas most four-year institutions had very strict guidelines pertaining to academic ability for admission.

The success rate of community college students transferring to the four-year institutions, however, was good. It was estimated that 75 to 80 percent of those who transferred completed their degree objectives (Thornton, 1972, p. 93).

As can be seen, community college students had a wide range of capabilities. Their success or failure in earlier schooling did not always prove to be an indicator of how they would perform at the community college level. Many had learned through life experiences the value of an education and came to the community college with a different attitude toward education. Many found a niche in the community college whereas before they felt that they were an outsider in an educational environment.

According to Blocker, Plummer, and Richardson, the problem facing the community college was:

. . . the challenging of students to grow to the limits of their abilities. At the same time, the college must avoid developing educational policies which will exclude students, discourage them from attempting college work, or ruthlessly eliminate those who cannot immediately meet the traditional patterns of baccalaureate programs. There is a fine balance between lowering the quality of education and encouraging students with low levels of motivation and previous academic achievement to attempt post-high school studies suited to their dispositions and talents. The problem of the public two-year college is to strike this balance (1965, p. 131).

In order to serve the varied needs of its students and the community, the community college offered vocational, transfer, and general education. Its vocational education was a unique characteristic of the community college (Cohen, 1971, p. 137).

VOCATIONAL EDUCATION IN THE COMMUNITY COLLEGE

Vocational education was defined as "a generic term for all programs whose major goal is that the student shall attain gainful employment after a course of study requiring no longer than two years for completion." It was also known as "technical education," "occupational education," or "trade education." Whatever the name, the programs were designed to prepare "technicians and subprofessionals, semiskilled and skilled workers" (Cohen, 1971, p. 137).

According to Thornton in The Community Junior College, the expansion of these programs in the community college was attributed to several factors (1972, p. 54):

1. Federal legislation, such as the Smith-Hughes Act, encouraged junior colleges in states where they were considered a part of the secondary educational system to offer vocational education.
2. Unemployment during the late 1920s and 1930s made people realize the need for occupational training beyond the high school level.
3. The increase in automation during the 1950s required workers to possess greater technical skills which could be obtained at the junior college.
4. The Vocational Education Act of 1963 provided funds for vocational training beyond the secondary level.
5. Employers in the community began requesting specific occupational courses designed to fit their company's needs.

The vocational programs offered by the community college changed from time to time to reflect the technological and sociological changes of society. Programs in drafting, machine tooling, and agriculture were declining in enrollments and programs such as electronics, computers, and horticulture were rapidly growing in demand. Secretarial programs also ranked very high in student demand (Cohen, 1971, p. 138).

SECRETARIAL SCIENCE PROGRAMS IN THE COMMUNITY COLLEGE

The secretarial programs in the community college were designed to prepare students for office occupations. Specifically, according to Ogilvie and Raines, the objectives of these programs were (1971, p. 277):

1. "To develop skills necessary for satisfactory performance on the job."
2. "To give a fundamental knowledge of office procedures, systems, and machines, as well as a background in business theory and practice."
3. "To provide general education courses that will help the students' cultural development and encourage them to acquire the skills and attitudes necessary for responsible citizenship."

The community college was viewed by many as the best place for office occupation training. According to Dr. Anne Daughtrey (1974, p. 15), this was attributed to a number of reasons, some of which were listed below:

1. The renewed emphasis on the college-preparatory curriculum in the high school.

2. The importance attached to a college education.
3. The scarcity of employment opportunities for the teenage population.
4. The changing complexion of office employment demanding more maturity and higher skills.

The Secretarial Science programs at Paul D. Camp Community College provided the students with three options. The Clerk-Typist certificate program was designed to prepare students for employment as a clerk typist, typist, file clerk, receptionist, or general office worker. This one-year (three quarters) curriculum included such courses as business English, typewriting, business machines, introduction to business, filing, and secretarial accounting.

Steno-Clerical Arts was also a three-quarter certificate program. This program prepared students for employment as a stenographer, typist, office clerk, or office assistant. In addition to the courses required in the Clerk-Typist program, shorthand was required.

The Secretarial Science program was a two-year degree program designed to provide students with the skills and knowledge necessary to make decisions and perform successfully in the office. It also provided the opportunity for persons to upgrade their secretarial skills and knowledge of new methods, practices and innovations in business. Students who completed this program were prepared for positions as executive secretaries, administrative secretaries, or word processors. If these students desired, they could also

transfer to a four-year institution and receive credit for most of the courses they completed at the community college. Virginia Polytechnic Institute and State University accepted these graduates at juniors.

Secretarial programs were often faced with many of the same problems associated with other vocational programs. A look into the attitudes or views held toward vocational education in general provided some incite into the problem of attracting better qualified students to the secretarial programs.

VIEWS TOWARD VOCATIONAL EDUCATION

Cohen (1971, pp. 141-144) cited a number of views or attitudes held by many people toward vocational education. Several of these views were presented below:

1. Vocational education or occupational education lacked status. It rated at the bottom rung of the status ladder when judged by students, faculty, administrators, and parents.

2. Vocational education was viewed as being only for the low-aptitude student. Studies had shown that the average academic ability of vocational students was lower than that of students enrolled in transfer programs.

3. Resentment often arose when vocational education was mentioned to minority students because of the view that vocational education was for the lower ability student.

4. Educators, in an attempt to defend vocational education, often compounded the problem by defining it as a "different" education.

5. Vocational educators often felt inferior to academic instructors. They felt that the problems of vocational education were not understood by the academic faculty and the administrators.

SUMMARY

In summary, Chapter II reviewed the history of the community college, the students it served, vocational education in general, and secretarial programs in particular. With this background information, Chapter III explained in detail the methods and procedures used to determine the attitudes of area business teachers and guidance counselors toward the secretarial programs at Paul D. Camp Community College.

CHAPTER III

METHODS AND PROCEDURES

The problem of this study was to determine the attitudes and views held by area high school business teachers and guidance counselors toward the secretarial programs at Paul D. Camp Community College. This chapter explained in detail the methods and procedures used to collect this information from the secondary personnel.

SELECTING THE POPULATION

The population for this study included the high school business teachers and guidance counselors at the thirteen high schools in the service region of Paul D. Camp Community College. This region included the cities of Franklin and Suffolk and the counties of Isle of Wight and Southampton. The subjects were contacted through their respective school addresses. A list of these subjects may be found in Appendix A.

QUESTIONNAIRE CONSTRUCTION

A questionnaire survey was designed to factually and accurately collect the attitudes and views held by the respondents toward the secretarial programs at Paul D. Camp Community College.

In constructing the questionnaire, closed-form questions were used to facilitate the tabulation and analysis of data. Open-form questions were used to obtain indepth responses from the population.

The questions were developed by reviewing the attitudes and views held toward vocational education in general and secretarial programs in particular as stated in Chapter II. Using this background information, this researcher formulated questions that would reveal the attitudes and views toward the secretarial programs at Paul D. Camp Community College. Questions were used which seemed relevant and necessary to determine these attitudes and views.

This survey was then presented to Dr. John M. Ritz for his criticism and approval. The necessary changes were made and a questionnaire was given to one of the secondary teachers included in the survey. The teacher reviewed the survey and commented on questions that were difficult to answer. Changes were made so that relevant information could be gathered with ease. A copy of this questionnaire was included in Appendix B.

The questionnaire along with a cover letter and a self-addressed envelope was then mailed to the defined population. The cover letter explained the purpose of the survey and requested that the questionnaires be returned within ten days. A copy of this cover letter was included in Appendix C.

Once the surveys were returned, the results were tabulated. The responses to both the closed-form and the open-ended questions were computed manually.

SUMMARY

In summary, this chapter described the methods and procedures for collecting the research data. Chapter IV described the findings and analyzed the statistical data.

CHAPTER IV

FINDINGS

The purpose of this study was to determine the attitudes of area high school business teachers and guidance counselors toward the secretarial programs at Paul D. Camp Community College. The results of the data collected from these teachers was presented in this chapter and was used to answer the following research questions as set forth in Chapter I.

1. How do area high school business teachers and guidance counselors perceive the secretarial programs and course offerings at Paul D. Camp Community College?

2. How can the relationship of high school personnel and the Secretarial Science faculty at Paul D. Camp Community College be strengthened?

3. How can the transition of high school graduates to the College's secretarial programs be made more efficient?

4. What programs, activities, etc., would be of interest and value to the secondary teachers?

In order to collect this data, a questionnaire survey consisting of twelve questions was designed. Closed-form questions were used to facilitate the tabulation and analysis of data, and open-form questions were used to elicit indepth responses.

Fifty-four surveys were sent to business teachers and guidance counselors at high schools in the service region of Paul D. Camp Community College. This included high schools in the cities of Franklin and Suffolk and the counties of Isle of Wight and Southampton.

Of these fifty-four surveys, thirty-seven responses (sixty-eight and five tenths percent) were returned. Twenty-three (seventy-one and nine tenths percent) of the surveys sent to business teachers were returned; fourteen (sixty-three and six tenths percent) of the guidance counselors responded. An analysis of this data was presented in Table I.

Of the thirteen high schools surveyed, six (sixteen and two tenths percent) of the total surveys returned were from Smithfield High School. John F. Kennedy High School and Southampton High School each had four returns (ten and eight tenths percent of the total). Isle of Wight, John Yeates, Nansemond-Suffolk Academy, Suffolk Christian, Suffolk, Southampton Academy, and Windsor each had two surveys returned (five and four tenths percent of the total returned).

The city of Suffolk had fifteen surveys returned (forty and five tenths percent of the total surveys returned). Isle of Wight had thirteen surveys returned (thirty-five and one tenth percent of the total). Southampton County had six surveys returned (sixteen and two tenths percent of the total). An analysis of the preceding data was presented in Table II.

TABLE I
QUESTIONNAIRE RESPONSE

| Groups Surveyed | Surveys Sent | Surveys Returned | Percent of Group Returned | Percent of Returned Total | Surveys Not Returned | Percent of No Returns | Percent of Surveys Returned |
|------------------------|-----------------|---------------------|---------------------------------|---------------------------------|----------------------------|-----------------------------|-----------------------------------|
| Business Teachers | 32 | 23 | 71.9 | 62.2 | 9 | 16.7 | 42.6 |
| Guidance Counselors | 22 | 14 | 63.6 | 37.8 | 8 | 14.8 | 25.9 |
| TOTAL | 54 | 37 | N/A | 100.0 | 17 | 31.5 | 68.5 |

TABLE II
LOCATION AND SCHOOL BREAKDOWN OF RESPONSES

| Location and School | Actual Responses | Percent of Total Responses |
|-----------------------------|------------------|----------------------------|
| <u>City</u> | | |
| <u>Franklin</u> | | |
| Franklin High School | 3 | 8.1 |
| <u>Suffolk</u> | | |
| Forest Glen High School | 3 | 8.1 |
| John F. Kennedy High School | 4 | 10.8 |
| John Yeates High School | 2 | 5.4 |
| Nansemond-Suffolk Academy | 2 | 5.4 |
| Suffolk Christian Schools | 2 | 5.4 |
| Suffolk High School | 2 | 5.4 |
| <u>Counties</u> | | |
| <u>Isle of Wight</u> | | |
| Isle of Wight Academy | 2 | 5.4 |
| Smithfield High School | 6 | 16.2 |
| Tidewater Academy | 3 | 8.1 |
| Windsor High School | 2 | 5.4 |
| <u>Southampton</u> | | |
| Southampton Academy | 2 | 5.4 |
| Southampton High School | 4 | 10.8 |
| TOTAL | 37 | 100.0 |

NARRATIVE OF FINDINGS

The response to the first part of Question One, Do you feel that high school business students need additional training before entering the secretarial field?, indicated that thirty-four or ninety-one and nine tenths percent of those responding felt that additional training was necessary for high school business students. Table III presented an analysis of this information.

In response to the second part of Question One, If yes, what additional training is necessary?, fifteen of the respondents or sixty percent of those answering this question felt that word processing was their first choice for additional training; six or twenty-four percent listed data processing as their first choice; and three or twelve percent indicated shorthand as their first choice. One respondent or four percent indicated grammar as first choice.

As their second choice, twelve or fifty-four and five tenths percent chose data processing; seven or thirty-one and eight tenths percent chose word processing; and three or thirteen and six tenths percent chose shorthand.

For their third choice, twelve or sixty-six and seven tenths percent indicated shorthand; five or twenty-seven and eight tenths percent, data processing; and one or five and six tenths percent, word processing.

Other areas mentioned were accounting, business machines, and typing. An analysis of this data was presented in Table IV.

TABLE III
 ATTITUDE SURVEY OF AREA
 BUSINESS TEACHERS AND GUIDANCE COUNSELORS

Question 1

| Item No. | Item | Response | % of Total | Yes | % of Total | No | % of Total | Other | % of Total |
|-------------|--|----------|---------------|-----|---------------|----|---------------|-------|---------------|
| 1 | Do you feel that high school business students need additional training before entering the secretarial field? | 37 | 100 | 34 | 91.9 | 1 | 2.7 | 2 | 5.4 |

TABLE IV
 ATTITUDE SURVEY OF AREA
 BUSINESS TEACHERS AND GUIDANCE COUNSELORS

Question 1, Part B
If yes, what additional training do you feel is necessary?

| Preference | Choice* | | | | | | | |
|-----------------|---------|---------|--------|---------|--------|---------|---------|---------|
| | 1st | | 2nd | | 3rd | | Other** | |
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Data Processing | 6 | 24.0 | 12 | 54.5 | 5 | 27.8 | 4 | 28.6 |
| Shorthand | 3 | 12.0 | 3 | 13.6 | 12 | 66.7 | 2 | 14.3 |
| Word Processing | 15 | 60.0 | 7 | 31.8 | 1 | 5.6 | 4 | 28.6 |
| Other | | | | | | | | |
| Accounting | | | | | | | 1 | 7.1 |
| Business | | | | | | | | |
| Machines | | | | | | | 1 | 7.1 |
| Grammar | 1 | 4.0 | | | | | 1 | 7.1 |
| Production | | | | | | | | |
| Typing | | | | | | | 1 | 7.1 |

*Not all participants ranked choices or gave three choices.
 **Items checked or ranked fourth were shown here.

Fourteen or fifty-one and nine tenths percent of those responding to the third part of Question One, Where do you feel this training should be obtained?, ranked the community college as their first choice; ten preferred a business school (thirty-seven percent); and three (eleven and one tenth percent) indicated a four-year institution as their preference.

For their second choice, twelve or forty-eight percent chose a business school; eleven or forty-four percent selected the community college; and two or eight percent indicated a four-year institution.

As their third choice, four or seventeen and four tenths percent chose a business school; three selected the community college (thirteen percent); and sixteen or sixty-nine and six tenths percent indicated a four-year institution.

Only one other choice was mentioned. One respondent indicated a computer programming institute for further training. The preceding data was presented in Table V.

In response to Question Two, Do you feel that most high school students who take business courses can meet college-level requirements?, twenty-nine or eighty-two and nine tenths percent of those responding to this question indicated that they felt that most high school students who take business courses could meet entry-level requirements for college. Six or sixteen and two tenths percent indicated that they did not feel these students could meet these requirements.

TABLE V
 ATTITUDE SURVEY OF AREA
 BUSINESS TEACHERS AND GUIDANCE COUNSELORS

Question 1, Part C
Where do you feel this training should be obtained?

| Preference | Choice* | | | | | | | |
|---|---------|---------|--------|---------|--------|---------|---------|---------|
| | 1st | | 2nd | | 3rd | | Other** | |
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Business School | 10 | 37.0 | 12 | 48.0 | 4 | 17.4 | 5 | 50.0 |
| Community College | 14 | 51.9 | 11 | 44.0 | 3 | 13.0 | 4 | 40.0 |
| Four-Year Institution | 3 | 11.1 | 2 | 8.0 | 16 | 69.6 | | |
| Other Computer Programming Institute | | | | | | | 1 | 10.0 |

*Not all participants ranked choices or gave three choices
 **Items checked or ranked fourth were shown here.

A majority, thirty-five or ninety-four and six tenths percent, responded yes to Question Three, Do you feel that strong academic students should enter secretarial training programs? Two or five and four tenths percent indicated that they did not feel strong academic students should enter secretarial programs.

Thirty-four or ninety-seven and one tenth percent of those responding to Question Four, Would you recommend Paul D. Camp Community College to your students for secretarial training?, replied yes. One or two and eight tenths percent responded no but stated that this was because he was not familiar with the programs and offerings at the College. Two were undecided. Of these two, one stated that he was unfamiliar with the program offerings at Paul D. Camp Community College; and the other stated that it would depend on the needs of the individual student.

Question Five, Have you in the past recommended Paul D. Camp Community College to your students for secretarial training?, received thirty-three or ninety-one and nine tenths percent yes responses and three or eight and one tenth percent no responses. Table VI presented an analysis of the data for Questions Two through Five.

Twenty or fifty-four percent responded yes to Question Six, Do you feel that you have sufficient information/knowledge concerning the secretarial programs at Paul D. Camp Community College? Seventeen or forty-five and nine tenths percent

TABLE VI
 ATTITUDE SURVEY OF AREA
 BUSINESS TEACHERS AND GUIDANCE COUNSELORS
 Questions 2 - 5

| Item No. | Item | Response | % of Total | Yes | % of Total | No | % of Total |
|-------------|--|----------|---------------|-----|---------------|----|---------------|
| 2 | Do you feel that most high school students who take business courses can meet college-level requirements? | 35 | 94.6 | 29 | 82.9 | 6 | 17.1 |
| 3 | Do you feel that strong academic students should enter secretarial training programs? | 37 | 100.0 | 35 | 94.6 | 2 | 5.4 |
| 4 | Would you recommend Paul D. Camp Community College to your students for secretarial training? | 35 | 94.6 | 34 | 97.1 | 1 | 2.8 |
| 5 | Have you in the past recommended Paul D. Camp Community College to your students for secretarial training? | 37 | 100.0 | 34 | 91.9 | 3 | 8.1 |

of those responding to this question stated that they did not feel that they had enough information and/or knowledge regarding these programs.

In response to the second part of Question Six, If no, what type of information/activities would you like the Secretarial Science Department to provide to make you more knowledgeable of the College and/or the secretarial programs?, the following suggestions were made:

1. Tours of the facility with emphasis on the latest additions in equipment and courses
2. A brochure or fact sheet for dissemination to students
3. A pamphlet on specific areas of study, requirements, and possibilities for employment
4. Posters
5. Information that can be given to students and reviewed with parents (handouts, catalogs)
6. Provide brochures, consultants and the like to area secondary schools
7. Direct information to teachers rather than through a guidance counselor
8. An inservice program telling about the facility and what is available
9. Information on specialized areas such as word processing, data processing, etc.
10. Catalogs--current issues
11. Programs and requirements for certificates
12. Representatives to visit on Career Day
13. An Open House at the College for Seniors
14. Field trips to the College

Question Seven, Do you feel that students entering secretarial programs at the college level should be allowed to waiver or receive credit by examination for courses completed at the high school level?, received thirty-four or ninety-one and nine tenths percent yes responses. Three of these qualified their responses by stating that students should not be allowed to waiver courses but should be allowed to receive credit by examination. Three or eight and one tenth percent did not feel that students should be allowed to waiver courses or receive credit by examination. Table VII presented an analysis of Questions Six and Seven.

Question Eight, After three quarters of typing, the minimum speed for a five-minute timed writing with no more than five errors is forty-two words per minute. In shorthand, students are required to produce a minimum of five mailable letters at sixty words per minute. Do you feel these requirements for typing and shorthand at Paul D. Camp Community College are adequate?, received twenty-four or sixty-four and nine tenths percent yes responses. Twelve or thirty-two and four tenths percent of the respondents indicated that they did not feel these requirements were high enough. Specific comments were as follows:

"I feel you need a minimum of eighty words per minute in shorthand in case they never take second year. I feel it is a wasted year if they can't get to eighty unless they do go on for that second year. Typing is o'k."

"My first year shorthand students will average eighty words per minute with three or four averaging one hundred words per minute."

TABLE VII
 ATTITUDE SURVEY OF AREA
 BUSINESS TEACHERS AND GUIDANCE COUNSELORS
 Questions 6 - 7

| Item No. | Item | Response | % of Total | Yes | % of Total | No | % of Total |
|-------------|---|----------|---------------|-----|---------------|----|---------------|
| 6 | Do you feel that you have sufficient information/knowledge concerning the secretarial programs at Paul D. Camp Community College? | 37 | 100.0 | 20 | 54.1 | 17 | 45.9 |
| 7 | Do you feel that students entering secretarial programs at the college level should be allowed to waiver or receive credit by examination for courses completed at the high school level? | 37 | 100.0 | 34 | 91.9 | 3 | 8.1 |

"I only allow three errors for five-minute timings. I think fifty words per minute would be more acceptable at the end of three quarters."

"Forty-five for typing; eighty for shorthand. What executive would dictate at no more than sixty words per minute."

"Too low--our high school requirements for second-year student are higher."

"Speed standards are too low for a 'past-high school' institution."

"Typing should be more words per minute."

"Most ads request that a secretary type at least fifty-five or sixty words per minute and take shorthand at eighty words per minute so I think forty-two words per minute for typing and sixty words per minute for shorthand is too low. Speed and accuracy must always be stressed."

"I think your requirements are too low....I am assuming that these are not beginners--they are continuing from high school programs. These requirements are for high school students, not college students."

"Forty-two words per minute in typing may be o'k since Civil Service acceptance is forty; sixty words per minute in shorthand is too low."

"Most employers require forty-five words per minute in typing."

There was one undecided response. The respondent stated that he was not that familiar with the standards in typing and shorthand.

Question Nine, Do you feel that the secretarial programs at Paul D. Camp Community College adequately prepare students for office occupations?, received twenty-four yes responses or seventy-two and seven tenths percent of the total responses to this question. Two or six percent of the respondents indicated no; however, both stated it was because they were

unfamiliar with the programs at the College. Seven or twenty-one and two tenths percent did not respond yes or no because they felt they did not have enough information to properly answer the question. Table VIII presented an analysis of Questions Eight and Nine.

Eighteen or fifty-one and four tenths percent of those responding to Question Ten, Do you know a person at Paul D. Camp Community College to contact for further information on the secretarial programs?, indicated that they did know someone to contact. College personnel specifically mentioned were:

| | |
|-----------------|------------------|
| Carol Ballard | Bessie Smith |
| Carolyn Crowder | Chris Smith |
| Joy Collier | Tom Tarantelli |
| Betty Darden | Margaret Willett |

Seventeen or forty-five and nine tenths percent indicated that they did not know a contact person at the College. Table Nine presented an analysis of the responses to this question.

In response to Question Eleven, How often do you feel that secretarial instructors from Paul D. Camp Community College should visit with you?, thirty-one or ninety-one and two tenths percent indicated that visits should be made once a year. Two or five and eight tenths percent felt that visits should be made twice a year, and one or two and nine tenths percent responded that visits should be made every two years. Table Ten presented an analysis of this information.

Twenty-five or eighty-three and three tenths percent of those responding to Question Twelve, Do you feel that Paul D. Camp Community College should offer more programs, workshops,

TABLE VIII
 ATTITUDE SURVEY OF AREA
 BUSINESS TEACHERS AND GUIDANCE COUNSELORS
 Questions 8 - 9

| Item No. | Item | Response | % of Total | Yes | % of Total | No | % of Total | Other | % of Total |
|----------|--|----------|------------|-----|------------|----|------------|-------|------------|
| 8 | After three quarters of typing, the minimum speed for a five-minute timed writing with no more than five errors is 42 words per minute. In shorthand, students are required to produce a minimum of five mailable letters at 60 wpm. Do you feel these requirements for typing and shorthand at Paul D. Camp Community College are adequate? | 37 | 100.0 | 24 | 64.9 | 12 | 32.4 | 1 | 2.7 |
| 9 | Do you feel that the secretarial programs at Paul D. Camp Community College adequately prepare students for office occupations? | 33 | 89.2 | 24 | 72.7 | 2 | 6.0 | 7 | 21.2 |

TABLE IX
 ATTITUDE SURVEY OF AREA
 BUSINESS TEACHERS AND GUIDANCE COUNSELORS
 Question 10

| Item No. | Item | Response | % of Total | Yes | % of Total | No | % of Total |
|----------|---|----------|------------|-----|------------|----|------------|
| 10. | Do you know a person at Paul D. Camp Community College to contact for further information on the secretarial courses? | 35 | 94.6 | 18 | 51.4 | 17 | 48.6 |

TABLE X
ATTITUDE SURVEY OF AREA
BUSINESS TEACHERS AND GUIDANCE COUNSELORS

Question 11

How often do you feel that secretarial instructors from
Paul D. Camp Community College should visit with you?

| Preference | Number | Percent |
|--------------|--------|---------|
| Once a Year | 31 | 91.2 |
| Twice a Year | 2 | 5.8 |
| Other | 1 | 2.9 |

etc., for secondary teachers?, indicated a positive response to this question. Five or sixteen and seven tenths percent indicated that they did not feel more programs and workshops were needed. Table Eleven presented these findings.

The second part of this question asked, What areas are you specifically interested in? The following suggestions were made:

Computers

Data processing as it relates to secondary education

Occupationally oriented programs

Typing

Word Processing

SUMMARY

Of the fifty-four surveys distributed, thirty-seven or sixty-eight and five tenths percent were returned. This chapter presented the results of the findings in tabular form and highlighted the results in narrative form.

TABLE XI
 ATTITUDE SURVEY OF AREA
 BUSINESS TEACHERS AND GUIDANCE COUNSELORS

Question 12

| Item No. | Item | Response | % of Total | Yes | % of Total | No | % of Total |
|-------------|--|----------|---------------|-----|---------------|----|---------------|
| 12 | Do you feel that Paul D. Camp Community College should offer more programs, workshops, etc., for secondary teachers? | 30 | 81.1 | 25 | 83.3 | 5 | 16.7 |

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The problem of this study was to determine the attitudes of area business teachers and guidance counselors toward the secretarial programs at Paul D. Camp Community College. This chapter summarized the procedures used in this research, drew conclusions about the findings of this study, and made recommendations based on these findings.

SUMMARY

For some time, the lack of students with adequate skills in English and mathematics entering the secretarial programs at Paul D. Camp Community College had been the concern of the Secretarial Science instructors at the College. It was the feeling of these instructors that a lack of communication with the secondary business teachers and guidance counselors contributed in part to this problem.

In an effort to determine the views of these teachers toward the secretarial programs at the College, a survey questionnaire was developed. This questionnaire consisted of twelve questions. Closed-form questions were used to facilitate the tabulation and analysis of data while open-ended questions were used to elicit indepth responses.

This survey was sent to fifty-four business teachers and guidance counselors at high schools in the service region of Paul D. Camp Community College. This region included the cities of Franklin and Suffolk and the counties of Isle of Wight and Southampton.

Thirty-seven of those surveyed responded. The responses of these teachers provided the answers to the following research questions:

1. How do area high school business teachers and guidance counselors perceive the secretarial programs and course offerings at Paul D. Camp Community College?

2. How can the relationship of high school personnel and the Secretarial Science faculty at Paul D. Camp Community College be strengthened?

3. How can the transition of high school graduates to the College's secretarial programs be made more efficient?

4. What programs, activities, etc., would be of interest and value to the secondary teachers?

The analysis of the information obtained from the survey served as the basis for the conclusions and recommendations of this study.

CONCLUSIONS

Based on the findings of this survey, the following conclusions were formulated:

Area high school teachers and guidance counselors preferred the community college for additional training for secretarial students. They also indicated that this additional training should include data processing and word processing. These teachers felt that students in the secretarial programs at Paul D. Camp Community College were adequately prepared although quite a few indicated that the requirements for typing and shorthand were not high enough.

The majority of the respondents felt that secretarial instructors should visit the secondary schools at least once a year. Many did not know a person to contact at the college for information on the college in general and the secretarial programs in particular. These teachers felt that their knowledge of the college and the secretarial programs could be increased through brochures, inservice programs, and tours of the facility.

Most of the teachers agreed that credit by examination should be given by the college for courses completed at the high school level. Others suggested that through the use of brochures and pamphlets as well as tours of the college, high school students would be made more aware of the prerequisites for program study and of the courses for which credit by examination was given.

Many of the teachers indicated a desire for courses, programs, and/or workshops given for credit for certification if possible in the areas of computers in the classroom, data

processing, and word processing. Interest also was expressed for an opportunity for teachers to meet and discuss requirements, problems, etc., in the area of business education.

RECOMMENDATIONS

Based on the results of the observations and conclusions in this research, the following recommendations were submitted:

1. That all secretarial programs include at least introductory courses in data processing and word processing.

2. That brochures containing indepth information concerning the programs offered, the requirements for each, and the current job opportunities available in that field as well as current college catalogs be distributed to both area business teachers and guidance counselors.

3. That a study be made of the present requirements in shorthand and typing to determine if these requirements are adequate.

4. That increased efforts be made to insure that secondary teachers know someone to contact at the College about secretarial programs and the various course offerings.

5. That Secretarial Science instructors from the College visit area high schools at least once a year to meet business teachers and guidance counselors and discuss with them programs and course offerings as well as ways in which the College can better serve them and their students.

6. That workshops, programs, and/or courses with credit given toward certification if possible be offered at the College for area teachers in the area of data processing, word processing, and the use of computers in the classroom.

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APPENDICES

- Appendix A Questionnaire Participants
- Appendix B Survey of Secondary Business Teachers
 and Guidance Counselors
- Appendix C Cover Letter

APPENDIX A

QUESTIONNAIRE PARTICIPANTS

Franklin High School
Crescent Drive
Franklin, VA 23851

Mr. Rod E. Harmon-G
Ms. Carolyn F. Wright-G
Ms. Martha Felts-B
Ms. Mary E. Smith-B
Ms. Mildred Harris-B

Forest Glen High School
200 Forest Glen Drive
Suffolk, VA 23434

Ms. Estelle Hobbs-G
Ms. Vashti Sawyer-G
Ms. Peggy Howdysshell-B
Ms. Matilda Moore-B
Ms. Doretha Ricks-B

Isle of Wight Academy
PO Box 105
Isle of Wight, VA 23397

Mr. Benjamin Vaughan-G
Mrs. Nell Owen-B

John F. Kennedy High School
2325 East Washington Street
Suffolk, VA 23434

Mr. Isaac E. Williams, Jr.-G
Ms. Paula Wilson-G
Ms. Jane Bleiler-B
Ms. Roumaine H. Howell-B
Ms. Marsha Martin-B
Ms. Helen M. Spencer-B

John Yeates High School
4901 Bennett's Pasture Road
Suffolk, VA 23435

Mr. Theordore R. Lewis-G
Ms. Ann S. Johnson-G
Ms. Alease S. Cooper-B
Ms. Jennifer A. Hazel-B
Ms. Pollie M. Smith-B
Ms. Betty Twitty-B

Nansemond-Suffolk Academy
PO Box 1249
Suffolk, VA

Ms. Virginia Beatty-G
Ms. Mary Anne Mitchell-G
Ms. Hazel White-B

G - Guidance Counselor
B - Business Teacher

Smithfield High School
Rt. 1, Box 115
Smithfield, VA 23430

Ms. Maxine Darden-G
Ms. Vickie Vaughan-Gill-G
Ms. Violet Barlow-B
Ms. Betty Carter-B
Ms. Cindy Feazell-B
Ms. Ruth Fields-B
Ms. Mary Lou Haverty-B

Southampton Academy
320 Old Plank Road
Courtland, VA 23837

Ms. Mary Addie Flowers-G
Ms. Nora Vasoti-B

Southampton High School
Courtland, VA 23837

Mr. Edward Poole-G
Ms. Brenda White-G
Ms. Elois Artis-B
Ms. Marguerite Cutchins-B
Ms. Diane Francis-B
Ms. Annie Johnson-B

Suffolk Christian Schools
629 Turlington Road
Suffolk, VA 23434

Mr. Tim Goodrich-G
Ms. Linda Hurst-B

Suffolk High School
301 North Saratoga Street
Suffolk, VA 23434

Ms. Frances Alwood-G
Ms. Gail Bess-B
Ms. Barbara Darden-B
Ms. Florence Reyncids-B

Tidewater Academy
Box 536
Wakefield, VA 23888

Ms. Lorraine Sheffield-G
Mr. Ryland C. Ammons-G
Ms. Anne Epps-B

Windsor High School
PO Box 248
Windsor, VA 23487

Ms. Jessica Moore-G
Ms. Beverly Turner-G
Ms. Charlene Saunders-B

APPENDIX B

SURVEY OF SECONDARY BUSINESS TEACHERS AND GUIDANCE COUNSELORS

This study is designed to determine the views and attitudes of area secondary business teachers and guidance counselors toward the secretarial programs currently being taught at Paul D. Camp Community College.

Your response will be kept confidential, and there will be no connection made between your reply and the number designation on the questionnaire.

Please check the appropriate spaces in response to the following questions.

What is your current position?

Business Teacher

Guidance Counselor

1. Do you feel that high school business students need additional training before entering the secretarial field? YES NO

If yes, what additional training do you feel is necessary? (Please rank with No. 1 being first choice.)

Data Processing Other (Please specify.)

Shorthand _____

Word Processing _____

Where do you feel this training should be obtained? (Please rank with No. 1 being first choice.)

Business School Other (Please specify.)

Community College _____

Four-year Institution _____

2. Do you feel that most high school students who take business courses can meet college-level requirements? YES NO
3. Do you feel that strong academic students should enter secretarial training programs? YES NO

4. Would you recommend Paul D. Camp Community College to your students as a viable option for further secretarial training?

___ YES ___ NO

If no, please specify:

5. Have you in the past recommended Paul D. Camp Community College to your students for secretarial training?

___ YES ___ NO

6. Do you feel that you have sufficient information/knowledge concerning the secretarial programs and course offerings at Paul D. Camp Community College?

___ YES ___ NO

If no, what type of information/activities would you like the Secretarial Science Department to provide to make you more knowledgeable of the College and/or the secretarial programs. (Please specify.)

7. Do you feel that students entering secretarial programs at the college level should be allowed to waiver or receive credit by examination for courses completed at the high school level.

___ YES ___ NO

8. After three quarters of typing, the minimum speed for a five-minute timed writing with no more than five errors is 42 words per minute. In shorthand, students are required to produce a minimum of five mailable letters at 60 words per minute. Do you feel these requirements for typing and shorthand at Paul D. Camp Community College are adequate?

___ YES ___ NO

If no, please explain.

9. Do you feel that the secretarial programs at Paul D. Camp Community College adequately prepare students for office occupations?

___ YES ___ NO

If no, please explain.

10. Do you know a person at Paul D. Camp Community College to contact for further information on the secretarial courses?

___ YES ___ NO

If yes, who?

11. How often do you feel that secretarial instructors from Paul D. Camp Community College should visit with you?

___ Once a year

___ Twice a year

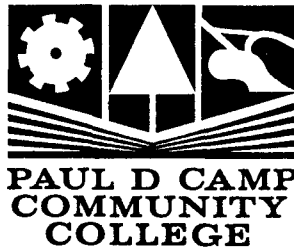
___ Other (Please specify.) _____

12. Do you feel that Paul D. Camp Community College should offer more programs, workshops, etc., for secondary teachers?

___ YES ___ NO

If yes,

What areas are you specifically interested in?



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APPENDIX C

COVER LETTER TO SURVEY PARTICIPANTS

February 16, 1983

Ms. Mary E. Smith
Franklin High School
Crescent Drive
Franklin, VA 23851

Dear Mary:

In order to work more closely with the high schools in the service region of Paul D. Camp Community College, I am conducting a survey of area secondary business teachers and guidance counselors to determine your views of the secretarial programs currently being offered at the College. The results will be used to evaluate the secretarial programs and to assist the College in finding ways it can better serve you as a teacher.

Will you please take a few minutes of your time to complete the enclosed questionnaire and return it to me by March 1, 1983. A self-addressed, stamped envelope is also enclosed for your convenience in replying.

Thank you for your assistance.

Sincerely yours,

Carolyn W. Crowder
Instructor

Enclosures