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GRADUATES OF THE STENO/SECRETARIAL CO-OP RELATED CLASS AT
ISHPEMING HIGH SCHOOL,
ISHPEMING, MICHIGAN

by

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Bachelor of Science, 1971
Northern Michigan University

An Independent Study
Submitted To
Dr. Thomas V. Buchl, Associate Professor
Office Administration and Business Education Department
of
Northern Michigan University
in partial fulfillment of the requirements
for the degree of
Master of Science in Business Education

Marquette, Michigan

April
1977
This independent study submitted by Barbara M. Gauthier in partial fulfillment of the requirements for the degree of Master of Science in Business Education at Northern Michigan University, Marquette, Michigan, is hereby approved by the Advisor under whom the work has been done.

Dr. Thomas V. Buchl, Advisor
ACKNOWLEDGMENTS

The writer wishes to express her sincere appreciation to Dr. Thomas V. Buchl, who served as advisor, for his guidance, assistance and encouragement in the writing of this research paper.

Also, a special acknowledgment to the writer's husband, without whose patience, love and support this accomplishment would not have been possible.
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ABSTRACT


Barbara M. Gauthier, Master of Science in Business Education
Northern Michigan University, 1977

Purpose

The purpose of this study is to evaluate the employability skills received by participating graduates of the 1974, 1975, and 1976 Steno/Secretarial and co-op related class offered at the Ishpeming High School, Ishpeming, Michigan, in the Ishpeming, Neganeen, NICE, and Republic-Michigamme Shared-Time Program. Results of the survey will be used to determine if the Steno/Secretarial Co-op Program was of value in preparation for the graduates present employment or post-secondary training.

Method and Sources

The prepared questionnaire-opinionnaire was sent to each of the 38 graduates of the 1974, 1975, and 1976 Steno/Secretarial co-op related class on January 28, 1977. By February 15, 1977, 37 or 97.4 percent of the graduates had returned the completed questionnaire-opinionnaires.
SUMMARY OF FINDINGS

Thirty-seven students responded to the survey. Twelve were Ishpeming students, and 5 were Westwood students. One Negaunee student failed to return the survey.

Sixty-eight percent of the respondents were single and 37 percent were married.

Thirty-two percent responded that the Steno/Secretarial co-op program had prepared them excellently for their present job. Forty-six percent responded that the co-op program had prepared them well, 14 percent responded to a fair degree, and 3 percent responded poor. Five percent did not respond to the question.

Eighty-four percent of the students responded that they would choose the Steno/Secretarial co-op class again as a high school course.

One hundred percent stated they would recommend the Steno/Secretarial co-op class to other students.

Seventy-eight percent of the graduates were working, eight percent were attending college full time, five percent were homemakers, three percent were unemployed and looking for a job, three percent were unemployed but undecided about their career plans, and three percent were entering the military service.

Of the three full-time students attending college, 67 percent were attending Northern Michigan University and 33 percent attended Central Michigan University.
Forty-three percent stated that the coordinator told them about job openings, forty-three percent were sent to a job interview by the coordinator, and seventy-three percent responded that the coordinator taught them to fill out a job application.

Regarding their present employment, sixty percent responded that the co-op coordinator helped them find a job, fourteen percent found their job through a relative or a friend. The remaining students found employment through either a public employment agency, college placement office, by themselves or through a referral of their co-op employer.

Thirty-two percent of the respondents stated they used a lot of the training received in the Steno/Secretarial class, forty-three percent use some of the training, and the remaining respondents stated they used hardly any or none.

The length of employment of the respondents ranged from one week to four years.

The largest percentage, 48 percent, of the former co-op students were employed as secretaries. Other areas of employment were receptionists, bank tellers, legal clerk, and other related business areas. Nine percent were working in unrelated areas.

Seventy-three percent responded that their work related to their Steno/Secretarial training. Twenty-seven percent stated their present employment had little relationship to the course.
Fifty-nine percent of the employed graduates stated they were very satisfied with their job, 24 percent somewhat satisfied, and 17 percent not very satisfied with their job.

Forty-six percent of the respondents were paid an hourly wage ranging from a low of $2.30 per hour to a high of $4.65 per hour with an average of $3.30. Forty-one percent were paid a monthly salary ranging from $255 per month to a high of $920 per month with an average of $540.42.

Seventy-six percent of the respondents received some type of fringe benefit. Major types of benefits included hospitalization, dental insurance, paid vacations, holidays, and sick time.

One hundred percent of the employed graduates used their typing skills in varying degrees, 38 percent used their shorthand skills, 72 percent communication skills, 62 percent office machines, 69 percent filing, 90 percent telephone skills, and 24 percent transcription skills.

Eighty-three percent of the employed graduates felt that their co-op job helped prepare them for their present job.

Thirty-one percent of the graduates were employed after graduation by their co-op employer.

Overall, the former Steno/Secretarial co-op students had few recommendations to make concerning the course.
CHAPTER I

INTRODUCTION

Co-op programming, as a method of instruction in the vocational areas, has long been regarded as an excellent means of bridging the gap between school learning experiences and the world of work.

This statement was supported by L.O. Brockmann in a follow-up survey he conducted of co-op students that spanned a time period of twenty-six to forty years.

Local advisory and liaison committee members may find the information from a follow-up survey of Steno/Secretarial co-op students helpful in the evaluation of the program.

Statement of the Problem

The problem of this study was to determine the effectiveness of the Shared-Time Steno/Secretarial Co-op Program of Ishpeming, Negaunee, NICE, and Republic-Michigamme in the development of salable skills.

Purpose of the Study

The purpose of this study was to evaluate the employability skills received by participating graduates of the 1974, 1975, and 1976 Steno/Secretarial and co-op related
class offered at the Ishpeming High School, Ishpeming, Michigan, in the Ishpeming, Negaunee, NICE, and Republic-Michigamme Shared-Time Program. Results of the survey will be used to determine if the Steno/Secretarial Co-op Program was of value in preparation for the graduates' present employment or post-secondary training.

Need for the Study

Data provided by this study will serve as a means of compiling relevant information regarding the effectiveness or ineffectiveness of the co-op program. If this study shows areas of inadequacy in employment preparation of co-op graduates, classroom teaching will be revised to provide the needed objectives for future co-op students.

Definitions

For the purpose of this study, the following definitions will apply:

Co-op Program - Students attend general education classes and the related vocational class and work in their related area for pay sometime during the school day.

Shared-Time Program - A system of vocational programming in which smaller school districts share school facilities and students in order to provide State approved vocational programs. For the purpose of this study, Shared-Time Program refers to the following school districts: Ishpeming, Negaunee, NICE, Republic-Michigamme.
Liaison Committee - A committee composed of two school board members of each school district in the Shared-Time Program for the purpose of meeting with the Shared-Time Vocational Director four times during the school year to review and evaluate existing vocational programs and to plan for future vocational programs.

Limitations

Limitations of this study are:

1. The small number of graduates of the Steno/Secretarial co-op program.

Delimitations

The study is delimited to:


Review of Related Literature

Information on follow-up studies and co-op programs were researched from sources found in the Business Education Indexes. Other sources used were: Abstract of Instructional Materials (AIM), Abstract of Research Materials (ARM), and ERIC.
CHAPTER II

REVIEW OF RELATED LITERATURE

Cooperative Vocational Education

"Employment must be an integral part of education because it helps students learn to become participating and productive members of society."\(^1\)

The Vocational Education Act of 1963 "recognized the vocational curriculum objectives which are concerned with the preparation of youth and adults for gainful employment in business and office occupations."\(^2\)

Cooperative Vocational Education Programs are found in the vocational areas of agriculture, business and office education, home economics, health occupations, and trade and industrial education. By the end of 1970, 43 of 46 states reporting on vocational programs had co-op programs in operation.

Cooperative vocational education is defined in Part G of the Vocational Education Amendments of 1968 as follows:


... a program of vocational education for the person, who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his employability. Work periods and school attendance may be on alternate half-days, full-days, weeks, or other periods of time in fulfilling the cooperative (vocational education) program.1

Advantages of COE Programs

Evidence supports the fact that cooperative vocational education programs have several advantages.

The following advantages have been noted by Evans (1969), University of Minnesota (1969), Hoffman (1967), and Swenson (1969):

1. The facilities and resources of the business community are used.

2. Studies on the economics of vocational education show higher rates of return on investment from cooperative programs than other types of vocational education.

3. If suitable training stations are available, cooperative vocational education can be offered in a specific occupational field for a small group or even an individual student.

4. School-community relations can be strengthened because successful cooperative vocational education program operation depends on the community for job placement and on the job instruction.

5. Cooperative vocational education provides relevant curriculum and instruction designed to respond to student needs and occupational requirements.

6. Cooperative vocational education stimulates desirable attitudes toward work and the dignity of work.

7. Cooperative vocational education enables the student to apply vocational earnings in real-life situations.

8. Cooperative vocational education provides balanced vocational preparation including manipulative and technical skills.

9. Cooperative vocational education programs can be designed to prepare students with wide variances in abilities for a broad range of occupational clusters. The cooperative program often serves as an incentive for students to complete their education.

10. The cooperative vocational program introduces students to local employment opportunities; it is an effective means of developing young people as productive citizens; and it contributes to a stable work force by encouraging them to remain in the community or to return to the community after graduation.1

Students participating in a cooperative program also receive very specific advantages from the program.

L.O. Brockmann, in a review of graduated co-op students, states that "These programs help students to obtain needed occupational experience to get jobs, earn extra money, develop adequate self-concepts, create a desire for more education, obtain job satisfaction, achievement, responsibility, and develop good interpersonal relations with supervisors and co-workers."2

________________________

1Ibid., p. 2-3.

Types of Cooperative Education Instruction

The Administrative Guide for Vocational-Technical Education, State of Michigan, identifies two types of techniques that can be used for cooperative programs.

One method is the teacher-coordinator concept. In this method, a specialized related instruction class would be provided to the co-op students as a class. This class would be taught by the teacher-coordinator to those co-op students coordinated by the teacher. Individualizing instruction would be the responsibility of the teacher-coordinator. This instruction would be designed to meet the needs of each student's vocational objective. The teacher-coordinator would also be responsible for the coordination of the student's on-the-job training.

A second method which could be used is the prescription concept. With this method, the vocational coordinator is responsible for the coordination of the on-the-job experience and designing a plan so that related instruction is a component of the program. "This plan will include a system that will ensure that articulation of the student's needs are met through the related class."¹

When using this plan, it is necessary for the coordinator to confer regularly with the student and teacher of the related instruction in order to provide work adjustment assistance for each student.

Purpose of the Follow-Up Survey

An annual follow-up of secondary vocational education graduates is one of the State of Michigan's Vocational Education Service's mandated program standard of quality.

The purpose of the follow-up study is as follows:

1. To assess the effectiveness of individual programs in placing students in employment and/or continuing education related to their training.

2. To gather information which can be used in maintaining and improving the quality of specific occupational training programs.

3. To assist educational planners in conducting program revision and implementing new offerings to meet the needs of both the student and the occupational community.¹

Use of Follow-Up Information

Information received from the graduate follow-up can be used for:

1. Describing what is happening to graduates after they leave school.

2. Measuring changing needs and circumstances of graduates.

3. Planning educational programs to meet student needs.

4. Establishing objectives for educational programs.

5. Measuring achievement of objectives of educational programs.

6. Making program modifications.

7. Building cooperation between educational institutions.

8. Building cooperation between the school and business, industry and labor.

9. Identifying areas that may require further study.¹

Alfred L. Kaisershot states that he "... found a follow-up study extremely beneficial in revealing numerous satisfactory and some less than satisfactory subjects within a business program."²

Kaisershot also found that "Responses to questions concerning the various aspects of the program study stated in terms of numbers, percentages, brief descriptions, opinions, and the like are effective means of motivating currently enrolled students who are pursuing similar programs of study."³

Because follow-up data has limitations, the limitations must be identified if the follow-up data is to be useful. Therefore, the Michigan Department of Education states that the following considerations should be taken into account:

a. Credibility of the data must be established. A high response rate is one indicator that the follow-up data represents the overall population surveyed.

b. Follow-up data are descriptive in nature. Drawing inferences from follow-up data alone as to cause and effect relationships would be inappropriate.

c. Individual data items should be viewed within the total context of the data collected. The true meaning of the data may be lost or distorted viewed in isolation from other relevant data.

³Ibid., p. 249.
d. Follow-up data are only one tool in decision-making and planning.¹

**Review of Related Follow-Up Studies**

A review of related literature revealed that many follow-up studies have been done in the various areas of Business Education.

A study done by June B. Schmidt comparing a stenographic block program to a traditional stenographic program revealed the following information:

- A. A number of differences in the classroom aspects of the two programs existed.

- B. For respondents with cooperative office education, a significantly greater proportion, (.05 level), of the 68 block program respondents were found to be employed in stenographic-secretarial occupations than the proportion of the 52 traditional program respondents.

- C. For respondents without cooperative office education, no significant difference was found between the proportion of the 33 block program and the 35 traditional program respondents employed in stenographic-secretarial occupations.²

Gerald D. Wessel, in a follow-up study of 1964-67 business education graduates of Lockport West High School, concluded that "(a) courses offered meet the needs of the graduates for on-the-job use. (b) with the exception of first-year shorthand, courses meet the needs of the graduates for personal use. (c) High School training adequately prepares

¹Ibid., p. 3.

graduates for work since most of the graduates do not receive any formal training after they leave school."\(^1\)

Several follow-up studies have been done as Master's or Doctoral studies. Access to review of these studies was available through the inter-library loan at Northern Michigan University.

A great deal of information was also available through the various Business Education publications on the structure of a co-op program, various state guidelines, and the need for placement services to graduates.

Teachers of vocational programs have to be concerned with the quality of preparation for meeting the requirements of the world of work.

William Selden states that "... to facilitate this need, business education departments should conduct surveys of office facilities and personnel requirements and do follow-up studies of graduates of the business program. Research of this type helps evaluate the adequacy of instruction being offered to business pupils and suggests the changes that should be made."\(^2\)

The State of Michigan, Vocational-Technical Education Service, publishes a report each year which deals with the survey results of graduates from reimbursed wage-earning vocational education programs. However, the survey does not state


what percentage of the vocational students participated in a co-op program.

The results of Michigan's 1975 Secondary Vocational Education Follow-Up Survey showed the following related study results:

1. Satisfaction with Job
   a. Very Satisfied - 41.4%
   b. Somewhat Satisfied - 40.8%
   c. Not Very Satisfied - 12.0%
   d. Not at all Satisfied - 5.8%

2. Most Graduates Jobs Relate to Vocational Training
   a. Employed Full-Time--related to training - 61.7%
   b. Employed Full-Time--unrelated to training - 38.3%

3. Relatedness to Continuing Education to Secondary Vocational Training
   a. Education Related - 62.6%
   b. Education Unrelated - 37.4%

4. Graduates Continuing Education
   a. Continuing Education - 35.6%
   b. Not Continuing Education - 64.4%

5. School Preparation for Present Activity
   (Employment or School)
   a. Excellent - 17.6%
   b. Good - 46.8%
   c. Fair - 26.3%
   d. Poor - 9.3%

The Michigan Department of Education requires each school district and its advisory committees to conduct a review of their vocational programs every year. Therefore, the follow-up study provides one of the means to effectively conduct the review.

\footnote{Ibid., pp. 10-12, 16, 17.}
CHAPTER III

PROCEDURES

The following procedures were used in conducting this follow-up survey:

1. The topic of the study was approved by the researcher's Graduate Advisor at Northern Michigan University in August, 1976.

2. A review of related literature was conducted at the Northern Michigan University Library and from personal professional books and periodicals.

3. Addresses of the 1974, 1975, and 1976 Steno/Secretarial graduates were obtained from the researcher's files. (See list of graduates in the Appendix, page 38.)

4. A four-page questionnaire-opinionnaire and a cover letter were constructed and submitted for approval to the Graduate Advisor at Northern Michigan University in September, 1976.

5. A revised four-page questionnaire-opinionnaire was constructed and submitted for approval on October 1, 1976. The revised survey instrument was approved.

6. The four-page questionnaire-opinionnaire was reproduced on a Xerox machine. (See Appendix, pages 41 through 44.)
7. The cover letter was typed on the Memorax typewriter at Northern Michigan University.

8. The questionnaire-opinionnaire and cover letter were mailed on January 28, 1977, to 38 former students.

9. Responses were received from 37 students by February 15, 1977. One student, from which no response was received, was living in Germany and time did not permit sending another survey.

10. Total response was 97.4 percent.

11. The results of the questionnaire-opinionnaire were compiled. A number count and a percentage figure were used to summarize the findings of the study.
CHAPTER IV

FINDINGS OF THE STUDY

Ninety-seven percent of the Steno/Secretarial co-op related students responded to the questionnaire-opinionnaire, identifying their present areas of employment or schooling.

Thirty-seven students responded to the survey. Thirty-four lived in Marquette County, one in lower Michigan, one in Minnesota and one in Illinois.

The Steno/Secretarial class graduates were composed of 20 Ishpeming students (53 percent), 13 Negaunee students (34 percent), and 5 NICE Community Schools students (13 percent). Although Republic-Michigamme was part of the Shared-Time Program, they did not enroll any students in the business program because of the time element needed for busing. See Table 1.

TABLE 1
HIGH SCHOOL GRADUATED FROM BY FORMER STENO/SECRETARIAL CO-OP STUDENTS

<table>
<thead>
<tr>
<th>High School</th>
<th>Number</th>
<th>Percent</th>
<th>Percent Surveys Returned*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ishpeming</td>
<td>20</td>
<td>53</td>
<td>100</td>
</tr>
<tr>
<td>Negaunee</td>
<td>13</td>
<td>34</td>
<td>92</td>
</tr>
<tr>
<td>Westwood (NICE)</td>
<td>5</td>
<td>13</td>
<td>100</td>
</tr>
</tbody>
</table>

*Percent in all tables are rounded to the nearest whole number.
The Steno/Secretarial co-op graduates were all female students.

Steno/Secretarial co-op graduates consisted of 25 single (68 percent) and 12 married students (32 percent). See Table 2.

**TABLE 2**

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>25</td>
<td>68</td>
</tr>
<tr>
<td>Married</td>
<td>12</td>
<td>32</td>
</tr>
<tr>
<td>Total</td>
<td>37</td>
<td>100</td>
</tr>
</tbody>
</table>

In question 3, graduates were asked to select the word that best described the quality of the Steno/Secretarial vocational course in preparing them for their present position. Thirteen (35 percent) stated excellent, 17 (46 percent) stated good, 4 (11 percent) stated fair, 1 (3 percent) stated poor, and 2 (5 percent) gave no response. See Table 3.

**TABLE 3**

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>13</td>
<td>35</td>
</tr>
<tr>
<td>Good</td>
<td>17</td>
<td>46</td>
</tr>
<tr>
<td>Fair</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Poor</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>No Response</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>
Thirty-one (84 percent) of the graduates stated they would select the Steno/Secretarial class again as a high school course. Four (11 percent) would not select the class, and two (5 percent) gave no response. See Table 4.

**TABLE 4**

PREFERENCE FOR STENO/SECRETARIAL CLASS

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>31</td>
<td>84</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>No Response</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>

Thirty-seven graduates (100 percent) said they would recommend the Steno/Secretarial class to other high school students. See Table 5.

**TABLE 5**

RECOMMENDATION OF STENO/SECRETARIAL CLASS TO OTHER HIGH SCHOOL STUDENTS

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>37</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>..</td>
<td>..</td>
</tr>
</tbody>
</table>

The follow-up survey showed 29 of the graduated co-op students were employed full-time (78 percent), one not employed and undecided about future plans (3 percent), one looking for a job (3 percent), three full-time students (8 percent), one
employed full-time but attending college part-time (3 percent),
two homemakers (6 percent), and one (3 percent) entered the
military service. Three former co-op students are full-time
college students. One student is majoring in Business Education,
one in Social Services, and one undeclared. The part-time
student was enrolled in a two-year medical secretary program.
See Table 6.

TABLE 6
PRESENT STATUS OF FORMER
STENO/SECRETARIAL CO-OP STUDENTS

<table>
<thead>
<tr>
<th>Present Status</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed full-time</td>
<td>29</td>
<td>78</td>
</tr>
<tr>
<td>Not now employed</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Looking for a job</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Full-time student and not employed</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Part-time student*</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Homemaker</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Military service</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

*Duplicate student--also employed full time.

Responding to the question, "What did your co-op
coordinator do to help you find a job?," sixteen (43 percent)
said they were informed about job openings through their coo-
dinator, sixteen (43 percent) were sent for an interview by
the coordinator, twenty-seven (73 percent) were taught to fill
out a job application, thirteen (35 percent) had school
achievement information given to their employer by the coo-
dinator, and four (11 percent) replied that the coordinator
did not contribute to their employment. See Table 7 on page
19. (Several students responded to more than one category.)
TABLE 7
HELP GIVEN TO STUDENTS BY CO-OP COORDINATOR IN FINDING A JOB

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Told me about job opening</td>
<td>16</td>
<td>43</td>
</tr>
<tr>
<td>Sent me for an interview</td>
<td>16</td>
<td>43</td>
</tr>
<tr>
<td>Taught me to fill out job application</td>
<td>27</td>
<td>73</td>
</tr>
<tr>
<td>Gave information to employer</td>
<td>13</td>
<td>35</td>
</tr>
<tr>
<td>Other</td>
<td>.</td>
<td>.</td>
</tr>
<tr>
<td>None of the above</td>
<td>4</td>
<td>11</td>
</tr>
</tbody>
</table>

*Each category percent uses 37 students for the base.

Thirty-five students responded to the question dealing with how they secured their present employment. Twenty-one (60 percent) received help from their co-op coordinator, five (14 percent) through a relative or friend, two (5 percent) from a public employment agency, one (3 percent) through a college placement office, and five (14 percent) by themself. One student (3 percent) was referred through her co-op employer. See Table 8.

TABLE 8
WHO HELPED YOU FIND A JOB

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-op coordinator</td>
<td>21</td>
<td>56</td>
</tr>
<tr>
<td>High School Counselor</td>
<td>.</td>
<td>.</td>
</tr>
<tr>
<td>Relative or friend</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>Public Employment Agency</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>College placement office</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Other: Myself</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>Co-op employer</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Did not respond</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>
All students returning the survey responded to question 9 which asked how much they use the vocational training received in school on their present job. It must be kept in mind that two of the respondents are married, two are unemployed, one is entering military service and one is in an unrelated post-secondary field.

Twelve students (32 percent) said they use their vocational training a lot, sixteen (43 percent) some, four (11 percent) hardly any and five (14 percent) none. See Table 9.

TABLE 9
AMOUNT OF VOCATIONAL TRAINING
USED ON PRESENT JOB

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A lot</td>
<td>12</td>
<td>32</td>
</tr>
<tr>
<td>Some</td>
<td>16</td>
<td>43</td>
</tr>
<tr>
<td>Hardly any</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>None</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>37</td>
<td>100</td>
</tr>
</tbody>
</table>

Twenty-nine (78 percent) of the Steno/Secretarial co-op students were employed full time. Five (13 percent) were employed by banking institutions, two (5 percent) in medical offices, five (13 percent) by educational institutions, two (5 percent) in legal offices, five (13 percent) by the iron mining industry, two (5 percent) by construction companies, and one person (3 percent) in each of the following categories: collection agency, car dealership, drugstore, restaurant, auto
supply company, security protection company, heavy equipment dealer, and newspaper corporation. See Table 10.

**TABLE 10**

**TYPE OF BUSINESS EMPLOYED IN BY FORMER STENO/SECRETARIAL CO-OP STUDENTS**

<table>
<thead>
<tr>
<th>Type of Business</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Banking Institution</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>Medical Office</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Educational Institution</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>Collection Agency</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Car Dealership</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Drugstore (retail)</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Legal</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Restaurant</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Auto Supply Company</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Iron Mining Industry</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>Mining Construction Company</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Security Protection</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Heavy Equipment Dealer</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Newspaper Corporation</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Not employed full time</td>
<td>8</td>
<td>22</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>37</td>
<td>100</td>
</tr>
</tbody>
</table>

The length of time worked for a present employer by the former Steno/Secretarial co-op graduates ranged from one week to 48 months. See Table 11 on page 22.

Twenty-one (57 percent) of the employed graduates responded that their employment was related to their present job, seven (19 percent) said their work was not related, and one (3 percent) said there was little relationship. See Table 12 on page 22.

Twenty-nine (77 percent) of the survey respondents were employed full time. Fourteen (48 percent) were employed
TABLE 11

NUMBER OF MONTHS WORKED FOR PRESENT EMPLOYER BY FORMER STENO/SECRETARIAL CO-OP STUDENTS

<table>
<thead>
<tr>
<th>Months Worked for Present Employer</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-6</td>
<td>7</td>
<td>24</td>
</tr>
<tr>
<td>7-12</td>
<td>7</td>
<td>24</td>
</tr>
<tr>
<td>13-18</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>19-24</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>25-29</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>30-35</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>26-41</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>42-47</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>48 and over</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
<td>100</td>
</tr>
</tbody>
</table>

TABLE 12

RELATIONSHIP OF STENO/SECRETARIAL CO-OP CLASS TO PRESENT EMPLOYMENT

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>21</td>
<td>57</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td>Little</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>No Response</td>
<td>8</td>
<td>21</td>
</tr>
</tbody>
</table>

as secretaries, three (10 percent) as receptionists, four (14 percent) as bank tellers, one (3 percent) as a legal clerk, two (7 percent) as accounts payable clerks, one (3 percent) as a key-punch supervisor, one (3 percent) as a key-punch operator, one (3 percent) as an inventory control clerk, and three (9 percent) in an area unrelated to the Steno/Secretarial area. See Table 13 on page 23.
TABLE 13
JOB CLASSIFICATION OF STENO/SECRETARIAL CO-OP STUDENTS

<table>
<thead>
<tr>
<th>Job Classification</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secretary</td>
<td>14</td>
<td>48</td>
</tr>
<tr>
<td>Receptionist</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Bank Teller</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>Legal Clerk</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Accounts Payable Clerk</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Key-Punch Supervisor</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Key-Punch Operator</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Inventory Control Clerk</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Unrelated employment</td>
<td>3</td>
<td>10</td>
</tr>
</tbody>
</table>

Question 15 asks the employed student how satisfied she was with her present job. Seventeen (59 percent) were very satisfied, seven (24 percent) somewhat satisfied and five (17 percent) not very satisfied. There were no responses to the choice "not at all satisfied." See Table 14.

TABLE 14
SATISFACTION WITH PRESENT JOB

<table>
<thead>
<tr>
<th>Job Satisfaction</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>17</td>
<td>59</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>7</td>
<td>24</td>
</tr>
<tr>
<td>Not very satisfied</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>Not at all satisfied</td>
<td>..</td>
<td>..</td>
</tr>
</tbody>
</table>

The hourly rate of pay for 13 (45 percent) of full-time employed Steno/Secretarial graduates ranged from a low of $2.30 to a high of $4.65 per hour. Monthly salaries for 13
graduates (45 percent) ranged from a low of $2.5 to a high of $920. Three graduates (10 percent) did not respond to the question. See Table 15A and Table 15B.

### TABLE 15A

**PRESENT HOURLY RATE OF PAY OF FORMER STENO/SECRETARIAL CO-OP STUDENTS**

<table>
<thead>
<tr>
<th>Rate Per Hour</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2.30</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>$2.45</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>$2.50</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>$2.65</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>$3.00</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>$3.03</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>$3.15</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>$3.55</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>$3.80</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>$4.00</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>$4.65</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

### TABLE 15B

**PRESENT MONTHLY SALARY OF FORMER STENO/SECRETARIAL CO-OP STUDENTS**

<table>
<thead>
<tr>
<th>Monthly Rate</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>$255</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>$325</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>$340</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>$410</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>$450</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>$500</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>$535</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>$550</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>$562</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>$600</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>$800</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>$920</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>
Responding to five categories of fringe benefits, twenty-two (25 percent) of the students received hospitalization insurance, five (6 percent) receive dental insurance, sixteen (18 percent) receive some form of life insurance, twenty-four (27 percent) receive paid vacations, and all twenty-nine (100 percent) receive some time for sick days during the year. Replies to this question ranged from a low of 6 days per year to a maximum of 13 and some employees received as many days as needed. Other fringe benefits included: free medical service, free legal service, legal holidays, cost of living index, and savings programs. See Table 16.

TABLE 16
FRINGE BENEFITS RECEIVED BY FORMER STENO/SECRETARIAL CO-OP STUDENTS

<table>
<thead>
<tr>
<th>Type of Fringe Benefit</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospitalization</td>
<td>22</td>
<td>25</td>
</tr>
<tr>
<td>Dental Insurance</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Life Insurance</td>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td>Paid vacation</td>
<td>24</td>
<td>27</td>
</tr>
<tr>
<td>Sick days per year:</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Not sure</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>As needed</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>89</td>
<td>100</td>
</tr>
</tbody>
</table>

(Graduates responded to more than one choice.)

Question 18 asked what skills the graduate was currently using on her job or course of study. Twenty-nine (100 percent) replied they use their typing skills, 11 (38 percent) use shorthand skills, twenty-one (72 percent) communication skills,
eighteen (62 percent) office machines (calculators and reproducing equipment), twenty (69 percent) filing skills, twenty-six (90 percent) telephone technique skills, and seven (24 percent) transcriber skills. See Table 17.

TABLE 17
SKILLS USED IN PRESENT JOB
OR COURSE OF STUDY

<table>
<thead>
<tr>
<th>Skill</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typing</td>
<td>29</td>
<td>100</td>
</tr>
<tr>
<td>Shorthand</td>
<td>11</td>
<td>38</td>
</tr>
<tr>
<td>Communication skills</td>
<td>21</td>
<td>72</td>
</tr>
<tr>
<td>Office machines</td>
<td>18</td>
<td>62</td>
</tr>
<tr>
<td>Filing</td>
<td>20</td>
<td>69</td>
</tr>
<tr>
<td>Telephone techniques</td>
<td>26</td>
<td>90</td>
</tr>
<tr>
<td>Transcriber</td>
<td>7</td>
<td>24</td>
</tr>
</tbody>
</table>

Twenty-four (83 percent) of the employed graduates responding to the question, "Do you feel your co-op job helped you prepare for your present job or career?," replied yes. Five (17 percent) said their co-op job did not help. Of the five replying no, two are homemakers, one is entering the military service, and two are college students in an unrelated area. See Table 18.

TABLE 18
CO-OP JOB PREPARATION TO
PRESENT JOB OR CAREER

<table>
<thead>
<tr>
<th>Answer</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
<td>100</td>
</tr>
</tbody>
</table>
Question 20 asks, "How did your co-op work experience help you in preparation for work?" Respondents were to check all choices that applied. Twenty-seven (17 percent) stated co-op improved their typing skills, 11 (7 percent) improved shorthand skills, 24 (15 percent) improved communication skills, 26 (16 percent) improved attitude toward others, 17 (10 percent) said co-op helped them gain employment, 25 (15 percent) said co-op gave them confidence, 11 (7 percent) thought it helped with their interviewing skills, 20 (12 percent) said it improved their office machines skills and one (1 percent) replied that co-op did not help them at all. See Table 19.

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved typing skills</td>
<td>27</td>
<td>17</td>
</tr>
<tr>
<td>Improved shorthand skills</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>Improved communication skills</td>
<td>24</td>
<td>15</td>
</tr>
<tr>
<td>Improved attitude toward others</td>
<td>26</td>
<td>16</td>
</tr>
<tr>
<td>Helped me gain employment</td>
<td>17</td>
<td>10</td>
</tr>
<tr>
<td>Gave me confidence</td>
<td>25</td>
<td>15</td>
</tr>
<tr>
<td>Interviewing skills</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>Office machines</td>
<td>20</td>
<td>12</td>
</tr>
<tr>
<td>None of the above</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>162</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

(Graduates responded to more than one category.)

Three students were attending college full time. One (33 percent) was attending Central Michigan University majoring
in Business Education, and two (67 percent) were attending Northern Michigan University. The two students attending Northern Michigan University were not majoring in a business related area.

No students have completed a degree program as of this time.

Question 24 asked the college student how much of their vocational training they used in their major area of study. One (33 percent) used a lot of the training, one (33 percent) some of the training, and one (33 percent) hardly any.

Question 25 of the questionnaire-opinionnaire asked the Steno/Secretarial graduates to make any suggestions about the types of learning experiences that could be added to the Steno/Secretarial co-op related class.

Comments were as follows:

1. Many of the skills such as typing, shorthand, telephone techniques and office machines helped me do my job with more ease and capability. I would strongly recommend this program. Co-op gave me confidence.

2. Excellent training!

3. I think the training I had on the dictaphone in class was about the most important of all the areas we covered--I could have used some legal training in high school, but I realize that it would be difficult to give everyone extra training in the areas they are personally interested in.

4. I feel the co-op program is very worthwhile for students. I am very glad that I was able to attend.
5. I believe that the co-op program and Ishpeming's business program are the best around the Marquette area. Although I sometimes didn't appreciate it then, I have certainly found that it has benefited me for my job a great deal.

6. I think that the Steno course prepared me exceptionally well for that type of position. As I am not now doing that type of work, I feel that my training is being wasted. I have the teachers at Ishpeming High School to thank for the excellent training I did have.

7. I don't have any suggestions about what should be added to the course.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study was conducted in order to evaluate the employability skills received by participating graduates of the Steno/Secretarial and co-op related class of the Ishpeming, Negaunee, NICE, and Republic-Michigamme Shared-Time Program as the learned skills relate to the graduates present employment or post-secondary program.

A four-page questionnaire-opinionnaire was sent to all 38 graduates of the 1974, 1975, and 1976 Steno/Secretarial and co-op related class. The former graduates were asked to complete the form which would give pertinent information about their present employment or educational status. Graduates were also asked to express their opinion about the Steno/Secretarial co-op related class.

Thirty-seven (97.4 percent) of those surveyed returned the questionnaire-opinionnaire.

Of the 37 respondents, 12 were Negaunee students, 20 were Ishpeming students, and 5 were Westwood students. One Negaunee student failed to return the survey.

Sixty-eight percent of the respondents were single and 37 percent were married.
Thirty-five percent responded that the Steno/Secretarial co-op program had prepared them well for their present job. Forty-six percent responded that the co-op program had prepared them well; 11 percent stated the co-op program prepared them to a fair degree, and 3 percent responded poor. Five percent did not respond to the question.

Eighty-four percent of the students responded that they would choose the Steno/Secretarial co-op class again as a high school course. Eleven percent said they would not select the course and five percent were undecided.

One hundred percent stated they would recommend the Steno/Secretarial co-op class to other students.

Seventy-eight percent of the graduates were working, eight percent were attending college full time, five percent were homemakers, three percent were unemployed and looking for a job, three percent were unemployed but undecided about their career plans, and three percent were entering the military service in April, 1977.

Three full-time students were attending college. Sixty-seven percent were attending Northern Michigan University and 33 percent attended Central Michigan University.

Thirty-three percent of those attending college were majoring in Business Education, thirty-three percent were majoring in Social Service, and thirty-three percent had an undeclared major.

Responding to the question as to what the co-op coordinator did to help them find a job, forty-three percent
stated that the coordinator told them about job openings, forty-three percent were sent to a job interview by the coordinator, and seventy-three percent responded that the coordinator taught them to fill out a job application. Thirty-five percent of the respondents had information supplied to their employer by the coordinator. Eleven percent responded that they received no help from the coordinator in finding a job.

Fifty-six percent responded that the co-op coordinator helped them find a job, fourteen percent said they got their job through a relative or a friend, five percent through a public employment agency, three percent through the college placement office, fourteen percent found their own job, and three percent received their job through referral of their co-op employer.

Thirty-two percent of the respondents use a lot of the training received in the Steno/Secretarial class, forty-three percent use some of the training, eleven percent use hardly any of the training, and fourteen percent responded that they use none of their training (married, military, and college unrelated).

The length of employment of the respondents ranged from one week to four years.

Of the 70 percent of graduates working, 48 percent are employed as secretaries, 10 percent as receptionists, 14 percent as bank tellers, 3 percent as a legal clerk, 3 percent as an accounts payable clerk, 3 percent as a key-punch supervisor, 3 percent as a key-punch operator, and 3 percent as
an inventory control clerk. The remaining 10 percent were working in unrelated areas.

Of the twenty-nine students working, 57 percent responded that their work related to their Steno/Secretarial training. Twenty-two percent said their present employment has little relationship to the Steno/Secretarial course.

Fifty-nine percent of the employed graduates stated they were very satisfied with their job, 24 percent stated they were somewhat satisfied with their job, and 17 percent responded that they were not very satisfied with their job.

Forty-six percent of the respondents were paid an hourly wage. The hourly rate ranged from a low of $2.30 per hour to a high of $4.65 per hour with an average of $3.30 per hour. Forty-one percent of the respondents were paid a monthly salary. The monthly salary ranged from a low of $255 per month to a high of $920 per month with an average of $540.42. Ten percent did not respond to the question. One respondent (3 percent) received a yearly salary of $6,626.

A breakdown of their employment fringe benefits showed that 25 percent of the respondents received hospitalization, 6 percent received dental benefits, 18 percent received life insurance, 27 percent received paid vacations with an average vacation of two weeks, 15 percent received an average of ten sick days per year, 6 percent were not sure how many days they had, and 3 percent had sick days as needed. A variety of other benefits were made available to some of the graduates. These benefits ranged from free medical
service, free legal advice, cost of living index, disability insurance, and legal holidays off.

One hundred percent of the employed graduates use their typing skills in varying degrees, 38 percent use their shorthand skills, 72 percent use communication skills, 62 percent use office machines, 69 percent use filing skills, 90 percent use telephone skills, and 24 percent use their transcriber training.

Eighty-three percent of the employed graduates felt that their co-op job helped prepare them for their present job, while 17 percent stated that their co-op job did not prepare for their present employment.

Responding to the question as to how their co-op work experience helped them in preparation for work, 17 percent said it improved their typing skills, 7 percent improved their shorthand skills, 15 percent improved their communication skills, 16 percent improved attitude toward others, 10 percent responded that it helped them gain employment, 15 percent replied that it gave them confidence, 7 percent replied that it helped them in their interviewing skills, 12 percent found it improved their office machine skills, and 1 percent replied that their co-op work experience did not help them at all.

Thirty-one percent of the graduates were employed after graduation by their co-op employer.

Overall, the former Steno/Secretarial co-op students had few recommendations to make concerning the course.
Conclusions

Results of the follow-up survey show that a large percentage, 73 percent, of the employed former graduates are working in a related office education area. The percentage of former graduates attending college is very low. Of the three students attending college, one is majoring in Business Education. Two of the three students are attending Northern Michigan University in an area that is unrelated to business.

A high percentage of the students received help in finding employment through their co-op coordinator.

The former Steno/Secretarial students replied, by a large percentage, that they would choose the Steno/Secretarial co-op class again as a high school course. All students stated that they would recommend the course to other students.

The study also revealed that a large percentage of the respondents use a lot, or some of the training taught in the Steno/Secretarial co-op class.

Over one-half of those surveyed indicated they had a great deal of satisfaction with their present job.

The former co-op students felt that their co-op work experience was advantageous, not only in building skills, but also in the development of confidence and improved attitude towards others.

From a review of the findings, it can be concluded that a large percentage of the students received instruction and skills that prepared them for their present employment.
One student was seeking employment, one was undecided as to a career choice, and one student was entering the military service.

Based upon the survey results, the conclusion can be made that the Steno/Secretarial co-op related class did prepare a great percentage of the students for employment.
Recommendations

The Steno/Secretarial class did prepare its graduates for employment. It is important, however, for the business teacher and co-op coordinator to keep up with the on-going changes in the business community.

Following are recommendations, which if implemented, will make the Steno/Secretarial co-op related course more relevant.

1. The co-op class should be taught as a separate class—not as the related class.

2. Teacher involvement with local business organizations in order to develop more job stations.

3. Two office education coordinators are needed in order to take care of all the students interested in the co-op program.

4. School-based placement office for those students who may wish to find other employment.

5. Allow for some individualization of instruction for those students who wish to pursue a career in a specialized area.
APPENDIX
<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>City, State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs. Kim Alanko</td>
<td>124 West Superior</td>
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<tr>
<td>Cindy Anderson</td>
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<td>Mrs. Phyllis Argall</td>
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<tr>
<td>Rose Baggiore</td>
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<td>HQ Eucom Support Command</td>
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<td>Linda Grawn</td>
<td>620 Carr Street</td>
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Doris Windsand  
1850 North Lake Drive  
Ishpeming, Michigan
Please fill out the form completely and return to:

Mrs. Barbara M. Gauthier
Ishpeming High School
Ishpeming, MI  49849

PLACE A CHECK MARK ON THE APPROPRIATE LINE

1. From what high school did you graduate?
   Negaunee____  Ishpeming____  Westwood____

2. Single____  Married____

3. Check the word that best describes how well the Steno/Secretarial vocational course prepared you to do what you are doing now.
   a. Excellent____
   b. Good_____  
   c. Fair_____  
   d. Poor_____  

4. Would you choose the Steno/Secretarial class again as a high school course?
   Yes____  No____

5. Would you recommend the Steno/Secretarial class to other high school students?
   Yes____  No____

6. Which of the following statements describe your present status?
   a. I am now employed. I work about ____ hours per week.
   b. I am not now employed.____
   c. I am looking for a job.____
   d. I am a full-time student.____  Major: ____________

   1 yr.____  2 yr.____  4 yr.____
   e. I am a part-time student.____
   f. I am a homemaker.____
   g. I am in (or will be by January, 1977) the military service.____
7. What did your Co-op coordinator do to help you find a job? (Check all that apply)
   a. Told me about job openings____
   b. Sent me for an interview____
   c. Taught me to fill out a job application____
   d. Gave information about me to my employer____
   e. Other (please specify)____________________
   f. None of the above____

8. Who helped you to find a job? (Check all that apply)
   a. Co-op coordinator _____
   b. High school counselor____
   c. Relative or friend _____
   d. Public employment agency____
   e. Private employment agency____
   f. College placement office____
   g. Other____________________

9. On your present job, how much do you use the vocational training you received in high school? (Check one only)
   a. A lot
   b. Some
   c. Hardly any
   d. None

10. If employed, who is your present employer?
    Name of Business______________________________
    Type of Business______________________________
11. Number of months you worked for this employer.____

12. Is the work you do related to Steno/Secretarial in any way?
   Yes____ No____

13. What is the title of your present position?____

14. Please explain the type of work you do.____________
   ________________________________________________
   ________________________________________________
   ________________________________________________
   ________________________________________________

15. Overall, how satisfied are you with your present job? (Check one only)
   a. Very satisfied____
   b. Somewhat satisfied____
   c. Not very satisfied____
   d. Not at all satisfied____

16. On my present job I am paid about $____ per hour, Or:_______ per month.

17. Does your employer offer fringe benefits? (Check all that apply)
   a. Hospitalization_____ 
   b. Dental Insurance_____ 
   c. Life Insurance_____
   d. Paid vacation_____ Number of weeks____
   e. Sick days per year____
   f. Other_________________

18. Which of the following skills are you currently using on your job or course of study? (Check all that apply)
   a. Typing _____  e. Filing _____
   b. Shorthand _____ f. Telephone _____
   c. Communication Skills _____  f. Techniques____
   d. Office Machines_____ g. Transcriber_____
19. Do you feel that your co-op job helped you prepare for your present job or career?

Yes____ No____

20. How did your co-op work experience help you in preparation for work?
   (Check all that apply)
   a. Improved typing skills ____
   b. Improved shorthand skills ____
   c. Improved communication skills ____
   d. Improved attitude toward others ____
   e. Helped me gain employment ____
   f. Gave me confidence ____
   g. Interviewing skills ____
   h. Office machines ____
   i. None of the above ____

IF YOU ARE NOW WORKING, STOP AT THIS POINT. IF YOU ARE NOW ATTENDING COLLEGE OR HAVE COMPLETED A PROGRAM BEYOND YOUR HIGH SCHOOL DIPLOMA, PLEASE COMPLETE THE FOLLOWING QUESTIONS.

21. Name of School______________________________
    City_________________ State________________

22. Check the type of school or program you are now attending.
   (Check one only) Indicate major.
   a. Two year college (vocational-technical)___________
   b. Two year college (Liberal Arts)__________________
   c. Four year college or university___________________
   d. Business or trade school________________________

23. If you have completed any post high school training, please specify the type of training or degree received.
    ______________________________________________

24. In your major area of study (or training), how much do (did) you use the vocational training you received in high school?
   a. A lot_____ 
   b. Some_____ 
   c. Hardly any_____ 
   d. None_____ 

25. Please make any suggestions about the types of learning experiences you feel could be added to the Steno/Secretarial class--co-op related.
   (Use back of this sheet)
January 28, 1977

Dear Student:

As your former co-op director, I am interested in knowing what type of job you have.

Each student that was a Steno/Secretarial student and who participated in the co-op program is being asked to complete the enclosed questionnaire. Please answer each question as completely as possible. Any comments to the questions will be appreciated. Also, any suggestions you may have will be most helpful to me.

Please take the time to fill out the form as soon as possible and return the complete form to me in the stamped, self-addressed envelope that is enclosed.

It is not necessary to include your name on the form, although I would find it interesting to know what each of you is doing.

Thank you for your cooperation.

Best wishes to you in your present occupation.

Sincerely,

(Mrs.) Barbara M. Gauthier
Co-op Director

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Enc: 2
SELECTED BIBLIOGRAPHY
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Brockman, L.O. "Cooperative Work Experience--A Study in Success." ED07955-VT020863


