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A Comparative Study of the Practices Followed by Selected Colleges and Universities in Placing Students with Previous Typewriting Experience in the Various Levels of College Typewriting Instruction

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A COMPARATIVE STUDY OF THE PRACTICES FOLLOWED
BY SELECTED COLLEGES AND UNIVERSITIES IN PLACING
STUDENTS WITH PREVIOUS TYPEWRITING EXPERIENCE
IN THE VARIOUS LEVELS
OF COLLEGE TYPEWRITING INSTRUCTION

by

Patricia Tynes Tompkins

A Research Paper

Submitted in Partial Fulfillment
of the Requirements for the Degree of
Master of Science in Education
Business Education Concentration

Old Dominion University

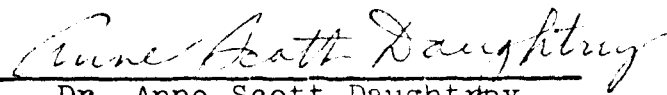
August, 1978

This research paper was prepared by Patricia Tynes Tompkins under the direction of the instructor in Education 536, Problems in Education. It was submitted to the graduate program director in Educational Curriculum and Instruction and the faculty advisor in the Department of Business Education and Office Administration in partial fulfillment of the requirements for the degree of Master of Science in Education, Business Education Concentration.

Date _____

Graduate Program Director
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Approved by:



Dr. Anne Scott Daughtrey
Faculty Advisor

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Chapter 1

INTRODUCTION

If the continued presence of a problem is any measure of its importance, then the problem of secondary school-higher education articulation should occupy a position of utmost concern to educators.

"Many agencies have studied the problem of cooperative relations between institutional levels. One such agency is the Committee on School and College Relations of the Educational Records Bureau. Research done by this committee indicated that the improvement in school-college relations depends upon three major factors: (1) modification in the philosophy of college admission, (2) willingness on both sides to try to understand each other's problems and points of view, and (3) the nature of the procedures and techniques used in transferring information about individual applicants from school to college."¹

BACKGROUND

Placing students at the appropriate levels of instruction in college has always been a concern to college administrators. The problem exists in part because students come

¹David A. Singer, Jr., "Secondary School Higher Education Articulation," Community and Junior College Journal, 44 (February, 1974), p. 20.

with a wide variety of backgrounds in ability, previous preparation, motivation, and time available.

Many students who take typewriting in college have had prior training on the secondary level. It is believed by some that these students should be permitted to begin their education at the level appropriate to their demonstrated proficiency and progress to higher levels as their ability permits. In this way, duplicated effort is eliminated.

Some colleges and universities use a placement test to determine whether students should be placed in the advanced level of typewriting instruction. These placement tests come in a variety of shapes and sizes. Some are commercially prepared, some are developed by the faculty, and some are nothing more than a timed writing and a letter to be typed.

Others make no attempt to give the student a placement test. Rather, they simply place the student at the college level that is commensurate with his high school credits earned in typewriting, usually equating one year of high school typewriting with one semester of college instruction. Still another school of thought is to place students at the beginning level of typewriting in college without any consideration of previous training.

If indeed a student is placed in an advanced level of instruction by using one of the above methods, other aspects of the problem are approached in a variety of ways. Some schools assign the same grade earned in the advanced level of instruction to the beginning level that was bypassed. Others assign

either a pass or a fail grade to the bypassed course. Additional courses are required by some schools in place of the beginning level of typewriting. One can easily surmise the choice of some students with prior typewriting instruction who are offered the opportunity to repeat the typewriting instruction at the college level or to bypass the beginning level and take a more difficult course in business administration.

The matter of placing students with prior typewriting experience at the appropriate level of college instruction is one about which there are many conflicts of opinion. As yet, no research is available that would support any viewpoint to be judged with absolute certainty. It seems an investigation of the practices employed by colleges and universities in placing students with previous typewriting experience in the various levels of college typewriting instruction would be valuable.

STATEMENT OF THE PROBLEM

The primary purpose of this research is to make a comparative study of the ways that selected colleges and universities in the Southern Business Education Association region handle the problem of placing students with prior typewriting instruction into the various levels of college typewriting instruction.

DEFINITION OF TERMS

In order to clarify the researcher's use of terms which appear in this paper and which may be unfamiliar to the reader, the following definitions are given:

1. Articulation. This refers to the systematized activities that move students from one educational level to the next.

2. Advanced Placement. It is the process of allowing students to bypass the beginning level of instruction in certain subject areas.

3. Beginning Level of Typewriting. This is the first semester or quarter of typewriting instruction offered in college. It is assumed that the student who takes this course has never learned to touch typewrite.

4. Students with Previous Typewriting Experience. Students who possess typewriting skills and knowledges acquired in high school, on the job, or by self-taught methods are all grouped in this category for the purpose of this research.

5. Southern Business Education Association or SBEA. This refers to the twelve states in the southern region of the United States which are members of the National Business Education Association, a professional organization for business educators. The states included in the Southern Business Education Association are: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.

LIMITATIONS OF THE STUDY

The limitations of the study are:

1. Only colleges and universities that are members of the Southern Business Education Association are included in this study.
2. Only those colleges and universities which responded to the questionnaire are included in the analysis of the findings.

IMPORTANCE OF THE STUDY

It is hoped that the information gained in this study will assist colleges and universities in placing students with previous typewriting experience into the appropriate level of college typewriting instruction. Further, it is hoped that the information will inspire a researcher or a team of researchers to develop at some future date a valid and reliable instrument that will aid in identifying students who qualify for advanced placement in typewriting.

ORGANIZATION OF THE REMAINDER OF THE PAPER

The information will be organized in the remaining chapters of the paper as follows:

In Chapter II, the reader will find a review of related literature that has been gathered by the author.

In Chapter III, the research methods to be used will be explained.

In Chapter IV, the findings will be analyzed and summarized.

In Chapter V, the author will present conclusions and recommendations for additional study.

Chapter 2

REVIEW OF THE LITERATURE

Students who come to college with previous instruction in typewriting on the secondary level often present somewhat of a dilemma for those in the position of deciding where they will be placed. Many colleges and universities offer credit for the beginning level of typewriting to those students who pass a proficiency examination.

Faculty members concerned with typewriting and shorthand in the department of business education at State University of New York at Albany use placement tests for students who wish to waive any or all of the required courses in shorthand and typewriting. The typewriting examination consists of straight-copy typing for three minutes. Students who achieve a gross rate of 40-50 wpm with a maximum of three errors may be admitted to the advanced course in typewriting. Students may waive the advanced course in typewriting if they type 50-65 wpm for three minutes with three errors or less. Students must also demonstrate a knowledge of statistical typing and letter and manuscript typing. Work experience and performance in the New York State Regents Examination in Typewriting I are also considered in making a judgment as to where the students² should be placed or if the courses can be waived.

In an article entitled "Typewriting Instruction for diverse preparation Levels," Mary Alice Crowell and Marlin Young discuss the way Stephen F. Austin State University handles this problem:

²B. Bertha Wakin, "Business Education in Colleges and Universities," Contributions of Research to Business Education, ed. Calfrey C. Calhoun and Mildred Hillestad (Washington: National Business Education Association, 1971), pp. 180-81.

Advanced typewriting is the only typewriting course at Stephen F. Austin State University that is offered for credit hours. Enrolled in the course are students from diverse backgrounds and with a wide range of typewriting knowledge, skills and experiences. They have had either one or two years of high school typewriting or taken the non-credit basic typewriting course offered at Stephen F. Austin. This noncredit basic typewriting course (1) is a prerequisite to those students who have not had any previous typewriting experience, (2) is available on an individualized instruction basis by tape, and (3) is supervised by a typewriting lab assistant.³

The Gates Department of Business at the Hawkeye Institute of Technology offers a variety of degree, diploma, and certificate programs in business. Students with previous experience or education have the opportunity to bypass any courses in which they can demonstrate proficiency.

Students with previous typewriting instruction are placed in a class called Advanced Typing and from there are allowed to seek their own levels and progress at their own speed to the completion of the course. The students are tested to determine what project assignments are required of each one, and rate requirements are met by tests given twice weekly.⁴

The notice below that appeared in the "Chesapeake/Portsmouth Currents" section of The Ledger-Star and The Virginian Pilot in March, 1978, indicates the way one school in the Tidewater area is meeting this challenge:

The Secretarial Science Department of Tidewater Community College, Frederick campus, will offer credit by examination for Typewriting I March 7.

³Mary Alice Crowell and Marlin Young, "Typewriting Instruction for Diverse Preparation Levels," Business Education Forum 30 (April, 1976), p. 16.

⁴Elizabeth Walls, "Developing Education for Business in Two-Year Postsecondary Schools," Curriculum Development in Education for Business, eds. James W. Crews and Z. S. Dickerson (Washington: National Business Education Association, 1977), p. 124.

The examination will be held at 2:30 p.m. in Classroom No. 24.

Students are requested to bring typing paper, carbon paper, two long envelopes, and a typing eraser.

There will be a \$5 non-refundable fee for the exam. Further information may be obtained by calling Dr. Nelson at 484-2121, Ext. 258.⁵

While some people agree that credit by examination is indeed a good idea, the question then arises as to the validity and reliability of such an examination.

With the increasing emphasis on performance as a basis for satisfactory completion of a unit or work, it is becoming vital that we provide students with a means of earning college credit by examination. Although some universities use prepared placement tests or waiver examinations to enable students to gain advanced standing, no research has been reported that would aid in the development of a valid and reliable instrument for permitting college credit for a student's skills and/or knowledges.⁶

Some students who have had previous typewriting instruction in high school elect to take the beginning course on the college level because they see this as an opportunity to earn a high grade and thus improve their overall grade point average. This is not limited just to typing courses. John William Smith, in an article that appeared in the Delta Pi Epsilon Journal, reports the findings of a study that compared the achievement in college elementary accounting of those students who had studied high school bookkeeping and those who had not:

⁵The Ledger-Star and The Virginian Pilot (Chesapeake/Portsmouth Currents), March 1, 1978.

⁶Lillian H. Chaney and Nancy J. Billett, "College Credit by Examination: Beginning Shorthand," Business Education Forum 29 (February, 1975), p. 9.

The findings based solely on the groups tested confirm the assertion that there is a significant difference between the achievement in college elementary accounting of students who have studied high school bookkeeping and those who have not. To the extent that the accounting examination employed in this study is a valid and reliable instrument for measuring accounting knowledge and to the extent that the population included in this study is fairly typical, it appears that students who have studied high school bookkeeping can usually be expected to start their elementary college course in accounting with an advantage over students who have had no previous bookkeeping. They can also be expected to finish the elementary course with somewhat greater knowledge of accounting.⁷

Another study of Roland Joseph Thomassie seems to contradict the study by Smith:

The study was designed to ascertain the effects of advanced course placement (ACP) on the academic experiences of freshman students at Nicholls State University by examining the academic performances of students and by determining the strengths and weaknesses of the program as perceived by students in advanced course placement. The courses included in the study were English, mathematics, business (shorthand and typewriting), science (chemistry, physics, and biology), and modern foreign language (French and Spanish). The academic performances of ACP students were compared with those students who qualified for the program but chose to take introductory courses (comparison students). There were no significant differences in the academic performances of the ACP and comparison sub-groups.⁸

In February, 1965, Dr. Bernard Landwehr sent questionnaires to 501 colleges and universities. He received returns from 399 of those institutions. The purpose of this

⁷John William Smith, "Articulation of High School Bookkeeping and College Elementary Accounting," Delta Pi Epsilon Journal XII (August, 1970), p. 8.

⁸Roland Joseph Thomassie, "The Effects of Advanced Course Placement on Academic Experiences of Freshman Students at Nicholls State University, Thibodaux, Louisiana," Dissertation Abstracts, pp. 2066-A to 2067-A.

study was to provide a comprehensive picture of the typewriting programs.

When asked whether or not their college granted credit for typewriting courses by examination only, 115 schools reported that they granted credit by examination, while 119 did not give credit by examination.

In November, 1965, the Delta Pi Epsilon Journal published a study by Dr. Donald Lee Campbell, Jr. The purposes of this study were (1) to provide a comprehensive source of data concerning present curriculum patterns in four-year secretarial training programs in selected public and private colleges and universities in the United States, and (2) to propose four-year secretarial training curricula based upon professional literature and upon an analysis of data obtained from the study.

In the section that dealt with the requirements for typewriting and shorthand it was reported that 100 percent of the public institutions and approximately 94 percent of the private institutions waived the beginning course if the student had prior training. The second term was waived by 62 percent of the public institutions and 70 percent of the private institutions if the student had prior training.¹⁰

In 1968, Mary C. Foley Vaughn made a study to attempt to gain information to determine placement of high school

⁹Bernard J. Landwehr, "Typewriting Instruction in Colleges," Journal of Business Education XLIII (March, 1968), p. 319.

¹⁰Donald Lee Campbell, "Curriculum Patterns in Four-Year Secretarial Training Programs in Selected Colleges and Universities of the United States," Delta Pi Epsilon Journal XI (November, 1968), p. 13.

students in advanced typewriting in college. A summary of the findings indicates:

Fewer than half of the typewriting teachers indicated that they teach the competencies of making rough drafts with proofreaders' symbols, and typing duplicating masters for spirit, mimeograph, and offset process. The areas of typewriting in which the survey showed typewriting teachers place little emphasis are the competencies of layouts, duplicating, and composing at the typewriter, students' experiences on different kinds of typewriters, problem solving method of teaching, use of audio-visual aids, and other supplementary instruction and student participation in preparation of teaching materials for the classroom. Students entering a college typewriting course with high school credits cannot be expected to have had standardized experiences that would facilitate group placement.

The problem of secondary school-higher education articulation is crucial. Grades 11 through 14 should be so related as to provide continuous student progress with minimum repetition and maximum efficiency.

Research suggests that varying degrees of misunderstanding and mistrust exist between teachers in degree-granting institutions. University faculty members are accused of indifference in regard to the programs offered on the secondary level.

Most institutional segments value their autonomy, and herein lies the fundamental problem--indeed, the base out of which most of the other problems arise. Excessive concern for institutional autonomy has served to preclude continuity, and efforts to promote discussion between the institutional levels have been futile.¹²

To eliminate repetition, all colleges and universities offering typewriting should consider administering a test to

¹¹Mary C. Foley Vaughn, "A Study to Determine Instruction in St. Louis Area High School Typewriting Courses," Summaries of 1968 Research Studies in Business Education, ed. Dorothy Extence and Margaret Ann Ferguson (Washington: National Business Education Association, 1969), pp. 49-50.

¹²Singer, p. 21.

students with prior typewriting experiences to determine at which level of instruction they should be placed. This could be a test prepared by the business education department faculty members or a commercially prepared test. (See Appendix D.)

When students with different backgrounds in typewriting are enrolled in the same class, they are all placed at a disadvantage. Those who have taken typewriting at the secondary level are required to repeat much that they have already learned. Those who have not taken typewriting may find it difficult to keep up with their classmates who have had prior training.

Typewriting instructors on the college level are all very familiar with this problem of different backgrounds at the first level of typewriting instruction. All those involved with college typewriting instruction must assume the responsibility of seeking solutions to this problem.

Chapter 3

RESEARCH METHODS

To accomplish the purpose of this study, a survey was made of colleges and universities in the twelve states of the Southern Business Education Association. Sixty-five schools were selected from a directory of Southern Business Education Association member colleges and universities which appeared in the December, 1977, issue of the Business Education Forum.¹³ Every effort was made to select institutions which would represent the various types of colleges and universities. Both large and small schools were included in the study.

As an instrument to collect the data, a questionnaire was developed. (See Appendix B.) In an attempt to make it as concise as possible, only those questions which seemed relevant and necessary for the study were included. Before mailing, the questionnaire was reviewed by Dr. Anne Scott Daughtrey, who made helpful suggestions for minor changes in the phrasing of these questions.

The questionnaire was mailed with a cover letter and a self-addressed, stamped envelope on April 14, 1978. During the month of June, telephone calls were placed to those institutions from whom no reply was received.

¹³"Business Education Professional Leadership Roster," Business Education Forum 32 (December, 1977), pp. 36-39.

The findings of this report were based on the responses received from fifty-six institutions. (See Appendix C.) This represents 86 percent of the questionnaires that were mailed, and the researcher believes it to be a representative sampling from which valid conclusions were drawn.

Each item on the questionnaire was tabulated and classified. The data are presented and analyzed in Chapter 4. Tables that include percentage comparisons were used where appropriate to further illustrate the significance of the data.

Chapter 4

PRESENTATION AND ANALYSIS OF THE DATA

This chapter presents and analyzes the data obtained from the responses to the questionnaires that were mailed to the selected colleges and universities in the twelve states of the Southern Business Education Association region.

The population of this study consisted of the business education department chairmen from sixty-five colleges and universities in Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. (See Appendix C.) Each person was asked to complete and return a one-page questionnaire.

A summary of usable responses to the questionnaire is provided in Table I.

TABLE I
QUESTIONNAIRE RESPONSE BY THE SELECTED
COLLEGES AND UNIVERSITIES

	<u>Questionnaires</u>	<u>Percent</u>
Returned Usable	56	86
Not Returned	9	14
Total	65	100

Fifty-four of the sixty-five schools returned the questionnaire by mail for a usable return of 83 percent. Telephone calls were placed to the chairmen from whom no reply was received in an attempt to secure the questionnaires which had not been returned. Two additional usable questionnaires were completed over the telephone, bringing the total usable questionnaires to fifty-six, or 86 percent. Only those questionnaires which had been completed and returned either by mail or telephone interview were used in this study.

ANALYSIS OF THE DATA

As stated previously, every effort was made to make the questionnaire as concise as possible. It was believed that the information needed for this study could be obtained from the answers to the eight questions devised for the questionnaire.

Before attempting to determine the practices followed by these colleges and universities in placing students with previous typewriting experience at the various levels of college typewriting instruction, it was first necessary to ask if typewriting was offered at the institutions. Not surprisingly, all of the usable responses answered in the affirmative.

The second and third questions are related and can be studied together. The second question asked what levels of instruction are offered at the various colleges and universities. The respondents were requested to give titles

and numbers of the courses. It should be noted here that some of the respondents simply cited the numbers of hours offered at their schools. In replying to the third question, the respondents noted whether their school calendars are arranged on a quarter or a semester basis. Unlike the first question which required a simple yes or no, the answers to the second and third questions were a bit more varied.

The majority of the colleges and universities have their school calendars arranged on a semester system. Forty schools, or 71 percent, of the fifty-six usable returns are on the semester system. In contrast, only sixteen schools, or 29 percent, are on a quarter system. One of these, the University of Southern Mississippi, noted plans to change to a semester system beginning in the Fall, 1978. Table II illustrates the arrangement of the academic calendars.

TABLE II
ARRANGEMENT OF ACADEMIC CALENDARS
AT THE INSTITUTIONS SURVEYED

	<u>Institutions</u>	<u>Percent</u>
Semester System	40	71
Quarter System	16	29
Total	56	100

Twenty-seven of the colleges and universities on the semester system offer three semesters of college typewriting instruction. Eight of the respondents said two semesters are offered at their schools, and five said their institutions offer four semesters of college typewriting instruction.

Of the sixteen institutions which have their calendars arranged on a quarter system, eight offer three quarters of instruction; six offer four quarters of instruction; one offers six; and one, two. Table III illustrates the various levels of courses in typewriting offered at the institutions that were included in the survey.

TABLE III
LEVELS OF INSTRUCTION IN TYPEWRITING OFFERED

<u>Typewriting Offered</u>	<u>Institutions</u>	<u>Percent</u>
3 Semesters	27	48
2 Semesters	8	14
4 Semesters	5	9
3 Quarters	8	14
4 Quarters	6	11
6 Quarters	1	2
2 Quarters	1	2
Total	56	100*

*These figures are rounded to the nearest whole percent

The fourth question approaches the actual substance of the thesis. Requiring either a yes or a no for the answer, it asked if the institutions offer advanced placement to students with prior typewriting instruction on the secondary level. A summary of the responses to the fourth question appears in Table IV.

TABLE IV

COLLEGES AND UNIVERSITIES WHICH OFFER ADVANCED PLACEMENT
TO STUDENTS WITH PRIOR TYPEWRITING INSTRUCTION
ON THE SECONDARY LEVEL

	<u>Institutions</u>	<u>Percent</u>
Advanced Placement Offered	55	98
Advanced Placement Not Offered	1	2
Total	56	100*

*These figures are rounded to the nearest whole percent

Southern University in Baton Rouge, Louisiana, is the only institution included in this survey which does not offer advanced placement to students with previous typewriting experience. No explanation was offered by the school for this policy.

The fifth through the eighth questions will not include Southern University in the totals because it does not offer advanced placement. Hence, the succeeding tables will be

based on fifty-five schools rather than the original fifty-six which responded to the survey.

The fifth question deals with the methods employed by the schools to determine the eligibility of the students for advanced placement in typewriting. Because the answers were so varied, some form of explanation is in order at this point.

Of the nineteen respondents who said a placement test developed by the faculty is the criterion for determining the eligibility of students, two gave no description of the test used; one school said only timings were used; seven indicated that their placement tests included timings, objective questions, and timed production work; and the remaining nine indicated they used both timings and production work. One institution uses a commercially prepared test in addition to the test prepared by faculty members.

Six institutions administer commercially prepared placement tests to students desiring advanced placement. Five of these use the one published by South-Western and the remaining college uses the one published by the Gregg Division of McGraw-Hill Book Company.

Three schools allow students to make their own decision. The burden of the responsibility rests with the student alone in these instances. The respondents from eight of the colleges and universities said the students are counseled by the faculty of the respective business education departments. One school requires that students sign a sworn statement concerning their high school instruction in typing.

Table V illustrates the criterion employed by the selected colleges and universities to determine eligibility for advanced placement.

TABLE V
CRITERION EMPLOYED TO DETERMINE ELIGIBILITY
FOR ADVANCED PLACEMENT

<u>Criterion</u>	<u>Institutions</u>	<u>Percent</u>
High School Transcript	17	31
Timings and Production	9	16
Counseled by Business Education Faculty	8	15
Speed, Objective, and Production	7	13
Commercially Prepared Test by South- Western	5	9
Student Decision	3	5
No Explanation of Test by Faculty	2	4
Commercially Prepared Test Used with Faculty Test	1	2
Student's Sworn State- ment Concerning High School Instruction	1	2
Commercially Prepared Test by Gregg	1	2
Timings Only	1	2
Total	55	101*

*These figures are rounded to the nearest whole percent

An overwhelming majority of forty-three colleges and universities require their students to take the next level of instruction if they bypass a course in typewriting. Nine colleges and universities do not require that students take the next level of instruction. Three respondents did not answer that particular question. Table VI illustrates the responses to the sixth question.

TABLE VI
SUMMARY OF RESPONSES REGARDING REQUIREMENTS FOR
BYPASSING A COURSE IN TYPEWRITING

<u>Policy</u>	<u>Institutions</u>	<u>Percent</u>
Require students to take the next level of instruction if they bypass a typing course	43	78
Do not require students to take the next level of instruction if they bypass a course in typing	9	16
No Response	3	5
Total	55	99*

*These figures are rounded to the nearest whole percent

Probably the greatest diversity in responses occurred with the seventh question. Asked the maximum number of semester or quarter hours that a student is allowed to bypass, the answers ranged from one quarter hour up to twelve semester hours. Table VII summarizes the responses to this question.

TABLE VII

NUMBER OF QUARTER OR SEMESTER HOURS OF TYPEWRITING
THAT A STUDENT IS ALLOWED TO BYPASS

<u>Maximum Number</u>	<u>Institutions</u>	<u>Percent</u>
6 Quarter Hours	4	7
5 Quarter Hours	2	4
9 Quarter Hours	2	4
1 Quarter Hour	1	2
3 Quarter Hours	1	2
4 Quarter Hours	1	2
8 Quarter Hours	1	2
10 Quarter Hours	1	2
11 Quarter Hours	1	2
15 Quarter Hours	1	2
6 Semester Hours	16	30
3 Semester Hours	13	24
4 Semester Hours	3	5
1 Semester Hour	2	4
2 Semester Hours	2	4
9 Semester Hours	2	4
12 Semester Hours	1	2
No Response	1	2
Total	55	102*

*These figures are rounded to the nearest whole percent

After a student is allowed to bypass a course, the problem of assigning credit arises. Again, the answers revealed diversity in policy among the institutions. Fifteen schools indicated that no credit was awarded for a bypassed course. Ten schools assign a pass/fail grade to the bypassed course. Eight schools award no credit and said that students must take their choice of electives in place of the typewriting course, while another five schools require students to take additional business courses.

Seven institutions assign the grade earned on the placement test to the bypassed course. Seven other institutions grant only credit and no grade is recorded.

One school records the same grade earned in the advanced course to the bypassed course, another allows the student to decide if he wants a pass/fail grade assigned to the bypassed course, and one school did not respond to the question.

Table VIII presents the information obtained from the last question on the survey form.

TABLE VIII

METHODS EMPLOYED BY SELECTED SCHOOLS IN HANDLING CREDIT
FOR BYPASSED TYPEWRITING COURSES

<u>Methods</u>	<u>Institutions</u>	<u>Percent</u>
No Credit	15	27
Pass/Fail Grade for the Bypassed Course	10	18
No Credit--Must Take Electives	8	15
Placement Test Grade Is Assigned to the By- passed Course	7	13
Credit--No Grade	7	13
No Credit--Must Take Another Business Course	5	9
Pass/Fail or Grade Earned in the Ad- vanced Course (Student Choice)	1	2
Grade Earned in the Ad- vanced Course is Assigned to the By- passed Course	1	2
No Response	1	2
Total	55	101*

*These figures are rounded to the nearest whole percent

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter contains a summary of the research methodology, a description of the problem, conclusions, and recommendations for further study.

SUMMARY OF THE STUDY

Statement of the Problem

Placing students with prior typewriting experience at the appropriate level of college typewriting instruction presents a problem for business education faculty, department chairmen, and administrators. There are many conflicts of opinion on this subject.

The purpose of this study was to make a comparative study of the ways that selected colleges and universities in the Southern Business Education Association region handle the problem of placing their students with prior typewriting instruction into the various levels of college typewriting instruction.

Research Methodology

A questionnaire was mailed with a cover letter and a self-addressed, stamped envelope to business education department chairmen at sixty-five colleges and universities in the twelve states of the Southern Business Education region. The

institutions were randomly selected so as to represent the various types of colleges and universities in the region.

There were only eight questions on the questionnaire. Not only would the needed data be collected in a limited quantity, but the author felt that more people would respond to a concise, one-page instrument than they would to a lengthy one.

A total of fifty-six responses were considered usable. Some of the schools were reached by telephone in an attempt to follow up those from whom no response was received.

With this information, the researcher was able to make a comparative study of the ways that these institutions handle the problem of placing students with prior typewriting instruction into the various levels of college typewriting instruction.

From the questionnaires returned, the following information was gathered:

1. The majority of colleges and universities allow students to bypass at least the beginning level of typewriting instruction.

2. There are many conflicts of opinion with regard to the criterion employed by the selected colleges and universities to determine eligibility for advanced placement.

3. There is little agreement on the number of quarter or semester hours that a student is allowed to bypass.

4. The problem of assigning a grade to the bypassed course is handled in a variety of ways.

CONCLUSIONS

A graduating senior from high school who has successfully completed two years of typewriting may find a wide discrepancy among colleges and universities in the Southern Business Education Association region in their willingness to grant credit for his typewriting skills, abilities, and knowledges obtained on the secondary level. A student can bypass up to nine semester hours and receive an A on these nine hours at one institution and receive absolutely no credit for his previously learned typewriting at another institution. Is this fair?

In short, the process of determining the eligibility of students for advanced course placement in typewriting is really a hit or miss approach in many instances. This is unfortunate, and typewriting instructors on the college level must accept this challenge.

RECOMMENDATIONS

After compiling the results of this survey, the author feels justified in making some recommendations. A summary of these follows.

People today are concerned with rights--civil, human, and countless others. No one wants to surrender freedoms. By the same token, colleges and universities believe they have the right to set their own standards, requirements, and rules. This is exemplified by the diversity in policy

regarding a seemingly simple aspect of the curriculum--what to do with those students who come to college with prior typewriting instruction.

It is recommended that the business education departments in colleges and universities adopt a more uniform policy regarding advanced placement for skill subjects such as typewriting. This might be promoted through associations, such as the regional Southern Business Education Association or the National Business Education Association. We all need to be a party to a broad attempt to help correct this problem.

It is further recommended that we all work together to eliminate any feelings of competition among colleges and universities. This may be difficult at first, but it is possible if we articulate out programs so that students will be able to achieve their goals as easily as possible.

It is recommended that the business education department of each institution annually evaluate its policy on advanced placement. In this way both the instrument used to determine eligibility and the typewriting courses that are affected can be evaluated.

Old Dominion University allows students to bypass the beginning level of typewriting instruction if they can demonstrate competency in the subject. It is hoped that the information gathered in this study will assist the business education department in evaluating its policy for allowing students to bypass skill subjects. Perhaps this study will

stimulate an interest in this area and serve to promote further research either at Old Dominion University or another institution where the need is felt.

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APPENDICES

APPENDIX A

4116 Summerset Drive
Portsmouth, Virginia 23703
April 14, 1978

Dear

I am a graduate student at Old Dominion University in Norfolk, Virginia. I expect to earn the Master of Science in Education degree with a concentration in business education in August of this year.

In partial fulfillment of the requirements for this degree, I am making a comparative study of the practices followed by colleges and universities in the Southern Business Education Association in placing students with previous typewriting experience in the various levels of college typewriting instruction. To accomplish the purpose of this study, I am sending a questionnaire to these institutions to obtain the pertinent information for my thesis.

Realizing the demands already placed on your time, I have attempted to make this survey as concise as possible. Will you please take just a few minutes to complete the questionnaire and return it to me as soon as possible.

Thank you for your time and assistance.

Sincerely,

Mrs. Patricia T. Tompkins

Enclosures

Please fill out and return to:

MRS. PATRICIA T. TOMPKINS, 4116 SUMMERSET DRIVE, PORTSMOUTH, VA 23703

NAME OF YOUR INSTITUTION _____

QUESTIONNAIRE

1. Do you offer typewriting instruction at your institution? YES___ NO___
2. What levels of instruction do you offer? Please give names and numbers of courses. _____

3. How is your school calendar arranged? (Quarter, Semester, etc.) _____

4. Do you offer advanced placement to students with prior typewriting instruction on the secondary level? YES___ NO___
5. If you do offer advanced placement, how do you determine the eligibility of the students?
 - ___ a. Student's high school transcript
 - ___ b. A placement test developed by your faculty (If yes, please describe its components, time, etc.) _____

 - ___ c. A commercially prepared placement test (If yes, please give name and publisher) _____

 - ___ d. Other (Please explain) _____

6. Do you require that students take the next level of instruction if they are allowed to bypass a course? YES___ NO___
7. What is the maximum number of semester or quarter hours that a student is allowed to bypass? This applies only to typewriting. _____
8. If a student is allowed to bypass a course(s) in typewriting, how is the credit for the bypassed course handled?
 - ___ a. Pass/Fail grade is assigned to the bypassed course
 - ___ b. The grade earned in the advanced course is assigned to the bypassed course.
 - ___ c. Other (Please explain) _____

APPENDIX C

The following people responded to the questionnaire either by mail or telephone interview:

Vivian W. DeShields - Alabama State University
Virginia Hayes - Auburn University
Eva S. Carr - Troy State University
Sue Waddell - University of Alabama
Gertrude M. McGuire - University of Montevallo
Robert L. Ferralasco - Arkansas State University
Jean M. Murdoch - Arkansas Polytechnic University
Dean Clayton - University of Arkansas
Cleo B. Mattox - University of Arkansas at Little Rock
James E. Barr - University of Central Arkansas
Ivy J. Williams - Bethune-Cookman College
Mary W. Durso - University of South Florida
Thelma D. Dean - Albany State College
William H. Bolen - Georgia Southern College
J. Hubert Greene - Georgia Southwestern College
Jean Voyles - Georgia State University
Calfrey C. Calhoun - University of Georgia
Saralyn Sammons - Valdosta State College
Alfred Patrick - Eastern Kentucky University
Leola E. Travis - Kentucky State University
Elaine F. Uthe - University of Kentucky
Hollie W. Sharpe - Western Kentucky University

Gwendolyn M. Ellis - Grambling State University
Marshall C. Kinchen - Nicholls State University
Tommy G. Johnson - Northwestern State University
Belford E. Carver - Southeastern Louisiana University
Rosa A. Harris - Southern University at Baton Rouge
Doris B. Bentley - University of Southwestern Louisiana
Eunice T. Smith - Jackson State University
Margaret Huggins - Mississippi College
Bruce Stirewalt - Mississippi State University
Alton V. Finch - University of Mississippi
Annelle Bonner - University of Southern Mississippi
Orus R. Sutton - Appalachian State University
William H. Durham - East Carolina University
James W. Crews - University of North Carolina at Greensboro
Eugene W. Vosecky - Western Carolina University
Marlene J. Simpson - Winston-Salem State University
Mary Frances Lide - Lander College
Susie J. Hess - University of South Carolina
Robert S. Kline - Winthrop College
J. F. Burney - Austin Peay State University
Alfonso Lucero - East Tennessee State University
Herman F. Patterson - Memphis State University
George A. Wagoner - University of Tennessee
Mosetta S. Soskis - University of Tennessee at Chattanooga
Mary F. Suggs - Hampton Institute
Z. S. Dickerson - James Madison University
Mary J. Noblitt - Longwood College

Ardyce S. Lightner - Radford College

J. Howard Jackson - Virginia Commonwealth University

Jeffrey R. Stewart, Jr. - Virginia Polytechnic Institute &
State University

Sonja C. Carter - Concord College

Gloria M. Payne - Davis and Elkins College

Ronald L. Toulouse - Marshall University

One Unidentified Response

Achievement Test 1 (Lessons 1-37)
COLLEGE TYPEWRITING, Ninth Edition
 by Lessenberry • Wanous • Duncan • Warner

Prepared by
 George P. Grill
 University of N.C. at Greensboro

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 Cincinnati / West Chicago, Ill. / Dallas / Pelham Manor, N.Y.
 Palo Alto, Calif. / Brighton, England

Name _____ Date _____

1A 3' Straight Copy gwam _____ Errors _____ Grade _____

1B 3' Statistical Copy gwam _____ Errors _____ Grade _____

1C Problem Typing 30' timing on problems

Quantity _____ Quality _____ Grade _____

1A 3' Straight-Copy Timed Writing Type line for line; determine GWAM

70-space line; All letters are used.
 5-space ¶ indentation; DS

	3' GWAM	Total Words
¶ 1	4	13
1.5 SI	9	28
5.6 AWL	14	43
80% HFW	19	57
	24	72
	29	86
	33	100
	36	109
¶ 2	41	122
1.5 SI	45	136
5.6 AWL	50	151
80% HFW	55	165
	60	180
	65	194
	70	209

3' GWAM | 1 | 2 | 3 | 4 | 5 |

1B 3' Statistical-Copy Timed Writing Type line for line; determine GWAM

70-space line; All figures and some symbols are used in each ¶.
 5-space ¶ indentation; DS

	3' GWAM	Total Words
¶ 1	4	39
1.5 SI	9	44
5.6 AWL	14	49
80% HFW	17	52
	22	57
¶ 2	27	62
1.5 SI	31	67
5.6 AWL	35	70
80% HFW		103

3' GWAM | 1 | 2 | 3 | 4 | 5 |

1C Problem Typing (30) Type each problem as directed.

Problem 1: Centered Announcement

Half sheet inserted with short edge at left;
50-space line; SS the ¶s

Type the announcement shown at the right.
Center the announcement vertically. (You will
type the problem line for line as shown.)
Remember to count the correct number of
line spaces in determining the top margin.

Problem 2: Vertical and Horizontal Centering

Half sheet with long edge at the left; reading
position; SS groups of lines

Insert a half sheet of paper with the long
edge at the left; determine the horizontal
center point for your typewriter. Center the
entire announcement vertically and each line
horizontally. Follow the spacing indicated for
the parts of the announcement.

Problem 3: Two-Column Table

Half sheet with short edge at the left; DS;
center the table vertically and horizontally;
20 spaces between columns

Problem 4: Enumeration from Script

Half sheet with short edge at the left; 50-
space line; SS items but DS between them;
center the heading in correct style on Line 10

LOCAL POLLUTION PROBLEMS

TS

Words.
5

The members of the Basic Business Education class
will present a film on local pollution problems at
the weekly assembly program on Friday morning.
The film is entitled

AMERICA THE BEAUTIFUL

During the past semester, the film was produced and
edited by three members of the Basic Business class.
The film is accompanied by a commentary on local
problems, some of which are land, water, air, and
noise pollution.

WORKSHOPS IN CREATIVE HANDICRAFTS

TS

7

DECOUPAGE: FUN AND EASY

Tanya Macht, Instructor

Pictures, Lamps, and Handbags

January 21, 7 to 9 p.m.

DS

NEEDLEWORK: FUN AND FASHION

Sylvia Hurwitz, Instructor

Needlepoint, Crewel, and Bargello

February 2, 7 to 9 p.m.

SPRING CLASS SCHEDULE FOR PEDRO VALDEZ

First period	Shorthand I	13
Second period	Typewriting II	19
Third period	Basic Business	24
Fourth period	English III	29
Fifth period	Modern History II	36
Sixth period	Geometry II	41

Things to do before Friday

1. Pick up clothes at dry cleaner. 12
2. Type up a list of telephone numbers
of vacation hotels. 24
3. Let Steve know what time the
plane leaves. 33
4. Ask Bradley how long to allow for
drive to airport. 45
5. Leave apt. key with plant sitter. 53

Achievement Test 2 (Lessons 38-75)

COLLEGE TYPEWRITING, Ninth Edition.

by Lessenberry • Wanous • Duncan • Warner

Prepared by
George P. Grill
University of N.C. at Greensboro

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Palo Alto, Calif. / Brighton, England

Name _____ Date _____

2A 5' Straight Copy gwam _____ Errors _____ Grade _____

2B 5' Statistical Copy gwam _____ Errors _____ Grade _____

2C Problem Typing 30' timing on problems

Quantity _____ Quality _____ Grade _____

2A 5' Straight-Copy Timed Writing 70-space line; 5-space ¶ indentation; DS; determine GWAM

All letters are used.

§ 1
1.5 SI
5.6 AWL
80% HFW

In preparing to compile a vita, your first step is to organize your mind and your material. Taking a positive viewpoint, look at what you have done, what you are now doing, and what you expect to do. Such a review helps you visualize your aims. Begin with the past; you might list your high school experiences, covering any areas in which you were notable, your major outside activities, and the reasons for your choice of a specific course or club. Review your college years in the same way. Jot down all ideas quickly; editing comes later.

§ 2
1.5 SI
5.6 AWL
80% HFW

The next few steps may include listing your grade-point average, your class standing, any involvement in civic activities, any leadership roles, any club memberships--and, naturally, your work history. Be sure to list all your summer and part-time jobs. You may be able to discern from this look at your experiences some likes or dislikes about certain jobs. Don't forget to state what you do in your spare time, for details are vital at this point. With all the facts before you, organize and compose a final vita that will be valuable not only to you but to a potential employer as well.

5' GWAM | 1 | 2 | 3 |

5'	Total
GWAM	Words
3	48 14
6	51 28
8	54 42
11	57 56
14	60 70
17	62 85
20	65 99
22	67 109
24	70 122
27	73 136
30	76 151
33	79 165
36	81 180
39	84 194
42	87 208
44	90 222
45	91 227

2B 5' Statistical-Copy Timed Writing 70-space line; 5-space ¶ indentation; DS; determine GWAM

All figures and some symbols are used in each paragraph.

§ 1
1.5 SI
5.6 AWL
80% HFW

The total assets of Mason Company, as of December 31, 1974, were \$21,859,108, a 5 percent gain over 1973 (\$20,850,833). Loans increased \$541,268 (5 percent) from 1973 to \$11,780,934 in 1974. Of all assets, loans counted for 54 percent and cash, 16 percent.

§ 2
1.5 SI
5.6 AWL
80% HFW

Debts for 1974 totaled \$19,350,159, a 5 percent gain over 1973; reserves for loan losses gained 23 percent, for a total of \$142,233. The capital accounts grand total, \$2,366,716, showed a meager gain of 7 percent, or \$156,178 over 1973 (\$2,210,538).

5' GWAM | 1 | 2 | 3 |

5'	Total
GWAM	Words
3	23 13
5	26 27
8	29 42
10	31 52
13	33 64
16	36 78
18	39 92
20	41 102

2C Problem Typing (30) Type each problem as directed; correct errors

Problem 1: Personal/Business Letter with a List

Modified block; open punctuation; start return address on Line 12; 60-space line; indent items

On plain paper, type the letter as directed above. Block any 2-line items as shown below. Leave a blank line space above and below the items.

303 Forney Building Greensboro, North Carolina 27412 November 3, 19-- Ms. Sarah W. Jones 1101 Johnson Street High Point, North Carolina 27260 Dear Ms. Jones (' 1)	Words
As proctor of the CPS examination, I'm happy to give you the information you requested about the examination. The dates of the next examination are May 2 and 3, 19--. If you wish to sit for the examination, please complete the enclosed application form and return it to the Institute for Certifying Secretaries by February 1, 19--. Additional information about examination fees, content, preparation, and certification is available from the Headquarters Office. (' 2) According to the CPS program, the examination analyzes the entire scope of secretarial work, with special emphasis on judgment, understanding, and administrative ability gained through education and office experience. The examination is divided into six parts:	8 16 24 31 40 49 58 67 75 85 95 103 112 121 129 138 146 154 163 172 177

DS

- | | |
|--|-----|
| Part 1: Environmental Relationships in Business | 185 |
| Part 2: Business and Public Policy | 186 |
| Part 3: Economics and Management | 194 |
| Part 4: Financial Analysis and the Mathematics of Business | 200 |
| Part 5: Communications and Decision Making | 209 |
| Part 6: Office Procedures | 212 |
| | 220 |
| | 221 |
| | 227 |

DS

(' 3) If you need further assistance, please write or telephone me (379-5666) at my office. I hope to see you on May 2. Sincerely yours George P. Grill xx Enclosure	234 244 253 259/273
--	------------------------------

Problem 2: Leftbound Manuscript with Footnotes

Type the report shown below in correct leftbound manuscript style.

TYPEWRITING TECHNIQUES AND CONDITIONERS

(' 1) Learning to type with speed and accuracy is the ultimate goal of a typewriting student. This goal can be reached by refining the basic techniques and conditioners through the right kind of practice. The basic typewriting techniques and conditioners, according to Robinson, include typing position, keystroking, space bar, carriage (carrier) return, shift keys, tabulator, reading- or typing-response patterns, and mind-set. ¹ (' 2) In a discussion of initiating and refining typewriting techniques, Russon and Wanous state: (<i>Double-indent and SS quotation; indent first line as a '.</i>) The techniques of typewriting are the elements that go into how the response is made to a visual, verbal, tactile, or mental stimulus. Basic skill building, then, is essentially the discovery and refinement of techniques of machine operation. In the techniques approach, the teacher first identifies the technique that is to receive particular emphasis. Such identification is made by demonstrating the chosen technique to the students. ² (' 3) As these techniques and conditioners are initiated, developed, and refined, the students will type with greater continuity and rhythm, which are essential if expert typewriting skill is to be achieved. Technique refinement is a gradual, continuous process. It requires frequent evaluation by the typist as well as by the teacher.	Words
	5 8 15 24 34 43 52 61 69 79 88 96 105 112 113 122 137 141 151 159 169 179 188 196 204 213 222 232 241 250 259 267 270

¹ Jerry W. Robinson (ed.), Strategies of Instruction in Typewriting (Cincinnati: South-Western Publishing Co., 1972), p. 6.

² Allien R. Russon and S. J. Wanous, Philosophy and Psychology of Teaching Typewriting (2d ed.; Cincinnati: South-Western Publishing Co., 1972), p. 155.

Problem 3: Three-Column Table

Full sheet; reading position; DS the 2-line main heading; DS the columns; 6 spaces between columns

HOTEL ASSIGNMENTS | FOR THE TRAVCOA CLASSIC SOUTHERN EUROPEAN TOUR | July 17 to August 14, 19--

Arrive/Depart	City/Country	Hotel	Words
July 17/July 20	Madrid, Spain	Fenix	31
July 21/July 25	Juan-Les-Pins, France	Le Provencal	38
July 26/July 30	Venice, Italy	Grand	48
July 31/August 2	Dubrovnik, Yugoslavia	Splendid	56
August 3/August 8	Athens, Greece	King George	65
August 9/August 14	Rome, Italy	Commodore	74
			82