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12

A STATUS STUDY OF BUSINESS AND OFFICE OCCUPATIONS EDUCATION
IN THE COMMUNITY COLLEGES OF WASHINGTON STATE

A Thesis

Presented to

the Graduate Faculty

Central Washington State College

In Partial Fulfillment

of the requirements for the degree

Master of Education

by

Rex G. Wilks

March, 1969

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CHAPTER I

THE PROBLEM

The community colleges of the State of Washington, like those throughout the rest of the country, have an extremely critical problem facing them--that of meeting the demands placed on them by pressures from their surrounding environment. Primarily, these demands include renovating existing programs and introducing new programs.

In the State of Washington, some of the environmental forces demanding change include: (1) the recent separation of the public community colleges from the local school districts brought about by the passage of the Community College Act of 1967, (2) the tremendous increase in the number of students attending community colleges, (3) the rapidly changing demands for specialized education, and (4) the ever-increasing costs of education.

It seems quite reasonable that if administrators, department heads, and others responsible for developing new programs and renovating old programs were in a position to look into a crystal ball and see all of the tricks-of-the-trade used by community colleges throughout the State, and also compare the different existing programs,

they should surely have more insight and understanding, and ultimately be able to develop improved over-all programs. With this in mind, this study will attempt to present a comparison of the business and office education departments of the community colleges in the State of Washington for the school year of 1966-67.

Need for the Study

Lomax and Wilson (9:1), in defining the purpose of research, said: "The purpose of research is to search in an organized and scholarly manner for a better way of doing things."

This study will attempt to provide an accumulation of data which may be used as resource data or even guidelines for educators in alleviating some of the existing problems in the business and office education departments of Washington State's community colleges. These data may also be used in developing fresh, new programs.

Purpose of the Study

The purpose of this study was to determine the status of business and office education in the community colleges of the State of Washington in the areas of (1) curricula, (2) plant facilities and equipment, (3) instructional personnel, and (4) student enrollment.

Delimitations

This study was limited to the community colleges operating in the State of Washington during the school year of 1966-67 and to the business and office education area.

Although there were 22 community colleges authorized to operate in the State of Washington at the time of this study, only 18 of them were used as a basis for this study. Tacoma Community College was authorized and operating, but did not offer any office occupations courses; consequently, it was not included in this study. Three other schools, Edmonds, Clover Park, and Walla Walla, though authorized, were excluded from this study because they were non-operational at the time of the study.

The 18 community colleges used as the basis for this study, listed in alphabetical order, were:

Bellevue	Lower Columbia
Big Bend	Olympic
Centralia	Peninsula
Clark	Seattle
Columbia Basin	Shoreline
Everett	Skagit Valley
Grays Harbor	Spokane
Green River	Wenatchee Valley
Highline	Yakima Valley

The instructors considered in this study were limited to those actually teaching office occupations courses.

Definition of Terms

Community college. Throughout this study the term "community college" shall be interpreted as an institution whose objectives are to provide academic, occupational, and general education programs designed to prepare the high school graduates and adults of a community for further college study, entrance and advancement in chosen occupational fields, and for further personal development. Also, that the terms "community college" and "junior college" shall be synonymous.

Office occupations education. The term "office occupations education," when used throughout this study, shall be interpreted as relating to education and development of the skills possessed by a secretary. These skill subjects include shorthand, typewriting, bookkeeping, office machines, secretarial practice, and filing.

Business and office education. Whenever the term "business and office education" is used throughout this study, it shall be considered as being broader than, and inclusive of, the term "office occupations education." "Business and office education" is the education of students in the areas of accounting, economics, business mathematics, business communications, business law, introduction to business, as well as those of shorthand, typewriting, bookkeeping, office machines, secretarial practice, and filing.

Procedure

Two separate questionnaires, one to the head of the business and office education department (Appendix C), and one to each of the instructors in the department (Appendix E), were mailed to obtain information for this study. Catalogs were obtained from each community college as another primary source of information.

On April 11, 1967, a letter (Appendix A) was mailed to each of the 22 authorized community colleges in the State of Washington. This letter requested a copy of each school's catalog and course schedules.

On May 9, 1967, a cover letter (Appendix B) was mailed to the department head of each business and office education department of the 22 authorized community colleges in the state. With this cover letter, a questionnaire (Appendix C) for the department head was enclosed. In addition, a predetermined number of questionnaires (Appendix E) and cover letters (Appendix D) were supplied for each instructor in the department. The predetermined number was obtained from a list of vocationally certified instructors supplied by the State Director of Office Occupations Education, Olympia, Washington. The list supplied by the Director of Office Occupations Education was determined to be unusable for direct mailing to the instructors because it included instructors who were no longer teaching, and also many that had moved from one college to another since

the time of their application for vocational certification. As a result of not having a direct mailing list, the cover letter (Appendix B) to the department head of each college directed him to distribute one copy of the instructor questionnaire (Appendix E) and its cover letter (Appendix D) to each instructor in his department. Included with each instructor's cover letter (Appendix D) and questionnaire (Appendix E) was a preaddressed and stamped envelope for his convenience in returning the questionnaire as quickly as possible.

To insure complete response from all instructors, a method of cross-checking was devised. Question No. 3 on the department head's questionnaire (Appendix C) asked, "How many full- and part-time instructors are there in your department?" Then as the instructor questionnaires were returned, they were compared with the total the department head had indicated he had given out. To effectively use this device, of course, meant that the department head had to return his information before the tabulation of the returns on instructors could be checked.

Approximately ten days after mailing, if no questionnaire had been received from the department head, he was called on the telephone. This call stressed the importance of the study and made a request for an early return of questionnaires. The number of full- and part-time instructors given the questionnaire (Appendix E) and

their names were also obtained at this time. As the instructor questionnaires (Appendix E) were returned, they were checked with the staff total.

On two occasions, the number of instructor questionnaires (Appendix E) issued did not correspond with those returned. In each case, a telephone call was made to the department head to get the names of those who had actually received the questionnaires so that a follow-up with individual staff members could be made.

On May 23, 1967, any instructor that had not returned his questionnaire was sent another copy of the instructor questionnaire (Appendix E) and a follow-up letter (Appendix F).

A return of the department head questionnaire was received from each of the 22 authorized colleges for a 100 per cent return.

One-hundred-sixty-three instructor questionnaires (Appendix E) were issued to both full- and part-time instructors. Of the 163 issued, 129 were returned for a 79.14 per cent over-all return. Ninety-six full-time instructor questionnaires (Appendix E) were issued, and 82 were returned for an 85.42 per cent return. Sixty-seven part-time instructor questionnaires (Appendix E) were issued, and 47 were returned for a 70.15 per cent return.

The data for this study was tabulated by hand. In addition to the questionnaire data, catalogs were studied to gain and tabulate the information required in this study.

CHAPTER II

HISTORY OF THE COMMUNITY COLLEGE IN WASHINGTON

The establishment of the first public junior colleges very likely stemmed from the idea that some higher education should be available to all, including both the poor and the rich.

The first mission of the junior college was to give a two-year academic education to students, enabling them to transfer to a higher institution, and to provide an adequate base of vocational and general education for those going directly into industry (3).

In 1915, the Everett School District enrolled 21 students in what was to be the first junior college program in the State of Washington. Eight years later, the school was abandoned for lack of public interest and was not reestablished until 1942.

In 1925, the first permanent junior college was established in Centralia. Skagit Valley Junior College, at Mount Vernon, was also started later the same year. In 1928, the Yakima Valley Junior College at Yakima was next to emerge.

The next five schools established were: Grays Harbor College at Aberdeen (1930), Clark College at Vancouver and Spokane Junior College at Spokane (1933), Lower Columbia College at Longview

(1934) and Wenatchee Valley at Wenatchee (1939). Spokane Junior College was later forced to close because of a 1941 state law which prohibited the operation of a junior college in a county where an institution of higher learning was located.

The first junior college law (House Bill 102), legislated in 1941, provided a limited measure of state support. This legislation was followed by House Bill 162 in 1945, which permitted the junior colleges to elect to become part of the common school system as the 13th and 14th years. Vocational and general education courses were both recognized and made eligible for attendance credit. The State Board of Education also defined three types of "extended secondary" education that would be eligible for state support: special post-graduate courses in vocational and general education, vocational schools organized by communities or cities, and junior colleges. This bill also entitled the junior colleges to acquire funds for capital construction (3).

In 1961, legislation removed the restriction that no junior college or university could be located in a county containing a four-year college or university and paved the way for expansion of the system into urban and suburban areas where the need for college facilities has been pressing.

The next colleges to be established were: Olympic College in

Bremerton, 1946; Columbia Basin College at Pasco, 1955; and Peninsula College in Port Angeles, 1960.

The Thirty-Ninth Legislature officially designated Washington's junior colleges as "community colleges," a term which indicated their comprehensive and community role, and also gave the State Board of Education authority to promulgate regulations governing their operation. This legislation also authorized two additional colleges which were established at Highline (King County) and Big Bend Community College, Moses Lake. Highline first enrolled students in September of 1961; Big Bend in the fall of 1962 (3).

In 1963, legislation authorized two additional community colleges, which were allocated to the Shoreline and Spokane School Districts. Also authorized was the designation of two additional institutions, to open in 1965. Green River Community College in Auburn and Tacoma Community College first opened their doors to students in September, 1965.

In 1965, legislation authorized the establishment of community colleges in Seattle, Bellevue, Walla Walla, Edmonds, and Clover Park (at Lakewood Center) School Districts. Legislation authorized Bellevue and Seattle Community Colleges to begin operation in the 1965-66 school year. Both schools enrolled students for the 1966 fall quarter. Clover Park, Edmonds, and Walla Walla Community

Colleges were authorized to open for the 1966-67 school year contingent upon an appropriation from the 1967 legislature (3).

Probably the most unique and exciting change that has come to the community colleges in the State of Washington came when the 1967 legislature passed a law separating the public community colleges from the local school districts. This law was based largely on a study by the Arthur D. Little Company (8).

CHAPTER III

RELATED LITERATURE

Related Research Studies

In the State of Washington, there appears to be a very limited amount of research related to status studies in the area of business and office education.

The fact that there has been some interest and concern in the status of business and office education in the State of Washington is displayed by research completed in this area at the public secondary school level.

At the public secondary school level, it appears that the first study of the business education curriculum, staffing, and related factors was completed by Gibson (4) in 1948 as a thesis for her Master's degree at Washington State College.

Thomas (12) completed a study, also at the public secondary school level, concerning the business education departments in the State of Washington in 1953. This study fulfilled partial requirements for a Master's degree at Central Washington College of Education.

A follow-up study on the Thomas study was completed in December of 1967 by Billings (2) at Central Washington State College.

Each of these three studies employed a questionnaire survey for obtaining desired information. Each study compared course offerings in the business education departments, co-curricular activities in the business area, machines used, and projections for the business education departments.

At the community college level in the State of Washington, no research seemed available; however, several similar studies have been completed in other states.

Himstreet (7) completed a Doctoral dissertation entitled "A Study of Business Education in the Public Junior Colleges of California." In this study, Himstreet studied the philosophy underlying the junior college, the business curriculum, enrollment and enrollment trends, physical facilities and equipment, and instructional personnel.

Gilmour (5), writing a Master's thesis entitled "Business Teacher Qualifications and Curricula, Equipment, and Services of the Business Departments in Texas Public Junior Colleges," studied the qualifications of business teachers, the business curricula, equipment of the business departments, and services of the business departments.

Minke (10) completed a Master's study entitled "A Study to Determine Whether or not the Business Curriculum of the Minnesota

Public Junior College is Fulfilling its Obligation to the College Transfer Student." In this study, Minke studied the history of the junior college, the business faculty, business equipment, business curriculums, business subjects, general education subjects, and the problems of transfer students.

Rosendahl (11) completed a qualifying paper for his Master's degree entitled "An Analysis of the Business Curriculum in the Public Junior Colleges of Illinois." This study was made to determine the content of the business curriculum in the public junior colleges of Illinois.

Each of these studies completed at the community college level employed a questionnaire survey to obtain the desired information. Homogeneity of thinking and findings were found in their lists of recommendations. These included: (1) the stressing of importance of the business curriculum and its relationship to the community colleges' whole curriculum, (2) the need for additional research, (3) the need for constant re-evaluation and updating of existing curricula and equipment, (4) coordination with lower and higher institutions of learning in curriculum planning, and (5) stressing the use of highly trained instructors for business courses.

According to Haines and Carmichael (6:29), a standardized curriculum is not possible. They said:

Because of the existing diversity of objectives, standards, and institutional self-concept of post-high institutions, it is apparent that a standardized business curriculum cannot be prescribed which will be applicable to each school program.

However, one of the primary purposes of the curriculum part of this study was to bring to focus the many existing inconsistencies in the courses offered and the amount of credit awarded from one college to the other for supposedly transferable courses.

Literature Related to the Approach Used in This Study

The survey questionnaire is probably the most used of all information gathering devices in educational research. It has been called the "lazy man's" tool of research and is often abused. Very often, however, the survey questionnaire provides the only method of gathering needed information. It also represents the fastest method of gathering information from a widely separated (geographically) populace.

Van Dalen (13:254), in referring to the survey questionnaire, gave the following statement:

For some studies or certain phases of them, it may be the only practical device available for presenting respondents with carefully selected and ordered stimuli that will elicit the data required to confirm or disconfirm a hypothesis.

If the survey questionnaire is to be used, to avoid many of the traditional abuses associated with it, careful planning and preparation must go into its construction.

Best (1:151) offered eight characteristics of a good questionnaire. They were:

1. It deals with a significant topic, a topic the respondent will recognize as important enough to warrant spending his time in completing.
2. It seeks only that information which cannot be obtained from other sources such as school reports or census data.
3. It is as short as possible, only long enough to get the essential data.
4. It is attractive in appearance, neatly arranged, and clearly duplicated or printed.
5. Directions are clear and complete, important terms are defined, each question deals with a single idea, all questions are worded simply and as clearly as possible, and the categories provide an opportunity for easy, accurate, and unambiguous responses.
6. The questions are objective, with no leading suggestions as to the responses desired.
7. Questions are presented in good psychological order, proceeding from the general to more specific responses.
8. It is easy to tabulate and interpret.

In administering the survey questionnaire, experts in the field of educational research agree that several things should be done (1:152-155). Some of these are: (1) A "dry run" should be made with the tool to determine if it is valid and produces the necessary information in an easily tabulated form. (2) The respondents should be carefully chosen--do they have any reason to waste their time helping

some distraught graduate student. (3) A well-constructed and courteous cover letter should accompany the questionnaire explaining the purpose of the study. (4) If some type of sponsorship is available--so much the better. (5) Finally, a definite time schedule of events should be planned, including mailing dates and follow-up.

CHAPTER IV

ANALYSIS OF THE DEPARTMENT HEAD QUESTIONNAIRE

Chapter IV presents the results of the department head questionnaire in tabulated form.

A questionnaire was mailed to the head of the business and office education department of each community college in Washington. A return of these questionnaires was received from each of the 22 authorized community colleges in the State for a 100 per cent return. Of the 22 authorized community colleges in the State, only 19 of them were operational. Edmonds, Clover Park, and Walla Walla, though authorized, were not yet operational and were not holding classes. One of the remaining 19 colleges, Tacoma Community College, at the time of this study offered no courses in Office Occupations Education. Consequently, these four community colleges were excluded from the tabulations, leaving only 18 community colleges as a basis for the study.

I. STUDENT ENROLLMENT

Table I, pages 19 and 20, gives a breakdown by college of the total number of students, male students, female students, freshman

TABLE I
STUDENT ENROLLMENT

College Number	Total Students	Male Students	Percent of Total	Female Students	Percent of Total	Freshman Students	Percent of Total	Sophomore Students	Percent of Total	Business Majors	Bus. Admin. Majors	Office Occup. Majors
1	889	573	64.5	316	35.5	845	95.1	44	4.9	---	---	---
2	980	619	63.2	361	36.8	472	48.2	192	19.6	70	40	30
3	1,507	788	52.3	719	47.7	730	48.4	377	25.0	95	49	46
4	3,464	1,747	50.4	1,717	49.6	1,273	36.7	642	18.5	295	200	95
5	2,350	1,498	63.7	852	36.3	---	---	---	---	118	40	78
6	4,813	2,973	61.0	1,876	39.0	3,001	62.4	1,812	37.6	525	244	48
7	1,067	677	63.4	390	36.6	633	59.3	434	40.7	95	65	30
8	2,836	---	---	---	---	---	---	---	---	265	110	75
9	3,321	---	---	---	---	2,043	61.5	1,278	38.5	197	84	83
10	1,906	1,129	59.2	777	40.8	1,523	79.9	383	20.1	289	130	159
11	4,068	3,000	73.7	1,068	26.3	2,860	70.3	900	22.1	---	---	---
12	600	400	66.7	200	33.3	450	75.0	150	25.0	60	40	20
13	12,313	7,388	60.0	4,925	40.0	---	---	---	---	---	---	140
14	1,608	1,071	66.6	537	33.4	---	---	---	---	---	---	---

TABLE I (Continued)

College Number	Total Students	Male Students	Percent of Total	Female Students	Percent of Total	Freshman Students	Percent of Total	Sophomore Students	Percent of Total	Business Majors	Bus. Admin. Majors	Office Occup. Majors
15	1,195	814	68.1	381	31.9	765	64.0	367	30.7	---	---	---
16	2,902	1,945	67.0	957	33.0	2,086	71.9	816	28.1	700	300	250
17	1,343	844	62.8	499	37.2	787	58.6	458	34.1	125	85	40
18	2,897	1,710	59.0	1,187	41.0	1,445	49.9	861	29.7	290	239	43
Total	50,059	27,140		16,762		8,714		3,124		3,124	1,626	1,137

Note: Some students are not classified as "Freshman" or "Sophomore"; consequently, the total percentage of these two columns does not add up to 100 per cent.

students, sophomore students, total Business majors, Business Administration majors, and Office Occupations majors.

Total student enrollment reported by the 18 community colleges used in this report, as reported to the United States Office of Education, for the academic year of 1966-67 was 50,059 students. The greatest number of students reported at one college was 12,313. The least number of students reported at one college was 889. The mean enrollment of students per college was 2,781.

Of those colleges reporting male students and female students, 27,140, or 61.8 per cent, were male students and 16,762, or 38.2 per cent, were female students.

Of those colleges reporting freshman and sophomore students, 18,913 were freshmen and 8,714 were sophomores. Some students are not classified as either freshmen or sophomores because of advanced degrees already received; consequently, no percentage figures could be developed from the information reported.

Of those colleges reporting, there were 3,124 Business majors, 1,626 Business Administration majors, and 1,137 Office Occupations majors reported.

Eight community colleges did not give a complete report on the number of students they had in each area. Two colleges did not report the number of male and female students; two colleges did not

report the number of freshman and sophomore students; five colleges did not report the number of Business Administration majors; and four colleges did not report the number of Office Occupation majors.

II. BUSINESS AND OFFICE EDUCATION DEPARTMENT

Activities and Clubs

Table II below lists the co-curricular activities and clubs, and the number of colleges reporting each type.

Only six colleges reported having any business activities or business clubs. Four colleges reported having two clubs each and two colleges reported having one club.

The Management Club was listed three times; the DECA Club was listed twice; and the Beta Chi Chapter, Business Club, and Future Secretaries Club were each listed once.

TABLE II

DEPARTMENTAL CO-CURRICULAR ACTIVITIES AND CLUBS

Activities or Clubs	Number
Beta Chi Chapter	1
Business Club	1
DECA Club	2
Future Secretaries	1
Management Club	3
Total	8

Department Personnel

Table III shows the number of instructors employed as reported by the Business and Office Occupations Departments of 18 community colleges.

The range of full-time instructors reported in a department was from one instructor to 22 instructors. Three instructors, the number most often reported, was reported by five different colleges. The mean number of full-time Business and Office Education instructors reported per college was 5.17.

TABLE III
NUMBER OF INSTRUCTORS IN THE BUSINESS AND OFFICE
EDUCATION DEPARTMENT

Number of Instructors Reported	Colleges Reporting Full-Time Instructors	Colleges Reporting Part-Time Instructors
53	-	1
22	1	-
12	1	-
10	2	-
6	-	1
5	2	-
4	1	2
3	5	4
2	4	2
1	2	1
0	-	7
Total Reporting	18	18

The range of part-time instructors reported in a department was from one instructor to 53 instructors. Three instructors, the number most often reported, was reported by four different colleges. The mean number of part-time Business and Office Education instructors reported per college was 7.64.

Table IV below shows the teaching load as reported by 13 Department Heads. Of the 13 Department Heads reporting, "no teaching responsibilities" was reported by four, or 30.8 per cent; one, or 7.7 per cent, reported "a reduced teaching load"; and eight, or 61.5 per cent, reported a "full teaching load."

TABLE IV
TEACHING LOAD OF DEPARTMENT HEADS AS REPORTED
BY 13 DEPARTMENT HEADS

Load	Number	Per cent
No teaching responsibilities	4	30.8
Reduced load	1	7.7
Full teaching load	8	61.5
Total	13	100.0

It is significant to note that two instructors reported they were serving as Department Heads without title or extra remuneration for performing these duties.

Room Usage and Facilities

Table V, below, lists the number of rooms available to the Business and Office Education Departments for full- and part-time use.

For full-time use, the number of rooms available ranged from one to 18 rooms, with four rooms being reported most often. The mean number of rooms available for full-time use was five rooms.

For part-time use, the number of rooms available for use ranged from one to 12 rooms, with one room and six rooms being reported three times each. The mean number of rooms available for part-time use was 4.4 rooms.

TABLE V

NUMBER OF ROOMS AVAILABLE FOR FULL- AND PART-TIME USE BY THE BUSINESS AND OFFICE EDUCATION DEPARTMENTS

Number of Rooms Reported	Times Reported for Full-Time Use	Times Reported for Part-Time Use
18	1	-
12	-	1
11	1	-
9	-	1
6	-	3
5	3	1
4	4	2
3	3	1
2	3	2
1	-	3
Total Reporting	15	14

Table VI, below, shows the arrangement of rooms used by the Business and Office Education Department. The arrangement "adjacent to each other" represented 38.9 per cent of those reporting. "Scattered throughout the campus" listed as second in frequency represented 33.4 per cent of those reporting. "Arranged in a suite (one building)" and "scattered throughout the same building" were listed least, each being reported only once for 5.5 per cent of those reporting.

TABLE VI
ARRANGEMENT OF DEPARTMENTAL ROOMS

Arrangement	Number	Per Cent
Adjacent to each other	7	38.9
Scattered throughout the campus	6	33.4
Located in separate business building	3	16.7
Arranged in a suite (one building)	1	5.5
Scattered throughout the same building	1	5.5
Total	18	100.0

Table VII, page 27, shows the availability of rooms used primarily for Business Machines, Data Processing, Typewriting,

TABLE VII

AVAILABILITY OF SPECIALIZED ROOM USAGE AS REPORTED BY 18 COMMUNITY COLLEGES

School No.	Business Machines	Data Processing	Type- writing	Accounting	Economics	Shorthand	Office Practice Lab	General Lecture
1	1	-	1	1	1	-	-	1
2	1	-	1	1	-	-	-	-
3	-	-	1	1	-	1	-	-
4	1	2	1	1	-	1	-	2
5	-	-	1	-	-	-	1	-
6	1	3	1	1	1	1	1	3
7	1	1	1	1	1	-	-	-
8	1	1	2	-	-	1	-	-
9	1	-	2	1	1	1	2	1
10	1	1	1	1	-	-	1	-
11	1	-	1	1	-	1	-	-
12	1	-	1	1	1	-	-	-
13	4	2	7	2	-	3	1	2
14	1	-	1	2	2	2	-	many
15	1	-	2	1	2	-	-	1
16	1	2	2	1	1	1	-	3
17	1	-	2	2	2	2	2	2
18	1	1	2	2	1	2	-	-
Totals	19	13	27	20	13	16	8	15

Accounting, Economics, Shorthand, Office Practice lab, and for general lecture purposes. The directions on the questionnaire instructed the respondent to list each room only once.

One hundred sixteen special purpose rooms were reported and 15 general lecture rooms were reported.

Typewriting rooms represented the greatest number of specialized rooms having been reported 27 times which represents 23.3 per cent of the 116 specialized rooms. Second most listed were rooms used primarily for Accounting; they were reported 20 times representing 17.2 per cent of the total. Third most listed were rooms used primarily for Business Machines; they were reported 19 times representing 16.4 per cent of the total. Fourth most listed were rooms used primarily for Shorthand; they were reported 16 times for 13.8 per cent of the total. Fifth most reported were rooms used primarily for Data Processing and Economics, each reported 13 times or each representing 11.2 per cent of the total. Office Practice labs accounted for the least number of special purpose rooms being reported only eight times and representing 6.9 per cent of the total.

Table VIII, page 29, shows the availability of typewriting stations as reported by 18 community colleges. The number of typewriting stations per college ranged from 23 to 250. The mean number of typewriting stations reported per college was 49.22 stations.

The most often reported number of stations were 26-30, reported by six colleges and representing 33.3 per cent of the total colleges reporting. The ranges 20-25 and 46-50 were reported three times each and each represented 16.6 per cent of the total. The range 36-40 was reported twice and represented 11.1 per cent of the total. The ranges 41-45, 55-60, and 61-65 were reported once each representing 5.6 per cent of the total for each. An extreme range of 246-250 stations was reported by one college representing 5.6 per cent of the total. This extreme range is 181 stations more than the next highest range.

TABLE VIII
AVAILABILITY OF TYPEWRITING STATIONS

Stations Available	Colleges	Per Cent
246 - 250	1	5.6
61 - 65	1	5.6
55 - 60	1	5.6
46 - 50	3	16.6
41 - 45	1	5.6
36 - 40	2	11.1
26 - 30	6	33.3
20 - 25	3	16.6
Total	18	100.0

Table IX, below, indicates the availability of business machine stations as reported by 18 community colleges. The number of business machine stations ranged from a low of 15 stations to a high of 113 stations. Five colleges reported having 20 stations or 27.7 per cent of those reporting. Three colleges reported having 28 stations representing 16.6 per cent of those reporting. Twenty-two, 24, and 25 stations were reported by two colleges each for 11.1 per cent each of the total. Fifteen, 17, 21, and 113 stations were reported only once each and giving each 5.6 per cent of the total. The extreme of 113 stations reported by one school is 85 stations more than the next highest number reported. The mean number of business machine stations per college was 27.33.

TABLE IX

AVAILABILITY OF OFFICE-MACHINE STATIONS
AS REPORTED BY 18 COMMUNITY COLLEGES

Stations Available	Number of Colleges	Per Cent
113	1	5.6
28	3	16.6
25	2	11.1
24	2	11.1
22	2	11.1
21	1	5.6
20	5	27.7
17	1	5.6
15	1	5.6
Total	18	100.0

Table X, page 32, provides data on the number of listening stations and the brand name of the shorthand dictation equipment used as reported by 18 community colleges. Seven colleges reported no shorthand listening stations. The remaining 11 colleges reported a range of from one to 105 shorthand listening stations. Thirty stations was the most frequently reported number of stations; four colleges had 30 stations each. The mean number of listening stations per college was 16.61. Three colleges had Electronic Futures, Incorporated equipment, two had IBM equipment, one had Norelco Stenotrainer, and two reported "home-made" equipment.

The availability of adjustable typewriting chairs and desks as reported by 18 community colleges is presented in Table XI on page 33.

Eleven colleges reported having adjustable typewriting chairs; three colleges reported having part of their typewriting chairs adjustable; and four colleges reported their typewriting chairs were not adjustable.

Eleven colleges reported having adjustable typewriting desks and the remaining seven reported "no" adjustable desks.

Table XII, page 33, relates the adequacy of special facilities as reported by 18 Business and Office Education Department Heads.

TABLE X

AVAILABILITY OF MULTIPLE LISTENING STATIONS
FOR SHORTHAND DICTATION PRACTICE AND MAKE OF EQUIPMENT

School Number	Number of Stations	Make of Equipment Used				
		Dictaphone	EFI	IBM	Norelco Stenotrainer	Home- Made
1	0					
2	30		x			
3	0					
4	30	(No name given)				
5	18					x
6	12	(No name given)				
7	3	(No name given)				
8	30				x	
9	0					
10	16	x				
11	0					
12	0					
13	105		x	x		
14	30		x			
15	0					
16	1					x
17	0					
18	24			x		
Total	299	1	3	2	1	2

TABLE XI

AVAILABILITY OF ADJUSTABLE TYPEWRITING CHAIRS AND DESKS

Adjustable Reporting	Colleges Reporting Typewriting Chairs	Colleges Reporting Typewriting Desks
Yes	11	11
No	4	7
Partly	3	0
Total	18	18

TABLE XII

ADEQUACY OF SPECIAL FACILITIES
AS REPORTED BY DEPARTMENT HEADS

Facility	Department Heads Reporting Yes	Department Heads Reporting No
Business Library	10	8
Audio-visual Equipment	12	6
Storage Space	4	14
Filing Facilities	10	8
Faculty Offices	7	11

Fifty-six per cent of the Department Heads reported their business library was adequate; 67 per cent reported their audio-visual

equipment was adequate; 22 per cent reported their storage space was adequate; 56 per cent reported their filing facilities were adequate; and 39 per cent reported their faculty offices were adequate.

III. BUSINESS AND OFFICE EDUCATION EQUIPMENT

Typewriters

Table XIII, page 35, presents the number of manually operated typewriters, the number of electrically operated typewriters, and the brand name of each as reported by 18 community colleges.

A total of 1,049 manual and electric typewriters were reported by 18 community colleges. Of this total, 510, or 48.6 per cent, were manual typewriters; and 539, or 51.4 per cent, were electric typewriters.

Of the 510 manual typewriters, the brand most frequently reported was Royal with 175, or 34.3 per cent of the total. Second most frequently reported was Remington with 94, or 18.4 per cent of the total. Third most frequently reported was Underwood with 88, or 17.3 per cent of the total.

Of the 539 electric typewriters reported, the brand most frequently reported was IBM with 416 typewriters which is 77.2 per cent of the total electric typewriters. Second most frequently reported was Underwood with 47 typewriters, or 8.7 per cent of the total electric

TABLE XIII

MANUFACTURER AND NUMBER OF TYPEWRITERS CLASSIFIED AS MANUAL AND ELECTRIC

Manufacturer	Manual Typewriters	Percent of Manuals	Percent of Total	Electric Typewriters	Percent of Electrics	Percent of Total	Manual and Electric	Total Percent
IBM	---	----	-----	416	77.2	39.7	416	39.7
Royal	175	34.3	16.7	33	6.1	3.1	208	19.8
Underwood	88	17.3	8.4	47	8.7	4.5	135	12.9
Remington	94	18.4	9.0	8	1.5	.8	102	9.7
Olympia	77	15.1	7.3	9	1.7	.9	86	8.2
Smith-Corona	35	6.9	3.3	26	4.8	2.4	61	5.8
Facit	35	6.9	3.3	---	----	---	35	3.3
Adler	6	1.1	0.6	---	----	---	6	0.6
Totals	510	100.0	48.6	539	100.0	51.4	1,049	100.0

typewriters. Third most frequently reported was Royal with 33 typewriters or 6.1 per cent of the total electric typewriters.

The mean total typewriters per college was 58.27. The mean number of manual typewriters per college was 28.33. The mean number of electric typewriters per college was 29.94.

Table XIV, below, provides information on the number of Executive, Model C, and Selectric IBM typewriters reported by 18 community colleges. IBM typewriters not only represented 77.2 per cent of the electric typewriters but also 39.7 per cent of the total typewriters.

Of the 416 IBM electric typewriters reported, 315, or 75.7 per cent, were Selectrics; 77, or 18.5 per cent, were Model C's; and 24, or 5.8 per cent, were Executives.

TABLE XIV

IBM TYPEWRITERS CLASSIFIED AS EXECUTIVE, SELECTRIC,
AND MODEL C

Classification	Number	Per Cent
Selectric	315	75.7
Model C	77	18.5
Executive	24	5.8
Total	416	100.0

Office Machines

Table XV, page 38, shows the number and brand name of the full-key and ten-key adding-listing machines reported by 18 community colleges.

A total of 62 full-key machines were reported. Of this total, Burroughs, Monroe, and Victor each accounted for 17 machines which represents 27.4 per cent of the total full-key machines for each company. Next most frequently reported was National with 6 machines or 9.7 per cent of the total full-key machines.

A total of 114 ten-key adding-listing machines were reported. Monroe accounted for 29 machines or 25.4 per cent of the total ten-key machines. Second most frequently reported was Burroughs with 25 machines or 21.9 per cent of the total ten-key machines.

The mean number of full-key adding-listing machines per college was 3.4. The mean number of ten-key adding-listing machines per college was 6.3.

The number and make of calculating machines classified as rotary, printing, and key-driven are presented in Table XVI, on page 39.

The total number of rotary calculators reported by 18 community colleges was 165. Monroe was most frequently reported with 64 machines or 38.8 per cent of the total rotary calculators. Second most frequently reported was Friden with 45 machines or 27.3

per cent of the total rotary calculators. In third place was Marchant with 44 machines or 26.7 per cent of the total rotary calculators. The mean number of rotary calculators was 9.2 per college.

TABLE XV

MANUFACTURER AND NUMBER OF FULL-KEY AND TEN-KEY
ADDING AND LISTING MACHINES

Manufacturer	Full-Key		Ten-Key	
	Number	Percent	Number	Percent
Allen-Wales	2	3.3	---	---
Burroughs	17	27.4	25	21.9
Clary	1	1.6	10	8.8
Friden	--	---	3	2.6
Marchant	--	---	2	1.8
Monroe	17	27.4	29	25.4
National	6	9.7	3	2.6
Odner	--	---	4	3.5
R. C. Allen	1	1.6	--	---
Remington-Rand	1	1.6	10	8.8
Victor	17	27.4	14	12.3
Underwood-Olivetti	--	---	14	12.3
Totals	62	100.0	114	100.0

The total number of printing calculators reported by 18 community colleges was 72. Of the 72, 38 or 52.8 per cent were Underwood-Olivetti; 15, or 20.8 per cent, were Victor; and 10, or 13.9 per cent, were Monroe for the three most frequently reported brands. The mean number of printing calculators per college was four.

The total number of key-driven calculators reported by 18

TABLE XVI

MANUFACTURER AND NUMBER OF ROTARY, PRINTING,
AND KEY-DRIVEN CALCULATORS

Manufacturer	Rotary Calculators		Printing Calculators		Key-Driven Calculators	
	Number	Percent	Number	Percent	Number	Percent
Burroughs	--	----	--	----	66	74.2
Comptometer	--	----	--	----	18	20.2
Felt & Tarrant	--	----	--	----	2	2.2
Friden	45	27.3	--	----	--	----
Lagomarsino-Totalia	--	----	1	1.4	--	----
Marchant	44	26.7	2	2.8	--	----
Monroe	64	38.8	10	13.9	--	----
Monroe Educator	11	6.6	--	----	--	----
Remington Rand	--	----	5	6.9	--	----
Smith Corona Marchant	1	.6	--	----	--	----
Underwood	--	----	1	1.4	--	----
Underwood-Olivetti	--	----	38	52.8	--	----
Victor	--	----	15	20.8	--	----
3-Plus	--	----	--	----	3	3.4
Totals	165	100.0	72	100.0	89	100.0

community colleges was 89. Of the 89, 66, or 74.2 per cent, were Burroughs; 18, or 20.2 per cent, were Comptometer, and three, or 3.4 per cent, were 3-Plus representing the three most frequently reported brands. The mean number of key-driven calculators was 4.9 per college.

Duplicating Machines

Table XVII, below, presents the manufacturer and number of carbon process, offset process, and stencil process duplicating machines used as reported by 18 community colleges.

TABLE XVII

MANUFACTURER AND NUMBER OF CARBON PROCESS,
OFFSET PROCESS, AND STENCIL PROCESS
DUPLICATING MACHINES

Manufacturer	Carbon Process		Offset Process		Stencil Process	
	Number	Percent	Number	Percent	Number	Percent
A. B. Dick	3	21.4	3	42.9	15	68.2
Azograph	1	7.2	-	----	--	----
Ditto	7	50.0	-	----	--	----
Gestetner	-	----	-	----	7	31.8
Multilith	-	----	4	57.1	--	----
Standard	3	21.4	-	----	--	----
Totals	14	100.0	7	100.0	22	100.0

A total of 14 carbon-process duplicating machines were reported. Of the 14, seven, or 50 per cent, were Ditto; three, or 21.4 per cent, were reported as A. B. Dick; three, or 21.4 per cent were reported as Standard; and one, or 7.2 per cent, was reported as Azograph.

Of the seven offset-process duplicating machines reported, all were located in only three colleges. Of the seven offset-process duplicating machines reported, four, or 56.1 per cent, were Multilith and three, or 42.9 per cent, were A. B. Dick.

A total of 22 stencil-process duplicating machines were reported. Of the 22, 15, or 68.2 per cent, were A. B. Dick and the remaining seven, or 31.8 per cent, were Gestetner.

Dictating and Transcribing Machines

Table XVIII, page 42, presents the quantity and manufacturer of dictating and transcribing machines reported by 18 community colleges.

A total of 206 dictating and transcribing machines were reported. The most frequently reported was Dictaphone with 85 machines, or 41.2 per cent of the total. Second most frequently reported was IBM with 50 machines, or 24.3 per cent of the total. Third most reported was Stenorette with 28 machines, or 13.6 per cent of the total. The mean number of dictating and transcribing machines was 11.4 per college.

TABLE XVIII
 MANUFACTURER AND QUANTITY OF DICTATING
 AND TRANSCRIBING MACHINES

Manufacturer	Quantity	Per Cent
Autograph	2	1.0
Dictaphone	85	41.2
Edison Voicewriter	1	.5
IBM	50	24.3
Memofax	10	4.8
Norelco	15	7.3
Stenocord	13	6.3
Stenorette	28	13.6
Soundscriber	2	1.0
Total	206	100.0

The manufacturer and number of copying machines reported by 18 community colleges is shown in Table XIX, on page 43. Of the 12 machines reported, seven, or 58.4 per cent, were Thermofax; two, or 16.7 per cent, were Xerox; and one, or 8.3 per cent, was reported as A. B. Dick, Bruning, and Verifax. Only eight of the 18 colleges reported having copying machines available for use in their Business and Office Education Departments.

TABLE XIX
MANUFACTURER AND QUANTITY OF COPYING MACHINES

Manufacturer	Quantity	Per Cent
A. B. Dick	1	8.3
Bruning	1	8.3
Thermofax	7	58.4
Verifax	1	8.3
Xerox	2	16.7
Totals	12	100.0

Special Purpose Machines

Table XX, page 44, shows the availability of special purpose machines as reported by 18 community colleges. Of the 111 machines reported, the key-punch machine was listed 42 times. The second most popular were the 31 posting machines, and third place was garnered by 16 accounting machines. Also reported were six verifiers, four collators, four sorters, four computers, three tabulators, and one binding machine (GBC).

TABLE XX

AVAILABILITY OF SPECIAL PURPOSE MACHINES

School Number	Binding Mach. (GBC)	Key Punch	Verifier	Collater	Sorter	Computer	Tabulator	Accounting Machine	Posting Machine
1	-	-	-	-	-	-	-	-	-
2	-	1	-	-	-	-	-	-	-
3	-	-	-	-	-	-	-	-	-
4	-	10	1	-	-	-	-	4	1
5	-	-	-	-	-	-	-	1	-
6	-	5	1	1	1	1	-	1	-
7	-	-	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-	1	-
9	-	-	-	-	-	-	-	-	-
10	-	2	1	1	1	1	1	1	1
11	-	-	-	-	-	-	-	3	1
12	-	-	-	-	-	-	-	-	1
13	-	13	1	1	1	1	1	2	24
14	-	-	-	-	-	-	-	-	-
15	-	-	-	-	-	-	-	-	-
16	1	11	2	1	1	1	1	2	3
17	-	-	-	-	-	-	-	1	-
18	-	-	-	-	-	-	-	-	-
Totals	1	42	6	4	4	4	3	16	31

CHAPTER V

ANALYSIS OF THE INSTRUCTOR QUESTIONNAIRE

Chapter V presents the results of the instructor questionnaire in tabulated form.

One-hundred-sixty-three instructor questionnaires were issued to both full- and part-time instructors. Of the 163 questionnaires issued, 129 were returned for a 79.14 per cent over-all return.

Ninety-six full-time instructor questionnaires were issued and 82 were returned for an 85.42 per cent return. Sixty-seven part-time instructor questionnaires were issued and 47 were returned for a 70.15 per cent return.

Each instructor questionnaire returned was reviewed to determine the subjects taught as reported by the instructor himself. Only those instructors teaching Office Occupations courses were used as a basis for this study. Consequently, 44 full-time instructors, and 30 part-time instructors were used to develop the "profile" of the office occupations instructor.

I. OFFICE OCCUPATIONS INSTRUCTORS

All information used to develop the profile of the Office Occupations instructor is taken from the questionnaires which were filled out by the instructors themselves.

Of the 129 instructor questionnaires that were returned, each was reviewed to determine if the instructor taught any Office Occupations courses. Of the 129 instructors, 74 reported teaching Office Occupations courses; 44 of these were full-time instructors, and 30 were part-time instructors.

Table XXI, below, presents the total number of Office Occupations instructors, the number of full- and part-time instructors, and the sex of each.

TABLE XXI
SEX AS REPORTED BY 74 FULL- AND PART-TIME
OFFICE OCCUPATIONS INSTRUCTORS

Sex	Full-Time Instructors	Part-Time Instructors	Total Instructors	Per cent of Total
Male	18	11	29	39.2
Female	26	19	45	60.8
Total	44	30	74	100.0

Of the 44 full-time instructors, 18, or 40.9 per cent, were male, and 26, or 59.1 per cent, were female.

Of the 30 part-time instructors, 11, or 36.7 per cent, were male, and 19, or 63.3 per cent, were female.

The ages reported by 74 full- and part-time Office Occupations instructors are shown in Table XXII.

TABLE XXII

AGE AS REPORTED BY 74 FULL- AND PART-TIME
OFFICE OCCUPATIONS INSTRUCTORS

Age Ranges	Full-Time Instructors	Part-Time Instructors	Total Instructors	Per cent of Total
Over 70	--	--	--	---
61-70	2	1	3	4.0
51-60	4	2	6	8.1
41-50	16	7	23	31.1
31-40	13	8	21	28.4
20-30	9	12	21	28.4
Total	44	30	74	100.0

The age range reported most often, for total instructors, was from 41-50 years. This age range was reported 23 times which represents 31.1 per cent of the total instructors.

The age range reported most frequently for full-time instructors was 41-50; sixteen were reported in this range which

represents 36.4 per cent of the full-time instructors. The mean age for full-time instructors was 39.8 years.

Part-time instructors' most frequently reported age was in the 20-30 year range with 12 instructors reporting which represents 40 per cent of the part-time instructors. The mean age for part-time instructors was 35.7 years.

Table XXIII, page 49, shows the marital status of 74 full- and part-time Office Occupations instructors classified as either married, single, divorced, or widowed. Of the total, 51, or 68.9 per cent, were married; 18, or 24.3 per cent, were single; three, or 4.1 per cent, were divorced; and two, or 2.7 per cent, were widowed.

Thirty, or 68.2 per cent, of the full-time instructors reported that they were married. Eleven, or 25 per cent, of the full-time instructors reported they were single. Three, or 6.8 per cent, of the full-time instructors reporting reported that they were divorced. None of the full-time instructors reported being widowed.

Twenty-one, or 70 per cent, of the part-time instructors reported they were married. Seven, or 23.3 per cent, of the part-time instructors reported they were single. Two, or 6.7 per cent, of the part-time instructors reported they were widowed. None of the part-time instructors reported being divorced.

TABLE XXIII
MARITAL STATUS OF 74 FULL- AND PART-TIME
OFFICE OCCUPATIONS INSTRUCTORS

Status	Full-Time Instructors	Part-Time Instructors	Total Instructors	Per cent of Total
Married	30	21	51	68.9
Single	11	7	18	24.3
Divorced	3	--	3	4.1
Widowed	--	2	2	2.7
Total	44	30	74	100.0

Table XXIV, page 50, shows the type of vocational certificates held by 74 full- and part-time Office Occupations instructors.

Of the total instructors, one-year certificates were held by 35.1 per cent, three-year certificates were held by 50 per cent, and five-year certificates were held by 8.1 per cent.

Five, or 11.4 per cent, of the full-time instructors reported no vocational certificate, 15.9 per cent reported one-year certificates, 59.1 per cent reported three-year certificates, and 13.6 per cent reported five-year certificates.

Of the part-time instructors, 63.3 per cent reported one-year certificates; the remaining 36.7 per cent reported three-year certificates.

TABLE XXIV

VOCATIONAL CERTIFICATES HELD AS REPORTED BY 74 FULL-
AND PART-TIME OFFICE OCCUPATIONS INSTRUCTORS

Type of Certificate	Full-Time Instructors	Part-Time Instructors	Total Instructors	Per Cent
None	5	0	5	6.8
One-year	7	19	26	35.1
Three-year	26	11	37	50.0
Five-year	6	--	6	8.1
Total	44	30	74	100.0

Table XXV, page 51, presents the teaching experience reported by 74 full- and part-time Office Occupations instructors in elementary schools, junior high schools, high schools, community colleges, four-year colleges, private business schools, vo-technical schools, and other universities.

Of the 44 full-time instructors, 44 reported teaching experience at the community college level, 37 reported high school teaching experience, six reported junior high school teaching experience, and six reported elementary teaching experience.

Of the 30 part-time instructors, 30 reported community college teaching experience, 19 reported high school teaching experience, and 6 reported junior high school experience.

TABLE XXV

TEACHING EXPERIENCE AS REPORTED BY 74 FULL- AND
PART-TIME OFFICE OCCUPATIONS INSTRUCTORS

Level	Number of Full-Time Instructors Reporting Experience	Number of Part-Time Instructors Reporting Experience
Elementary	6	2
Junior High School	6	6
High School	37	19
Community College	44	30
Four-Year College	6	2
Private Business College	2	3
Vo-Technical School	2	3
Other	1	1

The number of years of teaching experience reported by 74 full- and part-time Office Occupations instructors is presented in Table XXVI on page 52.

The range in years of teaching experience for full-time instructors was from one to 41 years. The most often reported was the 7-9 year range which was reported 11 times. The mean number of years of teaching experience for full-time instructors was 12.8 years.

TABLE XXVI
 NUMBER OF YEARS OF TEACHING EXPERIENCE
 AS REPORTED BY 74 FULL- AND PART-TIME
 OFFICE OCCUPATIONS INSTRUCTORS

Experience	Full-Time Instructors	Percent	Part-Time Instructors	Percent
41 +	1	2.3	--	--
37-40	1	2.3	--	--
34-36	1	2.3	--	--
31-33	--	--	--	--
28-30	2	4.5	1	3.3
25-27	2	4.5	--	--
22-24	--	--	--	--
19-21	--	--	1	3.3
16-18	5	11.4	1	3.3
13-15	6	13.6	1	3.3
10-12	4	9.1	3	10.0
7- 9	11	25.0	4	13.4
4- 6	6	13.6	6	20.0
1- 3	5	11.4	13	43.4
Total	44	100.0	30	100.0

The range in years of teaching experience for part-time instructors was from one to 30 years. The most often reported was the 1-3 year range which was reported 13 times. The mean number of years of teaching experience for part-time instructors was 6.7 years.

Table XXVII, below, shows the salaries earned during the academic year of 1966-67 as reported by 74 full- and part-time Office Occupations instructors.

TABLE XXVII
SALARIES FOR THE ACADEMIC YEAR OF 1966-67
AS REPORTED BY 74 FULL- AND PART-TIME
OFFICE OCCUPATIONS INSTRUCTORS

Salary	Full-Time Instructors	Percent	Part-Time Instructors	Percent
Over \$10,000	5	11.4	--	--
\$9,001-\$10,000	11	25.0	--	--
\$8,001-\$9,000	10	22.7	--	--
\$7,001-\$8,000	11	25.0	--	--
\$6,001-\$7,000	5	11.4	1	3.3
\$5,001-\$6,000	2	4.5	5	16.7
\$4,001-\$5,000	--	--	1	3.3
Less than \$4,000	--	--	23	76.7
Total	44	100.0	30	100.0

Eleven, or 25 per cent, of the full-time instructors reported receiving salaries in the \$9,000-\$10,000 range and 11, or 25 percent, in the \$7,000-\$8,000 range.

Twenty-three, or 76.7 per cent, of the part-time instructors reported receiving salaries in the range of "less than \$4,000."

The mean salary per full-time instructor was \$8,534. The mean salary per part-time instructor was \$2,816.

Table XXVIII shows the highest degree held as reported by 74 full- and part-time Office Occupations instructors during the academic year of 1966-67. No instructor reported having a Doctoral degree.

TABLE XXVIII

HIGHEST DEGREE HELD AS REPORTED BY 74 FULL-
AND PART-TIME OFFICE OCCUPATIONS INSTRUCTORS
DURING THE ACADEMIC YEAR of 1966-67

Highest Degree Held	Full-Time Instructors	Percent	Part-Time Instructors	Percent
Doctorate	--	----	--	----
Master's	28	63.6	4	13.3
Bachelor's	16	36.4	24	80.0
No Degree	--	----	2	6.7
Total	44	100.0	30	100.0

Sixteen, or 36.4 per cent, of the full-time instructors reported their highest degree was a Bachelor's degree. Twenty-eight, or 63.6 per cent, reported having a Master's degree.

Of the part-time instructors reporting, 24, or 80 per cent, had Bachelor's degrees and four, or 13.3 per cent, reported having a Master's degree. Two, or 6.7 per cent, of the part-time instructors reported having no degree.

Table XXIX, page 56, gives the colleges which granted the degrees held by 74 full- and part-time Office Occupations instructors. Forty colleges in 19 different states were reported as having granted all degrees held by the 74 reporting instructors. Two full-time and part-time instructors reported having more than one Bachelor's degree; two part-time instructors reported no degree; and none of the instructors reported having a Doctoral degree.

Forty-four full-time instructors reported receiving four Associate degrees, 46 Bachelor's degrees, and 28 Master's degrees. The college granting the greatest number of Bachelor's degrees for full-time instructors was the University of Washington with eight degrees granted. Second highest was Washington State University with seven Bachelor's degrees granted. The college granting the greatest number of Master's degrees to full-time instructors was Whitworth College, Washington, with four degrees having been granted.

TABLE XXIX

COLLEGES, LISTED ALPHABETICALLY BY STATE, GRANTING THE DEGREES
HELD BY 74 FULL- AND PART-TIME OFFICE OCCUPATIONS INSTRUCTORS

Institution	Associate Degree		Bachelor's Degree		Master's Degree	
	Full-time Staff	Part-time Staff	Full-time Staff	Part-time Staff	Full-time Staff	Part-time Staff
U. of Southern California	-	-	-	-	-	1
Colorado State University	-	-	1	-	2	-
U. of Colorado	-	-	-	-	2	-
Florida State U.	-	-	-	-	-	1
North Idaho Jr. College	1	-	-	-	-	-
U. of Idaho	-	-	3	1	2	-
Indiana U.	-	-	1	-	-	-
Wichita State U., Kansas	-	-	1	-	-	-
Murry State College, Kentucky	-	-	1	-	-	-
Eastern Montana College	-	-	-	1	-	-
U. of Montana	-	-	3	-	2	-
Michigan State U.	-	-	-	1	-	-
U. of Michigan	-	-	-	-	1	-
Hamline U., Minnesota	-	-	1	-	-	-
St. Cloud State, Minnesota	-	-	1	-	-	-
St. Olaf College, Minnesota	-	-	1	-	-	-
Minot State College, N. Dakota	-	-	-	1	-	-
U. of North Dakota	-	-	-	-	1	-
Capital U., Ohio	-	-	-	1	-	-
U. of Tulsa, Oklahoma	-	-	-	1	-	-
Oregon State U.	-	-	2	-	3	-

TABLE XXIX (Continued)

Institution	Associate Degree		Bachelor's Degree		Master's Degree	
	Full-time Staff	Part-time Staff	Full-time Staff	Part-time Staff	Full-time Staff	Part-time Staff
Portland State College, Oregon	-	-	-	1	-	-
U. of Pittsburgh, Pennsylvania	-	-	-	1	-	-
U. of Texas	-	-	-	-	1	-
Brigham Young U., Utah	-	-	-	1	-	-
University of Utah	-	-	1	-	-	-
Weber State College, Utah	1	-	-	-	-	-
Central Washington State College	-	-	2	6	2	-
Centralia College, Washington	1	-	-	-	-	-
Clark College, Washington	-	1	-	-	-	-
Eastern Washington State College	-	-	3	4	1	-
Olympic College, Washington	1	-	-	-	-	-
Pacific Lutheran U., Washington	-	-	-	-	1	-
Seattle U., Washington	-	-	1	1	1	-
U. of Puget Sound, Washington	-	-	1	-	-	-
U. of Washington	-	-	8	6	3	1
Washington State University	-	-	7	3	1	1
Western Washington State College	-	-	3	2	1	-
Whitworth College, Washington	-	-	4	-	4	-
Marshall U., Virginia	-	-	1	-	-	-
Totals	4	1	46	31	28	4

Thirty part-time instructors reported receiving one Associate degree, 31 Bachelor's degrees, and four Master's degrees. The University of Washington and Central Washington State College tied for granting the greatest number of Bachelor's degrees. Each was reported as granting six degrees. Four colleges were reported as offering one Master's degree each to cover all Master's degrees reported by part-time instructors. These four colleges were the University of Southern California, Florida State University, the University of Washington, and Washington State University.

Table XXX shows the number of Office Occupations instructors working toward advanced degrees and the type of degrees they are working toward.

TABLE XXX
OFFICE OCCUPATIONS INSTRUCTORS
CURRENTLY WORKING TOWARD ADVANCED DEGREES

Degree	Full-Time Instructors Working toward Degree	Part-Time Instructors Working toward Degree
Doctorate	3	1
Master's	12	11
Bachelor's	--	2

Twelve full-time instructors reported they were working toward their Master's degree, and three reported they were working

toward their Doctorate.

One part-time instructor reported working toward a Doctorate, 11 reported working toward a Master's degree, and two reported working toward a Bachelor's degree.

Table XXXI, page 60, shows the number of years of business experience reported by 74 full- and part-time Office Occupations instructors. The areas of experience are classified as office experience, management experience, distributive experience, and other experience. The range of business experience reported was from "no" experience reported by two instructors to 27 years of experience reported by one instructor. Many instructors indicated having business experience in more than one area. One full-time and one part-time instructor reported having "no" business experience.

Of the 44 full-time instructors, 38 reported having office experience, 13 having management experience, and eight having distributive experience.

Of the 30 part-time instructors, 25 reported having office experience, six having management experience, two having distributive experience, and three having other experience.

Table XXXII, page 61, shows the membership in professional organizations as reported by 74 full- and part-time Office Occupations instructors. The organizations were divided into national organizations,

TABLE XXXI

YEARS OF BUSINESS EXPERIENCE REPORTED BY 74 FULL- AND PART-TIME
OFFICE OCCUPATIONS INSTRUCTORS

Number of years Experience	Type of Business Experience								
	Office		Management		Distributive		Other		
	Full- Time	Part- Time	Full- Time	Part- Time	Full- Time	Part Time	Full- Time	Part- Time	
25-27	--	1	--	--	--	--	--	--	--
22-24	1	--	--	--	--	--	--	--	--
19-21	1	--	--	--	--	--	--	--	--
16-18	--	--	--	--	--	--	--	--	--
13-15	--	1	--	--	--	--	--	--	--
10-12	3	--	1	2	--	--	--	--	--
7-9	3	1	1	--	--	1	--	--	--
4-6	11	10	2	2	--	1	--	--	2
0-3	19	12	9	2	8	--	--	--	1
Total	38	25	13	6	8	2	0	3	

TABLE XXXII

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS AS REPORTED BY
74 FULL- AND PART-TIME OFFICE OCCUPATION INSTRUCTORS

Organization	Full-time Instructors	Part-time Instructors
National Organizations		
National Education Association	37	18
National Business Education Assoc.	18	6
Phi Delta Kappa	4	--
Delta Kappa Gamma	3	--
Delta Pi Epsilon	3	1
American Business Writing Assoc.	1	--
Administration Management Society	1	--
Kappa Delta Pi	1	2
Pi Omega Pi	1	--
Pi Lambda Theta	1	--
American Vocational Association	2	1
American Accounting Association	1	--
State Organizations		
Washington Education Association	36	12
Washington Business Education Assoc.	27	10
Western Washington Business Ed. Assoc.	18	9
Central Washington Business Ed. Assoc.	6	2
Eastern Washington Business Ed. Assoc.	6	--
Washington Vocational Association	6	1
Association of Higher Education	5	--
Other	7	16

state organizations, and other organizations. Many instructors reported membership in more than one organization.

National organizations listed most frequently by full-time instructors were the National Education Association, reported 37 times; second was the National Business Education Association which was reported 18 times.

State organizations listed most frequently by full-time instructors were the Washington Education Association, reported 36 times; and second was the Washington Business Education Association which was listed 27 times.

Of the 30 part-time instructors, 13 reported membership in the National Education Association and six in the National Business Education Association.

In state organizations, part-time instructors listed the Washington Education Association 12 times; and the Washington Business Education Association second with 10 memberships.

Table XXXIII, page 63, shows the professional contributions made during the past three years as reported by 74 full- and part-time Office Occupations instructors.

Fifteen full-time instructors reported they had given speeches outside of the college where they taught, and two reported having published articles. No full-time instructor reported the publishing of a book.

Four part-time instructors reported giving speeches outside of the college where they taught, and one reported publishing an article. No part-time instructor reported the publishing of a book.

TABLE XXXIII

PROFESSIONAL CONTRIBUTIONS MADE DURING THE LAST THREE YEARS AS REPORTED BY 74 FULL- AND PART-TIME OFFICE OCCUPATIONS INSTRUCTORS

Contribution	Full-Time Instructors	Part-Time Instructors
Speeches (Given outside of school)	15	4
Articles Published	2	1
Others	4	2

The extra-class activities assigned as reported by 44 full-time Office Occupations instructors is reported in Table XXXIV.

No part-time instructor reported being assigned any extra-class activities. Full-time instructors reported that they were assigned to more than one extra-class activity. No instructor reported receiving released time or extra pay for his assigned extra class activity.

The most frequently assigned extra-class activity was that of "student advisor" which was reported by 10 instructors. The next two most frequently listed were "club advisor" and "salary committee" with each reported six times.

TABLE XXXIV

EXTRA-CLASS ACTIVITIES ASSIGNED AS REPORTED BY
44 FULL-TIME OFFICE OCCUPATIONS INSTRUCTORS

Type of Activity	Number of Instructors Assigned
Student Advisor	10
Club Advisor	6
Salary Committee	6
Scholarship Committee	5
Secretary to Faculty Association	5
Instructional Council	5
Social Committee	4
Graduation Committee	3
Catalog Committee	3
Association of Women Students Advisor	2
Sabbatical Leave Committee	2
Academic Standards Committee	2
Other	20

Table XXXV, page 65, presents the number of hours of classroom instruction performed per week by each instructor as reported by 74 full- and part-time Office Occupations instructors during the

TABLE XXXV

HOURS OF CLASSROOM INSTRUCTION PER WEEK AS REPORTED
 BY 74 FULL- AND PART-TIME OFFICE OCCUPATIONS INSTRUCTORS
 DURING THE ACADEMIC YEAR OF 1966-67

Classroom Hours Per Week	Fall Quarter		Winter Quarter		Spring Quarter		Summer Quarter*	
	Full- Time Staff	Part- Time Staff	Full- Time Staff	Part- Time Staff	Full- Time Staff	Part- Time Staff	Full- Time Staff	Part- Time Staff
30	1	--	--	--	1	--	--	--
25	7	--	5	--	7	--	--	--
24	--	--	1	--	--	--	--	--
23	--	--	2	--	2	--	1	--
22	3	--	4	--	1	--	--	--
21	2	--	3	--	1	--	--	--
20	11	--	8	--	7	--	--	1
19	1	--	2	--	4	--	--	--
18	5	--	6	--	7	1	--	--
17	4	--	2	--	3	--	1	--
16	5	--	2	--	3	--	--	1
15	5	--	6	--	6	1	1	--
14	--	--	--	--	1	--	--	--
13	--	1	--	2	--	1	--	--
12	--	1	1	2	--	1	--	--
11	--	--	--	--	--	1	--	--
10	--	1	1	1	--	1	--	--

TABLE XXXV (Continued)

Classroom Hours Per Week	Fall Quarter		Winter Quarter		Spring Quarter		Summer Quarter*	
	Full- Time Staff	Part- Time Staff	Full- Time Staff	Part- Time Staff	Full- Time Staff	Part- Time Staff	Full- Time Staff	Part- Time Staff
9	--	--	--	--	--	1	--	--
8	--	--	--	1	--	--	--	--
7	--	1	--	1	--	--	--	--
6	--	7	--	9	--	10	1	1
5	--	5	--	6	--	8	1	1
4	--	3	--	3	--	5	--	--
3	--	1	--	--	--	--	1	--
Total	44	20	43	25	43	30	7	4

* Note: Summer quarter figures represent an estimate only.

academic year of 1966-67. This information is presented by fall, winter, spring, and summer quarters. The information reported for summer quarter represents an estimate only and is not used in developing mean averages. Summer quarter had not started when this information was given.

Full-time instructors reported a range of from three to 30 hours of instruction per week. Full-time instructors, during fall quarter, most frequently reported teaching 20 hours per week as was reported by eleven, or 25 per cent, of the full-time instructors. The mean number of hours taught per full-time instructor during fall quarter was 19.7 per week.

Full-time instructors, during winter quarter, most frequently reported teaching 20 hours per week as was reported by eight, or 18.6 per cent, of the instructors. The mean number of hours taught per full-time instructor during winter quarter was 19.3 per week.

During spring quarter, full-time instructors most frequently reported teaching 18 and 20 hours per week as was reported by seven, or 16.3 per cent, of the instructors for each number of hours. The mean number of hours taught per full-time instructor during spring quarter was 19.5 per week.

Part-time instructors, during fall quarter, most frequently reported teaching six hours per week as was reported by seven, or

35 per cent, of the instructors. The mean number of hours taught per part-time instructor during fall quarter was 6.2 per week.

Part-time instructors, during winter quarter, most frequently reported teaching six hours per week as was reported by nine, or 36 per cent, of the instructors. The mean number of hours taught per part-time instructor during winter quarter was 6.8 per week.

Part-time instructors, during spring quarter, most frequently reported teaching six hours per week as was reported by ten or 33.3 per cent of the instructors. The mean number of hours taught per part-time instructor during spring quarter was 6.9 per week.

The average mean number of hours taught per full-time instructor during the year (excluding summer quarter) was 19.5 hours per week. The average mean number of hours taught per part-time instructor during the year (excluding summer quarter) was 6.6 hours per week.

Table XXXVI, page 69, gives the number of classes taught per day as reported by 74 full- and part-time Office Occupations instructors during the academic year of 1966-67.

The range of classes taught for full-time instructors during the year was from one to seven. During fall quarter, four classes per day was reported being taught by 47.7 per cent of the full-time instructors; during winter quarter, by 46.5 per cent; and during

TABLE XXXVI

NUMBER OF CLASSES TAUGHT PER INSTRUCTOR AS REPORTED BY
74 FULL- AND PART-TIME OFFICE OCCUPATIONS INSTRUCTORS
DURING THE ACADEMIC YEAR OF 1966-67

Number of Classes Taught	Fall Quarter		Winter Quarter		Spring Quarter		Summer Quarter	
	Full- time	Part- time	Full- time	Part- time	Full- time	Part- time	Full- time	Part- time
7	--	--	1	--	--	--	--	--
6	3	--	2	--	3	--	--	--
5	13	--	12	--	16	--	--	--
4	21	--	20	--	18	2	2	1
3	6	1	7	2	6	1	2	--
2	1	4	1	5	--	5	--	--
1	--	15	--	18	--	22	3	3
Total	44	20	43	25	43	30	7	4

NOTE: Summer quarter figures represent an estimate only.

spring quarter, by 41.9 per cent of the full-time instructors. The mean number of classes taught per day during the year (excluding summer quarter) by full-time instructors was 4.3 classes.

The range of classes for part-time instructors during the year was from one to four classes. During fall quarter, one class was reported as being taught by 75 per cent of the part-time instructors, during winter quarter by 72 per cent, and during spring quarter by 73.3 per cent. The mean number of classes taught per day by part-time instructors during the year (excluding summer quarter) was 1.4 classes.

Table XXXVII, page 71, presents the average number of students per class as reported by 74 full- and part-time Office Occupations instructors.

Each instructor's class enrollments were totaled for three quarters (fall, winter, and spring); this total was divided by the total classes reported by that same instructor. The figure resulting from this computation is the average number of students which each instructor had per class for the three quarters.

Full-time instructors reported an average of from eight to 30 students per class. The number of students in a class reported most often was 24 which was reported six times. The mean number of students per full-time instructor was 20.8 students per class.

TABLE XXXVII
 AVERAGE NUMBER OF STUDENTS PER CLASS
 AS REPORTED BY 74 FULL- AND PART-TIME
 OFFICE OCCUPATIONS INSTRUCTORS

Average Number of Students In Class*	Full-time Instructors	Part-Time Instructors
35	-	1
30	1	-
28	2	1
27	1	1
26	2	-
25	1	1
24	6	-
23	4	2
22	3	1
21	4	1
20	4	4
19	3	-
18	4	1
17	3	2
16	1	2
15	1	3
14	2	2
13	-	2
12	-	1
11	1	1
10	-	1
9	-	2
8	1	1
Total	44	30

* This column of figures represents the average number of students each instructor had in a class during the year for three quarters (Fall, Winter, Spring). Total students divided by total number of classes for each instructor.

Part-time instructors reported an average of from eight to 35 students per class. The most often reported number of students was 20 being reported four times. The mean number of students per part-time instructor was 17.5 students per class.

Table XXXVIII, page 73, shows the courses taught during fall, winter, spring, and summer quarters and the number of sections each was taught as reported by 74 full- and part-time Office Occupations instructors.

Seventy-four full- and part-time instructors reported teaching 41 different courses (classified by title). Of these 41 courses, six (Golf, Algebra, Technical Math, Trigonometry, Refresher Arithmetic, and English Fundamentals) were courses not ordinarily considered part of a business and office education curriculum.

The course reported taught most frequently, 39 times, was Typewriting. The course second most often reported, 36 times, was Shorthand; and the third most often taught course, reported 24 times, was Office Machines.

TABLE XXXVIII

COURSES TAUGHT AS REPORTED BY 74 FULL- AND PART-TIME
COMMUNITY COLLEGE OFFICE OCCUPATIONS INSTRUCTORS

Course	Fall Quarter		Winter Quarter		Spring Quarter		Summer Quarter	
	Times offered reported by		Times offered reported by		Times offered reported by		Times offered reported by	
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
Typewriting	39	5	30	5	32	11	4	5
Advanced Typewriting	14	--	15	--	13	1	--	--
Production Typewriting	1	--	--	1	--	1	--	--
Personal Typewriting	--	--	1	--	--	--	--	--
Speed & Accuracy Typewriting	--	--	--	--	1	--	--	--
Medical Typewriting	--	--	--	--	2	--	--	--
Shorthand	36	9	31	8	27	8	--	--
Advanced Shorthand	11	1	14	1	12	2	--	--
Machine Shorthand	--	1	--	1	--	2	--	--
Transcription	12	1	11	1	15	1	--	--
Office Machines	24	6	22	8	23	8	5	1
Secretarial Practice	5	--	8	--	9	2	--	--
Office Practice & Procedures	6	--	7	--	10	1	--	--
Medical Secretary	1	--	1	--	--	--	--	--
Accounting	9	2	8	3	8	1	--	--
Secretarial Accounting	1	--	1	--	--	--	--	--
Payroll Accounting	--	--	--	--	1	--	--	--
Machine Accounting	--	1	1	1	1	2	--	--
Bookkeeping	5	1	3	1	2	4	1	--
Advanced Bookkeeping	--	--	1	--	--	--	--	--

TABLE XXXVIII (Continued)

Course	Fall Quarter		Winter Quarter		Spring Quarter		Summer Quarter	
	Times offered reported by		Times offered reported by		Times offered reported by		Times offered reported by	
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
Business Communications	7	--	7	1	9	--	--	--
Secretarial English	1	--	--	--	1	--	--	--
Business English	--	1	1	1	2	1	--	--
Business Mathematics	6	--	5	1	6	--	1	--
Business Statistics	--	--	2	--	1	--	1	--
Introduction to Business	5	--	2	--	2	--	--	1
Business and Its Environment	2	--	1	--	1	--	--	--
Business Law	--	--	1	--	--	--	--	--
The Small Business	1	--	--	--	--	--	--	--
Filing	2	--	4	--	3	--	--	--
Duplicating	1	--	2	--	3	--	--	--
Office Management Coordinator	4	--	4	--	4	--	--	--
Office Management Seminar	3	--	3	--	2	--	--	--
Mid-Management Coordinator	1	--	1	--	1	--	--	--
Survey of Data Processing	--	--	1	--	--	--	--	--
Golf	--	--	--	--	2	--	--	--
Algebra	1	--	--	--	--	--	--	--
Technical Math	--	--	1	--	1	--	--	--
Trigonometry	--	--	--	--	--	--	1	--
Refresher Arithmetic	--	--	1	--	--	--	--	--
English Fundamentals	--	--	1	--	1	--	--	--

CHAPTER VI

ANALYSIS OF THE CURRICULUM STUDY BASED ON COLLEGE CATALOGS

Chapter VI presents the results of the curriculum study in tabulated form.

In developing the curriculum study, catalogs were obtained from each of the community colleges in the State of Washington for the 1966-67 academic year. These catalogs were studied in detail to determine the business and office education courses offered by each college and the number of credits awarded for the completion of each course.

Table XXXIX lists the Business and Office Education courses offered and the credits awarded for each course as reported in the 1966-67 catalogs by 18 community colleges in the State of Washington.

Ten different typewriting courses were reported as being offered. Of these ten, Typewriting I and II were each reported as being offered by all 18 reporting community colleges. Third most offered was Typewriting III. The credit hours awarded for these ten courses ranged from two to three credits. Three credits were awarded 21 times, and two credits were awarded 76 times.

TABLE XXXIX

BUSINESS AND OFFICE EDUCATION COURSES OFFERED AND CREDITS AWARDED
FOR EACH COURSE AS REPORTED IN 1966-67 CATALOGS
BY 18 COMMUNITY COLLEGES

Course Title	Number of Colleges Offering	College Credits Awarded				
		Five Qtr.Hr.	Four Qtr. Hr.	Three Qtr.Hr.	Two Qtr.Hr.	One Qtr.Hr.
Typewriting I	18	--	--	3	15	--
Typewriting II	18	--	--	4	14	--
Typewriting III	16	--	--	2	14	--
Typewriting IV	14	--	--	4	10	--
Typewriting V	10	--	--	2	8	--
Typewriting VI	7	--	--	1	6	--
Production Typing I	5	--	--	3	2	--
Production Typing II	1	--	--	1	--	--
Personal Typing	4	--	--	--	4	--
Specialized Typing	4	--	--	1	3	--
Shorthand I	18	9	6	3	--	--
Shorthand II	18	9	6	3	--	--
Shorthand III	15	7	5	3	--	--
Shorthand IV	15	7	5	3	--	--
Shorthand V	11	5	3	3	--	--
Shorthand VI	9	4	3	2	--	--
Shorthand Review	1	--	--	1	--	--
Transcription I	12	3	1	2	4	2

TABLE XXXIX (Continued)

Course Title	Number of Colleges Offering	College Credits Awarded				
		Five Qtr. Hr.	Four Qtr. Hr.	Three Qtr. Hr.	Two Qtr. Hr.	One Qtr. Hr.
Transcription II	5	--	--	1	3	1
Transcription III	2	--	--	--	1	1
Special Shorthand Trng.	1	1	--	--	--	--
Medical Shorthand I	2	--	1	--	1	--
Medical Shorthand II	2	--	--	1	1	--
Medical Shorthand III	1	--	--	1	--	--
Prin. of Acctg. I	18	2	11	5	--	--
Prin. of Acctg. II	18	2	2	14	--	--
Prin. of Acctg. III	16	--	2	14	--	--
Prin. of Acctg. IV	3	2	--	1	--	--
Prin. of Acctg. V	3	2	--	1	--	--
Prin. of Acctg. VI	2	1	--	1	--	--
Cost Accounting	1	1	--	--	--	--
Tax Accounting	1	--	--	1	--	--
Auditing	1	--	--	1	--	--
Machine Accounting	2	--	--	2	--	--
Non-Prof. Acctg. I	15	9	2	4	--	--
Non-Prof. Acctg. II	15	9	2	4	--	--
Non-Prof. Acctg. III	3	1	1	1	--	--
Non-Prof. Acctg. IV	1	--	--	1	--	--
Non-Prof. Acctg. V	1	--	--	1	--	--
Non-Prof. Acctg. VI	1	--	--	1	--	--
Special Accounting	1	--	--	1	--	--

TABLE XXXIX (Continued)

Course Title	Number of Colleges Offering	College Credits Awarded				
		Five Qtr.Hr.	Four Qtr.Hr.	Three Qtr.Hr.	Two Qtr.Hr.	One Qtr.Hr.
Duplicating Machines	3	--	--	1	2	--
Office Machines I	17	--	--	7	10	--
Office Machines II	12	--	--	4	6	2
Office Machines III	4	--	1	--	2	1
Sec. Practice I	17	3	4	9	1	--
Sec. Practice II	10	2	4	4	--	--
Sec. Practice III	6	1	4	1	--	--
Sec. Practice IV	1	--	1	--	--	--
Sec. Practice OJT I	4	2	--	2	--	--
Sec. Practice OJT II	4	2	--	2	--	--
Sec. Practice OJT III	3	2	--	1	--	--
Sec. Practice OJT IV	3	2	--	1	--	--
Sec. Practice OJT V	3	2	--	1	--	--
Sec. Practice OJT VI	3	2	--	-	--	--
Sec. Practice Seminar I	4	--	--	--	2	2
Sec. Practice Seminar II	4	--	--	--	2	2
Sec. Practice Seminar III	4	--	--	--	2	2
Sec. Practice Seminar IV	3	--	--	--	1	2
Sec. Practice Seminar V	3	--	--	--	1	2
Sec. Practice Seminar VI	3	--	--	--	1	2
Legal Sec. Practice	2	1	--	1	--	--

TABLE XXXIX (Continued)

Course Title	Number of Colleges Offering	College Credits Awarded				
		Five Qtr.Hr.	Four Qtr.Hr.	Three Qtr.Hr.	Two Qtr.Hr.	One Qtr.Hr.
Medical Office Pract. I	4	1	--	2	1	--
Medical Office Pract. II	2	1	--	--	1	--
Medical Office Pract. III	2	1	1	--	--	--
Medical Office Pract. IV	1	1	--	--	--	--
Sec. Bus. Orientation	2	--	--	1	1	--
Grooming & Etiquette	1	--	--	--	1	--
Pract. Office Psychology	5	1	--	1	1	2
Machine Transcription	10	--	--	3	3	4
Filing	4	--	--	--	4	--
Spelling I	1	--	--	--	1	--
Spelling II	1	--	--	--	1	--
Intro. to Data Processing	4	--	--	3	1	--
Bus. Communications I	14	4	--	10	--	--
Bus. Communications II	2	--	--	2	--	--
Bus. Communications III	1	--	--	1	--	--
Intro. to Business I	17	16	--	1	--	--
Intro. to Business II	1	--	--	1	--	--

TABLE XXXIX (Continued)

Course Title	Number of Colleges Offering	College Credits Awarded				
		Five Qtr.Hr.	Four Qtr.Hr.	Three Qtr.Hr.	Two Qtr.Hr.	One Qtr.Hr.
Intro. to Economics	14	12	--	2	--	--
Prin. of Economics I	18	17	--	1	--	--
Prin. of Economics II	18	17	--	1	--	--
Prin. of Economics III	2	1	--	1	--	--
Survey of Economics	8	6	--	2	--	--
Economic Geography	7	7	--	--	--	--
Intro. to Business Law	2	2	--	--	--	--
Business Law I	18	14	--	4	--	--
Business Law II	10	6	--	4	--	--
Business Mathematics I	15	7	--	5	3	--
Business Mathematics II	1	--	--	1	--	--

Ten different classes in shorthand were offered. All 18 community colleges reporting offered Shorthand I and II. Shorthand III and IV were both offered at 15 colleges to tie for the third most popular shorthand courses. Credit for shorthand classes ranged from three to five credits. The transcription course credits ranged from one to five credits. For Shorthand I, II, III, IV, V, and VI, five credits were awarded 41 times, four credits 28 times, and three credits 17 times.

Three different classes in Office Machines were reported by 17 colleges. One college did not report having an Office Machines course. Seventeen colleges reported offering Office Machines I, twelve colleges reported offering Office Machines II, and four reported offering Office Machines III. Credits awarded for these office machines courses ranged from one to three. Three credits was reported being awarded 11 times; two credits, 18 times; and one credit, three times.

Seventeen different accounting courses were reported as being offered. These 17 courses divided into two classifications would be: (1) Principles of accounting courses, and (2) non-professional accounting courses (non-professional includes such courses as secretarial accounting, bookkeeping, and those courses not taken by accounting majors).

Principles of Accounting I and II were offered by all 18 reporting colleges. Principles of Accounting III was offered by 16 colleges. Principles of Accounting IV and V were offered by three colleges each, and Principles of Accounting VI was offered by only two colleges. Cost Accounting, Auditing, and Tax Accounting were reported as being taught by two colleges. Credits awarded for these courses ranged from three to five credits. For the three most frequently reported, Principles of Accounting I, II, and III, five credits were reported four times, four credits were reported 15 times, and three credits were reported 29 times.

Both non-professional Accounting I and II were reported being taught by 15 colleges. Next most frequently reported was Non-Professional Accounting III which was reported only three times. Credits awarded for these three courses ranged from three to five credits, with five credits being reported 19 times, four credits being reported five times, and three credits being reported nine times.

Duplicating Machines was reported being offered by only three colleges. Two of those reporting colleges awarded two credits for the course, and one college awarded three credits for the course.

Four Secretarial Practice courses were listed as being offered. Of these four, Secretarial Practice I was reported by 17 community colleges, Secretarial Practice II by 10 colleges, Secretarial Practice III by six colleges, and Secretarial Practice IV by

one college. The number of quarter hour credits awarded for these four different courses ranged from two credits to five credits. Five credits was reported six times, four credits was reported 13 times, three credits was reported 14 times, and two credits was reported only once.

Six different Secretarial Practice On-The-Job Training courses were reported as being offered. Secretarial Practice On-The-Job Training I and II were reported by four colleges, and Secretarial Practice On-The-Job Training III, IV, and VI were offered by three colleges. The number of quarter hours credit awarded for these six courses were either five or three credits. Five credits was reported 12 times and three credits was reported eight times.

Six different courses of Secretarial Practice Seminar, which normally is taken in conjunction with the Secretarial Practice On-The-Job Training, were listed as being offered by four colleges. Secretarial Practice Seminar IV, V, and VI were listed as being offered by three colleges. The number of quarter hours credit awarded for these six courses was either one or two. One credit was reported 12 times and two credits was reported nine times.

Legal Secretarial Practice was reported being offered by two community colleges. One of these colleges awarded five quarter hours credit for the completion of this course, and one college reported

awarding three quarter hours credit.

Four different courses in Medical Office Practice were reported. Medical Office Practice I was reported as being offered by four colleges, Medical Office Practice II and III were reported being offered by two colleges, and Medical Office Practice IV was reported being offered by only one college. The number of quarter hours credit awarded for the completion of these four classes ranged from two to five credits. Five hours credit was reported four times, four hours credit once, three hours credit twice, and two hours credit twice.

Secretarial Business Orientation was listed as being offered by two community colleges. One college awarded three quarter hours credit for the course and the other one awarded only two quarter hours credit.

The course, Grooming and Etiquette, was listed as being offered by only one community college and two quarter hours of credit were awarded for the successful completion of the course.

Practical Office Psychology was listed as being offered by five community colleges. The number of quarter hours credit awarded for this course ranged from one to five. Five credits was reported once, three credits once, two credits once, and one credit twice.

Machine Transcription was listed as being offered by ten community colleges. The number of quarter hours credit awarded for this course ranged from one to three credits. Three credits was listed three times, two credits three times, and one credit four times.

Filing was listed as being offered by four community colleges. Each of these four colleges awarded two quarter hours of credit for this course.

Spelling I and II were reported as being offered by only one community college which awarded two quarter hours of credit for each course.

Introduction to Data Processing was listed as being offered by four community colleges. Three of these colleges reported awarding three quarter hours of credit for this course; and one college reported awarding two quarter hours of credit.

Three different courses in Business Communications were reported as being offered. Fourteen colleges listed Business Communications I, two colleges listed Business Communications II, and one college listed Business Communications III. The number of quarter hours credit awarded for these courses ranged from three to five credits. Five credits was reported once and three credits was listed 13 times.

Two different courses in Introduction to Business were reported as being offered. Introduction to Business I was listed by 17 colleges and Introduction to Business II was listed by one college. The number of quarter hours credit awarded for these two courses was either three or five. Five credits was listed 15 times and three credits was listed twice.

Six different courses in Economics were listed as being offered. Introduction to Economics was listed by 14 colleges, Principles of Economics I and II were listed by 18 colleges, Principles of Economics III was listed by two colleges, Survey of Economics was listed by eight colleges, and Economic Geography was listed by seven colleges. The number of quarter hours credit awarded for these six courses was either five credits or three credits. Five credits was listed 60 times and three credits was listed seven times.

Three different courses in Business Law were listed as being offered. Introduction to Business Law was listed by two colleges, Business Law I was listed by 18 colleges, and Business Law II was listed by 10 colleges. The number of quarter hours credit awarded for these courses was either five credits or three credits. Five credits was listed 22 times and three credits was listed eight times.

Business Mathematics I was offered by 15 colleges and Business Mathematics II was offered by one college. The number of

quarter hour credits awarded for these two courses ranged from two credits to five credits. Five credits was reported seven times, three credits was reported six times, and two credits was listed three times.

CHAPTER VII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

The purpose of this study was to determine the status of business and office education in the community colleges of the State of Washington in the areas of (1) curriculum, (2) plant facilities and equipment, (3) instructional personnel, and (4) student enrollment.

Two separate questionnaires, one to the head of the Business and Office Education Department of each community college in Washington and one to each instructor within the department, were mailed to obtain information for this study. In addition, catalogs from each community college in Washington were used as a primary source of information.

A 100 per cent return of the department head questionnaire was obtained from the 22 authorized community colleges in the State. However, only 18 community colleges were used as a basis for this study. Three colleges, Edmonds, Clover Park, and Walla Walla, were not operational nor holding classes at the time of this study, and Tacoma Community College did not offer any office occupations education courses.

One-hundred-sixty-three instructor questionnaires were issued to both full- and part-time instructors. Of the 163 questionnaires issued, 129 were returned for a 79.14 per cent return.

Ninety-six full-time instructor questionnaires were issued and 82 were returned for an 85.42 per cent return. Sixty-seven part-time instructor questionnaires were issued and 47 were returned for a 70.15 per cent return.

Each instructor questionnaire returned was carefully evaluated to determine subjects taught as reported by the instructor himself. Only those instructors teaching office occupations courses were used as a basis for this study.

In developing the curriculum study, catalogs were obtained from each community college in the State for the academic year of 1966-67. These catalogs were studied in detail to determine the business and office education courses offered by each college and the number of credits awarded for the successful completion of each course.

The total student enrollment reported by the 18 community colleges used in this study (as reported to the United States Office of Education) for the academic year of 1966-67 was 50,059 students. The greatest number of students reported at one college was 12,313. The least number of students reported at one college was 889. The

mean enrollment of students per college was 2,781. Of the total students reported, 61.8 per cent were male students and 38.2 per cent were female students.

Only six colleges reported having any business activities or business clubs. Four colleges reported having two clubs each and two colleges reported having one club. The Management Club was reported three times, the DECA club was listed twice, and each listed once were Beta Chi Chapter, the Business Club, and the Future Secretaries Club.

The range of full-time business and office education instructors reported in a department was from one to 22. The mean number of full-time business and office education instructors reported per college was 5.17. The range of part-time instructors reported in a department was from one to 53 instructors. The mean number of part-time business and office education instructors reported per college was 7.64.

Of 13 Department Heads reporting their teaching load, "no teaching responsibilities" was reported by 30.8 per cent; 7.7 per cent reported a "reduced teaching load"; and 61.5 per cent reported a "full teaching load." Two instructors reported that they were serving as Department Heads without title or extra remuneration for performing these duties.

For full-time use, the number of rooms available to the Business and Office Education Departments ranged from one to 18 rooms. The mean number of rooms available for full-time use was five.

Reports on the arrangement of rooms used by the Business and Office Education Department showed that 38.9 per cent of the Department Heads reported the arrangement as "adjacent to each other," 33.4 per cent reported "scattered throughout the campus," and 5.5 per cent was reported for each arrangement of "arranged in a suite (one building)" and "scattered throughout the same building."

The number of typewriting stations per college ranged from 23 to 250. The mean number of typewriting stations reported per college was 49.22 which included an extreme range of 246-250 stations reported by one college.

The number of business machine stations reported per college ranged from 15 to 113 stations. The mean number of business machine stations per college was 27.33.

Eleven of the 18 reporting colleges reported a range of from one to 105 shorthand listening stations. Thirty stations was most frequently reported, and the mean number of listening stations per college was 16.61.

Three colleges reported that the brand name of their shorthand listening equipment was Electronic Futures, Incorporated; two colleges

reported having IBM equipment; one college reported Norelco Steno-trainer equipment; and two colleges reported "home-made equipment."

Fifty-six per cent of the Department Heads reported that their business library was adequate, 67 per cent reported their audio-visual equipment was adequate, 22 per cent reported their storage space was adequate, 56 per cent reported their filing facilities were adequate, and 39 per cent reported their faculty offices were adequate.

A total of 1,049 typewriters were reported by 18 community colleges. Of this total, 510, or 48.6 per cent, were manual typewriters and 539, or 51.4 per cent, were electric typewriters.

Of the 510 manual typewriters, the three most often reported brands were Royal with 175, or 34.3 per cent of the total; Remington with 94, or 18.4 per cent of the total; and Underwood with 88, or 17.3 per cent of the total.

Of the 539 electric typewriters, the three most often reported brands were IBM with 416, or 77.2 per cent of the total; Underwood with 47, or 8.7 per cent of the total; and Royal with 33, or 6.1 per cent of the total.

The mean total typewriters per college was 58.27. The mean number of manual typewriters per college was 28.33, and the mean number of electric typewriters per college was 29.94.

IBM typewriters not only represented 77.2 per cent of the electric typewriters reported, but also 39.7 per cent of the total

typewriters reported. Of the 416 IBM typewriters reported, 315, or 75.7 per cent, were Selectrics; 77, or 18.5 per cent, were Model C's; and 24, or 5.8 per cent, were Executives.

A total of 62 full-key adding and listing machines were reported by 18 community colleges. Of this total, Burroughs, Monroe, and Victor each accounted for 17 machines which represents 27.4 per cent of the 62 machines for each company. The mean number of full-key adding and listing machines per college was 3.4.

A total of 114 ten-key adding and listing machines were reported by 18 community colleges. Of this total, Monroe accounted for 25 machines, or 21.9 per cent of the total; Burroughs accounted for 25 machines, or 21.9 per cent of the total; and Victor and Underwood-Olivetti each accounted for 14 machines, or 12.3 per cent of the total. The mean number of ten-key adding and listing machines per college was 6.3.

The total number of rotary calculators reported by 18 community colleges was 165. Monroe, Friden, and Marchant were the three most often reported brands. The mean number of rotary calculators per college was 9.2.

The total number of printing calculators reported by 18 community colleges was 72. The three most popular brands were Underwood-Olivetti, Victor, and Monroe. The mean number of printing calculators per college was four.

The total number of key-driven calculators reported by 18 community colleges was 89. The three most popular brands were Burroughs, Comptometer, and 3-Plus. The mean number of key-driven calculators was 4.9 per college.

A total of 14 carbon-process duplicating machines were reported. Of the 14 machines, 50 per cent were Ditto; 21.4 per cent were reported for both A. B. Dick and Standard; and 7.2 per cent were Azograph.

Seven offset-process duplicating machines were reported in three colleges. Of the seven, 56.1 per cent were Multilith and 42.9 per cent were A. B. Dick.

Twenty-two stencil-process duplicating machines were reported. Of the 22, 68.2 per cent were A. B. Dick and the remaining 31.8 per cent were Gestetner.

A total of 206 dictating and transcribing machines were reported. The three most popular brands reported were Dictaphone, IBM, and Stenorette. The mean number of dictating and transcribing machines per college was 11.4.

Only eight of the 18 community colleges reported having copying machines in their Business and Office Education Departments. Twelve copying machines were reported. Of the 12 reported, seven were Thermofax, two were Xerox, and A. B. Dick, Bruning, and

Verifax each accounted for one machine.

Of the 44 full-time Office Occupations instructors, 40.9 per cent were male and 59.1 per cent were female. Of the 30 part-time Office Occupations instructors, 36.7 per cent were male and 63.3 per cent were female.

The mean age for full-time instructors was 39.8 years. The mean age for part-time instructors was 35.7 years.

The marital status reported by 74 full- and part-time Office Occupations instructors showed that 68.9 per cent were married, 24.3 per cent were single, 4.1 per cent were divorced, and 2.7 per cent were widowed.

The reporting of the type of vocational certificates held by 74 full- and part-time Office Occupations instructors showed that 35.1 per cent held one-year certificates, 50 per cent held three-year certificates, and 8.1 per cent held five-year certificates.

The mean number of years teaching experience reported for full-time Office Occupations instructors was 12.8 years and the mean number of years of teaching experience for part-time instructors was 6.7.

The mean salary reported for full-time instructors was \$8,284. The mean salary reported for part-time instructors was \$2,816.

In reporting their highest degree held, 36.4 per cent of the full-time instructors reported having a Bachelor's degree and the remaining 63.6 per cent reported having a Master's degree. No full-time instructor reported having a Doctoral degree.

Part-time instructors, in reporting their highest degree, reported that 80 per cent held a Bachelor's degree; 13.3 per cent held Master's degrees; and 6.7 per cent reported having no degree.

Forty colleges located in 19 different states were reported to have granted all of the degrees held by the 74 full- and part-time Office Occupations instructors.

For full-time instructors, the University of Washington granted the greatest number of Bachelor's degrees; and Whitworth College, Spokane, Washington, was reported as having granted the most Master's degrees to full-time instructors.

Part-time instructors reported that the University of Washington and Central Washington State College tied for granting the greatest number of Bachelor's degrees. Four colleges were reported as offering one Master's degree each, which represented all the Master's degrees held by part-time instructors. These four colleges were the University of Southern California, Florida State University, the University of Washington, and Washington State University.

Twelve full-time instructors reported that they were working toward their Master's degree, and three full-time instructors reported

they were working toward their Doctorate.

One part-time instructor reported working toward a Doctorate, and 11 part-time instructors reported working toward a Master's degree. Two part-time instructors reported working toward a Bachelor's degree.

The range of business experience reported by Office Occupations instructors ranged from "no" experience reported by two instructors to 27 years of experience. Office experience was reported most often, second was management experience, and third was distributive experience.

In reporting their membership in professional organizations, 74 full- and part-time Office Occupations instructors reported the four most belonged-to organizations were: (1) National Education Association, (2) Washington Education Association, (3) Washington Business Education Association, and (4) National Business Education Association.

Fifteen full-time instructors reported they had given speeches outside of the college where they taught, and two reported having published articles for professional contributions.

No instructor reported receiving released time or extra pay for his assigned extra-class activities. Many instructors reported more than one extra-class activity, and the three most reported

extra-class activities were those of student advisor, club advisor, and salary committee.

Full-time instructors reported a range of from three to 30 hours of classroom instruction per week. The mean number of hours taught per full-time instructor during the academic year of 1966-67 was 19.5.

Part-time instructors reported a range of from three to 18 hours of classroom instruction per week. The mean number of hours taught per part-time instructor during the academic year of 1966-67 was 6.6.

The range of classes taught per day for full-time instructors during the academic year of 1966-67 was from one to seven. The mean number of classes taught per day during the year by full-time instructors was 4.3.

The range of classes taught per day for part-time instructors during the academic year of 1966-67 was from one to four. The mean number of classes taught per day during the year by part-time instructors was 1.4.

Full-time instructors reported an average of from eight to 30 students per class. The mean number of students for full-time instructors was 20.8 students per class.

Part-time instructors reported an average of from eight to 35 students per class. The mean number of students per part-time

instructor was 17.5 students per class.

Seventy-four full- and part-time instructors reported teaching 41 different courses as classified by title. The course reported taught most frequently, 39 times, was Typewriting. Second most often reported was Shorthand, which was reported 36 times, and third most often taught was Office Machines, which was reported 24 times.

A detailed study of the catalog from each of the 18 reporting community colleges disclosed that 90 different courses are offered as part of the Business and Office Education curriculum for the State of Washington.

The number of quarter hours of credit granted for the 90 different courses ranged from one to five credits. Frequently, a variation of two quarter hours of credit was found in the amount of credit awarded for supposedly "transferable" courses from one college to another.

Of the 90 different business and office education courses listed by the 18 reporting community colleges, 21 were secretarial office practice courses, 17 were accounting courses, 14 were shorthand courses, 10 were typewriting courses, six were economics courses, three were office machines courses, three were business communications courses, three were business law courses, two were business mathematics courses, two were introduction to business courses,

two were spelling courses, and there was one course each in duplicating machines, secretarial business orientation, grooming and etiquette, office psychology, machine transcription, filing, and introduction to data processing.

II. FINDINGS AND CONCLUSIONS

As a result of this study, the following conclusions were arrived at:

1. In general, the community colleges of Washington offer an adequate business and office education program.
2. The community colleges of Washington are experiencing a period of tremendous growth. This growth is in the number of colleges in the State as well as in the number of students attending community colleges.
3. When considering the complete curriculum offering, little emphasis is placed on work experience in the office education area.
4. Instruction in penmanship and spelling has all but disappeared from the business and office education curriculum.
5. Electric typewriters have surpassed manual typewriters in the community colleges of Washington, and now 51.4 per cent of all typewriters in the community colleges are electric.

6. In general, student registration methods do not provide the statistical information critical to the efficient operation of a college in this day and age.
7. Business and Office Education Departments sponsor few co-curricular activities and clubs.
8. The average full-time instructor in the community colleges of Washington rarely speaks outside of his classroom and does very little writing for publication.
9. Some Business and Office Education instructors are teaching non-business-related courses.
10. Most colleges are offering an adequate selection of business and office education courses. However, transferable courses from one college to another are often unidentifiable by catalog listing due to great variations in title and number of quarter hours of credit offered.
11. Basic or introductory courses in data processing are offered by only about one-fourth of the community colleges in Washington as part of their business and office education curriculum.

12. The catalogs of many community colleges in Washington are difficult to read and follow because of duplicate listings under many different divisions of the catalog.
13. Many instructors in the community colleges of Washington are teaching excessive loads when compared to the average weekly contact hour load of 19.5.
14. Slightly more than one-fourth of the community colleges in Washington are operating business and office education departments without a clearly assigned organizational structure.

III. RECOMMENDATIONS

In reviewing this study, the following recommendations are submitted:

1. Student registration methods at all community colleges should be updated so that the number of male, female, freshmen, sophomore, and major area of study of each student might be recorded and be made available when needed.
2. Business and Office Education Departments should take a greater interest in, and sponsor more co-curricular activities and clubs.

3. Community college instructors should contribute to their profession by publishing books and articles.
4. Business and Office Education instructors, having a major in business education, should not be expected to teach non-business-related subjects.
5. Community college administrators who are interested in quality teaching should not overload their business and office education instructors with excessive teaching loads.
6. For more effective communication between administrators and instructors, and more efficient internal organizational structuring, the role and title of all department heads should be clearly distinguished. Extra remuneration for these added responsibilities should also be considered.
7. Business and Office Education Department Heads from all community colleges in the State of Washington should:
 - (a) Attempt to agree on a standard number of quarter hours of credit for "transferable" courses from one community college to another;
 - (b) Maintain a degree of close cooperation and coordination with both the high schools and the four-year colleges and universities in curriculum planning; and
 - (c) Be aware of the needs and desires of the community served as well as the ever-changing demands of business and industry in curriculum planning.

8. Basic courses or introductory courses in business data processing should be added to the business and office education curriculums of many community colleges.
9. The addition of cooperative education programs should be considered by many community colleges. These programs provide a close relationship between the businessman and the college.
10. Administrators and Department Heads should, while constructing catalogs, try to keep the needs of the student in mind; making the catalogs easy to read and with relatively little duplication of programs from one section to the next.
11. In view of the increase in the number of community colleges operating in Washington since this study was completed, and the constant demands of business and industry, a follow-up study should be made.

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APPENDIX A

LETTER TO REGISTRARS

Big Bend Community College
Highway 17 and Nelson Road
Moses Lake, Washington 98837
April 11, 1967

Registrar
Tacoma Community College
Tacoma, Washington

Dear

In partial fulfillment of the requirements for the masters degree program which I am pursuing, I plan to cover in great detail the curricula of all community colleges in the State of Washington.

Would you be good enough to send me a copy of your 1966-67 catalog. In addition, would you send me your course schedule for both day and evening programs for summer quarter 1966, fall quarter 1966, winter quarter 1967, and spring quarter 1967.

Your cooperation in sending me these items will be greatly appreciated and I would like to thank you in advance.

Sincerely yours,

Rex G. Wilks

APPENDIX B

LETTER TO DEPARTMENT HEAD

Big Bend Community College
Highway 17 and Nelson Road
Moses Lake, Washington 98837
May 9, 1967

Department of Office Occupations

Dear

Would you be interested in knowing how you 'stack up' with your colleagues throughout the State, and how your office occupations education department compares with others in the community colleges throughout the State?

In an attempt to paint a picture of the typical community college office occupations instructor and the typical office occupations department, I have chosen to research these areas. My thesis, entitled "A Status Study of Business and Office Occupations Education in the Community Colleges of Washington," will fulfill part of my master's degree requirements at Central Washington State College.

As I am sure you are aware, the academic year of 1966-67 is rapidly drawing to a close; and to be able to complete this project, I have very little time to call on you for your assistance. Please take a few minutes and complete two of the enclosed questionnaires, one for your own personal data and one for your departmental data. A self-addressed, stamped envelope is enclosed for your convenience in returning these questionnaires.

Would you then distribute one copy of the personal data questionnaire to each full- and part-time instructor in your office occupations department. If the quantity of questionnaires you receive is insufficient, please call me collect at ROCKWELL 5-7821, extension 28.

Your efforts in helping me accomplish this task will be sincerely appreciated.

Respectfully,

Enclosures

Rex G. Wilks

APPENDIX C

DEPARTMENT HEAD QUESTIONNAIRE

A STATUS STUDY OF BUSINESS AND OFFICE OCCUPATIONS EDUCATION
IN THE COMMUNITY COLLEGES OF WASHINGTON

This questionnaire should be completed by the chairman or head of the business department responsible for office occupations.

Name _____ College _____

1. What was your total student enrollment as of October 15 (as reported to the U. S. Office of Education) for the academic year of 1966-67? _____
 - a. of this total, how many are male students? _____
 - b. of this total, how many are female students? _____
 - c. of this total, how many are Sophomores? _____
 - d. of this total, how many are Freshmen? _____
 - e. of this total, how many are business majors? _____
 - (1) of the business majors, how many are business administration majors? _____
 - (2) of the business majors, how many are office occupations majors? _____

2. Does your business department have any co-curricular activities or clubs?
Yes _____ No _____ Please list activities or club(s) _____

3. Please indicate the number of full- and part-time instructors you have in your office occupations department:

Full-time instructors	_____
Part-time instructors	_____

4. How many rooms are available for your business department for full-time use? _____
Rooms available for part-time use? _____

5. Are your business rooms:

	<u>Yes</u>	<u>No</u>
a. all located in a separate business building?	_____	_____
b. arranged in a suite (in one building)? . . .	_____	_____
c. adjacent to each other?	_____	_____
d. scattered throughout the campus.	_____	_____
e. other (describe) _____	_____	_____

6. Please indicate the number of rooms available primarily for: (do not include any room more than once)

a. Business Machines _____	d. Accounting _____	g. Office Practice Lab _____
b. Data Processing _____	e. Economics _____	h. General Lecture _____
c. Typewriting _____	f. Shorthand _____	i. Other _____

7. Please indicate the number of typewriting stations you have available in each of your typewriting rooms: Room 1 _____ Room 2 _____ Room 3 _____
8. Please indicate the number of business-machine stations you have available in each of your machines rooms: Room 1 _____ Room 2 _____ Room 3 _____
9. Do you have facilities for shorthand dictation practice in the form of multiple listening stations? Yes _____ No _____ Number of stations? _____ Name of equipment used? _____
10. Is your typewriting room equipped with adjustable desks? Yes _____ No _____ Partly _____
11. Is your typewriting room equipped with adjustable chairs? Yes _____ No _____ Partly _____
12. Please indicate the quantity of equipment you have available primarily for instructional purposes: (please add to the list where necessary)

Typewriters

	<u>No. of Manuals</u>	<u>No. of Electrics</u>
IBM	_____	_____
of IBM total:		
a. how many are Executive _____		
b. how many are Selectric _____		
c. How many are Model "C" _____		
Adler	_____	_____
Olympia	_____	_____
Remington	_____	_____
Royal	_____	_____
Smith-Corona	_____	_____
Underwood	_____	_____
_____	_____	_____

Adding and Listing Machines

	<u>No. of Full-Key</u>	<u>No. of 10-Key</u>
Burroughs	_____	_____
Friden	_____	_____
Marchant	_____	_____
Monroe	_____	_____
National	_____	_____
Remington-Rand	_____	_____
Victor	_____	_____
Underwood	_____	_____
_____	_____	_____

Department Head Section
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Rotary Calculators

	<u>Number</u>
Friden	_____
Marchant	_____
Monroe	_____
Remington-Rand	_____
Victor	_____
_____	_____

Printing Calculators

	<u>Number</u>
Friden	_____
Lagomarsino-Totalia	_____
Marchant	_____
Monroe	_____
Underwood-Olivetti	_____
_____	_____

Duplication Machines--Carbon Process

	<u>Number</u>
Azeograph	_____
Ditto	_____
Heyer	_____
Standard	_____
_____	_____

Duplication Machines--Offset Process

	<u>Number</u>
A. B. Dick	_____
Multilith	_____
_____	_____
_____	_____
_____	_____

Key-Driven Calculators

	<u>Number</u>
Burroughs	_____
Comptometer	_____
_____	_____

Dictating or Transcription Machines

	<u>Number</u>
Autograph	_____
Dictaphone	_____
IEM	_____
Norelco	_____
Stenorette	_____
_____	_____

Duplication Machines--Stencil Process

	<u>Number</u>
A. B. Dick	_____
Gestetner	_____
Roneo	_____
_____	_____

Copying Machines

	<u>Number</u>
Bruning	_____
Ozalid	_____
Thermofax	_____
Xerox	_____
_____	_____

Department Head Section
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Special Purpose Machines

	<u>Number</u>
Addressograph	_____
Gestetnerfax	_____
Vari-Typer	_____
Auto-Typist	_____
Binding Machine (GBC)	_____
Key Punch	_____
Verifier	_____
Collator	_____
Scanner	_____
Sorter	_____
Computer	_____
Tabulator	_____
Accounting Machine	_____
Posting Machine	_____
Justewriter	_____
IBM Magnetic Tape Selectric Typewriter	_____

13. Do you consider the following facilities in your college to be adequate?

a. Business library	Yes _____	No _____
b. Audio-visual equipment	Yes _____	No _____
c. Storage space	Yes _____	No _____
d. Filing facilities	Yes _____	No _____
e. Faculty offices	Yes _____	No _____

Would you like to receive a copy of the results of this questionnaire? Yes _____ No _____

Comments:

APPENDIX D

LETTER TO INSTRUCTOR

Big Bend Community College
Highway 17 and Nelson Road
Moses Lake, Washington 98837
May 9, 1967

Dear Educator:

Would you be interested in knowing how you "stack up" with your colleagues throughout the State?

In an attempt to paint a picture of the typical community college office occupations instructor, I have chosen to research this area. My thesis, entitled A Status Study of Business and Office Occupations Education in the Community Colleges of Washington, will fulfill part of my masters degree requirements at Central Washington State College.

As I am sure you are aware, the academic year of 1966-67 is rapidly drawing to a close; and, to be able to complete this project, I have very little time to call on you for assistance. Please take a few minutes now to complete the enclosed questionnaire. A self-addressed, stamped envelope is enclosed for your convenience in returning the questionnaire.

Your efforts in helping me accomplish this task will be sincerely appreciated.

Respectfully,

Rex G. Wilks

Enclosures

APPENDIX E

INSTRUCTOR QUESTIONNAIRE

A STATUS STUDY OF BUSINESS AND OFFICE OCCUPATIONS EDUCATION
IN THE COMMUNITY COLLEGES OF WASHINGTON

This questionnaire should be completed by each instructor teaching one or more business classes during the academic year of 1966-67. ALL INFORMATION WILL BE HELD STRICTLY CONFIDENTIAL. Responses will be reported in grouped data.

Name _____ Male _____ Female _____ College _____

1. Please indicate your age by checking the appropriate item below:

- a. between 20 and 30 years of age _____
- b. between 31 and 40 years of age _____
- c. between 41 and 50 years of age _____
- d. between 51 and 60 years of age _____
- e. between 61 and 70 years of age _____
- f. over 70 years of age _____

2. Marital status: Married _____ Single _____ Other _____

3. Please check the item(s) that correctly identify you:

- _____ Head of the Department
- _____ Full-time instructor
- _____ Part-time instructor

4. Are you vocationally certified: Yes _____ No _____ Area(s) _____

I presently hold a:

- _____ One-year certificate
- _____ Three-year certificate
- _____ Five-year certificate

5. Please indicate the number of years of teaching experience you have: (include 1966-67 academic year)

- a. Elementary School _____
- b. Jr. High School _____
- c. High School _____
- d. Jr. College _____
- e. College _____
- f. Other _____

6. Please indicate your salary for the academic year of 1966-67 by checking the appropriate item below:

- a. less than \$4,000 _____
- b. between \$4,001 and \$5,000 _____
- c. between \$5,001 and \$6,000 _____
- d. between \$6,001 and \$7,000 _____
- e. between \$7,001 and \$8,000 _____
- f. between \$8,001 and \$9,000 _____
- g. between \$9,001 and \$10,000 _____
- h. over \$10,000 _____

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7. Please indicate the degree(s) you have earned:

<u>Degree</u>	<u>Institution Granting</u>	<u>State</u>	<u>Date</u>	<u>Major</u>	<u>Minor</u>
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

8. Please check the degree you are working toward: Masters _____ Doctorate _____
Other _____ None _____

9. Please indicate below any business experience you have had:

	<u>No. of years</u>		<u>No. of years</u>
Office	_____	Distributive	_____
Management	_____	Other _____	_____

10. Please check below the professional organizations to which you belong:

<u>NEA</u>	<u>WBEEA</u>	<u>EWBEEA</u>	Other:
<u>WEA</u>	<u>WWBEEA</u>	<u>Delta Pi Epsilon</u>	_____
<u>NBEEA</u>	<u>CWBEEA</u>		_____

11. Please identify any professional contributions you have made during the last three years:

a. Articles and books published: (please list title and source of publication)

b. Talks given to groups outside of your school: (please list topic and group)

c. Other: (please identify) _____

Instructor Information
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12. Please identify any extra-class activities (faculty committees, advisorships, etc.) to which you are assigned _____

For these extra-class activities I receive:

	<u>Yes</u>	<u>No</u>
a. additional salary	___	___
b. release time	___	___
c. other _____	___	___

13. Please indicate below your teaching schedule for the 1966-67 academic year:

<u>Fall Quarter</u> <u>Classes</u>	<u>Class Hours</u> <u>Per Week</u>	<u>Enroll-</u> <u>ment</u>	<u>Winter Quarter</u> <u>Classes</u>	<u>Class Hours</u> <u>Per Week</u>	<u>Enroll-</u> <u>ment</u>
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

<u>Spring Quarter</u> <u>Classes</u>	<u>Class Hours</u> <u>Per Week</u>	<u>Enroll-</u> <u>ment</u>	<u>Summer Quarter</u> <u>Classes</u>	<u>Class Hours</u> <u>Per Week</u>	<u>Enroll-</u> <u>ment</u>
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Would you like to receive a copy of the completed questionnaire results? Yes ___ No ___

Comments:

APPENDIX F

FOLLOW-UP LETTER TO INSTRUCTORS

Big Bend Community College
Highway 17 and Nelson Road
Moses Lake, Washington 98837
May 23, 1967

Dear

Recently you were asked to participate in a study to determine what constitutes the average instructor in office occupations at the community college level in the State of Washington.

As I am sure you are aware, to make a study of this type valid, a near complete sampling must be made of all instructors in the relatively few (19) currently operating community colleges.

I am sure you would like to be included in this study, and this is a reminder that the completed questionnaire is needed by June 9, 1967. Enclosed is a second copy for your convenience in case the original questionnaire did not reach you or has been misplaced. If you have already mailed the completed questionnaire, please disregard this reminder and accept my sincere appreciation for your cooperation.

Sincerely yours,

Rex G. Wilks

Enclosures