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## An Evaluation by Former Students of the Manpower Office Training Program Curriculum at Southern Utah State College

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AN EVALUATION BY FORMER STUDENTS OF THE MANPOWER  
OFFICE TRAINING PROGRAM CURRICULUM AT  
SOUTHERN UTAH STATE COLLEGE

by

Constance W. Nyman

A report submitted in partial fulfillment  
of the requirements for the degree

of

MASTER OF SCIENCE

in

Business Education

Plan B

Approved:

UTAH STATE UNIVERSITY  
Logan, Utah

1977

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I wish to express to my parents, Mr. and Mrs. N. B. Waldron, and my daughter, Christa Lyn Nyman, my most sincere appreciation for their patience, understanding, confidence, and unrelenting faith in my endeavors.

Constance W. Nyman

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## ABSTRACT

An Evaluation by Former Students of the Manpower  
Office Training Program Curriculum at  
Southern Utah State College

by

Constance W. Nyman, Master of Science  
Utah State University, 1978

Major Professor: Dr. Edward L. Houghton  
Department: Business Education

A follow-up study of those students who exited the Manpower Office Training Program at Southern Utah State College, Cedar City, Utah, during the period from September 1, 1974, through August 31, 1976, was conducted. Of the 49 students contacted, 48 responded to the questionnaire.

The purpose of the study was to determine the extent to which the curriculum of the Manpower Office Training Program at Southern Utah State College, Cedar City, Utah, met the needs of the students.

The majority of the Manpower Office Training Program students obtained employment in the related clerical/secretarial field upon completion of the program.

Personal Development - Human Relations skill was most beneficial to students employed in the related and unrelated clerical/secretarial field.

Transcribing from Transcribing Machines skill was least beneficial to students employed in the related area, and the majority of the skills were least beneficial to students employed in the unrelated area.

The Human Relations course was most beneficial to students employed in the related and unrelated clerical/secretarial field.

The Exploring Clerical Careers course was least beneficial to students employed in the related area, and the majority of the courses were less beneficial to students employed in the unrelated area.

In the related and unrelated areas, students indicated they were satisfied with the current training program curriculum.

In the related area, the majority of the students indicated they were adequately prepared for initial employment. In the unrelated area, the majority of the students indicated they were not adequately prepared for initial employment.

(66 pages)

CHAPTER I  
INTRODUCTION

Unemployment, ever-changing technology, and federal legislation have brought us face to face with the reality that we need to educate individuals for life in a society where knowledge is exploding, semi-skilled and unskilled jobs are disappearing, and most of the population will have to run just to keep pace with the demands for new skills.<sup>1</sup>

Until recently, business has accepted responsibility as a middle training ground where entering employees could acquire on-the-job classroom training to supplement voids in their occupational preparation. Today, business organizations are increasingly reluctant to carry this burden. Job opportunities are often so scarce that the employer can demand entry-level competencies commensurate with his standards of work performance.<sup>2</sup>

Veon states that the responsibility of the school and of the instructor is to provide the student with the high quality vocational education that will enable that student to have a successful life by securing a good initial job and adapting himself to that vocation.<sup>3</sup>

Educational planners need to examine carefully the basic relationship of school programs to the needs of all individuals for occupational

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<sup>1</sup>K. Patricia Cross, "Occupationally Oriented Students," Junior College Review, Vol. 5, No. 3. (Washington, D.C.: American Association of Junior Colleges, 1970), p. 1.

<sup>2</sup>Hobart H. Conover and Willard R. Daggett, "The Other Half of the Job Competency," Business Education Forum, Vol. 30, No. 5. (Virginia: National Business Education Association, 1976), p. 9.

<sup>3</sup>Dorothy H. Veon, "Secretarial Education with a Future," American Business Education Yearbook (New York: New York University Bookstore, 1962), p. 3.



preparation and to the nature of the preparation which schools should and can provide.<sup>4</sup>

Therefore, an ongoing evaluation of our educational programs is necessary to find out if they are meeting the students' needs for occupational preparation.

#### Purpose of the Study

The purpose of the study was to determine the extent to which the curriculum of the Manpower Office Training Program at Southern Utah State College, Cedar City, Utah, met the needs of the students. A follow-up study of those students in the program during the period from September 1, 1974, through August 31, 1976, was conducted.

More specifically, the study was designated to determine the following:

1. What skills developed in the training program the students consider to be most beneficial for their initial employment.
2. What skills developed in the training program the students consider to be least beneficial for their initial employment.
3. What courses the students believed were most beneficial for their initial employment.
4. What courses the students believed were least beneficial for their initial employment.
5. What courses the students believe should be added to the curriculum to better prepare students for their initial employment.

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<sup>4</sup>J. Kenneth Little, Review and Synthesis of Research on the Placement Follow-up of Vocational Education Students (Ohio: Ohio State University, 1970), pp. 3-4.

6. What courses the students believe should be discontinued from the curriculum.

7. Did the training program adequately prepare you for your initial employment; and if not, what were some of the weaknesses.

#### Importance of the Study

Do students leave educational programs with adequate vocational skills? Are changes in the business curriculum necessary in order to prepare students for business careers in positions of gainful employment?<sup>5</sup>

Are students satisfied with the entry-level positions they obtain? Can students keep their jobs and lead useful, productive lives?<sup>6</sup> It is the responsibility of the school and the instructor to provide students with a high quality vocational education that will enable them to have a successful life by securing a good initial job adapting themselves to that vocation.<sup>7</sup>

An effective method to survey individuals who have left an institution after program completion is a follow-up study to discover the impact of the school's program on these students. By seeking their opinions, input is obtained concerning the adequacy or inadequacy of

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<sup>5</sup>Mavis Boone, "Business Graduate Survey Provides a Basis for Curriculum Analysis and Improvement," *The Balance Sheet*, Vol. LVII, No. 5. (Cincinnati: South-Western Publishing Co., 1976), p. 196.

<sup>6</sup>Ibid.

<sup>7</sup>Veon, loc. cit.

the program. A study of this nature enables a teacher to evaluate various aspects of the program in light of actual results.<sup>8</sup>

Wilson emphasizes the need for evaluation by the education consumers:

The survey, or follow-up study, represents an evaluation of the school program--an evaluation not by educational experts but by educational consumers, former students who have reflected their views, impressions, and judgements of the experience they had in school which helped or failed to prepare them for life activities.<sup>9</sup>

Walter states that a follow-up study gives information concerning occupations of students, how well they are prepared for their jobs, what subjects students feel are worthwhile, what subjects they feel have little value and in what ways improvements may be made.<sup>10</sup>

Since a follow-up study approach to validate the curriculum of the Manpower Office Training at Southern Utah State College, Cedar City, Utah, had not been conducted; the need for a follow-up study was apparent. The information gathered from the study should be a basis for evaluation of current curriculum offerings.

#### Scope of the Study

The follow-up study was limited to the students who exited the Manpower Office Training Program, Southern Utah State College, Cedar

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<sup>8</sup>John W. Best, Research in Education (New Jersey: Prentice-Hall, Inc., 1970), pp. 134-135.

<sup>9</sup>D. Perry Wilson, "A Follow-Up Study of Utah High School Graduates and Drop-outs with Implications for Guidance in Secondary Schools," (unpublished Ed.D. dissertation, Utah State University, Logan, Utah, (1956), p. 1.

<sup>10</sup>R. G. Walter, The Community Survey, (Cincinnati: Monograph 58, South-Western Publishing Co., 1967), p. 8.

City, Utah, during the period from September 1, 1974, through August 31, 1976. The study was designed to determine the extent to which the curriculum has met the needs of those students.

A limitation of the study was that the findings depended upon the responses from students who have exited the program. The population for the study consisted of 49 students. The following are characteristics of the majority of these students: female, caucasian, between the ages of 19 and 35, lived in an isolated area, and were interested in training or retraining to obtain an employable skill.

#### Definition of Terms

For the purposes of the study, the following terms are defined:

1. CETA - the official designation for the Comprehensive Employment and Training Act of 1973 which superseded the Manpower Development and Training Act of 1962 (MDTA).
2. Exited - any student who left the Manpower Office Training Program, Southern Utah State College, Cedar City, Utah, whether they had completed the program or not.
3. Follow-up study - a study based on opinions and experiences of former students to assess the effectiveness of the Manpower Office Training Program curriculum.
4. Manpower Office Training Program - a training program at Southern Utah State College, Cedar City, Utah, designed to enable unemployed individuals to obtain remedial and/or refresher job training necessary for entry-level positions in office occupations. The program operates on an open entry-exit basis. The majority of the instruction

is programmed individually and tailored to meet the student's needs. Students progress at their own rate and may attend the program as long as is needed or to a maximum of one year.

5. MDTA - the official designation for the Manpower Development and Training Act of 1962 under which all the manpower programs were started.

6. Student - any individual who entered and exited the Manpower Office Training Program, Southern Utah State College, Cedar City, Utah.

CHAPTER II  
REVIEW OF RELATED LITERATURE

Background

The purpose of the Vocational Education Act of 1963 is to:

... authorize Federal grants to states and assist them to maintain, extend, and improve existing programs of vocational education; to develop new programs of vocational education; and to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis, so that persons of all ages in all communities of the State--those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, and those with special educational handicaps--will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training.<sup>11</sup>

Kaisershot emphasizes that an increasing concern to business teachers at the post-secondary level should be the adequacy, effectiveness, and relevancy of their programs of study. For too long a time, complacency seems to have prevailed within the traditional programs of study.<sup>12</sup>

Modified approaches to the teaching of subject matter certainly have been evident in recent years; yet ultimate goals of the teaching and learning process have not for the most part kept pace with the

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<sup>11</sup>Selected Educational Acts of 1963, Prepared for the Subcommittee on Labor and Public Welfare, U. S. Senate, (Washington, D.C.: U. S. Government Printing Office, 1963), p. 67.

<sup>12</sup>Alfred L. Kaisershot, "A case for the Follow-Up Study," The Balance Sheet, Vol. VLIII, No. 6. (Cincinnati: South-Western Publishing Company, 1972), p. 248.

constantly changing world of work and economic understanding. Courses of study must be as realistic as possible, based on available evidence, which will keep graduates in step with the ever-changing conditions created outside the educational institutions. In fact, it is the duty of business educators to attempt to keep one step ahead of these conditions wherever possible.<sup>13</sup>

In a position paper, Oliverio maintains that an evaluation of validity of curriculum design with respect to preparation of students for obtaining and retaining a meaningful and rewarding vocational assignment is receiving increased emphasis. Also stressed is the importance of this evaluation concept and the methodology required to conduct a successful evaluation and to effect the necessary improvements.<sup>14</sup>

Oliverio also defined the greatest needs for business education which are: (1) the need to lift our educational goals to higher levels and define them lucidly, (2) the need to scrutinize content of every course to determine its relevance, power, and criticalness, and (3) the need to determine viable alternatives to the in-school methods of educating students for work.<sup>15</sup>

Lindsay feels that apparently few educators are now directing attention to the basic assumptions that govern the reassignment of many educational tasks under manpower legislation. It is a dual

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<sup>13</sup>Ibid.

<sup>14</sup>Mary Ellen Oliverio, "Business Education: Needs and Innovations," Delta Pi Epsilon Journal, Volume XIII, Number 2, February, 1971, p. 30.

<sup>15</sup>Ibid.

responsibility of the educator and the businessman to mesh their contributions by identifying the aspects of occupational preparation that can be learned more efficiently and effectively on the job, in the school, and with combined facilities.<sup>16</sup>

The job of business educators is to develop in the students the marketable stenographic and secretarial skills that will prepare them to obtain and hold responsible office jobs. The business educator's programs are justified only if we can successfully develop vocational competency in the students.<sup>17</sup>

Information on courses, curriculum, and teaching from recent graduates should be obtained, for these graduates can provide valuable knowledge gained from experience. Graduate viewpoints are different from those of students because the graduates have finished their formal education years earlier.<sup>18</sup>

Evaluation by recent graduates should supplement the student end-of-course evaluations now required of most schools. Graduates are capable of understanding and relating their particular educational experiences to their own work situations. They are also able to comment upon the degree of accomplishment of educational objectives; the direct benefit of subject areas; the placement of educational emphasis

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<sup>16</sup>Vaughnie J. Lindsay, "Business Teacher Education and Professional Responsibility," Delta Pi Epsilon Journal, Volume XIV, 1972, p. 5.

<sup>17</sup>Walter Shell, "Projections for the Future," National Business Education Yearbook (Washington, D. C.: National Business Education Association, 1968), No. 6, Chapter 4, p. 35.

<sup>18</sup>Lynn J. Loudonback, "The Recent Graduate: A Source for Curriculum Evaluation," Collegiate News and Views, Volume XXVII, Number 1, Fall, 1973, p. 8.



within the curriculum, the practical application of their education to their jobs; and the extent of respect they have for their instructors.<sup>19</sup>

#### Follow-up studies

Zimmer study. In 1971 Zimmer<sup>20</sup> conducted a follow-up study of Bottineau High School graduates of 1960, 1965, and 1970. This study was designed to determine the relevancy of the business curriculum. Zimmer attempted to answer which courses in the present business curriculum were functional for student's vocational or personal use and which courses the graduates recommended as potentially useful additions to the business curriculum. A questionnaire was used to accumulate the data and subject topics were rated not useful, personally useful, vocationally useful, or completely useful.

Zimmer's findings regarding the various responses on curriculum usefulness follow:

Bookkeeping - personal usefulness was rated the highest with completely useful as second.

Office Practice - complete usefulness was rated the highest with vocationally useful as second.

Shorthand - not useful was rated the highest with vocationally useful as second.

Typewriting - complete usefulness was rated the highest with personally useful as second.

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<sup>19</sup> Ibid.

<sup>20</sup> Loren O. Zimmer, "A Follow-up Study of Bottineau High School Graduates to Determine the Relevancy of the Business Curriculum," (unpublished Plan B paper, Utah State University, 1971).

Zimmer made these recommendations based on his conclusions:

(1) scheduling and encouragement of alumni activities could promote feedback for better education, (2) the business curriculum should be expanded, and (3) periodic evaluation should be made in order to continue to offer an appropriate curriculum.

Bugni study. The study by Bugni<sup>21</sup> was conducted to determine the direction in which the business education department of Antigo Senior High School should be aimed and the students' opinions of the relative value of the business education courses in which they enrolled during their high school education. In other words, were the students receiving adequate preparation to meet the needs of business and were additional or substitute courses necessary in the curriculum.

Questionnaires were sent to 394 graduates who had enrolled in at least four business education courses. A return of 267 questionnaires or 67 percent of the graduates was obtained.

The findings of the study indicated that generally no one business course rated significantly higher or lower in popularity. Typing I and typing II were listed as the two most important business courses and this was mentioned by 98 percent of the respondents. The graduates stated that clerical and secretarial office practice, bookkeeping, business English, and business law should be extended to give them a better background for employment. The graduates were of the opinion

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<sup>21</sup> Glenn O. Bugni, "A Follow-up Study of the Business Education Graduates of the Antigo Senior High School from 1967 to 1971 to Determine the Value of the Business Education Courses as a Basis for Curriculum Development," (unpublished Independent Study, Northern Michigan University, Marquette, Michigan, 1972).

that an additional course in typing beyond typing II was not necessary. The business education graduates favored adding cooperative office education, data processing, and office machines to be the existing curriculum.

Those business education graduates who obtained office experience stated that office machines, telephone techniques, receptional duties, letter composition, and filing were the most valuable and extensively used office activities. Typing was not included on the questionnaire. The graduates were asked which courses they wish they had taken during their high school years. Shorthand was their first choice with business law, consumer economics, business math, and secretarial office practice courses following in that order.

Johnson study. Johnson<sup>22</sup> conducted a study in 1972 to find out, through the use of a questionnaire survey of secretarial graduates, whether or not the Whittier Union High School District training was adequate for use on the job. Johnson attempted to determine how effectively the secretarial curriculum met the needs of its graduates who enter the business world, and to determine what changes need to be made in the secretarial training offered.

The study was limited to students who were enrolled in a 2-hour combined shorthand II-secretarial practice class during their senior year.

A total of 167 questionnaires was mailed with a 64.5 percent return.

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<sup>22</sup>Elizabeth Willhoft Johnson, "A Follow-up Study of the 1969-1970 Whittier Union High School District Graduates Specializing in Secretarial Training with Implications for Curriculum Revision," (unpublished M.S. thesis, California State University at Los Angeles, CA, 1972).

Typewriting I, typewriting II, shorthand I, shorthand II, and secretarial practice were considered of greatest value on the job. Respondents felt that they should have taken or covered more thoroughly data processing (computer programming and keypunch), telephone usage, and public relations or greeting callers. Duplicating machines and bookkeeping were needed by many respondents who did not take these courses in high school. More emphasis should be given to the composing of letters.

Additional recommendations and conclusions include:

1. Because a number of graduates secure jobs with local and country government agencies, Civil Service testing should be continued in all schools. Some of the larger local business organizations should be encouraged to provide on-campus interviewing near the end of the school year.
2. More students should be encouraged to participate in the work experience program to obtain on-the-job training while in high school.
3. Periodic follow-up studies should be made to find out about any new developments in needed training and to see if the above recommendations are carried out.

Denton study. In 1973, Denton<sup>23</sup> conducted a study to determine how well needs of graduates were being met by the business education program at Hobson High School. Denton used a questionnaire to solicit the opinions and suggestions of the graduates concerning the value and

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<sup>23</sup>Cynthia Dillon Denton, "An Evaluation of the Business Education Program at Hobson High School through a Follow-up Survey of the Recent Graduates," (unpublished professional paper, Montana State University, Bozeman, Montana, 1974).

adequacy of the business education program in their lives since graduation from high school

Typewriting I was the business education course most frequently taken by the respondents. Bookkeeping was the second most frequently taken course. Typewriting I was ranked the most useful and bookkeeping I was ranked second most useful.

According to the desires of the responding graduates, general business education courses would need to be offered more frequently. Denton recommended that an economics class be introduced in the school's curriculum.

Cheatham study. One of Cheatham's<sup>24</sup> study was a follow-up of junior college graduates who terminated their formal education by successfully completing a two-year curriculum in four selected Missouri junior colleges.

One phase of the study evaluated the effectiveness of the junior college programs with regard to the terminal student. The result of the study shows the relationship between the terminal student's junior college training and his later occupation. There was one aspect in this area: Were there sufficient and adequate course offerings available to the student?

As an aid to obtaining employment, students' opinions regarding required and elective courses were reported. Male groups placed more importance on the elective courses related to their objectives; female

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<sup>24</sup>Orie A. Cheatham, "The Junior College Movement with Emphasis on a Follow-up Study of Terminal Students Graduated from Selected Missouri Junior Colleges to Determine the Relationships Between their College Training Program and their Present Occupation." (Unpublished Ph.D. dissertation, State University of Iowa, 1962).

groups placed greater importance on the required courses.

Comments regarding recommended changes were:

1. Provide more meaningful course content and course offerings.
2. Provide better student orientation, guidance, and counseling programs.
3. Provide qualified teaching staff in regard to work experience for the teachers.

Male students considered English, accounting, mathematics, psychology, and speech to be the most valuable courses. Female students considered English, typewriting, shorthand, psychology, and office machines to be the most valuable courses. According to males, the least valuable courses were history, English literature, algebra, art, and economics. According to females, the least valuable courses were Spanish, history, zoology, chemistry, and geography.

Males recommended that aerodynamics, bookkeeping, business administration, business machines and maintenance, and curriculum courses be added to the junior college offerings. The females indicated that advanced typewriting, bookkeeping, commercial course, driving, and general psychology should be added to the junior college offerings.

Cheatham recommended that junior colleges should have adequate guidance, counseling, and follow-up program. An area recommended for further research was in curriculum structure.

LaBarre study. In order to determine the strengths and weaknesses of the present clerical-secretarial program taught at Lake Region

Junior College, LeBarre<sup>25</sup> conducted a questionnaire follow-up study of the 1967, 1968, and 1969 Clerical-Secretarial graduates.

Principles of accounting, office practice, and business machines were the most popular courses taken. These three subjects were also listed as being used the most on the job. Typewriting and office practice were listed by the respondents as the courses being the most helpful on the job. Shorthand was listed as being the least helpful.

In general, the respondents felt that the training received at the college had adequately prepared them for the world of work. However they felt that some training should be given on the copying machines, posting machings, and electronic calculators. They also indicated that increased emphasis should be placed on human relations, job applications and placement, and records management.

Hobbs study. Hobbs<sup>26</sup> 1972 study was conducted to acquire information from the Utah State University MDTA program graduates of 1968-71. Hobbs investigated the utilization of shorthand by MDTA program/graduates to determine if, and how often, graduates were using their shorthand skill. Another factor in the study was to determine if the current one-year Shorthand course was justified. The study further identified what should be taught in the MDTA program to better prepare

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<sup>25</sup>James E. LaBarre, "A Follow-up of the 1967, 1968, and 1969 Clerical-Secretarial Graduates of Lake Region Junior College, Devils Lake, North Dakota, with Implications for Curriculum Revision," (unpublished Independent Study, University of North Dakota, Grand Forks, North Dakota, 1970).

<sup>26</sup>Janice W. Hobbs, "Utilization of Shorthand Skill by Manpower Development and Training Act Graduates from Utah State University for the Years 1968 through 1971." (unpublished Plan B Paper, Utah State University, 1973).

students for entry-level positions in office occupations. Forty-nine graduates were interviewed in person, by telephone, or by mail.

Some recommendations directly relating to curriculum included the following:

1. Students need more individualized help.
2. More stress is needed in English, grammar, and punctuation.
3. Shorthand should receive more stress such as more hours daily.
4. Offer speedwriting or stenotype instead of Gregg shorthand.
5. The math portion of instruction is not necessary.
6. Students need more practice in filling out forms.
7. Let students choose what skills they would like to develop and stress those skills.
8. Daily routine needs to be varied with outside speakers and dictators.

Germer study. In order to evaluate the effectiveness of the training programs of Nicolet College, Germer<sup>27</sup> conducted a follow-up survey and tabulated the responses from 39 graduates in the MDTA program at Nicolet College. A questionnaire was used in an attempt to determine the extent graduates were using their MDTA program training.

The majority of the graduates felt that their training under the MDTA program was helpful and valuable on the job.

Typewriting, business communications, and business machines were found to be the most helpful courses to the workers in the office.

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<sup>27</sup>Robert W. Germer, "A Follow-up Study of the 1967, 1968, and 1969 MDTA Clerk-Stenographer Programs at Nicolet College and Technical Institute," (unpublished research paper, University of Wisconsin-Eau Claire, Eau Claire, Wisconsin, 1972).



business communications, typewriting, and business mathematics should receive more emphasis in the MDTA training programs. Typewriting is the most used skill in office work. More emphasis should be placed on the typing of numbers and typing from rough draft material. Least helpful courses were introduction to data processing, transcribing machines, and charm and human relations. These courses should, therefore, receive less emphasis in the training programs.

The following are some of the recommendations made by Germer:

1. MDTA programs should be continued to prepare the unemployed for employment on the job.
2. Place more emphasis on business communication, typing, bookkeeping and accounting, and business machines.
3. Further studies should be made to update the business department and provide information on what kind of training employers feel should be given to students for future use on the job.
4. A continuing follow-up program should be developed cooperatively by the Guidance and Business Education Departments.

Jensen study. In 1971, Jensen<sup>28</sup> conducted a personal interview study of individuals in the 1970 and 1971 Utah State University MDTA program. Trainee employers were also interviewed.

The following recommendations were made by Jensen to improve the MDTA program:

1. Stress communications skills more.

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<sup>28</sup>Mary Ann Jensen, "The Identification of Work Adjustment Problems of the 1970 and 1971 Manpower Development and Training Program Trainees at Utah State University," (unpublished Plan B paper, Utah State University, 1972).

2. Utilize a shorthand system other than Gregg.
3. Provide for more individualized instruction.
4. Give primary emphasis to the development of proper attitudes.
5. Provide counseling on an individual and a group basis.
6. Develop social skills.
7. Place more stress on correct office dress, behavior, and attendance.
8. Incorporate office simulation and a work-experience program.
9. Periodically set up production days.
10. Continue supervision after graduation.

Holman study. Holman's<sup>29</sup> study was conducted to develop a curriculum for the Manpower Stenographic Training Program (formerly the MDTA program) at Utah State University.

An interview with a representative from each of the five sponsoring agencies--Bear River Association of Governments, Bridgerland Area Vocational Center, Office of Rehabilitation, Employment Security Office, Utah State University Department of Business Education--was conducted to identify the working guidelines and the characteristics they felt the Manpower Stenographic Training Program should have. The fundamental objective of the program was to help each trainee obtain successful employment to qualify for advancement in a training-related job. The agency representatives also expressed agreement that the program should help each trainee improve her self-concept and to improve her ability to relate to other people in a work environment.

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<sup>29</sup>Karen Olsen Holman, "A Curriculum for the Manpower Stenographic Training Program at Utah State University," (unpublished Plan B paper, Utah State University, 1975).

Other characteristics the representatives felt the program should have included the following:

1. The program should be offered on an individualized open-entry, open-exit basis.

2. Instruction should be relevant to office work, and an office simulation should be incorporated along with on-the-job training provided where appropriate.

3. Social skills and human relations should be important areas of learning.

4. Facilities, equipment, and textbooks should be up-to-date; supplies should be provided without cost to the students.

5. Individual counseling and career guidance should be provided as an integral part of the program.

Course objectives and schedule outlines were prepared for the following broad subject matter areas: typewriting, shorthand, business English and correspondence, secretarial procedures, records management, business mathematics, recordkeeping/bookkeeping, office machines, and human relations.

The current manpower data show that jobs are more plentiful in the clerk-typist and secretarial areas, with stenographers and bookkeepers next, with fewer openings for receptionists and accounting clerks. Knowing where these jobs are located helps to motivate the student toward realistic potential employment.

The following are some of the recommendations made by Holman:

1. Continue to offer the program on an open-entry, open-exit basis.

2. Continue to individualize instruction.
3. Provide for more intensive individual counseling for those students who desire it.
4. Conduct a follow-up study on a regular basis to determine the types of jobs in which the graduates are employed and to what extent their training prepared them for those jobs, noting specific areas that may be particularly strong or particularly weak.
5. Conduct a follow-up study to determine the extent to which their training prepared them for any advancements they might have had on their jobs.
6. Conduct a study periodically using up-to-date occupational analysis data to revise and update this curriculum.

Stallard study. Because the government has embarked upon such an ambitious program of vocational education involving an investment of millions of dollars, an evaluation of the MDTA programs on a local, state, and national basis is imperative. Stallard<sup>30</sup> attempted to construct an evaluation model which may be used by Appalachian MDTA program centers in evaluating the effectiveness of the Clerk-Stenographic programs. The instruments and procedures for the examination and evaluation of four components were considered essential to the model. These four components are: Objectives of MDTA Program, Trainee Profile or Characteristics, Trainee Evaluation, and Employer Evaluation. The Abingdon, Virginia, MDTA program Skill Center was

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<sup>30</sup>John J. Stallard, "A Model for the Evaluation of the MDTA Skill Center Clerk-Stenographer Program," Delta Pi Epsilon Journal, Volume VII, Number 2, February 1975, pp. 34-48.

used as the basis for the model formulation and tryout. It was concluded that the model provided the framework for evaluating a program from its initial stages through the developmental processes to the culminating aspects.

The evaluation plan for assessing program effectiveness showed the questionnaires consisting of the four components and listed the major evaluative questions that could be measured.

Dr. Stallard's study and instruments developed for MDTA programs seem to have relevance for evaluating programs operated under the Comprehensive Employment and Training Act (CETA) which replaced the MDTA.

#### Summary

Follow-up studies surveying former graduates have been the primary method of assessing curriculum. The literature appears to suggest that any business program should be evaluated periodically.

Evaluation of an educational program with a view toward curriculum improvement is essential. It is recognized that some educators and critics emphasize that evaluation of a program dealing mainly with individuals cannot be as precise as evaluating the solution of a problem in mathematics or chemistry. Although the desired results of the educational process may be elusive and intangible, evaluation is one of the most significant aspects of human activity and the educational process.<sup>31</sup>

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<sup>31</sup>William Selden, Robert D. Edwards, and Kenneth A. Swatt, "Evaluating a Business Education Program," The Balance Sheet, March, 1969, p. 294.

Education has entered an era of rapid change, and increased attention is being directed toward new programs in the business curriculum. Business educators have the challenge to adjust their programs to meet the changing needs of pupils and the changing requirements of business and office occupations. All major changes should be a result of careful evaluation of these programs.<sup>32</sup>

Zimmer discussed those courses which business graduates felt most useful to them while on the job. Bugni's study showed the need and importance for business education students to be prepared for the business world. It is necessary for the teachers of business education to keep informed on the job opportunities and requirements that are necessary for success in business. There is always room for updating and improving the material presented in business education. Johnson found that most of the respondents found employment in jobs for which they were trained in high school. Two years of typewriting and shorthand along with secretarial practice had great on-the-job value. English, mathematics, and personal grooming were also useful. The study conducted by Denton revealed general trends, strengths, weaknesses, and area for improvement in the business education programs.

Cheatham noted that adequate counseling and follow-up programs were essential for up-to-date curriculum structure. LaBarre's study indicated many recommendations and conclusions to be used to evaluate their Clerical-Secretarial program.

Improvements according to former graduates to be made in the MDTA program at Utah State University were reported by Jensen and Hobbs. Germer sought to learn if the graduates of the MDTA program found their business training to be meaningful and helpful to them

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<sup>32</sup>Ibid.

on the job; to determine the strengths and weaknesses of the program; and to aid the guidance department in counseling future students in the program. Holman reported curriculum suggestions made by participating agencies in the Manpower Stenographic Training Program at Utah State University. The model utilized in Stallard's article presents one avenue for assessing Clerk-Stenographer programs operating under the jurisdiction of CETA.

Rowe reported the necessity and importance of follow-up studies:

The development and periodic revision of courses of study or syllabi is a first step toward improvement of instruction. Taking inventory of what we are currently doing and should be doing will, if approached correctly, provide the impetus to meet the needs of business education for today's living and for business in society. Periodic construction of courses of study and syllabi will do much to establish up-to-date course content and current teaching methodology. To determine the appropriate course content, it would seem that a follow-up study of graduates would reveal current needs.<sup>33</sup>

Evidences indicate that business programs have been improved as a result of a follow-up study. To improve the business curriculum, a follow-up study of graduates will provide the kind of evaluation that is so often needed.

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<sup>33</sup> John L. Rowe, "Developing Syllabi and Course Content in Business Education," National Business Education Quarterly, XXXIII (May, 1965), pp. 38-40.

## CHAPTER III

## PROCEDURE

Selection of Students

Permission was obtained to conduct a follow-up study involving referrals from the following: Utah State Job Service Office, Cedar City, Utah and the State of Utah, Board of Education, Division of Rehabilitation Services, Cedar City, Utah. Permission was also obtained from the Dean, School of Business and Technology, Southern Utah State College, Cedar City, Utah.

The Survey Instrument and Pilot Study

A questionnaire to obtain information from students exiting the program was constructed and based upon the following objectives:

1. What skills developed in the training program the students consider to be most beneficial for their initial employment.
2. What skills developed in the training program the students consider to be least beneficial for their initial employment.
3. What courses the students believed were most beneficial for their initial employment.
4. What courses the students believed were least beneficial for their initial employment.
5. What courses the students believed should be added to the curriculum to better prepare students for their initial employment.



6. What courses the students believe should be discontinued from the curriculum.

7. Did the training program adequately prepare you for your initial employment; and if not, what were some of the weaknesses.

Prior to conducting the follow-up study, a pilot study to test the clarity of the questionnaire was made. Ten graduates of the Manpower Stenographic Training Program at Utah State University, Logan, Utah, were selected and contacted for the pilot study. A cover letter, questionnaire, and a pre-addressed stamped envelope was mailed to the selected ten graduates.

Responses to each questionnaire item were examined for clarity and reader interpretation. No appreciable ambiguity and/or misinterpretation existed with the questionnaire items, so the questionnaire was used as previously constructed.

#### The Survey Process

The names and addresses of all Manpower Office Training Program students for the period from September 1, 1974, through August 31, 1976, were obtained from the program's instructor, the Job Service Office, and the Division of Rehabilitation Services Office. A mailing list was developed from the information.

The initial mailing was sent on January 5, 1977, to 49 students and consisted of a cover letter (Appendix A), a questionnaire (Appendix B), and a pre-addressed envelope. There were 31 questionnaires returned for a 63.3 percent response.

The first follow-up letter (Appendix C) was mailed on February 7, 1977, to those students who had not responded. There were eight questionnaires returned for an additional 16.3 percent response.

The second follow-up consisted of telephone calls on February 26, 1977, to those students who had not responded. There were 9 additional questionnaires returned (18.4 percent) resulting in a total of 48 questionnaires returned and a 98.0 percent response.

#### Evaluation of Questionnaire

The data obtained from the questionnaires were tabulated. From the results of the tabulated material, the data was transferred to tables, evaluated on a percentage and number basis, and/or narrative form.

CHAPTER IV  
PRESENTATION OF DATA

The purpose of this chapter is to report the data obtained from the questionnaires. There were 49 questionnaires mailed. The number and percent of the questionnaires returned are shown in Table 1. There were 48 (98.0 percent) questionnaires returned. For the year of September 1, 1974, through August 31, 1975, 22 (100.0 percent) questionnaires were returned. For the year of September 1, 1975, through August 31, 1976, 26 (96.3 percent) questionnaires were returned.

Table 1. Number and percent of response of students exiting the Manpower Office Training Program by year

Year	Questionnaires mailed		
	Total mailed	Total returned	Total returned
September 1, 1974 to August 31, 1975	22	22	100.0
September 1, 1975 to August 31, 1976	27	26	96.3
Totals	49	48	98.0

The data in Table 2 indicate the employment status of the Manpower Office Training Program students since leaving the program. There were 21 (54.2 percent) of the 48 students responding with employment in the clerical/secretarial field (related field). Of the 48 students

responding, eight (16.7 percent) were employed in other than the clerical/secretarial field (unrelated area). Fourteen (29.1 percent) of the 48 students responding had not obtained employment. The majority of those students who were unemployed either were about to be married, decided to become a full-time housewife, or were pregnant.

Table 2. Employment status of Manpower Office Training Program students since leaving the program

Employment status	Total	
	Number	Percent
Employment in clerical/secretarial field (related)	26	54.2
Employment in other than clerical/secretarial field (unrelated)	8	16.7
No employment	14	29.1
Total	48	100.0

Table 3 presents the skills the students considered most beneficial to least beneficial for their initial employment. A statistical analysis of the data was not made nor required; however, a limited number of participants were available for use in the study. Those skills with a response of 25.0 percent or higher were reported.

Those students employed in the related area considered the following skills to be most beneficial:

Table 3. Skills Manpower Office Training Program students considered most beneficial to least beneficial for their initial employment

Related Area N = 26

Related Area N = 8

Skills	Responses														Number of Responses									
	Most Beneficial		Very Beneficial				Beneficial				Somewhat Beneficial		Least Beneficial		Related		Unrelated							
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%						
Bookkeeping	5	19.2	-	-	3	11.5	-	-	3	11.5	3	37.5	6	23.1	-	-	4	15.4	1	12.5	21	80.8	4	50.0
Business Machines Math	6	23.1	-	-	5	19.2	-	-	4	15.4	1	12.5	5	19.2	-	-	2	7.7	3	37.5	22	84.6	4	50.0
Composing and/or Editing Correspondence	7	26.9	-	-	5	19.2	-	-	4	15.4	-	-	2	7.7	-	-	2	7.7	3	37.5	20	76.9	3	37.5
Filing	11	42.3	-	-	4	15.4	-	-	4	15.4	1	12.5	2	7.7	-	-	4	15.4	3	37.5	25	96.2	4	50.0
Grammar	13	50.0	-	-	6	23.1	-	-	3	11.5	2	25.0	-	-	-	-	2	7.7	2	25.0	24	92.3	4	50.0
Operating Duplicating Machines: Copying Machines	4	15.4	-	-	5	19.2	-	-	5	19.2	2	25.0	2	7.7	-	-	5	19.2	2	25.0	21	80.8	4	50.0
Stencil Process	2	7.7	-	-	1	3.8	-	-	6	23.1	1	12.5	2	7.7	-	-	6	23.1	3	37.5	17	65.4	4	50.0
Fluid Process	3	11.5	-	-	-	-	-	-	4	15.4	1	12.5	2	7.7	-	-	7	26.9	3	37.5	16	61.5	4	50.0
Personal Development: Chara	11	42.3	1	12.5	4	15.4	-	-	6	23.1	3	37.5	1	3.8	-	-	1	3.8	-	-	22	84.6	4	50.0
Human Relations	13	50.0	2	25.0	4	15.4	-	-	3	11.5	3	37.5	2	7.7	-	-	2	7.7	-	-	24	92.3	5	62.5
Punctuation	12	45.2	-	-	6	23.1	-	-	3	11.5	1	12.5	1	3.8	-	-	1	3.8	3	37.5	23	88.5	4	50.0
Proofreading	9	34.6	-	-	5	19.2	-	-	3	11.5	-	-	3	11.5	-	-	2	7.7	3	37.5	22	84.6	3	37.5
Shorthand	2	7.7	-	-	4	15.4	-	-	1	3.8	1	12.5	3	11.5	-	-	10	38.5	3	37.5	20	76.9	4	50.0
Spelling	11	42.3	-	-	7	26.9	-	-	3	11.5	1	12.5	1	3.8	-	-	2	7.7	3	37.5	24	92.3	4	50.0

Table 3. Continued

Skills	Responses																Number of Responses							
	Most Beneficial				Very Beneficial				Beneficial				Somewhat Beneficial				Least Beneficial				Related		Unrelated	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Telephone	11	42.3	-	-	3	11.5	-	-	2	7.7	3	37.5	5	19.2	-	-	2	7.7	1	12.5	23	86.5	4	50.0
Transcribing from Transcribing Machines	3	11.5	-	-	1	3.8	-	-	2	7.7	-	-	2	7.7	1	12.5	11	42.3	3	37.5	19	73.1	4	50.0
Typewriting: Agendas	5	19.2	-	-	-	-	-	-	3	11.5	1	12.5	2	7.7	-	-	10	38.5	2	24.0	20	76.9	3	37.5
Business Forms	12	46.2	-	-	1	3.8	-	-	4	15.4	1	12.5	1	3.8	-	-	4	15.4	3	37.5	22	84.6	4	50.0
Letters	12	46.2	-	-	4	15.4	-	-	4	15.4	1	12.5	-	-	-	-	3	11.5	3	37.5	23	88.5	4	50.0
Manuscripts	7	26.9	-	-	-	-	-	-	4	15.4	1	12.5	4	15.4	-	-	6	23.1	3	37.5	21	80.8	4	50.0
Memos	11	42.3	-	-	1	3.8	-	-	3	11.5	1	12.5	3	11.5	-	-	4	15.4	3	37.5	22	84.6	4	50.0
Minutes of Meetings	4	15.4	-	-	2	7.7	-	-	5	19.2	1	12.5	2	7.7	-	-	8	30.8	3	37.5	21	80.8	4	50.0
Stencils	4	15.4	-	-	2	7.7	-	-	6	23.1	1	12.5	2	7.7	-	-	7	26.9	3	37.5	20	76.9	4	50.0
Spirit Masters	6	23.1	-	-	1	3.8	-	-	5	19.2	1	12.5	2	7.7	-	-	7	26.9	3	37.5	21	80.8	4	50.0
Tabulations	9	34.6	-	-	4	15.4	-	-	2	7.7	1	12.5	1	3.8	-	-	6	23.1	3	37.5	22	84.6	4	50.0

<u>Skill</u>	<u>Response</u>	<u>Percent</u>
Grammar	13	50.0
Personal Development - Human Relations	13	50.0
Punctuation	12	46.2
Typewriting - Business Forms	12	46.2
Typewriting - Letters	12	46.2
Filing	11	42.3
Spelling	11	42.3
Telephone	11	42.3
Typewriting - Memos	11	42.3
Proofreading	9	34.6
Typewriting - Tabulations	9	34.6
Composing and/or Editing Correspondence	7	26.9
Typewriting - Manuscripts	7	26.9

Those students employed in the related area considered the following skills to be least beneficial:

<u>Skill</u>	<u>Response</u>	<u>Percent</u>
Transcribing from Transcribing Machines	11	42.3
Shorthand	10	38.5
Typewriting - Agendas	10	38.5
Typewriting - Minutes of Meetings	8	30.8
Fluid Process	7	26.9
Typewriting - Spirit Masters	7	26.9
Typewriting - Stencils	7	26.9

The skill considered most beneficial to students even though they were not working in a related clerical/secretarial field was Personal Development - Human Relations two (25.0 percent).

Those students employed in the unrelated area considered the following skills to be least beneficial:

<u>Skill</u>	<u>Response</u>	<u>Percent</u>
Business Machines Math	3	37.5
Composing and/or Editing Correspondence	3	37.5
Filing	3	37.5
Operating Duplicating Machines - Stencil Process	3	37.5
Operating Duplicating Machines - Fluid Process	3	37.5
Punctuation	3	37.5
Proofreading	3	37.5
Shorthand	3	37.5
Spelling	3	37.5
Transcribing from Transcribing Machines	3	37.5
Typewriting - Business Forms	3	37.5
Typewriting - Letters	3	37.5
Typewriting - Manuscripts	3	37.5
Typewriting - Memos	3	37.5
Typewriting - Minutes of Meetings	3	37.5
Typewriting - Stencils	3	37.5
Typewriting - Spirit Masters	3	37.5
Typewriting - Tabulations	3	37.5
Grammar	2	25.0

The courses the students considered most beneficial to least beneficial for their initial employment are shown in Table 4. A statistical analysis of the data was not made nor required; however, a limited number of participants were available for use in the study. Those courses with a response of 25.0 percent or higher were reported.

Those students employed in the related area considered the following courses most beneficial:

(Listing on page 36)



Table 4. Courses Manpower Office Training Program students considered most beneficial to least beneficial for their initial employment

Related Area N = 26  
Unrelated Area N = 8

Courses	Responses																Number of Responses							
	Most Beneficial		Very Beneficial				Beneficial				Somewhat Beneficial				Least Beneficial				Related		Unrelated			
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
Business Communications Simulation	8	30.8	-	-	3	11.5	-	-	3	11.5	2	25.0	1	3.8	-	-	3	11.5	2	25.0	18	69.2	4	50.0
Business Letter Writing	9	34.6	-	-	6	23.1	1	12.5	2	7.7	1	12.5	1	3.8	-	-	4	15.4	3	37.5	22	84.6	5	62.5
Business Machines Math	7	26.9	1	12.5	3	11.5	-	-	6	23.1	1	12.5	2	7.7	-	-	3	11.5	3	37.5	21	80.8	5	62.5
Charm	10	38.5	2	25.0	3	11.5	-	-	5	19.2	3	37.5	2	7.7	-	-	3	11.5	1	12.5	23	88.5	6	75.0
Clerical Record Keeping: Book 1	5	19.2	-	-	4	15.4	1	12.5	6	23.1	3	37.5	1	3.8	-	-	6	23.1	1	12.5	22	84.6	5	62.5
Book 2	5	19.2	-	-	1	3.8	1	12.5	4	15.4	3	37.5	-	-	-	-	5	19.2	1	12.5	15	57.7	5	62.5
Tele Råd Bookkeeping Set	4	15.4	-	-	-	-	1	12.5	1	3.8	-	-	1	3.8	1	12.5	6	23.1	2	25.0	11	42.3	4	50.0
Dictation/Transcription Unit	6	23.1	-	-	2	7.7	1	12.5	1	3.8	-	-	2	7.7	1	12.5	7	26.9	3	37.5	18	69.2	5	62.5
English	15	57.7	-	-	2	7.7	1	12.5	3	11.5	2	25.0	1	3.8	-	-	2	7.7	2	25.0	23	88.5	5	62.5
Exploring Clerical Careers	4	15.4	-	-	1	3.8	-	-	3	11.5	3	37.5	1	3.8	-	-	11	42.3	1	12.5	20	76.9	4	50.0
Human Relations	15	57.7	3	11.5	2	7.7	1	12.5	2	7.7	1	12.5	3	11.5	1	12.5	1	3.8	1	12.5	23	88.5	6	75.0
Personal Development	12	45.2	1	12.5	4	15.4	1	12.5	3	11.5	2	25.0	2	7.7	1	12.5	2	7.7	1	12.5	23	88.5	6	75.0
Proofreading Unit	8	30.8	-	-	3	11.5	1	12.5	3	11.5	-	-	2	7.7	1	12.5	3	11.5	3	37.5	19	73.1	5	62.5

Table 4. Continued.

Courses	Responses																Number of Responses							
	Most Beneficial				Very Beneficial				Beneficial				Somewhat Beneficial				Least Beneficial				Related		Unrelated	
	Related		Unrelated		Related		Unrelated		Related		Unrelated		Related		Unrelated		Related		Unrelated		Related		Unrelated	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Records Management	8	30.8	-	-	2	7.7	1	12.5	7	26.9	1	12.5	-	-	-	-	6	23.1	3	37.5	23	88.5	5	62.5
Secretarial Procedures	9	34.6	-	-	4	15.4	1	12.5	5	19.2	-	-	-	-	1	12.5	4	15.4	3	37.5	22	84.6	5	62.5
Shorthand	4	15.4	-	-	2	7.7	1	12.5	1	3.8	1	12.5	6	23.1	-	-	8	30.8	3	37.5	21	80.0	5	62.5
Simulation	8	30.8	1	12.5	2	7.7	-	-	2	7.7	-	-	1	3.8	1	12.5	3	11.5	3	37.5	16	61.5	5	62.5
Spelling	14	53.8	-	-	3	11.5	1	12.5	3	11.5	1	12.5	2	7.7	-	-	2	7.7	4	50.0	24	92.3	6	75.0
Typewriting: Text	7	26.9	-	-	1	3.8	1	12.5	3	11.5	1	12.5	-	-	-	-	2	7.7	2	25.0	13	50.0	4	50.0
LAP 1 Tabulation	12	46.2	-	-	2	7.7	1	12.5	1	3.8	1	12.5	2	7.7	-	-	2	7.7	3	37.5	19	73.1	5	62.5
Advanced Tables	13	50.0	-	-	2	7.7	-	-	2	7.7	1	12.5	1	3.8	-	-	2	7.7	3	37.5	20	76.9	4	50.0
Ruled Tables	11	42.3	-	-	2	7.7	-	-	2	7.7	2	25.0	1	3.8	-	-	2	7.7	3	37.5	18	69.2	5	62.5
LAP 2 Forms	10	38.5	1	12.5	2	7.7	-	-	3	11.5	1	12.5	1	3.8	-	-	2	7.7	3	37.5	18	69.2	5	62.5
LAP 3 Letters	11	42.3	1	12.5	3	11.5	-	-	3	11.5	1	12.5	1	3.8	-	-	2	7.7	3	37.5	20	76.9	5	62.5
Letter Exercise	12	46.2	-	-	2	7.7	1	12.5	2	7.7	-	-	1	3.8	-	-	3	11.5	3	37.5	20	76.9	4	50.0
LAP 4 Manuscripts	7	26.9	-	-	-	-	1	12.5	5	19.2	-	-	2	7.7	-	-	3	11.5	3	37.5	17	65.4	4	50.0
LAP 5 Duplication	8	30.8	1	12.5	1	3.8	-	-	5	19.2	-	-	-	-	-	-	3	11.5	3	37.5	17	65.4	4	50.0
Snow Country	6	23.1	-	-	-	-	1	12.5	2	7.7	-	-	1	3.8	-	-	5	19.2	3	37.5	14	53.9	4	50.0
Legal Typewriting	7	26.9	-	-	-	-	1	12.5	4	15.4	-	-	-	-	-	-	5	19.2	3	37.5	16	61.5	4	50.0

<u>Courses</u>	<u>Response</u>	<u>Percent</u>
English	15	57.7
Human Relations	15	57.7
Spelling	14	53.8
Typewriting - Advanced Tables	13	50.0
Personal Development	12	46.2
Typewriting - LAP 1 Tabulation	12	46.2
Typewriting - Letter Exercise	12	46.2
Typewriting - Ruled Tables	11	42.3
Typewriting - LAP 3 Letters	11	42.3
Charm	10	38.5
Typewriting - LAP 2 Forms	10	38.5
Business Letter Writing	9	34.6
Secretarial Procedures	9	34.6
Business Communications Simulation	8	30.8
Proofreading Unit	8	30.8
Records Management	8	30.8
Simulation	8	30.8
Typewriting - LAP 5 Duplication	8	30.8
Business Machines Math	7	26.9
Typewriting - Text	7	26.9
Typewriting - LAP 4 Manuscripts	7	26.9
Typewriting - Legal Typewriting	7	26.9

Those students employed in the related area considered the following courses to be least beneficial:

<u>Courses</u>	<u>Response</u>	<u>Percent</u>
Exploring Clerical Careers	11	42.3
Shorthand	8	30.8
Dictation/Transcription Unit	7	26.9

The course considered most beneficial to students even though they were not working in a related clerical/secretarial field was Charm two (25.0 percent)

Those students employed in the unrelated area considered the following courses to be least beneficial:

<u>Courses</u>	<u>Response</u>	<u>Percent</u>
Spelling	4	50.0
Business Letter Writing	3	37.5
Business Machines Math	3	37.5
Dictation/Transcription Unit	3	37.5
Proofreading Unit	3	37.5
Records Management	3	37.5
Secretarial Procedures	3	37.5
Shorthand	3	37.5
Simulation	3	37.5
Typewriting - Advanced Tables	3	37.5
Typewriting - LAP 1 Tabulations	3	37.5
Typewriting - LAP 2 Forms	3	37.5
Typewriting - LAP 3 Letters	3	37.5
Typewriting - LAP 4 Manuscripts	3	37.5
Typewriting - LAP 5 Duplication	3	37.5
Typewriting - Legal Typewriting	3	37.5
Typewriting - Letter Exercise	3	37.5
Typewriting - Ruled Tables	3	37.5
Typewriting - Snow Country	3	37.5
Business Communications Simulation	2	25.0
Clerical Record Keeping - Tele Rad		
Bookkeeping Set	2	25.0
English	2	25.0
Typewriting - Text	2	25.0

The responses to Question 4, "List courses that that should be added to the training program curriculum," were of little consequence. Those students employed in the related area who responded to the question, indicated several courses to be added to the curriculum; but none were mentioned more than two times. Twenty (76.9) percent) students did not respond to the question.

Those students employed in the unrelated area who responded to the question, indicated three courses to be added to the curriculum,

but none were mentioned more than once. Five (62.5 percent) students did not respond to the question.

The following courses were among those mentioned by students employed in the related and unrelated areas to be added to the program curriculum: Human relations, proper telephone techniques, accounting, legal terminology, legal typewriting, and procedures for interviews. These courses were added to the program curriculum after the students had left the program.

The responses to Question 5, "List courses that should be discontinued from the training program curriculum," indicated that the students seemed satisfied with the current training program curriculum. No recommendations were made to discontinue any present courses offered.

Table 5 presents former students' responses concerning the adequacy of the training program in preparation for initial employment. This is the first part to Question 6, "Did the training program adequately prepare you for your initial employment? Yes \_\_\_ No \_\_\_. If no, state the reason(s) why you feel the program did not adequately prepare you for your initial employment." Of those students employed in the related area, 19 (73.1 percent) indicated they were adequately prepared for initial employment, and six (23.1 percent) of the students indicated they were not adequately prepared for initial employment. One (3.9 percent) student did not respond to the question.

Of those students employed in the unrelated area, two (25.0 percent) indicated they were adequately prepared for initial employment, and four (50.0 percent) of the students indicated they were not adequately prepared for initial employment. Two (25.0 percent) students did not respond to the question.

Table 5. Former Manpower Office Training Program students' responses concerning the adequacy of the training program in preparation for initial employment

Related Area N = 26  
Unrelated Area N = 8

Adequacy in preparation	Responses				Total	
	Related		Unrelated		No.	Percent
	No.	Percent	No.	Percent		
Yes	19	73.1	2	25.0	21	61.8
No	6	23.1	4	50.0	10	29.4
No response	1	3.9	2	25.0	3	8.8
Total N	26		8		34	

In the second part of Question 6, the students were instructed that if they indicated "no", they were to state the reason(s) why they thought the program did not adequately prepare them for their initial employment.

Those students employed in the related area stated the following reasons:

1. I only went 5 months. I wasn't very alert at the time. It was right after my divorce, but I thought things could have improved with me.

2. It's a good program. People just don't like to hire young married girls.

3. I needed more schooling as far as getting a job. The main reason I think for me not getting a secretarial job was lack of training and also my typing could have been better.

4. In the very beginning of the program they should have stressed shorthand instead of leaving the program open and not telling you what you exactly needed.

5. A dietary aide deals with people's diets and food. The business courses I took didn't really prepare me to cook or tell people about their diets.

6. I still wasn't able to "sell" myself which was probably more of an emotional problem. However, finding that I could adequately perform skills helped me to gain the confidence which I needed to make a satisfactory contribution.

In the unrelated area, the following reasons were stated:

1. When I started to look for employment with the skills I had, I went out with the impression that I was basically qualified for a job. Yet, I kept getting feedback, all from the Utah Job Service, that I lacked enough training. Example: On the typewriter in a timed writing my speed reached 50 wpm with few if any errors. Most jobs I saw required 60 wpm which I hadn't reached as far as my timed writings were concerned. I also was told that my lack of shorthand was detrimental at least with the jobs available in Cedar. So I tried Provo, same line--too slow for jobs that were available and lack of shorthand. Yet shorthand isn't a subject that interests me so I didn't see why I should try again at spending all night each night just trying to understand it.

2. Not employed as secretary.

3. Because I was involved in clerical bookkeeping yet my best since leaving school was driving trucks.

4. Everyone asks for an experienced individual. I know that it would be difficult to do something about. But it really makes you feel like the pits.



CHAPTER V  
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The purpose of the study was to determine the extent to which the curriculum of the Manpower Office Training Program at Southern Utah State College, Cedar City, Utah, met the needs of the students. A questionnaire follow-up study of those students in the program during the period September 1, 1974, through August 31, 1976, was conducted.

Summary

Of the 49 questionnaires mailed, 48 (98.0 percent) were returned.

Twenty-six (54.2 percent) of the 48 students responding were employed in the clerical/secretarial field (related area). Eight (16.7 percent) of the 48 students responding were employed in other than the clerical/secretarial field (unrelated area). Fourteen (29.1 percent) of the 48 students responding had obtained no employment.

The majority of those students who were unemployed either were about to be married, decided to become a full-time housewife, or were pregnant.

Those students employed in the related area, 13 (52.0 percent) considered skills most beneficial since leaving the program. Grammar 13 (50.0 percent) and Personal Development - Human Relations 13 (50.0 percent) were listed most frequently by the students as being the most beneficial skills.

Those students employed in the related area considered seven (28.0 percent) skills least beneficial since leaving the program. Transcribing from Transcribing Machines 11 (42.3 percent) was listed most frequently by the students as being the least beneficial skill.

The skill considered most beneficial to students even though they were not working in a related clerical/secretarial field was Personal Development - Human Relations two (25.0 percent).

These students employed in the unrelated area considered 20 (80.0 percent) skills least beneficial since leaving the program. Nineteen of the skills were indicated by three students (37.5 percent) as being the least beneficial skills.

Those students employed in the related area considered 22 (75.9 percent) courses most beneficial since leaving the program. English 15 (57.7 percent) and Human Relations 15(57.7 percent) were listed most frequently by the students as being the most beneficial courses.

Those students employed in the related area considered three (10.9 percent) courses least beneficial since leaving the program. Exploring Clerical Careers 11 (42.3 percent) was listed most frequently by the students as being the least beneficial course.

The course considered most beneficial to students even though they were not working in a related clerical/secretarial field was charm two (25.0 percent).

Those students employed in the unrelated area considered 23 (79.3) courses least beneficial since leaving the program. Spelling four (50.0 percent) was listed most frequently by the students as being beneficial course.

Those students employed in the related area indicated several courses needed to be added to the curriculum, but none were mentioned more than two times. There were 20 (76.9 percent) students who did not respond to the question.

Those students employed in the unrelated area indicated three courses needed to be added to the curriculum, but none were mentioned more than once. Five (62.5 percent) students did not respond to the question.

The following courses have been added to the program curriculum since the students have left the program. Human Relations, Proper Telephone Techniques, Accounting, Legal Terminology, Legal Typewriting, and Procedures for Interviews.

Those student employed in the related and unrelated areas indicated they were satisfied with the current training program curriculum, and no recommendations were made to discontinue any present courses offered.

Of those students employed in the related area, 19 (73.1 percent) indicated they were adequately prepared for initial employment, and six (23.1 percent) indicated they were not adequately prepared for initial employment. One (3.9 percent) student did not respond to the question.

Of those students employed in the unrelated area, two (25.0 percent) indicated they were adequately prepared for initial employment, and four (50.0 percent) indicated they were not adequately prepared for initial employment. Two (25.0 percent) students did not respond to the question.

Those students employed in the related and unrelated areas stated several reasons as to why the program did not adequately prepare them for their initial employment.

### Conclusions

The following conclusions are drawn from the findings of this study:

1. The majority of the Manpower Office Training Program students obtained employment in the related clerical/secretarial field upon completion of the program.

2. Those students employed in the related area considered the Grammar and Personal Development - Human Relations skills and the English and Human Relations courses as being most valuable.

3. Those students employed in the related area considered the Transcribing from Transcribing Machines skill and the Exploring Clerical Careers course as being least beneficial.

4. These students employed in the related area are adequately prepared for initial employment.

5. Those students employed in the unrelated area considered the Personal Development - Human Relations skill and the Charm course as being most beneficial.

6. Those students employed in the unrelated area considered the majority of the skills and courses as being least beneficial.

7. The majority of those students employed in the unrelated area indicated that they were not adequately prepared for initial employment. Those students employed in the related and unrelated

areas stated several reasons as to why the program did not adequately prepare them for their initial employment.

8. Those students employed in the related and unrelated areas are satisfied with the current training program curriculum.

### Recommendations

Based upon the findings of this study, the following recommendations are made:

1. Students should be encouraged to enroll in the Manpower Office Training Program since it is apparent that job opportunities do exist.

2. Students should be encouraged to develop Grammar and Personal Development - Human Relations skills before leaving the Manpower Office Training Program.

3. The Transcribing and Transcribing Machines course should be carefully studied to determine how it can better meet the needs of the students. If this course cannot be improved, consideration should be given to the possibility of dropping it from the curriculum and placing more emphasis on the skills which the students indicated were more valuable.

4. Students should be encouraged to take English, Human Relations, and Charm courses before leaving the Manpower Office Training Program.

5. Exploring Clerical Careers course should be carefully studied to determine how it can better meet the needs of the students. If this course cannot be improved, consideration should be given to the possibility of dropping it from the curriculum and placing more emphasis on the courses which the students indicated were more available.

6. All courses should be reviewed periodically to bring them up to date with current business demands.

7. Follow-up studies of the Manpower Office Training Program students leaving the program should be conducted periodically.

8. If further follow-up studies are conducted, the following questions might be asked:

A. In relation to your initial employment, list in order of importance the three subjects that you believe should receive more emphasis in the program.

B. If you have strong positive reactions to the training program, list them below:

C. If you have strong negative reactions to the training program, list them below:

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## APPENDIXES

Appendix A

Cover Letter



SOUTHERN UTAH STATE COLLEGE 53  
CEDAR CITY, UTAH 84720

School of  
Business & Technology

5 January 1977

Dear

You can help me to improve the curriculum of the Manpower Office Training Program at Southern Utah State College. I am doing graduate work for an M.S. degree in Business Education at Utah State University and am currently teaching the Manpower Office Training Program at SUSC. I am conducting a follow-up study of former SUSC Manpower Office Training Program students. The purpose of this study is to evaluate the curriculum of the program through comments from you.

Since leaving the program, you may have thought about some of the courses taken while enrolled in the program. Some courses were effective, some may not have been effective, and possibly additional courses should have been offered. You are the only source I have to find the answers to my questions.

Please complete the enclosed questionnaire and return it in the pre-addressed, stamped envelope by 19 January 1977. All replies will be kept strictly confidential.

The information which you give me on the questionnaire will help me to provide the best possible training for future students enrolled in the Manpower Office Training Program at SUSC.

I am most anxious to keep in touch with you and to hear of your accomplishments. I appreciate your cooperation and am looking forward to your responses.

Sincerely,

Connie W. Nyman  
Instructor

Enclosures

Appendix B  
Questionnaire

## 2. Continued

Skills	Most Beneficial	Very Beneficial	Beneficial	Somewhat Beneficial	Least Beneficial
Proofreading					
Shorthand					
Spelling					
Telephone					
Transcribing from Transcribing Machines					
Typewriting:					
Agendas					
Business Forms					
Letters					
Manuscripts					
Memos					
Minutes of Meetings					
Stencils					
Stipit Masters					
Tabulations					
Other (List)					

3. Indicate with a [✓] how beneficial each of the courses which you studied in the program has been to your initial employment since leaving the program:

Courses	Most Beneficial	Very Beneficial	Beneficial	Somewhat Beneficial	Least Beneficial
Business Communications Simulation					
Business Letter Writing					
Business Machines Math					
Charm					
Clerical Record Keeping					
Book 1					
Book 2					
Tele Rad Bookkeeping Set					
Dictation/Transcription Unit					
English					
Exploring Clerical Careers					
Human Relations					
Personal Development					
Proofreading Unit					
Records Management					

## 2. Continued

Skills	Most Beneficial	Very Beneficial	Beneficial	Somewhat Beneficial	Least Beneficial
Proofreading					
Shorthand					
Spelling					
Telephone					
Transcribing from Transcribing Machines					
Typewriting:					
Agendas					
Business Forms					
Letters					
Manuscripts					
Memos					
Minutes of Meetings					
Stencils					
Spirit Masters					
Tabulations					
Other (List)					

3. Indicate with a [✓] how beneficial each of the courses which you studied in the program has been to your initial employment since leaving the program:

Courses	Most Beneficial	Very Beneficial	Beneficial	Somewhat Beneficial	Least Beneficial
Business Communications Simulation					
Business Letter Writing					
Business Machines Math					
Charm					
Clerical Record Keeping					
Book 1					
Book 2					
Tele Rad Bookkeeping Set					
Dictation/Transcription Unit					
English					
Exploring Clerical Careers					
Human Relations					
Personal Development					
Proofreading Unit					
Records Management					

## 3. Continued

Courses	Most Beneficial	Very Beneficial	Beneficial	Somewhat Beneficial	Least Beneficial
Secretarial Procedures					
Shorthand					
Simulation					
Spelling					
Typewriting Text					
LAP 1 Tabulation					
Advanced Tables					
Ruled Tables					
LAP 2 Forms					
LAP 3 Letters					
Letter Exercise					
LAP 4 Manuscripts					
LAP 5 Duplication					
Snow Country					
Legal Typewriting					
Other (List)					

## 4. List Courses that should be added to the training program curriculum:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 5. List Courses that should be discontinued from the training program curriculum:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 6. Did the training program adequately prepare you for your initial employment?

Yes \_\_\_\_\_ No \_\_\_\_\_

If no, state the reason(s) why you feel the program did not adequately prepare you for your initial employment \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Appendix C  
Follow-Up Letter

## VITA

Constance W. Nyman

Candidate for the Degree of

Master of Science

Plan B Report: An Evaluation by Former Students of the Manpower  
Office Training Program Curriculum at Southern Utah State  
College

Major Field: Business Education

## Biographical Information:

Personal Information: Born at Washington, D. C., August 28, 1938,  
daughter of Nello Bowen and Mary Dewey Waldron.

Education: Attended elementary school in Arlington, Virginia;  
graduated from Washington-Lee High School, Arlington,  
Virginia, in 1956; received Bachelor of Science degree  
from Utah State University, Logan, Utah, with a major in  
Business Education in 1960.

Professional Experience: 1961-1962, teacher, Army Education  
Center, Bremerhaven, Germany; 1962-1967, executive  
secretary, Thiokol Chemical Corporation, Brigham City,  
Utah; 1971 to present, teacher, Southern Utah State  
College, Cedar City, Utah.



SOUTHERN UTAH STATE COLLEGE  
CEDAR CITY, UTAH 84720

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School of  
Business & Technology

7 February 1977

Dear

On 5 January 1977, I mailed a letter and a questionnaire to you regarding SUSC's Manpower Office Training Program and as yet, I have not received your reply.

Response to date has been very good, but to make the results of my study more valid, a 100 percent return is my goal. Therefore, your response to the questionnaire is important enough to my study that I am again asking for your cooperation.

Enclosed is another copy of the questionnaire along with a pre-addressed, stamped envelope. If you have not already done so, would you please take just a few minutes and fill the questionnaire out and return it today.

Hope everything is going well for you.

Sincerely,

Connie W. Nyman  
Instructor

Enclosures