

California State University, Northridge

A FOLLOW-UP SURVEY OF FORMER LOS ANGELES
VALLEY COLLEGE SECRETARIAL SCIENCE STUDENTS
WHO WERE IN ATTENDANCE DURING THE YEARS OF
1970 AND 1971

A thesis submitted in partial satisfaction of the
requirements for the degree of Master of Science in

Business Administration

by

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August, 1972

The thesis of Rena Pearl Leland is approved:

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

August, 1972

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ABSTRACT

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The purposes of the study were (1) to determine if the Secretarial Science area of the Business Department at Los Angeles Valley College was preparing successfully students with a job-entry skill; (2) to determine if the majority of the secretarial science students attended Los Angeles Valley College only long enough to obtain a job-entry skill; (3) to determine if secretarial science students who received an Associate in Arts Degree obtained higher job classifications and received more pay than the students who attended Los Angeles Valley College only long enough to obtain a job-entry skill; and (4) to determine if typing, shorthand, business English, business correspondence, and office machines were the courses most beneficial in preparing secretarial science students for their positions.

The data were gathered from 251 questionnaires returned out of the 504 mailed to former secretarial science students at Los Angeles Valley College who were in attendance during 1970 and 1971. The 251 questionnaires represented a 55.16 percent return.

Based on the findings of this study, the following conclusions were drawn: (1) A majority of the former secretarial science students attended Los Angeles Valley College long enough to improve their skills or to obtain positions above the entry level. (2) A secretarial science student who obtained an Associate in Arts Degree did not necessarily obtain a higher job classification and receive more pay than the secretarial science student who attended Los Angeles Valley College only long enough to improve her skills. (3) Typing 1, 2, 3, and 4; Business English; Business Correspondence; Shorthand 1, 2, and 3, and Transcription, were the courses most beneficial in preparing secretarial science students for their positions. (4) The Secretarial Science area of the Business Department at Los Angeles Valley College is preparing the students to master the skills, knowledges, and procedures of communicating with others; sorting, filing, and retrieving; typewriting; and checking, computing, and verifying as

stated in the review of the literature. (5) The Secretarial Science area of the Business Department at Los Angeles Valley College is preparing successfully students with at least a job-entry skill.

CHAPTER I

INTRODUCTION

The decade of the 1960's has produced dramatic changes in both the size and the composition of our labor force. The next decade is expected to produce changes only somewhat less dramatic. These changes present unique challenges to government officials, employers, and most particularly, to those responsible for preparing students to enter the labor force or the world of work. Our economy must create one and one-half million new jobs each year to absorb the new labor force entrants Employers and government will have to adjust and expand training programs in order to provide successful and productive employment for these young workers. Equally important and obvious is the fact that never before has the educational preparation of labor force entrants been so critical at all levels, whether vocational, college preparatory, or college (2:18).

Need for the Study

The challenges to educators by the labor force expansion expected in the coming decade are magnified by the altered role of the labor force. The U. S. Manpower Administration projected that in the years 1965-75 approximately thirty-one percent of our labor force will be in clerical and related jobs. In addition, the U. S.

Department of Labor projected that employment will continue to increase more rapidly in those industries providing some form of services than in those producing goods. State and local government employment will show the largest increase. The continued expansion of schools, medical care, and other public services for a growing population are responsible for this result. The next largest employment increase will occur in personal, business, educational, and medical services (2:19-20).

As the number of workers entering office occupations increased, the function of the office changed. For at least a decade the National Business Education Association yearbooks have carried a message of a new office parallel to the developments of a new math, a new music, and other revolutionary developments in business and in education. The new office involves the handling of information. The office is what is done--not where work is done--and such work is found at every organizational level.

As the office function was expanded in scope to include all aspects of information handling, the role of the office expanded to offer increased service to management (2:50-51).

In the light of the increasing number of workers in clerical or related jobs, the increase of employment in

those industries providing services rather than producing goods, and the change in the function of the office, there arises a need to study each department of business education to determine its effectiveness in preparing students for office employment.

One way a business education department can evaluate its educational program is through the use of the follow-up study. Thomas J. O'Connor, in his discussion of follow-up studies, states that the total college program must (1) clarify what the college is attempting; (2) identify the important tasks among its many activities; and (3) evaluate the effectiveness of its programs and efforts (3:10). He further states that follow-up studies serve to measure effectiveness of instruction, curriculum, and student personnel services (3:11).

The Problem

Los Angeles Valley College is one of eight public colleges in the Los Angeles Community College District. It offers a comprehensive schedule of day and evening secretarial classes. The program of secretarial offerings, day and evening, is unified under the Business Department with the same administration and instructional staff.

The Secretarial Science area of the Business Department has approximately 300 students in attendance each year, including the day and evening students. Some students are working toward an Associate in Arts Degree, others are attending school only long enough to obtain a job-entry skill, some are returning for refresher courses or courses to improve their skills on the job, and a small minority are planning to transfer to a four-year college.

Follow-up studies have been made previously at Los Angeles Valley College, but these studies surveyed the 1956, 1960, and 1964 entering Freshmen. No follow-up study has been made of the former secretarial science students.

Purposes of the Study

The members of the Secretarial Science area of the Business Department have generally hypothesized that:

1. A majority of students majoring in secretarial science attend Los Angeles Valley College only long enough to obtain a job-entry skill.
2. Secretarial Science students who obtain an Associate in Arts Degree obtain higher job classifications and receive more pay than the

students who attend Valley College only long enough to obtain a job-entry skill.

3. Typing, shorthand, business English, business correspondence, and office machines are the courses most beneficial in preparing secretarial science students for their positions.
4. The Secretarial Science area of the Business Department at Los Angeles Valley College is preparing successfully students with a job-entry skill.

Since the role of the office in the handling of information has increased in importance during the past decade, the need for a follow-up study of the former secretarial science students at Los Angeles Valley College was important. The need was to evaluate the effectiveness of the program and efforts of the Secretarial Science area, to help clarify the goals of the area, and to test the validity of these hypotheses.

Specifically the purposes of this study are:

1. To determine if the Secretarial Science area of the Business Department at Los Angeles Valley College is preparing successfully students with a job-entry skill.

2. To determine if the majority of the secretarial science students attend Los Angeles Valley College only long enough to obtain a job-entry skill.
3. To determine if secretarial science students who receive an Associate of Arts Degree obtain higher job classifications and receive more pay than the students who attend Los Angeles Valley College only long enough to obtain a job-entry skill.
4. To determine if typing, shorthand, business English, business correspondence, and office machines are the courses most beneficial in preparing secretarial science students for their positions.

Definition of Terms

Certain important terms used in this study should be interpreted as follows:

Job-entry Skill

For a clear understanding of the term "job-entry skill" two authorities were contacted to give their definition of the term. Mr. Gene Hawkins, President, Los Angeles Chapter of the Administrative Management Society

defined "job-entry skill" as the minimum skill acceptable to an employer for a given position. Mr. Jim DeSon, manager of the Glendale Field Office, Department of Human Resources, gave a more specific definition of "job-entry skill" for an office position. He said there are five general areas of office employment: file clerk, office clerk, clerk-typist, stenographer, and secretary. The minimum skill for a file clerk is to know the alphabet; office clerk, typing speed of forty words per minute; clerk-typist, typing speed of fifty-sixty words per minute; stenographer and secretary, shorthand speed of eighty words per minute and a typing speed of fifty words per minute. He said a "job-entry skill" is negotiable. The skill the employer will accept will be determined by (1) what he can afford to pay; (2) what the labor market will give him; (3) what is the realistic requirement of the job; and (4) unique specifications for the job. In other words, when there is a tight labor market, the employer will accept less skill for a job-entry level position; and when there is a loose labor market, the employer will require higher skills for a job-entry level position.

Secretarial Science Student

A student taking courses to prepare for an office position.

Majority

Over one-half of the students.

Minority

Less than one-half of the students.

Success

Being employed in an office position.

Delimitations of the Problem

The sample consisted of only the secretarial science students who were enrolled in the spring of 1970 and did not return in the fall of 1970, the secretarial science students who were enrolled in the fall of 1970 and did not return in the spring of 1971, the secretarial science students who were enrolled in the spring of 1971 and did not return in the fall of 1971, and the secretarial science students who were enrolled in the fall of 1971 and did not return in the spring of 1972.

Limitations of the Study

The number of responses to the questionnaire was limited to the number of students who received the questionnaire. Students who had changed their addresses since attending Los Angeles Valley College did not likely respond to the questionnaire because it may not have reached them.

Organization of the Study

In Chapter I the importance of the problem has been developed and defined, and the hypotheses given. Terms were defined and the delimitations and limitations of the problem were established.

In Chapter II the review of related literature and research studies serves the very specific purpose of indicating the lack of research being done on the drop-out or terminal two-year student who does not transfer to a four-year institution. The chapter also lists some characteristics of the junior college student, mentions a study that analyzed the prediction of vocational-educational choices of students, summarizes the findings of follow-up studies involving secretarial students, states the effects of vocational training on labor force experience, and lists the basic components of office work.

The procedures followed in the study of the problem are stated in Chapter III. These procedures involve the method of selecting the sample, the development of the instrument, and the treatment and interpretation of the data.

Chapter IV gives the findings of the survey. A summary of the findings, the conclusions, and the

recommendations are presented in Chapter V.

Summary of the Chapter

Chapter I is an introduction to the study. Included is an explanation for the need of the study, the problem, the hypotheses and purposes of the study, the definition of terms, the delimitations and limitations of the study, and the organization of the chapters.

CHAPTER II

REVIEW OF THE LITERATURE

Many follow-up studies have been done on the high school graduate and the junior college student who transfers to a four-year college, but the review of the literature indicated that the research on drop-outs from the junior college and the two-year terminal student has been minimal. No study was found in the specific area relative to former clerical or related students in a terminal program.

Thomas J. O'Connor in his discussion of follow-up studies finds that some of the reasons for the difficulty in the follow-up of vocational-technical students are:

1. Technical-occupational students quickly disperse, they are difficult to find.
2. Because of the dispersion of students, greater reliance must be put on the questionnaire as a source of information, interviews are difficult and time-consuming except in certain employment concentrations . . .
3. Standards of acceptable employment performance vary widely in business and industry.

4. Response from occupational students especially when the questionnaire is the only means to reach them is frequently low (3:38).

Two studies, one by W. L. Ellerbrook on the placement and follow-up programs in the public junior colleges of Texas (14:8), and one by Elizabeth Hickok Langley on the follow-up of the 1963 Freshman Class of eight Chicago City Junior Colleges, mention the minimal amount of research done on the drop-out and terminal junior college students (26:20).

The following review of the literature and research will present some characteristics of the junior college student, especially the former students of Los Angeles Valley College. This chapter will also give an analysis of the prediction of educational-vocational choices, summaries of follow-up studies involving secretarial students, a review of a study on the effects of vocational training on labor force experience, and a listing of the basic components of office work.

Characteristics of the Junior College Student

A study made by Fred Machetanz in November, 1968, of the entering freshman class of the fall of 1964 at Los Angeles Valley College revealed the following

information:

1. Approximately 60 percent of the students come from Grant, Polytechnic, North Hollywood, Van Nuys, Burroughs, Monroe, Burbank, Fairfax, Hollywood, and San Fernando high schools.
2. Ninety-two percent of the fulltime sample entered Valley the same year that they graduated from high school.
3. At the beginning of the fifth semester there were 23 percent of the original sample still enrolled. There were 7 percent of the original sample enrolled at the beginning of the eighth semester.
4. Sixty-two percent of the original sample were on probation at least one semester during the first six semesters.
5. Seventeen percent of the original sample were disqualified during the six-semester period.
6. Of the students responding who were attending college, 14 percent were majoring in business.
7. In response to the question "In general how well did Valley prepare you for your present college work?" 31 percent of the sample said "Very Well" while 58 percent said "Adequately".
8. Fifteen percent of the original sample had graduated from Los Angeles Valley College as of June, 1968 (30:46-47).

A study of the 1968 graduates of Manatee Junior College in Florida showed that:

1. It is not necessary to be in the top 40 percent of grade 12 to succeed in junior college.

2. Students in the lowest percentiles at entrance can earn a degree.
3. The average candidate for a degree should expect to spend more than four terms at the junior college.
4. Probation should not prove to be an insurmountable handicap to graduation.
5. Part-time students can earn a degree too.
6. Graduation from a junior college is an incentive to continue at a senior institution (36:1).

A survey by Leonard L. Baird and Others of twenty-nine two-year colleges found that most students worked for at least part of their two years and commuted to campus. Working or commuting, however, had little effect on their college experience or achievement. Baird stated that perhaps working and commuting students make adaptations which allow them to participate in the life of their college. And perhaps students do the things they want to do by simply finding time to do them. In any case, commuting and working had only small effects on the college careers of the students in the sample he studied (11:23).

In discussing the characteristics of the junior college student, some mention must be made of the drop-out student. Thomas J. O'Connor states that factors in recent

research show that there is a relationship between drop-outs and the following attitudes: motivation, collegiate culture, levels of aspiration, family relationships, and socioeconomic status (3:46).

Jane E. Matson, in comparing the characteristics of students who withdrew from public junior colleges with others who remained in school, discovered that there was very little difference between the two groups with regard to sex, marital status, veteran status, high school attended, socio-economic status, academic aptitude, or grade point average. She states the possibility that the student who withdraws lacks a sense of belonging or identification with the college (31:47).

Both of these two studies support the contention that the difference between the student who drops out from the student who remained in school is his sense of belonging or feeling part of the college culture. There is a difference of opinion between the two studies in the effect of other factors, such as socio-economic status and motivation.

The characteristics of the junior college student described in the literature are indicative of the characteristics of the secretarial science students at Los Angeles Valley College. They are not necessarily from

the top forty percent of their graduating class. Most of them work and commute to college. Many of them are part-time students working toward a degree. The students obtaining degrees usually spend more than four terms at the college. One of the most rewarding characteristics is their incentive to continue their education. And there is conflicting evidence as to why they drop out.

Analysis of the Prediction of Educational-Vocational Choices

An aid to the secretarial science program at Los Angeles Valley College would be some measure of why the students chose secretarial science as a major. A review of the literature revealed that Arthur A. Dole of Hawaii University concluded from his research that the determination of educational-vocational choices are low in stability when measured retrospectively. However, measured concurrently or prospectively, the determination of choice may be categorized into wide general decisions (9:186). This was the only study found that analyzed the prediction of educational-vocational choices.

Follow-up Studies Involving Secretarial Students

One of the values of the follow-up study of the secretarial science students at Los Angeles Valley College

is to see how these students compare with other secretarial science students throughout the country as to their preparation, salaries, and attitudes.

From a follow-up study of career graduates currently employed, Donald E. Grieve of Cuyahoga Community College in Cleveland, Ohio, found in April, 1970, the following concerning former secretarial science majors: The average monthly salary for a secretarial science major was \$463. Shorthand, filing, accounting, business courses, office methods, psychology, and business math were listed as the courses most valuable to the students. Philosophy and history were listed as the courses least valuable to the graduates. The students also indicated a course in business machines and a better course in human relations were needed. Eighty-two percent of the graduates felt that their training was absolutely necessary or of some assistance in obtaining their present employment (23:18).

In the study by Elizabeth Langley, 60.69 percent of the employed women who responded to the questionnaire were in clerical or related positions. When the students were asked where they had obtained the knowledge and/or experience for their present job, 62.29 percent said it was gained from on-the-job training and 27.12 percent said that it was gained at Chicago City Colleges. Most of the

students who responded left the Chicago City Colleges in order to transfer to a senior institution, because of money problems, due to poor grades, or because the courses did not meet their educational needs. Over three-fourths of the employed respondents were very satisfied or reasonably satisfied with their jobs (26:137-142).

Effects of Training on Labor Force Experience

This study is included in this investigation because the purpose of most follow-up studies is to determine the success of the educational program on the student's ability to succeed on the job. Instead, this study measured the success of vocational training received in the system of Tennessee Area Vocational-Technical Schools (AVTS) in economical terms. The results of the study showed that:

1. The primary wage effects of AVTS training resulted in a \$1.57 per week advantage directly attributable to AVTS training.
2. The combined secondary wage effects of AVTS training were greater, resulting in an average advantage of \$7.02 per week.
3. AVTS training resulted in higher labor force participation, lower employment, and greater occupational mobility.
4. Earnings of the educationally disadvantaged are just as responsive to

vocational training as are the earnings of high school graduates.

5. The total rate of return on investments in AVTS training during the period studied was estimated to be 6.3 percent, the private rate (student) of return was estimated to be 13.4 percent.
6. Former students with the lowest educational ability received the greatest rate of return from AVTS training based upon analysis of Social Security earnings.
7. AVTS training was beneficial to former students regardless of prior educational attainment. The income of grade school drop-outs, grade school graduates, high school drop-outs, and high school graduates tended to be increased in constant ratio (10:107-108).

The findings of this study show that vocational training is economically advantageous, that the educationally disadvantaged are just as responsive to vocational training as are the high school graduates, and that the students with the lowest educational ability receive the greatest rate of economic return.

Listing of the Basic Components of Office Work

Man is essentially an orderly creature; he works best in society when he has developed an orderly, structured environment for his work. This concept of order pervades all efficient work including the need for developing classifications for jobs. And once such

classifications are developed, they are again ordered or structured into a hierarchy of jobs from high to low, most difficult to least difficult, most demanding to least demanding, highest paid to lowest paid--each with appropriate gradations interposed.

To indicate the multi-image nature of just one type of office job--secretary--should show the various concepts of job levels today. One organization, the Baltimore, Maryland, Chapter of the National Secretaries Association, considers the secretary in these various contexts:

1. The secretary's "clerical" image. . .
2. The secretary's "stenographic" image . . .
3. The secretary's "assistant" image . . .
4. The secretary's "participation in management image . . .

Each teacher--and each employer, too--develops his own version or his own map of the nature of each position. . . To a great extent, therefore, levels assigned to jobs are based on both subjective, as well as on educated, sometimes objective, judgment.

Regardless of changing job content or of the nature of the job, certain basic factors continue to be utilized in constructing job classifications and job levels or structures. . . To develop such levels requires the identification of job factors which, in turn, must be weighted for their relative contribution to the job itself (2:53).

The value of this study could be enhanced greatly if the job factors could be identified and the curriculum at Los Angeles Valley College evaluated to determine if

the students are being prepared to utilize these factors in performing the job itself. Lawrence W. Erickson analyzed 300 office jobs in the Los Angeles and Long Beach area to determine the basic components of beginning to intermediate level office work. The list in descending order of their frequency of occurrence is as follows:

1. Communicating with Others (Inter-personal Relations)
(90 percent of jobs)
2. Sorting, Filing, and Retrieving
(71 percent of jobs)
3. Typewriting (49 percent of jobs)
4. Checking, Computing, and Verifying
(47 percent of jobs)
5. Collecting and Distributing
(21 percent of jobs)
6. Operating Business Machines
(18 percent of jobs)
7. Operating Automatic Data Processing Equipment (14 percent of jobs)
8. Taking Dictation (10 percent of jobs)
9. Supervising, Planning, and Training
(3.3 percent of jobs)
10. Analyzing Procedures and Flow Charting (3 percent of jobs)
(15:6-20).

Erickson concluded that preparation for the demands of the modern office will require that business

education students master the skills, knowledges, and procedures of communicating with others; sorting, filing, and retrieving; typewriting; and checking, computing, and verifying. In addition, greater emphasis needs to be given in all business education courses to development of communicating with others (15:23).

Summary of the Chapter

Selected literature pertinent to the study of secretarial science students who attended Los Angeles Valley College has been reviewed in Chapter II. This literature was gathered from a minimal amount of research which has been done on the drop-out or terminal two-year student who does not transfer to a four-year institution. The reasons for this lack of research may be that after the students leave college they disperse very quickly and are difficult to find. Also, the response from occupational students, especially when the questionnaire is the only means to reach them, is frequently low.

Included in Chapter II are the listing of some general characteristics of the junior college student, an analysis of the prediction of educational-vocational choices, some highlights from follow-up studies involving secretarial students, the effects of training on labor

force experience, and the listing of the basic components of office work.

The review suggests that the characteristics of the junior college student in other parts of the country also are the characteristics of the secretarial science students at Los Angeles Valley College. They are not necessarily from the top forty percent of their graduating class. Most of them work and commute to college. Many of them are part-time students working toward a degree. The success they find in junior college is an incentive to continue their education. And there is conflicting evidence as to why they drop out.

The review further suggests that there is no stable way to determine educational-vocational choices. But educational-vocational training is economically advantageous.

The literature revealed that certain basic factors are utilized in constructing job classifications and job levels. Erickson listed them as communicating with others; sorting, filing, and retrieving; typewriting; checking, computing, and verifying; collecting and distributing; operating business machines; operating automatic data processing equipment; taking dictation; supervising, planning, and training; and analyzing procedures and flow charting.

CHAPTER III

DESIGN OF THE STUDY

Chapter III is a description of the methods and procedures followed in this study. It includes (1) the method of selecting the sample, (2) the development of the instrument, and (3) the treatment and interpretation of the data.

Method of Selecting the Sample

For this study, the Office of Admissions at Los Angeles Valley College made available a listing of all the secretarial science students enrolled during the spring semester of 1971 to the spring semester of 1972. The rest of the names of the students enrolled during the spring semester of 1970 to the fall semester of 1970 was obtained from the records in the Business Department at Los Angeles Valley College.

The sample consisted of all secretarial science students, both day and evening, who were in attendance during the spring semester of 1970 and did not return in the fall semester of 1970, who were in attendance during the fall semester of 1970 and did not return in the spring

semester of 1971, who were in attendance during the spring semester of 1971 but did not return in the fall semester of 1971, and who were in attendance during the fall semester of 1971 but did not return in the spring semester of 1972. This sample was chosen so that the data received would be as current as possible but would still involve enough students to make the findings valid. The sample consisted of 504 students.

Development of the Instrument

A questionnaire was deemed necessary in this study to obtain contemporary information not obtainable by any other means. After careful analysis of the literature concerning the construction of a questionnaire and consultation with the members of the candidate's committee, the essential elements of the questionnaire were formulated. The questionnaire was designed to seek the following information concerning the former secretarial science students at Los Angeles Valley College: (1) their marital status, (2) how many units they completed successfully, (3) what their reasons were for leaving Los Angeles Valley College, (4) the status of their employment, (5) if they were working, the name of the company, business, or

organization and the type of business or industry, (6) their salary, (7) what additional jobs they have held since leaving school, (8) which courses best prepared them for their positions, and (9) any comments they wanted to add to the questionnaire.

An accompanying letter was prepared and the entire project was submitted to the chairman of the candidate's committee. After several modifications, the final draft was approved by the candidate's committee and the final draft was printed. A copy of the cover letter may be found in Appendix A and the questionnaire in Appendix B.

Pilot Study

After the final draft was printed, thirty questionnaires were mailed to former secretarial science students picked at random from the list. This pilot study was made to determine if a sufficient number of responses would be received to make the study valid and if the questions asked on the questionnaire would supply the necessary information sought. After approximately ten days, each student who had not returned the questionnaire was contacted by telephone. This telephoning revealed that many students had moved and the telephone had been disconnected, that some students had moved away from home or had been

married and the family did not forward the questionnaire, or that there was no answer to the call. The results of this effort indicated that the rate of return of the questionnaires would be approximately fifty percent. The candidate's committee gave approval to continue with the study and stated that the study could be completed with at least a fifty percent response.

Processing of the Questionnaires

Questionnaires, along with the cover letter, were mailed to all 504 members of the sample during different intervals in April, 1972. Of the 504 questionnaires mailed, forty-nine were returned unopened. Therefore, the assumption was made that 455 questionnaires were received.

If the questionnaire had not been returned by the due date mentioned in the cover letter, an attempt was made to contact the student by telephone. Many students were contacted in this way and questionnaires were returned. Most of the students who failed to respond (44.84 percent) could not be contacted by phone because they had moved and the telephone number had been disconnected, had moved or married and the family did not forward the questionnaire, or were not at home when the call was made. Repeated attempts to contact them proved unproductive in

most instances.

The final number of questionnaires returned was 251. This number represented a 55.16 percent return. John W. Best stated in Research in Education that it is difficult to estimate what percentage of questionnaire responses is to be considered adequate or satisfactory. The importance of the project, the quality of the questionnaire, the care used in selecting the sample, the time of year, and many other factors may be significant in determining the proportion of responses (1:154). Considering the difficulties mentioned in the review of the literature concerning follow-up studies of vocational-technical students and being aware that some of the studies mentioned in the review of the literature had as low a return as thirty-five percent, this rate of return appears to be adequate.

Treatment and Interpretation of the Data

Responses to the questionnaire were tabulated according to the four semesters from which the sample was picked. They were spring of 1970, fall of 1970, spring of 1971, and fall of 1971.

Responses to the questionnaires were examined for completeness and consistency. Where obvious mistakes were

made, such as students including courses that were taken in high school, the particular item in question was eliminated. Many respondents wrote explanatory notes on the questionnaire form, and many sent additional letters or comments. These notes and comments will be summarized in Chapter IV.

The number of responses were tabulated and percentages were computed for each item in the questionnaire. Where no response was given, it was assumed there was some reason for this omission, and the rest of the information on the questionnaire was used.

After tallying the data by semesters, the data were combined because there were no trends or differences apparent between semesters. The numbers were tabulated and the percentages were figured. Mr. Fred Machetanz, Coordinator of Institutional Research at Los Angeles Valley College, was consulted as to the best way to present the data. He recommended it be presented in tabular form. The total responses to each question on the questionnaire provided the information from which the findings, conclusions, and recommendations were derived. Since the study is descriptive in nature, no statistical analysis of the data seemed appropriate and therefore none was done.

Summary of the Chapter

In Chapter III a description of the methods and procedures utilized in this study has been presented. This chapter includes (1) the method of selecting the 504 students for the sample, (2) the development of the questionnaire, and (3) the treatment and interpretation of the data from the ⁴251 questionnaires returned.

CHAPTER IV

REPORT OF THE FINDINGS

This chapter is a report of the major findings from the questionnaires completed by the former secretarial science students at Los Angeles Valley College. The purpose of the questionnaire was to determine the number of units the students completed successfully, their reasons for leaving college, their conditions of employment, their evaluation of the courses they took at Los Angeles Valley College as to how the courses prepared them for their present positions, marital status, and to obtain additional information from the comments the students made on the questionnaire. Also included in this chapter are the analyses and conclusions formed from the findings.

Number of Units Completed Successfully

Approximately the same number of secretarial science students, forty-three or 17.1 percent, completed 1-9 units as completed sixty or more, forty-four or 17.5 percent. An even more important result is that forty

students, 15.9 percent, registered to attend school but never attended or dropped out before the end of the semester. The range of units the students completed is shown in Table 1.

The questionnaires were checked to determine why the forty students did not complete any units. Table 2 lists the reasons for not attending or dropping out of school before the end of the semester.

An analysis of Table 1 has shown that 27.9 percent of the students completed less than twenty units whereas 19.9 percent completed more than fifty units. The number of students completing 20-49 units was only 15.6 percent. From this analysis, the conclusion may be drawn that more students completed less than twenty units than completed more than fifty units.

An analysis of Table 2 has shown that 42.5 percent of the students listed the difficulty of working, keeping house, going to school, and mastering the course work as their main reasons for not completing any units at Los Angeles Valley College.

Reasons for Leaving College

Table 3 shows the reasons why the secretarial science students left Los Angeles Valley College. The

TABLE 1

UNITS COMPLETED SUCCESSFULLY

Units	Number	Percentage
1-9	43	17.1
10-19	27	10.8
20-29	16	6.4
30-39	10	4.0
40-49	13	5.2
50-59	6	2.4
60 or more	44	17.5
Unknown	52	20.7
None	40	15.9
Total	251	100.0

TABLE 2
REASONS FOR NOT COMPLETING ANY UNITS

Reasons	Number of Students
Working, keeping house, and going to school too difficult	9
Courses too difficult	8
Lack of interest	5
Illness, injury, or pregnancy	5
Moved out of area	4
Working hours changed	3
Miscellaneous	6
Total	40

percentages were computed from a total of 211 students.

This figure excluded the forty students who did not complete any units.

The three most often mentioned reasons for leaving college were to seek employment, for graduation, and other. The reasons given under "Other" will be explained below.

Eleven students listed the following reasons for their lack of interest: too hard to cope with duties at home, work fulltime and go to school; not enough time;

TABLE 3

REASONS FOR LEAVING LOS ANGELES VALLEY COLLEGE

Reasons	Number of Students	Percentage
Seek employment	49	23.2
Graduation and employment	32	15.2
Transfer to another school	22	10.4
Marriage and employment	14	6.6
Lack of interest	11	5.2
Change in residence	10	4.8
Graduation and transfer	7	3.3
Illness	6	2.8
Marriage	2	1.0
Graduation	1	.5
Other	57	27.0
Total	211	100.0

moved out of country; and took wrong class.

Twenty-two students transferred to another school. Six of them transferred to California State University, Northridge; four to Pierce College; four to medical assistant schools; three to other colleges in California; three to other colleges outside of California; and two to Bryan College of Court Reporting.

Ten students changed their residence. Eight moved out of the state; and two moved out of the Los Angeles area.

The following summary lists the reasons the students listed under "Other" for leaving Los Angeles Valley College: Twenty-four students listed reasons related to school. They were: took courses for brushup, disappointed in course, had low-grade point average, offered no courses in court reporting, waited too late to register, transferred to another school, and changed major. Twelve students returned to Los Angeles Valley College after having dropped out.

Fourteen students listed personal reasons for leaving school. The reasons given were pregnancy, family problems, objection of husband, not enough time, illness in family, care of child, too much to do at home, and "too hard to work, keep house, and go to school."

Nineteen students listed reasons related to their work, health, and various other causes. The reasons given concerning work were to work full-time, too much travel time from work, too tired after working all day, changed working hours, and boss unhappy. The reasons given concerning health were disabilities and emotional problems. The other miscellaneous reasons given were death in the family, entered U. S. Army, too many frightening incidents in the parking lot, out of the country, and death.

An analysis of the reasons the secretarial science students gave for leaving Los Angeles Valley College has shown that 48.8 percent of them listed to seek employment, graduation, and transfer to another school as the main reasons for leaving school. Twenty-seven percent of the students listed reasons under the "Other" category. The main reasons given under this category were for school related, personal, health, and work problems. One may conclude that approximately one-half of the secretarial science students leave college to seek employment because they graduated, or because they transferred to another school. Approximately one-fourth of the secretarial science students leave college for school related, personal, health, and/or work problems.

Conditions of Employment

Number employed

Of the 211 secretarial science students who completed units at Los Angeles Valley College, 170 were employed--twenty-nine part-time and 141 full-time, thirty-four were not employed, six did not indicate their employment, and one owned her own business.

Job titles

Of the 170 secretarial science students working, 147, or 86.5 percent, of them were working in office related positions. Twenty-three, or 13.5 percent were working in non-office positions. Table 4 lists the titles of the office related positions in ranked order, and Table 5 lists the titles of the non-office positions in ranked order.

An analysis of the titles of the jobs the students held has shown that 66.6 percent of the students were employed in jobs as clerk-typists, stenographers, secretaries, and office managers. Approximately sixty percent of the job titles listed as non-office jobs were sales clerk, dental assistant, checker, and waitress. One may conclude that approximately two-thirds of the former

TABLE 4
OFFICE JOB TITLES

Job Title	Number of Students	Percentage
Secretary	55	37.4
Clerk Typist	23	15.6
Stenographer	17	11.6
Various Office Clerks (Claims, Accounting, Statements)	13	8.8
Office Assistant	7	4.8
Receptionist	6	4.1
Typist	4	2.7
Teller	4	2.7
Operator (Keypunch, PBX, MTST, NCR)	4	2.7
Office Manager or Supervisor	3	2.0
Cashier	3	2.0
File Clerk	2	1.4
Girl Friday	2	1.4
Bookkeeper	1	.7
Head of Referred Items	1	.7
Insurance Rater	1	.7
Public Relations Intern	1	.7
Total	147	100.0

TABLE 5

NON-OFFICE JOB TITLES

Job Title	Number of Students	Percentage
Sales Clerk	5	21.6
Dental Assistant	3	13.0
Checker	3	13.0
Waitress	3	13.0
Medical Assistant	2	8.6
Reproduction Technician	1	4.4
Fotomat	1	4.4
Dealer	1	4.4
Telephone Operator	1	4.4
Finisher of Ceramic Products	1	4.4
Entertainment	1	4.4
Program Specialist	1	4.4
Total	23	100.0

secretarial science students at Los Angeles Valley College were employed in jobs classified at the intermediate, such as clerk-typist, or above level. The greatest number of students in non-office positions were in sales. Dental assistant, checker, and waitress were rated equally in second place.

Name and Type of Company,
Business, or Organization

The names of the companies, businesses, and organizations listed by the former secretarial science students as their place of employment are given below. The names have been divided into general classifications. Table 6 shows the percentage of former students working in each classification.

Twenty-four students were working in civil service positions. Five were working for the Federal government in the Federal Bureau of Investigation, Defense Contract Administration, Federal Aviation Administration, Bureau of Health Insurance, and the Department of Insurance. Nine students were working for the State of California in the Department of Real Estate, Department of State Banking, Department of Human Resources Development, Department of Rehabilitation, Youth Authority Division of Community

TABLE 6

TYPES OF COMPANIES, BUSINESSES OR ORGANIZATIONS
EMPLOYING FORMER SECRETARIAL SCIENCE STUDENTS

Type	Number of Students	Percentage
Civil Service	24	14.1
Medical	23	13.5
Financial	18	10.6
Retail	17	10.0
Insurance	13	7.6
Education	12	7.0
Legal	10	5.9
Manufacturing	9	5.3
Entertainment	6	3.5
Aircraft and Aerospace	5	2.9
Publishing	4	2.4
Communications	4	2.4
Real Estate	3	1.8
Construction	2	1.2
Restaurants	2	1.2
Miscellaneous	15	8.8
Unknown	3	1.8
Total	170	100.0

Services, Department of Social Welfare, State Attorney's office, California Bar, and the State Board of Equalization. Four students were working for the County of Los Angeles in the departments of public administrator, social services, adoptions and mental health services. Six were working locally for the city of Los Angeles, city of Burbank, Los Angeles Police Department, Regional Planning Commission, and the Department of Water and Power.

Twenty-three students were working in medical related jobs. Nine were working in the following hospitals: U.S.C. Medical Center, Granada Hills Community Hospital, St. Joseph's Hospital, Veterans' Administration Hospital, Van Nuys Health Center, Moore White Medical Clinic, and Kaiser Foundation Hospital. Five were working for the following physicians: Drs. Horwitz & Lindenbaum, Dr. Gerald N. Davis, Dr. Irving Lipton, Dr. H. R. Bratnan, and Dr. George Mattar. Two were working for the following dentists: Dr. James F. Mulick and Dr. Robert Stephen. Four were working for the following pharmaceutical firms: Daylin, Inc., Dana Drugs, Abbott Laboratories, and Copper Laboratories. Three worked for Blue Cross, Audio-Digest Foundation, and Biochemical Procedures.

Eighteen students were working for financial institutions. Ten were working for the following banks:

Security Pacific National Bank, Beverly Hills National Bank, Crocker National Bank, Lincoln Bank, United California Bank, Bank of America, Wells Fargo Bank, and Hong Kong Bank. Three worked for the following savings and loan associations: North Hollywood Federal Savings, Los Angeles Federal Savings, and Home Savings and Loan Association. Four worked for the following finance companies: Associates Finance Company, Shareholder Capital Corporation, J. Faddler Associates, Household Finance Corporation. One student worked for the Walston & Company stock exchange.

Seventeen students worked for the following retail companies: May Company, Max Factor Cosmetics, Sears, Broadway, Lumber City, American Photocopy Equipment Company, Pharmaceutical Hospital Supply, Jacob's Well, Lucky Stores, Tracy Sales, F. S. Rasco, Aircraft & Helicopter Supplies, Inc., Car Mar Ent., Apco Dental Corporation, and Sav-on Drugs.

Thirteen students worked for the following insurance companies: American National Insurance, Crow Insurance Agency, Transit Casualty Co., Transamerica Insurance, Kemper Insurance, Golden Empire Agencies, Automobile Club of Southern California, Prudential Insurance Company,

Continental Assurance Company, Home Life Insurance, Argonaut, Equity Funding, and N. S. Meyer.

Twelve students worked in jobs related to education. Five of the students worked for the Los Angeles City Schools. The other seven students worked for Los Angeles Valley College, U.C.L.A. Extension, U.C.L.A. Canterbury Elementary School, Burbank Unified School District, and U.S.C. Alumni Affairs.

Ten students worked for the following lawyers: Locke, Black & Locke; Slavitt, Edelman, Weiser and Brady; Trugman & Herzog; Fletcher & Rauch; Robert L. Nelms; Founberg & Fransbel; Elsed Gaunn; McCatchen, Black, Verleger & Shea; Clark van des Velde; and O'Melveny & Myers.

Nine students worked for the following manufacturing companies: Biochemical & Nuclear Corporation, Carnation Company, Celsco Industries, Dart Industries, Inc., Getty Oil Company, Gruber Systems, Inc., Price Pfister, SSP Products, Inc., and Zero Manufacturing Company.

Six students worked for the following companies in the entertainment field: Capitol Records, Inc., William Morris Agency, American International Pictures, and Walt Disney Productions.

Five students worked for the following companies in the aerospace field: Lockheed, Burns Aero Seat Company, and General Design, Inc.

Four worked for the following publishing companies: American Art Enterprises, Inc., College Press, Hollywood Reporter, and the Los Angeles Times.

Four worked for the following companies in the communications field: Pacific Telephone and Columbia Broadcasting System.

Three students worked for the following real estate firms: Eastman Dillon, Union Sec. & Co., Inc., and K B Management.

Two worked for the following restaurants: Four'n 20 Pies and Howard Johnson Restaurants.

Two worked for the following construction companies: Lincoln Wood Products and Tishman Realty & Construction.

Fifteen worked for the following miscellaneous companies, industries, or organizations: Robert McInerny, Political; Fotomat Corporation; American Financial; Marge's Ceramic Lamps; SESCO, Inc.; Wyatt, Dunagan, & Williams; Kenneth, Leventhal, & Co.; Nancy Nolan; Toy-Photo Plastics; Rapid-Info. Doremics Paving Company; Hollywood Business Service; Allied Van Lines; California

Landscape Development Company; American Institute of Family Relations; and U. S. Army.

Three students did not list their place of employment.

After analyzing the types of companies, businesses or organizations employing the former secretarial science students from Los Angeles Valley College, a surprising conclusion was that almost half of the students were working in civil service, medical, financial, and retail organizations. Only about one-fourth of them were working in insurance, education, legal, and manufacturing organizations.

Reasons for Not Being Employed

The reasons the thirty-four former secretarial science students gave for not being employed were as follows: Nine were full-time students; eleven had home responsibilities; three were pregnant; three were ill or had been injured; two were looking for employment; and six listed miscellaneous reasons.

Salary

The annual salary of the former secretarial science

students has been divided into a listing of part-time salaries and a listing of full-time salaries. Table 7 shows that seventy percent of the full-time salaries are between the \$5,000-\$7,000 bracket.

Twenty-nine students were working part-time. Twelve of the part-time students' salaries were within the \$2,000-2,999 bracket; two were within the \$1,000-1,999 bracket; two within the \$3,000-3,999 bracket; two within the \$4,000-4,999 bracket; one within the \$5,000-5,999 bracket; one within the \$6,000-6,999 bracket; and nine salaries were not listed.

A full-time salary distribution in relationship to the number of units the students completed is shown in Table 8. The significant point in this table is that eleven students who only completed 1-9 units had the same salary of \$6,000-6,999 as the seventeen students who completed sixty or more units.

Comparing the two tables shows that although seventy percent of the full-time salaries were between the \$5,000-7,000 bracket, twenty-two percent were above \$7,000. Of the thirty-one students who had salaries above \$7,000, thirteen or forty-two percent, completed less than thirty units at Los Angeles Valley College. Also, three of the five students with incomes over \$9,000 completed

TABLE 7

ANNUAL FULL-TIME SALARY

Amount	Number of Students	Percentage
\$2,000-2,999	3	2.1
3,000-3,999	5	3.6
4,000-4,999	20	14.2
5,000-5,999	25	17.7
6,000-6,999	45	31.9
7,000-7,999	15	10.6
8,000-8,999	11	7.8
9,000 +	5	3.6
Unknown	12	8.5
Total	141	100.0
Median Income: \$6,355		

TABLE 8

SALARY DISTRIBUTION IN RELATIONSHIP TO UNITS COMPLETED

Salary	Unknown	1-9	10-19	20-29	30-39	40-49	50-59	60+
\$2,000-2,999	1				2			
3,000-3,999	2		2	1				
4,000-4,999	4	4	4	3		1	1	3
5,000-5,999	8	1	4	2	2	1		7
6,000-6,999	5	11	7	1	1	1	2	17
7,000-7,999	2	5		1		2	2	3
8,000-8,999	4	2	1	1				3
9,000 +	1	1	1	1	1			
Unknown	8	2	2					

less than thirty units. One of the five completed 30-39 units, and one did not know the number of units completed. The ones with sixty or more units completed had salaries that ranged from \$4,000-9,000 with the majority, seventeen, within the \$6,000-6,999 bracket.

The median income was \$6,355. This amount was considerably higher than the \$5,556, \$463 monthly, average salary of the secretarial science majors from Cuyahoga Community College in Cleveland, Ohio, mentioned in the review of the literature.

From the data provided by the survey of respondents, the conclusion may be drawn that salary is not related to the number of units completed.

Additional Jobs Held Since Leaving School

The additional jobs the secretarial science students have held before securing their present positions were as follows: Eleven were employed as secretaries; five as sales girls; five as typists; three as legal secretaries; two as Girl Fridays; and the rest were employed in miscellaneous jobs, such as Truman Girl, working in a travel agency, dental assistant, receptionist, seamstress, dietary aide, billing clerk, temporary staff, nurse's aide, market research interviewer, teller, worked

for an accountant, clerk-typist, dictaphone operator, rating trainee, waitress, order clerk, counter clerk, kitchen helper, and tour guide. The wide variety of jobs listed still shows that most of the students worked in office related positions before securing their present position.

Evaluation of Courses Offered at
Los Angeles Valley College

The students were asked to check as "most helpful," "helpful," or "not helpful" all of the courses they took at Los Angeles Valley College that aided in preparing them for their present position. Table 9 shows that the most helpful courses were Typing 1, 2, and 3, and Business English. The courses are listed in the table in ranked order.

An analysis of Table 9 shows that typing, related business English courses, and shorthand courses were the most helpful to the former secretarial science students at Los Angeles Valley College in preparing them for their positions. One interesting finding is the numerous courses the students listed in the Business Administration area as most helpful in preparing them for their present positions.

When the most helpful/helpful categories are

TABLE 9
EVALUATION OF COURSES TAKEN

Course	Most Helpful	Helpful	Not Helpful
3 Typing 2	48	14	4
2 Typing 3	41	17	4
Business English	41	15	7
3 Typing 1	40	17	3
Business Correspondence	32	11	9
3 Typing 4	31	8	1
8 Shorthand 2	28	15	12
5 Shorthand 3	26	17	6
8 Shorthand 1	24	19	17
8 Transcription	24	14	7
8 Shorthand 4	16	14	3
6 Calculating Machines	16	12	5
2 Office Procedures	16	6	6
2 Filing	14	11	3
2 SS-47 Office Practice	12	7	2
6 Duplicating Machines	8	8	5
Legal Office Procedures	7	7	5
8 Transcribing Machines	7		7
6 Stenotype	6	2	2
4 Accounting I	5		
Business 1	3		
Accounting 23	2		
Executive Secretarial Procedures	2	1	
Business Law	2	1	
Business Computations	2		
Management	2		
Shorthand Review	1		1
Merchandising	1		
Finance	1		
Hotel/Restaurant Management	1		
Journalism	1		
Work Experience 91-93	1		
Data Processing		1	
Real Estate Appraisal			1
None	9		

grouped together, the conclusion may be made that Typing 1, 2, 3, and 4; Business English; Business Correspondence; and Shorthand 1, 2, and 3, and Transcription, were the courses most valuable in preparing students for their positions.

Marital Status

One hundred and thirty-one, 52.2 percent, of the former secretarial science students at Los Angeles Valley College were still unmarried at the time this study was made. Of the remaining 251 students, eighty-five, 34.6 percent, were married; six, 2.3 percent, were divorced; six, 2.3 percent, were widowed; and twenty-three, 8.6 percent did not indicate their marital status. The fact that approximately fifty-seven percent of the students were single, divorced, or widowed, may have some bearing on the number, approximately eighty-one percent, of students working.

Comments

The many comments made by the students on the questionnaires formed a synthesis of their views concerning the Los Angeles Valley College, their problems, and their needs. To reflect the students' views, the following

selected quotes have been included in this study:

I only took Shorthand 1 and 2 at Valley College to brush up on my shorthand.

I enjoyed attending Valley College and feel the faculty in the Business Department is very good. I have taken some night classes since leaving. Currently, I am enrolled in the Savings & Loan School which benefits me most in my job and is paid for by the Association.

In my opinion, I received excellent training for the secretarial field at Valley, especially in shorthand and transcription. I am putting into practice daily almost everything I learned in my secretarial course.

Court reporting is not stressed; a person wanting this must go to a private school.

Took typing to get speed and shorthand just to know; but didn't have 20 hours per week to study shorthand.

I left school because I had a daughter who was very sick; and I was unable to work, take care of her, and keep up my studies.

I took a business class but decided to drop it because it wasn't exactly what I thought it was.

I have a B.S.; enrolled in shorthand as a prep for CPS; took the exam and passed.

Could not "get" shorthand...flunked both times.

I took almost all of the listed courses in high school but will consider returning to college someday to further my education.

I moved to Arizona to get away from the city. From there I had a business and went to Arizona Western College and took

bookkeeping. I have moved back because of personality conflicts with the man I was to marry.

I was not in school long enough to complete all the courses I would have liked to; and I'm sure that if I would have stayed and finished school I would have a better paying job.

The many comments made by the students indicated that most of them felt that their education at Valley College was beneficial to them, that many of them returned to school to take brushup courses, and that most of those who dropped out did so because of home, work, and personal problems rather than educational problems.

Summary of the Chapter

A report of the findings from the questionnaires completed by the former secretarial science students at Los Angeles Valley College has been presented in Chapter IV. Included is an analysis of the number of units completed successfully, the reasons for leaving Valley College, conditions of employment, the name and type of company, business, or organization employing the students, their salary, the additional jobs the students have held before securing their present positions, the evaluation of the courses offered in the Secretarial Science area of the

Business Department, their marital status, and comments made on the questionnaires.

CHAPTER V

SUMMARY OF THE FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

A summation of the findings which led to the conclusions and recommendations is presented in Chapter V. The purposes of the study are: (1) to determine if the Secretarial Science area of the Business Department at Los Angeles Valley College is preparing successfully students with a job-entry skill; (2) to determine if the majority of the secretarial science students attend Los Angeles Valley College only long enough to obtain a job-entry skill; (3) to determine if secretarial science students who receive an Associate in Arts Degree obtain higher job classifications and receive more pay than the students who attend Valley College only long enough to obtain a job-entry skill; and (4) to determine if typing, shorthand, business English, business correspondence, and office machines are the courses most beneficial in preparing secretarial science students for their positions.

The data were gathered from 251 questionnaires sent to former secretarial science students who were in

attendance at Los Angeles Valley College during 1970 and 1971. These 251 questionnaires represented a 55.16 percent return of the 504 questionnaires mailed. The data from the questionnaires were tabulated, analyzed, and interpreted.

Summary of the Findings

Chapter IV listed the findings from the data obtained from the questionnaires received from 251 former secretarial science students at Los Angeles Valley College.

A summary of the findings is listed below:

1. More students completed less than twenty units than completed more than fifty units.
2. Forty-two percent of the students listed the difficulty of working, keeping house, going to school and mastering the course work as their main reasons for not completing any units at Los Angeles Valley College.
3. Approximately one-half of the secretarial science students left college to seek employment, because they graduated, or because they transferred to another school. Approximately one-fourth of the

secretarial science students left college for school related, personal, health, and/or work problems.

4. One hundred seventy, 80.5 percent, of the 211 students were employed. One hundred forty-one were working full-time and twenty-nine were working part-time.
5. Approximately eighty-six percent of the working students were working in office related positions.
6. Approximately two-thirds of the students were employed in jobs as clerk-typists, stenographers, secretaries, and office managers.
7. The greatest number of students in non-office positions were in sales.
8. Of the 170 students employed, twenty-four were working in civil service positions. Twenty-three were working in medical related jobs. Eighteen were working for financial institutions. And seventeen were working for retail companies. The remainder were working in insurance, educational, legal, manufacturing,

entertainment, aircraft and aerospace, publishing, communications, real estate, construction, restaurant, and other miscellaneous organizations.

9. The most often mentioned reasons why thirty-four of the former secretarial science students were not working were full-time student and home responsibilities.
10. Seventy percent of the full-time salaries were within the \$5,000-\$7,000 bracket; twenty-two percent were above \$7,000.
11. Forty-two percent of the students who have salaries above \$7,000 completed less than thirty units at Los Angeles Valley College.
12. Three of the five students with incomes over \$9,000 completed less than thirty units at Los Angeles Valley College.
13. The median income was \$6,355.
14. Salary was not related to the number of units completed.
15. The wide variety of jobs the students had held before securing their present

positions showed that most of the students worked in office related positions before securing their present positions.

16. Typing 1, 2, 3, and 4; Business English; Business Correspondence; Shorthand 1, 2, and 3; and Transcription were the courses most valuable in preparing students for their positions.
17. Over one-half of the former secretarial science students were single.
18. The many comments made by the students on the questionnaires indicated that most of them felt that their education at Valley College was beneficial to them, that many of them returned to school to take brushup courses, and that most of them dropped out because of home, work, and/or personal problems rather than educational problems.

Conclusions

Based on the findings of this study, the following conclusions were drawn:

1. A majority of the former secretarial science students attended Los Angeles Valley College long enough to improve their skills or to obtain positions above the job-entry level.
2. A secretarial science student who obtained an Associate in Arts Degree did not necessarily obtain a higher job classification and receive more pay than the secretarial science student who attended Valley College only long enough to improve their skills.
3. Typing 1, 2, 3, and 4; Business English; Business Correspondence; Shorthand 1, 2, and 3; and Transcription were the courses most beneficial in preparing secretarial science students for their positions.
4. The Secretarial Science area of the Business Department at Los Angeles Valley College is preparing the students to master the skills,

knowledges, and procedures of communicating with others; sorting, filing, and retrieving; typewriting; and checking, computing, and verifying as stated in the review of the literature.

5. The Secretarial Science area of the Business Department at Los Angeles Valley College is successfully preparing students with at least a job-entry level skill.

Based on the above conclusions, the hypotheses stated in Chapter I are accepted or rejected as follows:

Hypothesis No. 1, which stated that a majority of students majoring in secretarial science attend Los Angeles Valley College only long enough to obtain a job-entry skill, is accepted.

Hypothesis No. 2, which stated that secretarial science students who obtain an Associate in Arts Degree obtain higher job classifications and receive more pay than the students who attend Valley College only long enough to obtain a job-entry skill, is rejected.

Hypothesis No. 3, which stated that typing, shorthand, business English, business correspondence, and office machines are the courses most beneficial in preparing

secretarial science students for their positions, is accepted except for office machines which was rated fairly low by the students.

Hypothesis No. 4, which stated that the Secretarial Science area of the Business Department at Los Angeles Valley College is preparing successfully students with a job-entry level skill, is accepted.

Recommendations

Based on the findings and conclusions drawn from this study by the investigator, the following recommendations are made:

1. That the Secretarial Science area of the Business Department continue to offer courses that afford the potential student with the opportunity to take a few brush-up courses and to pursue courses that will lead to the Associate in Arts Degree.
2. That the Secretarial Science area of the Business Department consider adding courses to the curriculum that will better prepare students for the fields of civil service, medical, financial, and retail.

3. That in future planning the Secretarial Science area of the Business Department strongly emphasize Typing 1, 2, 3, and 4, Shorthand 1, 2, and 3, Business English, Business Correspondence, and Transcription; recommend Shorthand 4, Calculating Machines, Office Procedures, Filing, and SS-4 Office Practice; de-emphasize Duplicating Machines, Legal Office Procedures, Transcribing Machines, Stenotype, and Shorthand Review; and suggest taking business related courses on an individual basis.
4. That an in-depth study be made to determine why there is such a low relationship between the number of units completed and income.

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APPENDICES

APPENDIX A

COVER LETTER

Date

Dear

We noticed from our records that you are not now enrolled at Los Angeles Valley College. We are wondering why you did not return, where you are, and what you are doing. In other words, tell us about yourself; we are interested.

Will you please take just five minutes of your time, fill out the enclosed questionnaire, and return it to me in the self-addressed envelope by . We want to hear from you.

Sincerely,

Mrs. Pearl Leland
Assistant Professor

Reference initials

Enclosures

APPENDIX B

QUESTIONNAIRE

SURVEY OF FORMER SECRETARIAL SCIENCE STUDENTS
OF LOS ANGELES VALLEY COLLEGE

Name _____ Single _____ Married _____ Children _____

Name while attending Valley College, if not as
above _____Permanent Address _____
Street City State Zip Code

How many units did you complete successfully? _____

What were your reasons for leaving Los Angeles Valley
College?

Marriage _____	Transfer to another school _____
Illness _____	Name _____
Graduation _____	Change in residence _____
To seek employment _____	Where _____
Lack of interest _____	Other _____

Please Explain

Are you employed? Yes _____ No _____

If no, why? _____

If yes, Part-time _____ Full-time _____

What is your present job title? _____

What is the name of the company, business, or
organization? _____

What is the type of business or industry? _____

What is your annual salary? \$2,000-2,999 _____ \$7,000-7,999 _____
 3,000-3,999 _____ 8,000-8,999 _____
 4,000-4,999 _____ 9,000 or _____
 5,000-5,999 _____ more _____
 6,000-6,999 _____

What additional jobs have you held since leaving school?

Which of the following courses prepared you for your position? (Check only the courses in which you were enrolled.)

	Most Helpful	Helpful	Not Helpful
Typing 1.....	_____	_____	_____
Typing 2.....	_____	_____	_____
Typing 3.....	_____	_____	_____
Typing 4.....	_____	_____	_____
Shorthand 1.....	_____	_____	_____
Shorthand 2.....	_____	_____	_____
Shorthand 3.....	_____	_____	_____
Shorthand 4.....	_____	_____	_____
Stenotype.....	_____	_____	_____
Transcription.....	_____	_____	_____
Filing.....	_____	_____	_____
Business English.....	_____	_____	_____
Business Correspondence.....	_____	_____	_____
Duplicating Machines.....	_____	_____	_____
Calculating Machines.....	_____	_____	_____
Transcribing Machines.....	_____	_____	_____
Office Procedures.....	_____	_____	_____
Legal Office Procedures.....	_____	_____	_____
Bi-Lingual Office Procedures.....	_____	_____	_____
SS-47 Office Practice.....	_____	_____	_____
Others: _____.....	_____	_____	_____
None: Why? _____.....	_____	_____	_____

COMMENTS: