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THE OPEN DOOR ADMISSIONS POLICY FOR SECRETARIAL SCIENCE IN THE COMMUNITY COLLEGE

by

Stella Mae Russell Fulgham

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy
(Education)
in The University of Michigan
1974

Doctoral Committee:

Professor Leonard Franklin Sain, Chairman
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Professor Dan H. Cooper
Associate Professor Robert Hefner
Associate Professor Russell E. Wilson (deceased)

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CHAPTER I

INTRODUCTION

In education, the rapidity of change creates a situation where today's curricula tend to belong more to yesterday than to tomorrow. Consequently, educational institutions are attempting to create tomorrow's curricula through such approaches as the open university, external degrees, colleges without walls, and cluster colleges. Community colleges, too, share in the drive to form more flexible and adaptable educational "delivery systems."

The Problem

This study was designed to collect and analyze data to evaluate the success of those students who entered the secretarial science program under an open-door admission policy for a community college.

Need for Study

Over the past ten years an extensive student population has materialized at the urban community college. For the most part this population is drawn from economically deprived central city residents, including Blacks, Chicanos, Puerto Ricans, Native Americans, Appalachian Whites, and other minority groups.

Community colleges are responding increasingly to the needs of a troubled society. They are taking on numerous tasks of community education, offering transfer, vocational, technical, and developmental education, as well as guidance and community services.

The community college today represents one of the unique accomplishments of American Education in the twentieth century -- expanded educational opportunity for all citizens. It is viewed by most people as democracy's college, as an inexpensive and close-to-home alternative in comparison to the lower division of a prestigious university. For many of its enrollees it is a stepping stone to higher learning; for most it is the last formal graded public education in which they will be involved.

The community college is -- or attempts to be -- all things educationally to all adults, trying valiantly to serve simultaneously as custodian, trainer, stimulant, behavior-shaper, counselor, advisor and caretaker to both young and old beyond the age of eighteen.

One of the early proponents of the need for community colleges was Harper, who strongly advocated the need for an institution that would serve the needs of students who might not have the courage to enter upon a course of four years but would be willing to complete two years of work before entering business or continuing their education elsewhere.[1]

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[1]W. R. Harper, The Prospects of the Small College (Chicago: University of Chicago Press, 1900), p. 34.

Some years later Kempfer also emphasized the need for such an institution when he defined the community college as:

> A composite of all educational opportunities extended by the local public school system free to all persons who, having passed the normal age for completing the twelfth grade, need or want to continue their education.[1]

The community college is not a basic research institution, nor is it a home for a community of scholars. To conceive of it as a truncated university is thoroughly inappropriate. Similarly, despite its roots, the community college should not be considered an extension of secondary school; it has broader purposes and a different student population.

The community college is, however, becoming the vehicle by means of which the nation is accelerating the pursuit of its educational ideal -- providing all youth an opportunity to obtain an education and training to the limit of their capabilities.[2] That is its unique mission.

As responsible groups have phrased it:

> The goal of universal education beyond the high school is no more utopian than the goal of full citizenship for all Americans . . . If a person is adjudged incapable of the dignity of full citizenship in free society . . . that is a judgment which no American conscious of his ideals and traditions can rightly make.[3]

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[1]Homer Kempfer, "Community Colleges on the Way? They're Here and Growing in Number," School and College Management, September, 1950, p. 4.

[2]Harper, op. cit., p. 35.

[3]The Carnegie Commission on Higher Education, The Open-Door Policies for Community College (New York: McGraw-Hill Book Company, 1970), p. 32.

In that context, to bar the ignorant is as undemocratic as it would be to refuse admission to the poor. Democratic education on the post-secondary level should provide greater opportunities for disadvantaged minorities, and indeed for any segment of the population educationally deprived.

The median age of all students in two-year colleges is about 25 years.[1] Approximately half of the students in two-year colleges are older adults, ranging to age 70 or more. These students' objectives are predominantly professional or vocational; in most cases they are attending college in order to qualify for a better job. About 45 per cent of the students in two-year institutions are enrolled on a part-time basis.[2] These include both college-age students who hold jobs and older adults enrolled on a part-time basis.

Total enrollment in two-year institutions nationwide has more than doubled since 1965 to 2.9 million students.[3] There is little doubt that community college enrollment will continue to grow rapidly in the 1970's for various reasons. It seems likely that by the year 2000 enrollment in community colleges will be substantially above its present level and will account for an even higher proportion of undergraduate

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[1] Ibid, p. 36.

[2] Harper, op. cit., p. 36.

[3] Aikin Connor, Sylvia Howe, and Kay Davis, 1973 Community and Junior College Directory (Washington, D.C.: American Association of Community and Junior Colleges, 1973), p. 7.

enrollment than it does today. Community colleges will probably also be both more numerous and more evenly distributed geographically.[1] These data indicate that the nation has been sold on the idea that post-secondary education in community college is necessary and desirable for many people.

The amazing growth of the community college during the past decade is proof of the great need for more education beyond high school. Adult students come to the community college at all ages seeking to strengthen their education and enrich their lives. Many want the opportunity to enter one of the many current occupational fields. The community college rightfully prides itself on the principle of the "open-door" policy, offering learning opportunities to every adult person. All students, regardless of their previous educational performance or attainments, are offered the same access to a variety of educational programs designed to meet their needs.

Clarke states that the open-door admission policy has made the community college the most important avenue to higher education for minority group students.[2] Williamson contends that many students are now enrolling who do not meet traditional admission standards; some would have been

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[1]Amo DeBernardis, "What Career Education Means for the Community College," Community and Junior College Journal, XLIII (May, 1973), p. 9.

[2]Johnnie R. Clarke, "Student Personnel Work and Minority Groups," Student Development Programs in the Community Junior College, ed. by Terry O'Banion and Alice Thurston (New Jersey: Prentice Hall, Inc., 1972), p. 32.

pushouts or dropouts in former years, while others constitute a large segment of the population who never considered college before.[1] DeBernardis insists that the open-door concept does make it possible for all to enter the college and for all to try.[2] A report from the Carnegie Commission stresses that public community colleges should admit all applicants who are high school graduates or persons over 18 years of age who are capable of benefiting from continuing educational programs.[3]

According to Kelly and Wilbur community colleges have, by design, a variety of open-door philosophies.[4] At some community colleges an open-door policy means that a student with a high school diploma, regardless of his college board scores or grade-point average, can be admitted. Other community colleges, such as Wayne County Community College of Detroit, grant access to any adult 18 years of age or older in the community, offering this opportunity without regard to high school graduation or other restrictions of traditional admission policy. The college has granted access to students without regard to previous test scores, grade-point averages,

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[1]E. G. Williamson, "An Outsider Viewpoint -- Friendly," Community Junior College, ed. by Terry O'Banion and Alice Thurston (New Jersey: Prentice Hall Inc., 1972), p. 103.

[2]DeBernardis, op. cit., p. 10.

[3]Carnegie Commission, op. cit., p. 7.

[4]Win Kelly and Leslie Wilbur, Teaching in the Community College (New York: Appleton-Century-Crofts, 1970), p. 55.

rank in class, high school graduation, or even elementary school completion.

As good as the democratic ideals of the open admissions policy for community colleges may look, there remains a need for an evaluation of success in achieving democratic education. In particular, the open-door admission policy as practiced at Wayne County Community College needs evaluation--partly because it is a model which other community colleges might wish to adopt if it is successful; partly because Wayne County Community College, like any other institution, needs evidence in order to reassure its policy-makers and community supporters of the wisdom of current policies.

Nature of Wayne County Community College

The institutional history of Wayne County Community College is unique and reflective of the community college in urban America. Prior to 1969, Wayne County, which includes Detroit, was the largest metropolitan region in the United States without a community college system. In 1966, voters approved the idea of a college and elected trustees, but refused to vote tax support for the college. In an unprecedented action, the state legislature and governor legislated the establishment of the Wayne County Community College district in August, 1967. By the summer of 1969, the College existed only as a newly-elected Board of Trustees and a minimum staff. Although a second millage proposal had been defeated a year earlier, the Board of Trustees directed

the staff to establish classes for the fall semester of 1969.

The only financial support was a special $1,000,000 grant from the State of Michigan, a $300,000 grant from New Detroit, Incorporated (a community agency), and anticipated students' tuition. The college had no physical facilities of its own, but with the cooperation of local school boards instructional programs were established in forty-five existing school facilities located strategically throughout Wayne County. Within a few weeks hundreds of full-time and part-time instructors were hired, curricula were designed, and the doors were opened.

More than 8,000 students registered during the first year. The staff and the curriculum expanded rapidly. Several factors accounted for the growth, namely, the convenient neighborhood locations of the classes; the low tuition fees; the variety of course offerings; and the "open-door" admission policy.

A millage defeat in August, 1970 caused a severe financial crisis. Instructional centers were reduced but enrollment continued to grow, which necessitated an increase in instructional staff. The state government intervened and provided emergency funding for the continued operation of the program.

By the summer of 1973, the College had completed four years of uninterrupted operation. Wayne County Community College with an enrollment of 13,000 became the third largest

college of Michigan's twenty-nine public community colleges.

In 1971, the state legislature and governor had mandated a one-quarter mill allocation from the County Board of Commissioners. The state provided further assistance in 1973, by the enactment of legislation designed to place the College on an equal funding basis with the other public community colleges of the state, as well as to grant authority for the purchase of real property. Another law provided that the seven equal-vote trustee districts were to be reapportioned by the Board itself, rather than by an outside agency. Consequently, by the opening of its fourth instructional year, Wayne County Community College had achieved full status in terms of its funding, rights, and responsibilities. It has yet to achieve a full share of revenue from a local voted millage levy.

The educational offerings at Wayne County Community College are divided into three categories: career training, transfer programs, and general studies. Career training programs are set up to prepare students, in two academic years or less, to assume responsible jobs in business, industry, and public service. Included are such diverse areas as secretarial science, urban technology, nursing, health technology, law enforcement, and many others. This study will be limited to the secretarial science program.

Design of the Study

The open-door policy at Wayne County Community College has permitted the enrollment of 190 educationally disadvantaged secretarial science students during the school year 1970-71 who could not have been admitted under conventional admission policies. In an effort to secure a sample of students who have had an opportunity to complete their training and obtain jobs, these 190 students enrolled in 1970-71 were selected for study.

Data were sought to answer the following questions:

1. Do students admitted to the secretarial science program under an open-door admission policy complete a certificate program?
2. Do students admitted to the secretarial science program under an open-door admission policy complete a degree program?
3. Do students admitted to the secretarial science program under an open-door admission policy develop competency in the skills associated with their chosen instructional programs?
4. Do students admitted to the secretarial science program under an open-door admission policy obtain employment relevant to their training?

The procedure for collecting data was as follows:

1. An interview schedule was constructed. A pilot study with eight respondents who were not a part of the final sample was conducted. The revised interview schedule was approved. The interview schedule was administered in the following manner.
    A. The first portion of the interview was administered individually by the investigator to each student. Supplemental data relating to race, sex, age, previous education, and previous academic achievement were obtained from the students during the personal interview.

B. Following the oral portion of the interview, students were requested to complete a questionnaire. (A copy of the interview schedule is appended.)

2. For each employed student one employment supervisor was also interviewed. When the student had two or more jobs, both the first and last employment supervisor were interviewed.

3. Academic achievement designated by letter grade was obtained from the cumulative files of each student. These grades measure the proficiency of the students in all study areas, and more specifically in two skill areas: (a) typing, and (b) transcription.

CHAPTER II

REVIEW OF RELATED LITERATURE

Historical Development of the Community College

The historical development of the community college will show the long-time concern for serving a wide range of students, including under-achievers and disadvantaged.

Two-year colleges may include public or private junior colleges, comprehensive community colleges, college and university extension centers, two-year branch colleges, and technical institutes providing at least two, but less than four, years of college-level work. The term junior college will be used to identify public or private two-year colleges whose primary emphasis is upon college-transfer courses and programs. The community college, as defined by the writer, is a public two-year college which offers post-high school education programs for a broad range of educational needs in the community.

When such leaders as Harper, Tappan, Folwell, Jesse, and Lange called for the reform of the American college they represented a conservative position. Their reasons for urging the change were as follows:

1. To divert a portion of the pressure for upward extension of secondary education from the university campus to the high school.

2. To aid those secondary school graduates who were inadequately prepared for the rigorous demands of college study.

The idea of the junior college was proposed by a succession of deans and university presidents from 1850 to 1920. By 1920 the junior college, as a separate institution offering the first two years of baccalaureate curricula, was established.

Several candidates for the honor of being the first junior college have been sponsored by historians; the search is made difficult by the fact that no early definition has been expressed, so that some of the institutions that offered two years of collegiate instruction during the nineteenth century did not realize that they were forerunners of a national trend.

After the title was invented, there seems to be full agreement that the first public junior college (later discontinued) established in connection with a high school was that at Goshen, Indiana; and that the oldest public junior college still in existence is Joliet Junior College, Illinois.

The unifying forces contributing to the present status of the community or junior college are numerous and varied. At least four major stages seem to stand out, although a good many developments can be found.

During the first stage several names are associated with the earliest developments of the idea that the first two years of the American liberal arts college were truly not collegiate at all but belonged more appropriately to the

secondary schools. These leaders felt that if the college and the university could be freed from the necessity to provide those capstone years of secondary education, they might become purely universities without any dilution of secondary education.

At his inauguration in 1869 as President of the University of Minnesota, William Watts Folwell echoed the idea of Michigan's President Tappan:

> How immense the gain . . . if a youth could remain at the high school or academy, residing in his home, until he had reached a point, say, somewhere near the end of the sophomore year, there to go over all of those studies which as a boy he ought to study under tutors and governors! Then let the boy grow up to be a man, emigrate to the university, there to enter upon the work of a man . . . .[1]

Neither Tappan nor Folwell succeeded either in eliminating the "secondary" years of their own universities or in encouraging the widespread development of extended programs in the high schools. It remained for President William Rainey Harper, in 1892, to separate the first and last two years of the new University of Chicago into the "Academic College" and the "University College." The titles "junior college" and "senior college" were alternatives to the University of Chicago terms. By 1900 the University of Chicago began to award the Associate of Arts degree to all students who successfully completed the junior college program of studies.

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[1]W. W. Folwell, University Addresses (New York: H. W. Wilson Company, 1909), p. 37.

The Introduction of the Occupational Education Concept

The second stage of community college development was supported by the economic abundance in a country that was rapidly becoming the wealthiest in world history. During that period the concepts of terminal and semi-professional education in the junior college gained widespread currency with the foundation of the American Association of Junior Colleges in 1920. By the end of World War II in 1945, the idea of occupational education programs as an important part of the community college was established.

Several forces led to authorizations for vocational courses. In 1925, according to Thornton, the American Association of Junior Colleges expanded its definition of the junior college:

> The junior college is an institution offering two years of strictly collegiate grade. This curriculum may include those courses usually offered in the first two years of the four-year college, in which case these courses must be identical, in scope and thoroughness, with corresponding courses of the standard four-year college. The junior college may, and is likely to, develop a different type of curriculum suited to the larger and ever-changing civic, social, religious, and vocational needs of the entire community in which the college is located. It is understood that in this case also the work offered shall be on a level appropriate for high school graduates.[1]

This concept of occupation education had been proclaimed much earlier, and some efforts had been made to include it in

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[1]James W. Thornton, Jr., The Community Junior College (New York: John Wiley and Son, Inc., 1972), p. 53.

the curriculum of the junior colleges. In one of his most quoted speeches, Lange concisely expresses the basic essentials of junior college semi-professional training. After pointing out that both general education and training for specialized efficiency must be provided, he states:

> The junior college cannot make preparation for the University its excuse for being. Its courses of instruction and training are to be culminal rather than basal . . . . The junior college will function adequately only if its first concern is with those who will go no farther, if it meets local needs efficiently, if it enables thousands and tens of thousands to round out their general education, if it turns an increasing number into vocations for which training has not hitherto been afforded by our school system.[1]

Another advocate of semi-professional education during the earlier period was President Snyder of Los Angeles City College. During its first year, Los Angeles City College, founded in 1929 and almost immediately the largest of all the junior colleges, established 14 terminal semi-professional curricula. Although convinced of the need for occupational courses, Snyder saw the total function of the junior college quite clearly. He objected to the "secondary school" characterization of the junior college, saying, "Why not keep it in the American college classification and give to it the standings and traditions which have for centuries been developed in our own distinctly American educational unit

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[1]Alexis F. Lange, "The Junior College as an Integral Part of the Public School System," School Review, XXV (Sept., 1917), 466.

the college?"[1] Furthermore, he pointed out that at least 50 per cent of junior college graduates do not continue their studies and that semi-professional courses were needed just as much as transfer courses. Yet, "If the junior college is to be really collegiate, it cannot allow itself to become a vocational institution. It must have well established courses which embrace both cultural and utilitarian subjects."[2] These trends of thought, leading to the establishment of occupational courses in junior colleges over the nation, firmly established the concept of terminal education.

Several influences seem to have contributed to the rapid expansion of occupational education in the junior colleges. The leadership of state agencies for vocational education, set up under the Smith-Hughes Act and related federal legislation, was especially effective in the states that considered the public junior colleges to be part of secondary education. The flourishing unemployment during the Depression of 1929-1937 encouraged the spread of occupational education; it was realized that specific training beyond the high school level would give an applicant a competitive advantage in the job market. During the 1950's increasing automation required workers with higher levels of technical skill, and the junior colleges were quick to organize classes to train them.

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[1]William H. Snyder, "The Distinctive Status of the Junior College," Junior College Journal, III (Feb., 1933), 235.

[2]Ibid, 236.

The Vocational Education Act of 1963 recognized the junior colleges by removing the restriction on courses of "less than college grade" that had appeared in earlier federal vocational legislation, and by concentrating on the training needs of people rather than on preparation for specific occupations. Finally, the emphasis of many of the public junior colleges on a close working relationship with their communities encouraged groups of employers or of workers to request the establishment of additional occupational courses. Through these developments the junior colleges branched into activities which were neither traditional secondary education nor traditional higher education; they began to achieve a separate identity and a unique set of purposes.

Evolution of the Community College Concept

The addition of college-level occupational curricula to the lower-division offerings brought an entirely new complexion to junior college, yet the institution still had not achieved its full stature as a community college.

In 1930, in the first issue of the Junior College Journal, Nicholas Ricciardi gave a definition of the functions of the community junior college which has served as a model for several definitions:

> A fully organized junior college aims to meet the needs of a community in which it is located, including preparation for institutions of higher learning, liberal arts education for those who are not going beyond graduation from

> the junior college, vocational training for particular occupations usually designed as semi-professional vocations, and short courses for adults with special interests.[1]

Another early advocate for changing the role and function of the junior college was Hollinshead, who in 1936 essayed a restatement of the same principle:

> . . . the junior college should be a community college, meeting community needs; that it should serve to promote a greater social and civic intelligence in the community; that it should provide opportunities for increased adult education; that it should provide educational, recreational, and vocational opportunities for young people; that the cultural facilities of the institution should be placed at the disposal of the community; and that the work of the community college should be closely integrated with the work of other community institutions.[2]

By 1939 the community junior college concept was sufficiently clarified that an article appeared in the Junior College Journal entitled "The Junior College as a Community Institution."[3] In January, 1940, the first "fundamental principle" of the Commission on Terminal Education was: "The Junior College is essentially a community institution."[4] When the 1948 Report of the President's Commission, Higher

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[1]Nicholas Ricciardi, "Ancient History," Junior College Journal, I (Jan., 1930), 11.

[2]Bryon S. Hollinshead, "The Junior College Program," Junior College Journal, VII (Dec., 1936), 111-112.

[3]John Hill, "The Junior College as a Community Institution," Junior College Journal, XV (May, 1939), 32.

[4]Merton E. Hill, "History of Terminal Courses in California," Junior College Journal, XII (Feb., 1940), 311.

Education in American Democracy, described the community college fully and favorably, using that term, the full responsibility of this institution was recognized by all who were concerned with it.[1] Thus, the concept of the community college had been fully developed, and the need for it had been established in all parts of the nation.

Beginning about 1955, certain concepts were advanced which provided the philosophical basis essential for the educational roles that the turbulent post-war period was to thrust upon the institution. The belief that anyone could attend a two-year college counterbalanced the rising admissions standards of other institutions. The idea that these new colleges should include transfer and technical education, community services, and remedial education activities provided the necessary framework within which flexible programs could be created to meet not only the needs of post-high school youth but those of adults as well.

According to Thornton, the drop in enrollment in day classes after the outbreak of World War II and the nation-wide emphasis on training for defense work stimulated the colleges to engage in community action as a temporary measure.[2] The new offerings proved so valuable to so many segments of the population, however, that the colleges

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[1] Higher Education for American Democracy. Report of the President's Commission on Higher Education. New York: Harper and Row, 1948.

[2] Thornton, op. cit., 55.

continued and developed them after the war, and thus with these offerings completed the development of the junior college as a community junior college.

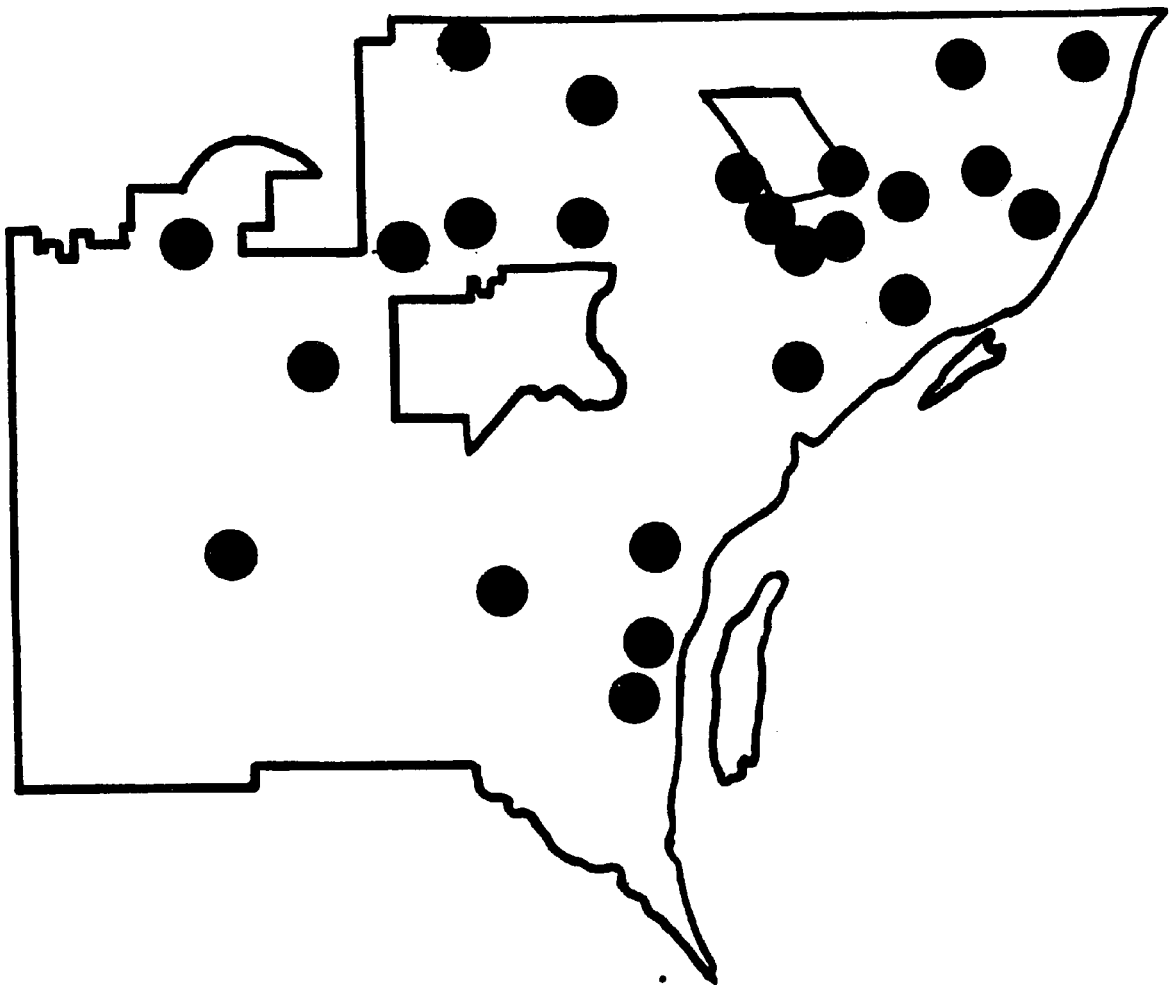
The Expanding Role of the Community College

The tasks of the community college have been widely accepted as they have developed during the past years. However, there has been continuous realization that these tasks were being only partially fulfilled. Even though a highly democratic philosophy had been accepted on behalf of the potential students, they did not come -- they did not even know they were welcome. Since 1965 emphasis in legislative enactments and in program developments seem to have concentrated on improving performance rather than on expanding the responsibilities of the colleges.

Districts with large populations or covering large areas have begun to recognize that distance from a college is a real deterrent to attendance by disadvantaged persons. As a result, opportunity is being provided where the people are. At least 39 community college districts now operate two or more college sites, bringing higher education into local neighborhoods and enabling each campus to develop programs appropriate to its own clientele.

An example of this multi-campus approach is Wayne County Community College, which has twenty-six centers located throughout Wayne County. The accompanying map illustrates this dispersion of instructional locations

throughout Wayne County designed to reach interested populations more efficiently.[1]



[1]Facilities Master Plan for 1978, Wayne County Community College. Unpaged.

As another measure to serve communities more fully, active recruitment of minority students, accompanied by appropriate program adaptation, has been undertaken by several community colleges and will spread to more of them. This appears to be a crucial development of the period of consolidation. As Gleazer suggests, the task is not to adapt the student to an existing and inflexible curriculum; rather it is to meet the student where he is and to develop a curriculum that will move him toward educational goals that are acceptable both to him and to society. "For every person in the classroom of the community college today, there is another whose needs are just as great and whose options are more limited. Those 2 million people are in community college territory."[1]

Another measure designed to extend two-year collegiate education more fully to communities is the recognition by the federal government of the potential contributions of the community college, through explicit allocation of funds for buildings, for technical education, and for faculty development.

The Development of Business Education

The development of business education will be discussed briefly to show the relationship of the research here reported to the total field of business education, and to

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[1]Edmund J. Gleazer, "The Community College Issue of the 1970's," Education Record, LV (Dec., 1970), 47.

present the advantages of business education for research on open admissions. Business education, and particularly secretarial science which is a major part of business education, is an excellent area of research on the success of open admission because it is a precise learning area. The results of the learning process are more measurable than in a number of other areas of the curriculum.

Adult business education can be defined as a program of training or retraining designed to meet the needs of all persons aged 18 or more who seek employment, job advancement, or general information, and whose interests are directed towards office service, retail sales, or general business employment; or the management of common personal business problems. Instruction is provided also for those who wish eventually to enter business education careers as teachers, to open businesses of their own, or to develop better consumer and economic understandings.[1] Business education is organized for adults into a variety of learning opportunities, from short courses to meet special and urgent needs, to longer curricula which may extend over several years.[2]

The business educators in the Department of Secretarial Science at Wayne County Community College have accepted the

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[1]U. S., Department of Health, Education, and Welfare. Bureau of Adult, Vocational, and Library Programs. Post Secondary Distributive Education, A Suggested Guide for Administrators and Teachers, ed. by Harland E. Samson (Washington, D.C.: Government Printing Office, 1969), p. 4.

[2]Robert Finch, "Continuing Education," Business Education World, XXVI (January-February, 1970), 26.

implications inherent in these views of secretarial science and they have endeavored to establish the appropriate programs according to these views for potential students. The fact that the Wayne County population of students is extremely heterogeneous in terms of occupational classifications, work experiences, ages, and aptitudes for learning maximizes the challenge which must be met. Many students who would not be able to gain admission at selective colleges have been attracted to a variety of vocational curricula at Wayne. The secretarial science curriculum has been especially popular, partly because many persons without employment aspire to secretarial positions; and partly because of special state funds for tuition and books available for secretarial education.

The objectives of business education in the schools have been debated by the realists and traditionalists since business education has been placed in the curriculum. Following the Civil War, business expanded rapidly; new jobs were opened and many of these jobs were clerical in nature. Bookkeepers were needed and were being trained only under the slow apprenticeship system. Private business schools, building pre-employment training programs for bookkeepers and other office workers, developed a virtual monopoly in service to the community in the period up to 1910. Eventually, people demanded that vocational business training be offered in the public schools with tax dollars instead of parents having to pay tuition to private schools.

Prior to the thirties, business education in both private and public schools was widely known as commercial education; and its subject matter often consisted exclusively of the "three R's" of business education -- shorthand, typewriting, and bookkeeping.[1] Business education during this time had as its primary objective the preparation of individuals for general office (e.g., clerical) occupations. In this respect it was mostly vocationally oriented. However, as the number of students grew, and as federal laws increased the number of years of compulsory school attendance, student interest became more diversified, resulting in some emphasis on general education objectives for business education. Although for many decades business education served a vocational purpose only, business education today is designed to serve also as general education, meeting the business-economic needs of every individual through the basic courses.[2]

Most private schools have for many decades now also offered such courses as commercial geography and management, strengthening the educational program for those students who will be employed in trade and commerce in non-clerical roles upon completing the course, or who seek to broaden general education for themselves.

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[1]John L. Rowe, "The Case for Business Education in the Secondary School," The Subjects in the Curriculum, ed. by Frank Steeves (New York: The Odyssey Press, Inc., 1968), 289.

[2]Herbert Freeman and Estella L. Rophan, Methods of Teaching Business Subjects (New York: McGraw-Hill Book Company, 1965), 37.

Beginning in the late 1910's and early 1920's, an additional vocational field was added to departments of business education, namely, distributive education. This is preparation for retailing occupations such as sales persons in department stores and specialized retail stores, or for services in establishments such as restaurants, hotels, and theaters.

Seldom before in the history of business education have the prospects for growth and development been brighter than at present. The allocation of federal funds for vocational training, the emphasis on training of dropouts from school, and the retraining of the unemployed indicate an interest in vocational education never before experienced. Employment in the secretarial occupations continues to increase, and there is evidence that demand will continue to exceed supply in the foreseeable future.[1]

Even though many aspects of business education are general education, occupational preparation remains the main objective for the majority of the course offerings in the secretarial science education curriculum. The research here reported focuses entirely on secretarial science employment training, only evaluating the open admission policy in terms of this particular field of occupational training.

Because the sample of this study is homogeneous in

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[1]Gordon F. Culuer and Elsie M. Jevons, "A Career in the Secretarial Occupations," Business Education Forum, XXVI (May, 1972), 3.

terms of low socio-economic status, it is appropriate to provide some background information on the global problem of the educationally disadvantaged. The next section of this chapter discusses this problem.

The Educationally Disadvantaged

In the prior discussion, emphasis has been placed on the historical development and current prominence of the community college which calls for educational services to a wider spectrum of people than has been traditional in collegiate institutions. In this sense, community colleges are actively developing programs for those who are educationally disadvantaged and hence are not able to compete in standard colleges, and for those who are underachievers for any reason and hence unlikely to compete in traditional colleges.

Historically, the concept of broadened education opportunity has had a varied past in the development of community colleges. The early schools made no promises for educational advantages for the non-academic. Now the community college appears to be the best educational institution available for higher education for disadvantaged individuals. Since about 1960 especially, community colleges have been committed increasingly to coping with the serious problem of what to do for or with a greatly increased segment of the population. Throughout the 1960's, major efforts in many communities have been undertaken, to incorporate members of ethnic minorities into the mainstream institutions of American

higher education. Prior to the 1960's, the higher education of many minorities was ignored, and that of blacks was primarily the province of the four-year black colleges.[1] According to Henderson the historical commitment of black colleges to special efforts for the educationally disadvantaged has created stereotypes in the minds of many, including established scholars.[2] Most of the stereotypes equate black colleges with disadvantaged students and low-quality education, and carry overtones of racial inferiority. Nonetheless, today, prodded by the civil rights revolution and concern for the disadvantaged, colleges of many types profess a responsibility to meet the needs of minorities.

The admission of students previously considered inadmissible, often called an open-door admission policy, has appeared to be one of the most helpful innovations possible for adults who are disadvantaged. Yet understandably, the open admission policy has been highly controversial. There is abundant evidence that the disadvantaged student, upon admission to the community college, must overcome a discouraging array of obstacles. Gordon and Wilkerson[3] have summarized into four categories the basic social, economic,

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[1]U. S. Department of Health, Education, and Welfare, Report on Higher Education (Washington, D.C.: Government Printing Office, March, 1971), p. 44.

[2]Vivian W. Henderson, "Quality and the Black Student," Higher Education for Everybody, ed. by W. Todd Furniss (Washington, D.C.: American Council on Education, 1971), 144.

[3]E. W. Gordon and D. A. Wilkerson, Compensatory Education for the Disadvantaged (New York: College Entrance Examination Board, 1966), 11-30.

and psychological characteristics of disadvantaged students. Using their categories and drawing on both their insights and on material from other sources, the following paragraphs discuss some of the problems which must be dealt with if the disadvantaged are to advance their education.

1. Many of the disadvantaged live in the negative environment of large-city ghettos. Socially and economically the disadvantaged tend to come from families who belong to the working class, being employed at semi-skilled and unskilled jobs or being unemployed and living always near or below the poverty line. The parents of the disadvantaged have probably never attended college, may never have completed high school or even elementary school, and may be either illiterate or barely literate. Hence the family background is in many ways a negative factor, offering little encouragement to becoming a college student or a successful person. Many Negroes, Indians, lower-class whites, and immigrant children have not had the usual middle-class white opportunities to grow up in a home, neighborhood, and school environment that might enable them to utilize their potential fully. Furthermore, according to Amos, the disadvantaged may be found living in a world where day-to-day survival takes all their energies.[1]

   On the other hand, there may be some advantages, educationally and psychologically, to the environmental background of typically disadvantaged students. For example, they may have developed uncommon amounts of certain social skills, and may possess the advantages that come from initiative and aggressiveness. The entire life of most disadvantaged students has been a continuous sensitivity session. Each day carries with it a new encounter. Many minority students, especially those with ghetto and migratory backgrounds, have been on their own since childhood.[2]

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[1]William W. Amos, "Disadvantaged Youth Recognizing the Problems," The Disadvantaged and Potential Dropouts - Compensatory Educational Problems, ed. by John Curtis Gowan and George D. Demos (Illinois: Charles C. Thomas Publisher, 1966), 10.

[2]William Moore, Jr., Blind Man on a Freeway (San Francisco: Jossey-Bass, Inc., 1971), 55.

2. The disadvantaged students often manifest certain behavior patterns which handicap them in college. They are poorly motivated and so often where motivation exists it tends to be unrealistic. Many of the disadvantaged want a college education, or at least they want the advantages which flow from having a college degree. Rouech reports a California survey which indicates that seventy-four per cent of a group of remedial students planned to enter senior colleges.[1]

   The disadvantaged students also frequently have emotional problems which undermine their self-confidence. Too often these students feel that they are whipped before they start, and so they express a "well what's the use" attitude toward college and life in general. Clarke and Ammons state that the disadvantaged typically perceive their social environment as an undependable one, offering only obstacles and confusion.[2] Clarke and Ammons have also stressed the importance of feelings of inferiority in contributing to the failure of the disadvantaged student. They recommend that any testing program for disadvantaged students must include tests to measure emotional attitudes, as well as the usual tests of intelligence. "Assumption [is] that attitudes toward self and toward our environment are significant factors in school achievement. Elements of self-perception can be considered significant in the prediction of success for both Negro and White College Freshmen."[3]

   The emotionally depressed students tend to be so passive and nonmotivated that they fail to seek help from teachers and counselors. Instead, they expect overt directive guidance, even to the point where counseling becomes a compulsory experience for them. Wepman and Klassen contend that directive compulsory guidance counseling

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[1] J. E. Rouech, Salvage, Redirection, or Custody?: Remedial Education in the Community Junior College (Washington, D.C.: American Association of Junior Colleges, 1968), 12-15.

[2] J. E. Clarke and R. M. Ammons, "Identification and Diagnosis of Disadvantaged Students," Junior College Journal, XL (Feb., 1970), 16.

[3] Ibid, 16.

would benefit these students at the high school as well as the college level.[1]

3. Many of the disadvantaged students have severe language handicaps. This language condition is especially true of Spanish-American, Puerto Rican, and Black students. The language of all lower-class people has been characterized as being restricted in form, as serving to communicate signals and directions rather than concepts, and as tending to confine thinking to a relatively low level of repetitiveness.[2]

   Studies of the reading levels of disadvantaged students tend to report consistently a marked degree of incompetency to read with understanding. Kandell contends that inability to read is responsible for the large percentage of mortality in college, and it is not at all improbable that the 60 per cent of the boys and girls who have been reported as getting nothing out of their stay in school fail because of the same disability.[3]

4. A fourth characteristic of the disadvantaged student is his inability to use abstract and deductive reasoning effectively. Berg and Axtell explain that disadvantaged students tend to depend more on real life encounters than on symbolic experience in developing ideas.[4] It has been shown that children from socially disadvantaged backgrounds are relatively good on motor tasks which require a short time span, and on tasks which can be most easily related to concrete objects and services.[5] However, on traditional

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[1]J. H. Wepman and S. H. Klassen, "Pilot Study of Selected Freshman Junior College Students," Speech and Language Laboratory (Chicago: University of Chicago, 1967), 11.

[2]Gordon and Wilkerson, op. cit., 13.

[3]I. L. Kendall, "The Danger of Complacency," School and Society, XCIII (Jan., 1965), 61.

[4]E. H. Berg and D. Axtell, Programs for the Disadvantaged in the California Community Colleges (Oakland, Cal.: Peralta Junior College District, 1968), 14.

[5]Gordon and Wilkerson, op. cit., 14.

> intelligence tests disadvantaged students performed poorly, and consequently too often their teachers brand them as being stupid. Frank Riessman thoughtfully points out we must be careful not to confuse slowness with stupidity.[1] Riessman is quite certain that many of the disadvantaged students who are not gifted in terms of ability to think abstractly could do a creditable performance on a given task if they were given more time.[2] Riessman has joined with many others in commenting that some of the basic educational weaknesses of these youngsters -- lack of school knowhow, anti-intellectualism, limited experience with formal knowledge -- are results of their "disadvantaged" culture.[3]

The problems which come to the community college (or to any school) as a consequence of open admission have been explored and explained by a very large number of observers and researchers. Dick Gregory describes in poignant terms the way in which hunger subverts the learning process. Perhaps Gregory's words will serve in concluding this recital of difficulties inherent in the provisions of educational service to the disadvantaged:

> The teacher thought I was stupid, couldn't spell, couldn't read, couldn't do arithmetic. Just stupid. Teachers were never interested in finding out that you couldn't concentrate because you were hungry, because you hadn't had any breakfast. All you could think about was noontime, would it ever come? Maybe you could sneak into the cloakroom and steal a bite of some kid's lunch out of a coat pocket. A bite of something. Paste,

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[1]Frank Riessman, "The Culturally Deprived Child: A New View," Programs for the Educationally Disadvantaged (Washington, D.C.: Government Printing Office, 1968), 5.

[2]Ibid., 6.

[3]Frank Riessman, The Culturally Deprived Children (New York: Harper and Brothers Publishers, 1962), 6.

> you can't really make a meal of paste or put it on bread for a sandwich, but sometimes I'd scoop a few spoonfuls out of the paste jar in the back of the room. Pregnant people get strange tastes. I was pregnant with poverty.[1]

Collegiate Practices for the Educationally Disadvantaged

Unfortunately for the disadvantaged, their problems as viewed by educators have kept them from winning the support of large numbers of community college faculty and administrators. In many instances, the community college staff would be happy to have the disadvantaged student disappear from the scene (e.g., Appendix IV). This negative attitude on the part of so many community college people probably accounts for the slow development of any serious efforts to meet the needs of the culturally disadvantaged students now in the community colleges.

Yet recently there has been a national interest in serving the disadvantaged by providing programs specifically to meet their needs. Since about 1960 a number of community colleges have experimented with programs for the disadvantaged. The task has not been easy, and to date, according to the research, it is doubtful that any college can claim to have found a satisfactory solution to the problem of how to educate the culturally disadvantaged student.

Two colleges which developed the earliest one-year programs specifically designed for the disadvantaged were Morgan

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[1]Dick Gregory, Nigger (New York: Pocket Books, 1965), 30.

State College of Maryland in 1957, and the City Colleges of Chicago in 1959.[1]

Many other colleges thereafter began to develop special programs for borderline disadvantaged students. Among them are Los Angeles Community College, Laney College, and San Diego College. New York City started a program called Operation Second Chance in 1960.[2] In 1965 the New York City University system opened its doors to disadvantaged youth under a program labeled SEEK (Search for Education, Elevation, and Knowledge).

Two additional signs of growing interest in special programs for the disadvantaged appeared with the publication of the American Council on Education's 1964 bulletin called "Expanding Opportunities," reporting special programs to help Black college students; and the periodical which started in January, 1965 from the Informational Retrieval Center on the Disadvantaged at Yeshiva University.

Gordon and Wilkerson surveyed 610 colleges and universities in 1964 in order to learn what special programs and provisions were offered to disadvantaged students.[3] They concluded that:

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[1]Gordon and Wilkerson, op. cit., 146.

[2]Charles R. Monroe, Profile of the Community College (London: Jossey-Bass, Inc., 1972), 116.

[3]Gordon and Wilkerson, op. cit., 124-155.

> Proportionately very few of the nation's colleges and universities have thus far begun to develop compensatory programs and practices; and most of them that have are serving very small numbers of disadvantaged students.[1]

Egerton makes a similar observation when he concludes:

> Higher education for high-risk students in spite of the precedents which athletes, foreign students, and war veterans established is still largely an unexplored territory for the racial minorities and the poor.[2]

Egerton observes that the colleges and universities are willing to accept all the bright students, no matter from what backgrounds they may come, "but those whose past performance has been blunted by discrimination and poverty represent a risk that very few colleges are willing to take."

Since the one basic reason for concern for culturally disadvantaged students on the part of institutions of higher education is the shift in national attitudes about who should go to college and what a college ought to be, one might expect that the community college would be most concerned to do something for the benefit of the disadvantaged. Yet Gordon and Wilkerson found that the community colleges were offering no more compensatory education programs than were the four-year liberal arts colleges. Only 30 per cent of the colleges surveyed in 1964 in either category had such programs.[3] Schultz reported in 1961 that only 20 per cent

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[1] Ibid., 153.

[2] J. Egerton, Higher Education for "High-Risk" Students (Atlanta, Georgia: Southern Education Foundation, 1968), 49-50.

[3] Gordon and Wilkerson, op. cit., 127-128.

of the community colleges have special programs.[1] Quite probably the development of programs for the disadvantaged has been rapid since these studies were reported.

Because of the close relationship between the opportunities provided through the open admission policy and service to educationally disadvantaged students, the next section will review some of the previous research that has been conducted on the policy as it is viewed by advocates and nonadvocates of open admission.

Previous Research on Open Admissions

Research studies of open admissions have dealt with attitudes towards the policy; with the prevalence of the policy among various types of collegiate institutions; with the characteristics of students admitted under an open admissions policy; with the consequences of open admissions on collegiate environment; and with the consequences for students admitted under an open admissions policy. The conclusions flowing from the research seem consistent and reasonable, but as yet there is no large amount of research available on any of these matters.

In 1972 the National Education Association staff asked a nationwide sample of classroom teachers in public elementary and secondary schools this question:

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[1] T. W. Schultz, "Education and Economic Growth," Social Forces Influencing American Education, ed. N.B. Henry, 60th Yearbook of the National Society for the Study of Education (Chicago: University of Chicago Press, 1961), 22-27.

> Do you favor or oppose the admission to public colleges or universities of all high school graduates who wish to attend, without regard to academic or test score requirements?[1]

The largest proportion of respondents, nearly one-third, indicated they were strongly opposed. A total of six teachers in ten either tended to oppose or strongly oppose open admission.[2]

Elementary and secondary school teachers might be expected to oppose open collegiate admissions, for many of them have devoted their lives to the work of preparing students to meet selective admissions requirements. A picture of gradual acceptance of the open admissions concept, resulting from firsthand experience, emerges from Austin and Rossmann's study of attitudes at the City University of New York (CUNY) as that collegiate system initiated its open-door admission program beginning in September, 1970.[3] The program guarantees every high school graduate of New York City public schools, academic or vocational, a tuition-free place in a city college.[4] The policy provides a place in a senior college, though not necessarily

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[1]Teacher Opinion Poll, Today's Education, XLIX (Dec., 1972), 11.

[2]Ibid., 12.

[3]Alexander W. Austin and Jack E. Rossmann, "The Case of Open Admission, A Status Report," Change, Vol. 5 (Summer, 1973), 37.

[4]Belle Zeller, "College Education for All?" Today's Education, LXI (March, 1972), 47.

the senior college of the applicant's choice, for all high school graduates with an average of 80 or above or in the top half of their high school class.[1] Those graduates with a high school average below 80 who also rank in the bottom half of their class are guaranteed a place in a community college, though not necessarily the community college of their choice.[2]

The enrollment result from this policy is that for the first time deprived and underprivileged Blacks and Puerto Ricans in the city are proportionally represented in the University.[3]

Austin and Rossmann reported the following conclusions on attitudes towards CUNY's program:

1. The faculty members, community, and administrators were most inclined, and upperclassmen least inclined, to view open admissions favorably. Incoming freshmen occupied a mid-position.

2. White freshmen were more likely than minority freshmen to express concern about open admission's possible detrimental effects on the reputation and academic standards of their college.

3. Students, faculty members and administration agreed almost unanimously that the same performance standards for graduation should be applied to all students.

4. Students' attitudes toward open admissions were highly stable between Fall 1970 and Fall 1971.

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[1]Joe C. Rempson, "The Case for Open Admission," The Urban Review, VI (1973), 35-36.

[2]Ibid., 35.

[3]Rempson, loc. cit., 35.

Slight shifts to more favorable attitudes occurred on most items, particularly among regular students at four-year colleges -- the group that was initially most critical of open admissions.

5. Apart from attitudes held in 1970, racial and ethnic background and satisfaction with college were the only variables that consistently contributed to 1971 attitudes. Nonwhite students and those who were satisfied with the total college experience during their first year were more likely to support open admissions.

6. At the end of their first year, about four in five CUNY students agreed with the statement that the university should continue its open-admissions policy.[1]

In spite of unfavorable attitudes in many quarters, the open admissions concept has attracted widespread official support. Several examples of official adoption have already been presented earlier in this chapter. A recent survey of legislation and of collegiate practices reports on several states which have enacted laws guaranteeing all high school graduates, regardless of their academic records, enrollment in a state college of their choice. This open admissions legislation, in turn, is partly responsible for open admissions practices reported for many colleges and universities throughout the country,[2] following the rather slow development of open admissions practices in the late 1950's and early 1960's as reported earlier in this chapter.

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[1]Austin and Rossmann, op. cit., 37.

[2]National Report, "Open Admissions of College Students and Poor Reading-Skills," Intellect, CI (Nov., 1972), 75.

By definition, an open admissions policy attracts some students characterized by low academic high school achievement, low collegiate admissions test scores, or other academic deficiencies. Concomitant student characteristics have also been identified. Some of these concomitant characteristics, such as low reading scores, are elaborations of the handicaps carried by educationally disadvantaged students. Other concomitant characteristics which can be identified, such as achievements in artistic or social realms, may give prestige to the concept of open admissions. McClellan reports that the reading ability of approximately one-third of junior college freshmen has been shown deficient.[1] Looking at the more positive side of open admissions, officials at a number of colleges are satisfied that they can identify concomitant characteristics among low academic achievers which fully compensate for academic deficiencies. Cornell University is among the selective universities throughout the United States that have embarked upon experimental programs to admit disadvantaged students whose scholastic aptitude test scores are in some instances as much as 200 points below those of regularly admitted students. The April 6, 1969 issue of The New York Times Magazine reports Cornell's President James A. Perkins as stating:

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[1]Dorinda McClellan, "A Comparison of Reading Ability of Junior College Students with the Readability Levels of Assigned Texts" (Washington, D. C.: ERIC Clearinghouse on Reading (Dec., 1970).

> It wasn't that we didn't substitute anything for these deficiencies . . . . We put great reliance on personal interviews and visits with these students, as well as on what their principals and teachers said the students were capable of doing.[1]

The Cornell interviews looked for such personal qualities as a sense of responsibility and self-discipline. The New York Times Magazine further reports that:

> The Cornell experiment proved the correctness of Perkins' hunch on the imprecision of traditional testing procedures when applied to black youths from poorer circumstances. Black students who came to Cornell with SAT scores as much as 200 points below the average performed well.[2]

A similar program exists at the University of California at Berkeley. The program grants admission to low income minority applicants who are academically deficient (according to Berkeley's standards) but have achievement patterns and recommendations that indicate potential for success in college.

Open admissions policies can be evaluated in several different ways. A study by Eagle, Rosenstock, Shopkow, D'Andrea, and Saueracker on "The Impact of Open Admissions on College Environment" has attempted to ascertain the consequences of open admissions on work completion, quality of teaching, student-faculty relationship, campus morale,

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[1]Ernest Dunbar, "The Black Studies Thing," The New York Times Magazine, April 6, 1969, 26.

[2]Ibid, 27.

and awareness for student and faculty.[1] However, the authors indicated that these topics need more study in order to reach adequate conclusions.

The more usual focus of research into the consequences of open admissions is, like the present study, on the success of the students. Various facets of student success have been explored, most commonly persistence in the college, academic success in the college, and graduation.

Zeller has reported persistence and graduation figures for the California system of higher education. California's open enrollment plan admits nearly everyone to college who has graduated from high school. High school graduates in the top eighth of their class may attend a University of California campus. Those in the top third qualify for a state college. All the rest may attend a two-year junior college. By the late 1960's 68 per cent of California's high school graduates were entering college, but only 46 per cent of California's freshmen continued in college beyond one year. Only about one-fourth succeeded in earning a bachelor's degree, and fewer survived four years of college than in other parts of the country where enrollment was less open.[2] It is pertinent to note that these figures on persistence and graduation fail to distinguish between the

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[1]U. S. Department of Health, Education, and Welfare, The Impact of Open Admissions on College Environment, January, 1972 (Washington, D. C.: Government Printing Office, 1972), 1-14.

[2]Zeller, op. cit., 48.

academically advantaged and the academically disadvantaged. A recent study of persistence through college at City University of New York (see Appendix V) shows a much higher level of persistence for open admission students, with 57.6 per cent of those with high school grade point averages below 70 remaining through four semesters. Perhaps as open admission becomes more fully accepted, students using it will more often persist in following it.

The interpretation of findings regarding student outcomes can make the results sound very good, or very bad, depending on whether successes or failures are implied. Somerville implies success, in his reporting of student outcomes at the University of California at Berkeley:

> Of the students who were academic risks and not normally admissable, 45 per cent initially did "C" average or better which grew to 57 per cent in the third quarter. One-half of this 57 per cent did "B-" or better in the final quarter.[1]

D. T. Pedrini and Bonnie C. Pedrini imply failures in their statement that:

> A dropout and flunk out rate of 50 per cent during the freshman year is occurring in many large municipal institutions of higher education, especially those operating under an open admission policy. This high rate of attrition is felt to be due, in part to the fact that students entering college under open admissions policies often do not have the basic skills necessary to facilitate learning.[2]

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[1]Bill Somerville, "Can Selective Colleges Accommodate the Disadvantaged? Berkeley Says 'Yes'," College Board Review, #65 (Fall, 1967), 7.

[2]U. S. Department of Health, Education, and Welfare, An Open Admission Policy, Reading Ability and Grades, March, 1972 (Washington, D.C.: Government Printing Office, 1972), 1-6.

Libo and Stewart add a useful dimension to information about the graduation prospects of academically disadvantaged students, in their report on the City University of New York, by noting that graduation for disadvantaged students may take a little longer than for other students. Speaking of the SEEK program (Search for Education, Elevation, and Knowledge), Libo and Stewart write:

> Since open admissions is only going into its third year, the most telling statistic -- how many open-admissions students make it to graduation and with what sort of marks -- is not yet available. Some 350 SEEK students have graduated thus far; now in its eighth year, SEEK expects to graduate 35 to 40 per cent of its early classes. It seems that a college education is no four-year affair for the open-admissions student; CUNY expects its program to take five years at a minimum -- and the university's estimates tend to be optimistic.[1]

Berg and Axtell, reporting their study of programs for the disadvantaged in California community colleges, have presented a conclusion which acknowledges both positive and negative outcomes of open admissions:

> If effectiveness is measured in terms of the proportion of disadvantaged students who actually graduate with an Associate of Arts degree or who actually transfer to a four-year college, most of the programs which have been described must be evaluated as being only marginally effective. If, however, effectiveness is measured in terms of taking the disadvantaged student where he is and making it possible for him to experience some improvement in his achievement and to have some college experience, most of the programs could be rated as reasonably effective.[2]

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[1]Kenneth Libo and Edward Stewart, "Open Admissions: An Open-and-Shut Case?" Saturday Review of Education (Jan., 1973), 58.

[2]Berg and Axtell, op. cit., 15.

To put the Berg and Axtell conclusions in perspective, it is instructive to review research bearing on the effectiveness of collegiate programs for able students. It appears that every school, however selective, has students who are not performing according to their academic potential. Evidence of underachievement among even the ablest of students at the community college level is clear. One study revealed that almost 30 per cent of students in the top decile in ability who go to community colleges fail to achieve adequately.[1] The reasons for underachievement in college are many, regardless of the previous academic success and cultural advantages of students.

It is of interest to note that no studies have as yet been presented which evaluate the outcomes of open admissions in terms of consequences for students after leaving school, whether following graduation or following some period of study not resulting in graduation. Post-collegiate employment, community service, family experience, and personal satisfaction are all potentially subject to the influence of college education, with or without graduation. Furthermore, these longer-term consequences can be defended as more relevant in the lives of people than the mere fact of continued school enrollment leading to graduation. Even evidence of failing grades, or of dropping out of school, should be examined free of the bias that these events are

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[1]Terry O'Banion and Alice Thurston, Student Development in the Community College (New Jersey: Prentice-Hall, Inc., 1972), 101.

always evidence of total student failure. Students who draw failing grades or who drop out of school may repeat courses until they master a subject, or may return to school after a period of time. The circumstances which surround failing grades or dropping out of school deserve attention, for neither of these events may be failure in living -- indeed, they may be evidence of success in such vital matters as finding a new job, or getting married, or correcting an urgent health deficiency. It seems clear enough, with these considerations in mind, that additional research from a sympathetic viewpoint is warranted to ascertain the consequences for students partaking of collegiate open admissions.

CHAPTER III

RESEARCH METHODOLOGY

Introduction

The research here reported was planned in terms of the collection of follow-up data from 190 community college secretarial science students who were enrolled during the school year 1970 - 1971 and who could not have been admitted under conventional admission policies.

The general procedure for this research was to personally interview as many of the 190 students as could be reached.

1. The investigator talked with each respondent personally.

   (a) The rationale for the study was explained and cooperation was solicited.

   (b) The respondents were helped to understand what was asked and they were given as much time as needed to recall the information needed.

2. After the students had answered the questionnaire the investigator talked with the person about each item and solicited an answer for any items that were not answered.

3. The students were reassured that their names would not be used.

4. If the student was employed, the student's supervisor was telephoned; the rationale for the study was explained; and the supervisor was asked to answer the special supervisor's questionnaire. If the student had been

employed in two or more positions since enrolling in the secretarial service program, the first and the last employment supervisors were both contacted.

The Population

All of the 190 students in the original population were enrolled in a federally funded program entitled Teacher's Aide Clerical Training In Clerical Science (TACTICS), within the Secretarial Science Department of Wayne County Community College. The program was called TACTICS because it was felt that the title would be accepted by the students, and would be good for funding purposes.

The TACTICS Program was developed to offer educationally disadvantaged students the opportunity to develop salable clerical and secretarial skills. The program as originally funded by the Michigan State Department of Education proposed to raise the level of skills of a group of people who were teachers' aides in the Detroit schools, enabling them to function with a higher degree of confidence and competency in the classroom situation, and preparing them to move into better clerical positions as opportunities arose. It was thought that the program would especially appeal, not exclusively to former teachers' aides, but also to students on welfare, or students who by divorce or death of spouse needed to develop salable skills to become self-supporting and thereby improve their socio-economic status.

All but one or two of the students who were admitted were in the low income category. Low income was one of the

conditions necessary for acceptance under the state funded TACTICS Program, although it is not the conern of this research. Many of the students, although not all, were receiving public assistance at the time they were admitted.

The criteria used in determining eligibility of the students in the TACTICS Program are as follows:

1. All students must have an income of less than $8,900 annually, which is verified prior to enrollment.

2. All students must have indications of having experienced psychological, economic, educational, or environmental deprivation.

3. Special consideration is given the person who meets the above criteria and who is employed with the Board of Education as an aide for service in the field of teaching, transportation, foods, or community work.

Contacting the Respondents

The students' names were secured in the college's files, along with addresses, telephone numbers, and the dates of enrollment. Each student was then contacted by telephone and an appointment was set up at the college office, or at the writer's home, or at the respondent's home or place of employment. In a few instances the interview schedule and questionnaire were mailed to students because of disconnected telephone or unlisted telephone numbers.

There were some problems encountered in contacting the respondents.

1. Some students were difficult to reach in terms of their availability. Most of these were either working days and attending evening college, or caring for a family.

2. A few students expressed the view that the questions asked were very personal, but only three students finally refused to answer.

3. Some students were so geographically mobile that they could not be found.

4. Some students did not have copies of their transcripts, nor could they remember the grades received; but in all such cases the students could remember their teacher's name, which made it possible to secure the grades from the teacher's grade lists in the files. Furthermore, the academic record was validated by using the college's cumulative files of each student.

In order to collect data to evaluate and analyze the open-door admission policy, a first draft of the interview schedule and questionnaire was prepared. This draft was administered to test the efficiency of the instrument, as well as to study the procedure and design. The investigator felt it necessary to field test the instrument.

The first draft was tried out with eight students. These students were not only being asked to complete the questionnaire, but also to comment on items that they deemed unclear. Revisions in the questionnaire were made as the result of this field testing. As a next step, an attempt was made to record in tabulated form the responses from the field testing. This effort lead to further revision of the interview schedule and questionnaire in order to secure responses which could be easily tabulated.

The revised schedule and questionnaire was typed and

tried again with the same eight students for comments and responses. Further minor revisions resulted from the second field test. Three typings and editings followed the field testing in order to secure a properly edited draft. From this draft 300 copies of the instrument were finally produced. Copies of the first draft and of the final draft of the interview schedule and questionnaire appear in Appendix I and Appendix II.

The investigator decided that the success or failure of the interviews would depend on the willingness of the students to speak freely about their feelings regarding the program. For this reason, an indirect approach was used that involved primarily the ability of the investigator to listen, to probe, and to ask questions. Even though the questionnaire was structured, the interviews were not structured nor did they follow a specific pattern.

It was necessary to keep the interviews as informal as possible because the students sometimes tended to assume some sort of artificial role, that is, they attempted to say what they thought the investigator wanted them to say. Most of the sessions with students lasted thirty minutes to one and one-half hours. Sometimes it was necessary to talk to the same student twice because it took the first half of the interview before the student began to express how she actually felt. Generally students were at ease, appeared interested, and gave the impression they were honest and sincere.

The Student Interview Schedule and Questionnaire

The initial questions which were placed in the interview schedule were prepared to keep track of who had responded and to permit relocation of the respondent if necessary. Items included for this purpose were the name of the respondent, address, telephone number, and date of first interview.

The next set of items was designed to obtain personal information so that various characteristics of respondents could be reported. Items included for this purpose were age, sex, and reasons for enrolling in the secretarial science program.

Data were next sought to establish whether or not the student needed open admission. Items serving this purpose asked how far the student had progressed in elementary and secondary school; whether or not the student had been previously enrolled in some other college program; what grade-point averages had been earned in high school and previous collegiate work; and why the student had decided to leave a previous college. From these data it was possible to determine if the student would ordinarily have been admissible to college under traditional standards. Three students of those interviewed were excluded from the final research analysis because they were judged to be admissible to college under traditional standards.

The remainder of the interview schedule and questionnaire was addressed to the four research questions presented

in Chapter I of this report. A long section of the questionnaire dealt with the first and second of the research questions posed by this research--namely the persistence of students in the secretarial science program, including their success in completing the program with either a certificate or a degree. Data were sorted in order to show persistence in terms of the repetition of courses to earn satisfactory grades, continued enrollment on either part-time or full-time cases to complete the program, and returns after withdrawal. The students were asked to report on their enrollment in the secretarial science program for each of the semester terms from September, 1970, to May, 1974.

In order to answer the third major question posed by this research, regarding the development of secretarial competence, the students reported their grades with each of the secretarial science courses. Class grades in the secretarial science program are rigidly assigned according to the students' level of competence at the end of each course. Courses like typing and shorthand are readily graded according to competence. Hence grades provide a fairly objective measure of competent performance, especially in areas like typing and shorthand.

The fourth and final question of this research, regarding employment outcomes, sought information on employment first by asking the student a series of questions about employment experience, and then by means of a second questionnaire asking questions directly of employment

supervisors. Information was sought on the securing of initial employment, on transfers from previous employment to better employment, on the upgradings of employment within the same employing organization, and on supervisor's judgments regarding success on the job. Job quality was judged in terms of salary, title, the quality of the employing agency, and the employment supervisor's judgment of job level.

The Questionnaire for Employment Supervisors

The questionnaire for employment supervisors was prepared to collect additional data on the final question of the research, regarding employment results for open admittees. The first draft of this brief questionnaire was administered to ten supervisors who were not a part of the final sample. These supervisors were asked to complete the questionnaire and to recommend additions or deletions. Subsequently, revisions in the questionnaire were made as a result of the field testing. As a next step (as was done with the students' questionnaire) an attempt was made to record in tabulated form the responses from field testing. This effort led to further revision of the interview schedule in order to secure responses which could be easily tabulated. Then the instrument was edited, typed, and 500 copies were produced (see Appendix III for the final draft of the employers' interview schedule).

The next step was to match each employed student's

questionnaire to either one or two employer interview schedules.

The length of employment was verified. The adequacy of the employment preparation of the students was then sought by asking if the employer planned to keep the respondent on as a future employee. To further test the employer's view of the student, the employer was asked if he planned to dismiss the employee, and what competences were lacking.

In an effort to find out how the employer felt about the employee's skills for a particular position, a rating of skills covering ten areas, ranging from typing to regularity and promptness at work, was requested.

CHAPTER IV

FINDINGS OF THE RESEARCH

In this chapter the findings of the current research study of secretarial science students admitted under an open-door admission policy at Wayne County Community College, Detroit, are reported.

The first section of this chapter describes the age, sex, and cultural background of the 107 respondents who supplied data for the study. A following section reports on the need for open admissions for these students. Thereafter, three sections of the chapter are devoted to analysis of the data on the questions asked in this research.

Four major questions designed to evaluate the open-door admission policy were posed in Chapter I. The third section of this chapter treats question 1 and 2, both pertaining to the academic persistence of the open-door admittees. The fourth section of the chapter treats question 3 of the dissertation on the development of secretarial competencies. The final section of the chapter presents the data on employment outcomes associated with the respondents, reporting on data obtained both from student respondents and from their employment supervisors.

Description of the Respondents

As background for the evaluative data on results associated with study programs following open-door admission, it seems desirable to provide a description of the type of student being served. An observer of the Wayne County Community College program in secretarial science would know that the students are predominantly women (one or two men will usually be found in classes, perhaps a few more in beginning typing classes). An observer will also note that the students are of all ages from 18 upwards, with younger adults somewhat more in evidence. Both Black and White students in large numbers will be noted, with some sprinkling of Spanish-speaking, Asian, and Native Americans.

Tables 1 through 4 present the formal data descriptive of the open-door respondents of the study. In Table 1, the sex distribution of the sample is shown as 96 per cent female and 4 per cent male.

TABLE 1

SEX DISTRIBUTION

Sex	Number of Students	Per cent
Females	103	96
Males	4	4

In Table 2 the age distribution is shown to range from eighteen to more than 56, with almost equal numbers of the students in the age-groups 18-25, 26-35, and 36-45.

TABLE 2

AGE DISTRIBUTION

Age Range	Number of Students	Per cent
18-25	31	29
26-35	28	26
36-45	28	26
46-55	18	17
56	2	2

Even the age group 46-55 is heavily represented, making the distribution of students throughout the age range of 18-55 surprisingly even.

Formal data on cultural background was not collected in the written interview schedule and questionnaire for the study, but was tabulated by the researcher from personal acquaintance with the respondents. Table 3 reports these data, showing the sample as 84 per cent visibly Black, 11 per cent White, 3 per cent Spanish-speaking background, and 1 per cent each (e.g., one respondent each) Native American, and Asian.

TABLE 3

ETHNIC COMPOSITION

Ethnic Group	Number of Students	Per cent
Black	90	84
White	12	11
Spanish-Speaking	3	3
Native American	1	1
Asian	1	1

It will be noted that this distribution is more predominantly Black than the casual observer would see in a typical inner-city secretarial science class. A large proportion of students needing open-door admissions are Black. White students can more frequently enroll without recourse to the open-door policy. This finding, while predictable from a general understanding of our society, underlines the great need for open admissions for Blacks from the inner-city, and perhaps for other minorities as well, if they are to be served by the educational establishment.

The Need for Open Admission

From all available information, there were two students among the 107 interviewed who did not need open admissions. These two, who could have been admitted under

traditional standards, were dropped from the study sample for all further analyses. Both of them had graduated from high school with grade point averages of 3.0 (B) or better, and both were able to move on into college study without difficulty.

As mentioned earlier, Wayne County Community College admits all adult students regardless of their previous academic achievement. Table 4 presents the reasons which students checked for enrolling in the secretarial science program. Of the five categories as noted in Table 4, the respondents' favorable attitude toward open admissions is apparent. The low tuition of the community college ranked second; flexible class schedule third, career education fourth, and transfer to senior college fifth. Reasons for enrolling in the secretarial science program that were not mentioned frequently enough to be classified in Table 4 were as follows:

1. Improvement -- had been out of school for 30 years.
2. Need for individual attention.
3. Skills acquisition for entry level employment.
4. Skills for upgrading.
5. To be more independent.
6. To change careers.

The large majority of the 105 respondents needing open admissions obtained high school diplomas. From the total of 105, ninety-two respondents, which represented 88 per

cent, had attained high school diplomas. Of the 13 individuals, or 12 per cent, who were without high school diplomas, none had gone past the eleventh grade nor were any reporting less than sixth grade completion. Every respondent of the 105 retained for the research had a grade point average in high school below 3.0, in the C through C+ range, judged not admissible to college under traditional standards.

TABLE 4

REASONS FOR ENROLLING IN THE SECRETARIAL SCIENCE PROGRAM

Reasons for Enrollment	Number of Students	Per cent
Open-door admission policy	107	100
Finances	88	82
Flexible class schedule	61	57
Career education	55	51
Transfer to senior college	10	9

Six of the respondents had enrolled previously at another college before coming to Wayne County Community College. In each instance, these respondents had been in colleges on the basis of a policy of open admissions. These students had previously attended several private Black secretarial science schools located in Detroit, some of which were Lewis Business College, Detroit Institute of

Commerce, and Parker Institute for Medical Secretaries. Their attendance at the foregoing institutions ranged from one to four semesters. The respondents gave reasons for leaving the colleges they previously had attended as marriage, pregnancy, lack of finances, and failure in classes. All but one student fell within the "C" range of 2.0 to 2.9 on previous college studies, the remaining one having earned an average slightly above 3.0 (B).

Some of the respondents were pursuing courses at Wayne County Community College prior to their eventual enrollment in the secretarial science program, in Business Administration, Keypunch, and Liberal Arts.

Persistence of Respondents

Staying in a study program until it is completed is an important indication that a student's admission has been "successful." Table 5 presents the respondents' levels of completion.

Sixty-eight awards of standard community college Associate Degrees, or certificates for competence in secretarial science, have been earned or will be completed during the present spring 1974 term by the 105 respondents. Every student earning a degree in secretarial science acquired a certificate on the way to the degree; but some students have earned only the certificate. Thirty-nine of the respondents have earned or are earning certificates in secretarial science. Twenty-three of these thirty-nine

respondents also completed the requirements for an Associate of Arts Degree in secretarial science. Six additional respondents matriculated partially in the secretarial science program and received an Associate Degree in Liberal Arts without the certificate. Altogether, 45 respondents have completed, or are completing during this term, work for some type of award -- either a certificate or a degree. For 43 per cent of the students, therefore, an initial open admission has led to a degree or a certificate.

TABLE 5

VARIOUS LEVELS OF COMPLETION OF SECRETARIAL SCIENCE STUDENTS

Award	Option	Number of Students	Per cent of Students
Certificates	Stenographic	27	26
	Clerical	12	11
Associate Degree in Secretarial Science	Stenographic	13	12
	Clerical	10	10
Associate Degree in Liberal Arts	Partial Stenographic	6	6

Under normal circumstances the average full-time student can earn a degree by completing the required 69 credit curriculum in the secretarial science program in two years. A part-time student may stretch the same curriculum over as much as four years or more. (Appendix VI provides a copy of the curriculum.) Table 6 depicts the year of graduation

for graduating respondents completing degrees in secretarial and clerical science, or Liberal Arts.

TABLE 6

ENROLLMENT BY YEARS

Degree	Year			Number of Students	Per cent of Students
	1972	1973	1974		
Associate of Arts in Secretarial Science	1	2	13	16	15
Associate of Arts in Clerical Science		3	4	7	7
Associate of Arts in Liberal Arts (Partial Stenographic)		1	5	6	6

It is interesting to note that only one student completed an Associate degree within the two year period 1970-1972, as normally expected of full-time students. This finding supports previous research reported earlier: that open-door admission students take longer than regular admission students to complete the same programs. The peak in graduation for the respondents did not occur until 1974. On the other hand, looking ahead to estimates of who will receive degrees in 1975 and 1976, these years portend steady decreases in graduating respondents (Table 7). The actual decrease may be even sharper than anticipated.

TABLE 7

RESPONDENTS YEARS ENROLLED

Number of Respondents Receiving Degrees	Number Anticipating Degrees	Starting Date	Year Degree Awarded	Year Degree Expected
1		Sept. 1970	1972	
6		Sept. 1970	1973	
22		Sept. 1970	1974	
	18	Sept. 1970		1975
	6	Sept. 1970		1976

Next to graduation or a certificate award, perhaps the best measure of ability and motivation following initial admission is continued enrollment. Enrollment is the student's way of demonstrating survival in the program and continued intention to complete it.

Table 8 shows that even after four years, some 40 per cent of the original group of students is still enrolled; and these 40 per cent remain in school after twenty-nine students, another 28 per cent have graduated, altogether accounting for 68 per cent of the students surviving successfully in the program.

One of the ways by which students may persist is by part-time enrollment. This approach is especially necessary for students living in poverty and needing to work while in school, and for students starting out with edu-

cational disadvantages and needing to study longer for satisfactory learning. Whether full-time, or part-time, the student may be progressing successfully.

TABLE 8

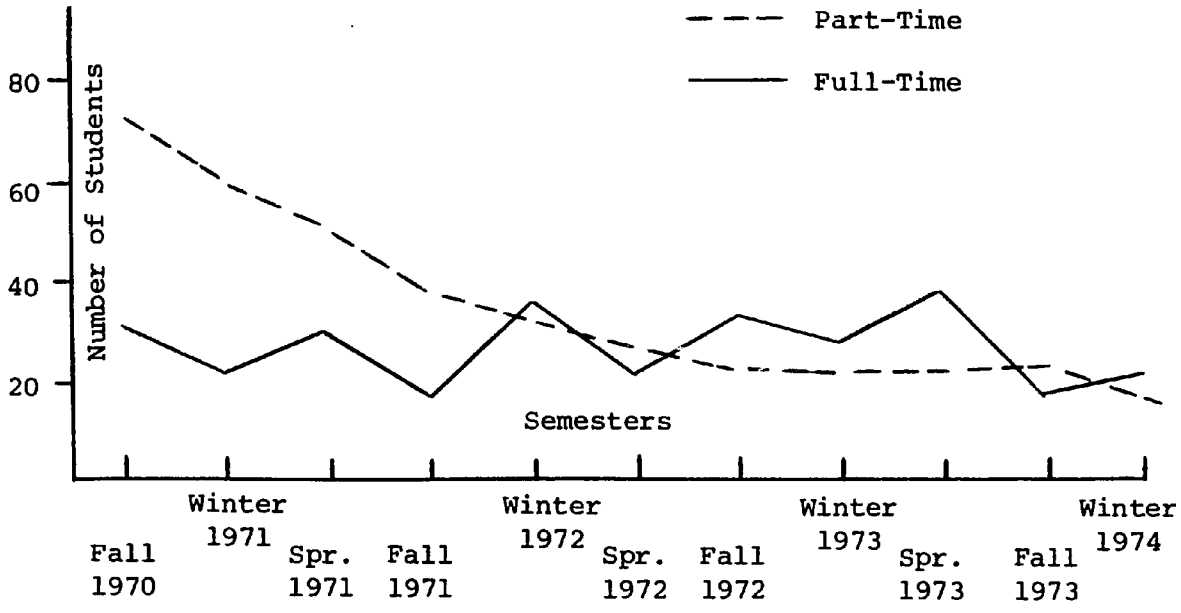
NUMBER ENROLLED BY TERM, 1970-1974

Semester	Enrolled	Full-Time	Part-Time
September-December 1970	105	32	73
January-April 1971	81	21	60
May-June 1971	86	25	61
September-December 1971	57	17	40
January-April 1972	68	36	32
May-June 1972	49	21	28
September-December 1972	55	33	22
June-April 1973	49	28	21
May-June 1973	59	38	21
September-December 1973	39	17	22
January-April 1974	37	21	16
May-June 1974	42 (Est.)		

From the data in Table 8, it is clear that the respondents for this research have used both approaches. In terms of more rapid completion of the program, the sizable number of students who still enroll full-time, nearly four years after initial enrollment, is heartening. Either some

of the students who began part-time have now made arrangements to study full-time; or earlier drop-outs have returned as full-time students. Either way, the determination of the students in the sample to complete their programs is impressive. A comparison of full-time and part-time enrollments, showing the gradual reduction of part-time study while full-time study is sustained, appears in Figure 1.

Fig. 1.--Full-time and part-time enrollments, 1970-1974.



That there are excellent reasons for part-time enrollment is evident from Table 9. Even such reasons as "too much pressure" may be a realistic assessment by the student of personal capabilities, in the face of a limited educational background. If persistence in spite of obstacles

is a measure that an initial admissions has been worthwhile, these students justify the policy as fully as do full-time enrollees.

TABLE 9

FREQUENCY OF REASONS FOR PART-TIME ENROLLMENT

Reasons	Number of Students
Too much pressure	50
Could not afford cost of attending school	37
Found a job	37
Needed at home	22
Lost interest	10
Married	8
Pregnancy	4
Doing poorly in classes	3

Even dropping out of school or interrupting schooling may not be a mistake for a student, depending upon the circumstances. Persistence through completion, or until an improved job was obtained, has been accepted as one of the criteria of success for the open admission program in this research. Hence, it is necessary to ask those students who dropped out of their programs or interrupted them to explain why.

Table 10 reports the responses. The message of Table 10 seems mixed -- that some students were not successful in meeting their school responsibilities after admission (e.g. 39 dropped or interrupted because of "too much pressure"' 3 were "doing poorly in school"); while others may have used their schooling successfully even while dropped out to gain the goal which school was intended to provide (e.g. 23 "found a job").

TABLE 10

FREQUENCY OF REASONS FOR INTERRUPTION AND/OR TERMINATION

Reasons	Number of Students
Too much pressure	39
Needed at home	26
Lost interest	25
Could not afford cost of attending school	23
Found a job	23
Married	6
Pregnancy	5
Doing poorly in school	3
Moved away	0
Military service	0

It is not possible to deduce the value or success of school from some of the answers (e.g. "needed at home," "could not afford cost of attending school," "married," "pregnancy"). Further indication of success with schooling, following these "neutral" reasons for dropping out, can be secured from data on returns to school following dropping out. "Interruptions" show greater determination and hence persistence than "drop-outs." Data from the interview schedule and questionnaire indicate that on 37 occasions, students who had dropped out of the program for one or more semesters returned to the program.

Achievement of Competency by Respondents

Students who are admitted under an open-door admission policy can develop varying levels of competency, representing various levels of achievement. The students at Wayne County Community College must maintain performance objective standards in course work or they will receive a grade of XN. Grading is based on a reward system in conjunction with the open-door admissions policy.

Students have an opportunity to repeat courses without recorded failures. A second experience, and even where necessary a third, increases the probability for success. Final achievements in each course are recorded rather than the results of each trial, thus assuring the student that poor preparation can be overcome by motivation, basic ability, and persistence.

The following system of symbols is employed to indicate the results of course work: there are three grades of "credit achieved" and two marks are an accounting device. If credit is achieved, a grade is assigned. If no credit is achieved, a mark is assigned.[1]

The grades indicating credit are:

A Excellent
B Above Average
C Average

The marks indicating no credit are:

XN No credit (not recorded on the student's transcript)
XW No credit (withdraw)
I Incomplete course work

The following tables, 11 and 12, report grades earned by the 105 respondents in the secretarial science program from 1970-1974.

TABLE 11

TOTAL GRADE LIST

Grade	Total
A	308
B	424
C	253

[1]Wayne County Community College Bulletin 1972-73, p. 17.

TABLE 12

TOTAL MARKS FOR NO CREDIT

Grade	Total
XN	62
XW	31

In a comparison of the foregoing tables, far more satisfactory grades are shown than marks indicating no credit. Almost ten times the number of passing grades, indicating various levels of success potential and competence, are recorded. This in itself is clear indication that students needing open admission can achieve competency in the secretarial science subjects, as well as in many liberal arts subjects required for degrees.

The analysis of competency achievement can be made more specific in the typing and shorthand sequences, where competency can be measured in terms of grades with particular precision. The typing sequence consists of four courses, namely:

SEC 101 Typing Fundamentals
SEC 102 Intermediate Typing I
SEC 103 Intermediate Typing II
SEC 290 Business Correspondence

The shorthand sequence consists of four courses, namely:

SEC 111 Shorthand Fundamentals
SEC 112 Intermediate Shorthand
SEC 231 Dictation and Transcription
SEC 285 Shorthand Speed-Building

According to the grading standards set forth for the typing and shorthand sequences in the secretarial science program, the levels of academic achievement are as follows:

Course	Minimum Course Requirements	Grade
SEC 101	Minimum--25 gwam*--5 minutes timed writing	C
	30 gwam --5 minutes timed writing	B
	35 gwam --5 minutes timed writing	A
	Master-use, care, and handling the typewriter, letters, tables, manuscripts.	
SEC 102	Minimum--30 gwam--5 minutes timed writing	C
	40 gwam--5 minutes timed writing	B
	50 gwam--5 minutes timed writing	A
	Correctly set up and type typing problems, demonstrate efficiency, masters, postal cards, envelopes, multiple carbon copies, telegrams, interoffice memoranda, manuscript, and squeezing and spreading techniques.	
SEC 103	Minimum--40 gwam--5 minutes timed writing	C
	50 gwam--5 minutes timed writing	B
	60 gwam--5 minutes timed writing	A
	Improve typing techniques, develop proficiency in typing numbers, symbols, billing forms, payroll forms, two-page letters, display material, financial tables, legal papers, and minutes of meeting.	
SEC 290	Minimum--50 gwam--5 minutes timed writing	C
	60 gwam--5 minutes timed writing	B
	70 gwam--5 minutes timed writing	A
	Type production problems at a level or proficiency that is adequate for job placement. Master-blind carbons, various forms, fluid duplicating master, and stencil.	

Course	Minimum Course Requirements	Grade
SEC 111	Read for the first time a minimum of 30 wpm. Write at a minimum of 40 wpm, transcribe dictated letters at rate of:	
	40 wpm**(90 per cent accuracy)	C
	50 wpm (90 per cent accuracy)	B
	60 wpm (90 per cent accuracy)	A
SEC 112	Read for the firs time a minimum of 30 wpm, write unfamiliar letters dictated at 60 wpm--3 minutes with 95 per cent accuracy. Transcribe dictated letters at rate of:	
	60 wpm (95 per cent accuracy)	C
	70 wpm (95 per cent accuracy)	B
	80 wpm (95 per cent accuracy)	A
SEC 231	Read own notes at a minimum rate of 80 wpm. Write unfamiliar dictated letters at rate of 100 wpm within 5 minutes with 98 per cent accuracy. Transcribe mailable letters that have been dictated at a rate of:	
	80 wpm (98 per cent accuracy)	C
	90 wpm (98 per cent accuracy)	B
	100 wpm (98 per cent accuracy)	A
SEC 285	Read own notes at a minimum rate of 100 wpm. Write unfamiliar dictated letters at 120 wpm for 5 minutes with 98 per cent accuracy. Transcribe dictated letters at a rate of:	
	100 wpm (98 per cent accuracy)	C
	110 wpm (98 per cent accuracy)	B
	120 wpm (98 per cent accuracy)	A

Table 13 presents the grades received by the 105 respondents in the typing sequence.

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*gwam - gross words a minute.

**wpm - words per minute.

TABLE 13

TYPING SEQUENCE GRADES

Course	Grade					
	A	B	C	XN	XW	Total
SEC 101	36	35	26	7	1	105
SEC 102	17	19	19	5	0	61
SEC 103	17	26	15	1	1	60
SEC 290	10	17	10	5	4	46

All but one of the 105 respondents remained in the typing fundamentals; seven received failing grades; and one withdrew. The remaining ninety-seven students passed the course, many with excellent grades, indicating competence at the levels required. In the more advanced course, similar patterns emerge. Even in the fourth and hardest course, where competence "adequate for job placement" is detailed, a large majority of the students met proficiency standards. It should be understood that the XN and XW marks do not mean that students receiving them were forever without proficiency, for some of the students earning these marks subsequently repeated courses until competence was achieved. Even from the grades as reported in Table 13, the conclusion can be drawn that over 90 per cent of the respondents achieved useful competencies, nearly 30 per cent achieved the high competence required for A grades, and ten students achieved A- level competence

in the most advanced of the four courses offered.

Grades indicative of proficiency in shorthand are comparable to those in typing, as shown in Table 14, although more students apparently found shorthand a more difficult subject than typing according to the larger numbers of XN and XW grades. Nevertheless, nearly 70 per cent of all grades are testimony to useful competence in shorthand, and a somewhat larger percentage of students will ultimately achieve competence through repetition of courses. Approximately one-sixth of the grades show the high competence of A grades, with 2 students achieving A- level competence in the most advanced of the four courses provided.

TABLE 14

SHORTHAND SEQUENCE GRADES

Course	Grade					
	A	B	C	XN	XW	Total
SEC 111	15	23	26	25	5	94
SEC 112	13	12	25	12	8	70
SEC 231	3	8	10	5	4	30
SEC 285	2	4	4	6	0	16

Employment Outcomes for Respondents

The final test of the open admissions policy in this research was improvement in the student's employment. An improvement in employment can take the form of a job obtained by a person who has not had a job; or of a better job providing higher pay or a better title with a better employer for a person who already has a job.

The employment record of respondents prior to entering the Secretarial Science TACTICS Program is evident by occupational clusters as presented in Table 15.

TABLE 15

PREVIOUS EMPLOYMENT

Clusters	Number of Students	Per cent
Local school district	19	18
Clerical	13	12
Services		
Domestic	11	10
Hospital	7	7
Public Sector	3	3
Unemployed	52	50

Fifty-two of the students, roughly half, were unemployed. Nineteen were employed by local school districts in such

capacity as teachers' aides, lunch room aides, and school community assistants. Thirteen were employed in some clerical position. A total of twenty-one students were employed in housekeeping activities, either in private homes or in hospitals and nursing homes or public agencies.

A significant number of thirty-seven students had accumulated no more than two years on their first job. In two cases respondents had earned a maximum of $150 per week, while in two additional cases representing minimum salaries students had earned as little as $18 and $19 per week respectively.

Fourteen of the students had held two jobs prior to their coming into the TACTICS program. At the time of their admission to the College, their employment categories were as follows: four were employed in local school districts; three were employed in the clerical cluster; two were employed as service workers in a supermarket; three worked for the Bell Telephone Company; one was a nurses' aide; and one was a housewife, currently not gainfully employed. In terms of employment, one individual had accumulated four years of seniority while the other had averaged only one year of employment.

Only six students had been employed on as many as three previous jobs. Three were employed as aides in a local school system, and one each as a messenger, laundry presser, and switchboard operator. Total employment tenure

for the presser had covered ten years, while employment for the others was no longer than three years duration. Maximum salary at the time of admission was $85 per week, minimum was $40.

Two students had held four jobs prior to their entry into the TACTICS program. One was employed as an account records clerk earning $104 weekly, while the other was a clerk-typist earning $120 weekly. They had been employed for one and two years respectively.

Attempting to ascertain the impact of the secretarial science program on employment for open admission students is not an easy task. Changes following admission occurring in employment conditions may or may not have been caused by participation in the secretarial science program. Nevertheless, improvements in employment condition following participation offer the possibility that the study program may have been helpful. Evidences of an improved employment condition are to be sought in the securing of a job, or in the securing of a better job. A better job is taken to be one which offers higher pay, carries an apparently better job title, or is with an apparently better employer.

Of the 105 student respondents, as shown in Table 16, 36 students who held no job before entering the secretarial science program are now employed as of April, 1974. Another 11 students went from employment to no employment. A group of 12 students who were previously unemployed re-

main unemployed. A large group of 42 students were employed before admission to the program, and remain employed. The remaining four students did not supply employment information, protesting that this was too personal, or fearful that employment supervisors would be contacted. Looking at the pattern of the total employment data, change occurred for the 36 students who moved into employment, and for the 11 students who moved out of employment. On balance, increased employment is evident, although it is unclear whether the increase was caused by the educational program, or by such other factors as changes in hiring practices for Black women, or the greater maturity of the students over the four year period of this research.

TABLE 16

EMPLOYMENT STATUS OF RESPONDENTS

Status	Number of Students
Unemployed before admission, Employed after admission	36
Employed before admission, Unemployed after admission	11
Unemployed before and after admission	12
Employed before and after admission	42
No information	4

Movement into better employment could have occurred for 78 of the 105 respondents -- 42 who had employment before admission to the secretarial science program; and 36 who took employment after admission and thereafter had the possibility of transferring to better positions. Because a few of the respondents transferred to new jobs more than once during the four years of this research, 97 job transfers with accompanying salary changes were tabulated from the interviews and questionnaire responses. The results were as follows:

1. Thirty transfers yielded salary increases of 100 per cent or more.
2. Twenty-four yielded salary increases ranging from 50 to 99 per cent.
3. Eighteen yielded salary increases ranging from 10 to 49 per cent.
4. Seven involved no salary change.
5. Eighteen produced a salary decrease of more than 10 per cent.

As with other aspects of employment, the relationship of higher remuneration to participation in the community college program is unclear, but there is no doubt that most of the employed students were granted salary increases. Altogether 72 of the salary transfers were upward changes; while only 25 of the salary transfers were even or downwards.

When job titles were examined, ranging from elevator operators through cooks and teachers' aides to high level secretary, tax consultant, business manager and "supervisor," the progression was considerably less clearcut than for

salary changes, but still discernible. Of the total sample of 78 employed students, only 27 had changes in job titles. Eighteen of the title changes indicated upward job mobility; one suggested downward movement. The estimates of changes in job title upwards or downwards associated with job transfers appear in Table 17. The number of title changes was much smaller than the number of salary changes, because large employers in Detroit (e.g. The Detroit Public School System) frequently use a single title to cover a variety of salary levels. For whatever reason, whether because of advanced schooling or otherwise, the predominance of upward progression of titles is evident.

TABLE 17

CHANGES IN JOB TITLE

Changes	Number of Students
Upwards	18
No change	8
Downwards	1

Estimates of upgrading or downgrading in terms of the quality of employer were even harder to make objectively than were estimates regarding job title changes. Furthermore, transfers from one employer to another were even fewer than were changes in salary, or in title, and hence the sample with regard to employer quality is least adequate. The estimates tend, however, to support previously assembled data, showing that students who do transfer to new

employers seem more often to move towards employers likely to provide stability and security. Of the 78 students who did transfer their perception was as follows: ten job transfers were deemed to be moves to better employers; six to comparable employers; and three to less favorable conditions.

In an effort to explore the reasons why a number of the respondents remain unemployed in spite of an employment-oriented study program, the 23 unemployed students were asked to explain why they had not found jobs. Thirteen of the 23 respondents were able to give reasons for remaining jobless. The reasons may be grouped as follows:

1. Some stated their husbands wanted them to remain home and not work.

2. Some plan to increase their class loads, attending school full-time.

3. Some indicated they were not yet prepared for employment and were afraid they "couldn't make it" successfully.

4. Some indicated they were afraid to get off the ADC.

For those respondents who have been employed in various occupations since September, 1970, it appeared that one of the best predictors of students' success as employees was to ascertain information from their employers. There were 78 students employed, either initially or on a continuinb basis following admission to the secretarial science program in 1970, as reported earlier in this chapter. Of these, 4 students refused to supply their employers' names, leaving 74 students to be followed by means

of employment supervisor questionnaires. Among the 74, there were 19 students, who have held two or more jobs since September, 1970. For these 19 students, a first and a last employment supervisor was contacted. Because one employment supervisor who was contacted did not provide the information requested, 92 completed employment supervisor questionnaires in the end were available.

The majority of the employment supervisors that were interviewed indicated that the students were performing satisfactorily on their jobs. Table 18 presents the supervisors' general attitudes regarding their student employees.

TABLE 18

SUPERVISORS' RATINGS OF STUDENT EMPLOYEES

Rating	Only or First Supervisor Ratings	Second Supervisor Ratings
Yes, definitely satisfied	49	15
Yes, moderately satisfied	18	3
Not entirely satisfied	6	0
No, not satisfied	1	0

These data show that 49 of the supervisors of students holding only one job since September, 1970, were definitely satisfied, and 18 moderately satisfied. Hence, 67 of these

supervisors, or 91 per cent of them, can be counted on the positive side. For the eighteen students who could be followed by means of a second employment supervisor, 15 supervisors were definitely satisfied and three were moderately satisfied, for a total of 100 per cent on the positive side. The difference between first and second supervisory ratings may not have high statistical significance (the small sample of second supervisor ratings make the second ratings notably unstable), but there is no doubt that the total of all supervisor ratings is highly favorable to the students.

The employed students were evidently exhibiting appropriate professional attitudes and skills in their work. This finding is reinforced because 71 of the first or only supervisors and all 18 of of the second supervisors stated that they expected the students to continue employment with their organizations. Three first or only supervisors stated that they did not expect the employers to remain with their organization, for reasons as follows:

1. Two of the students were thought to perform too slowly, personal problems interferring with performance on the job. Both employees were said to lack competence (not specific) and need additional training.

2. One student was performing well but was expected to go to college full-time.

When asked to comment generally on work skills, 80 of the 92 supervisors stated that their student employees had the necessary skills to advance on the job. Twelve super-

visors stated that the students did not have the skills needed to advance on the job, and gave reasons as follows for their opinions:

1. Six supervisors stated that the students needed to develop better stenographic skills.

2. Two supervisors stated that the students have too many personal problems to concentrate on improving their skills.

3. One supervisor stated that the student needed a better understanding of office procedures.

4. One supervisor stated that the student needed skills in bookkeeping and accounting.

5. One supervisor stated that the students needed skills in proof-reading.

6. One supervisor stated that his employee needed additional training, but would not indicate specific skills thought to be deficient.

When supervisors were asked to rate their employees on specific skills, as indicated in Table 19, an interesting and valuable array of judgments emerged.

Although the majority of ratings are favorable to the students on each of the specific skills, the margin by which ratings are favorable varies widely among the skills. "Oral communication" has the largest margin, with 78 favorable ratings and only two negative ratings. "Attitude," "Appearance," and "Office Practice" also have widely favorable margins, each with over 80 ratings of adequate, and fewer than 10 ratings of inadequate. Skill with "Shorthand"

makes the poorest showing, with a 49-43 split of adequate-inadequate ratings. "Spelling and Grammar" and "Written English" have the next largest number of negative ratings, although the favorable margin for each of these is of the order 3 to 1. "Typing," "Office Machines," and "At Work, Regularly and on Time" hold intermediate rank to other skills reported, each with 78 favorable rating, and 14 unfavorable ratings, giving a favorable margin better than 5 to 1.

TABLE 19

SUPERVISORS' RATINGS OF SECRETARIAL SKILLS

Skills Needed to Perform Adequately on the Job	Number of Ratings	
	Adequate	Inadequate
Typing	78	14
Shorthand	49	43
Office machines	78	14
Office practice	83	9
Spelling and grammar	68	24
Attitude	86	6
Appearance	84	8
Written English	71	21
Oral communication	90	2
At work, regularly and on time	78	14

CHAPTER V

SUMMARY AND CONCLUSIONS OF THIS RESEARCH

The purpose of this chapter is to review this study, summarize the findings, draw conclusions, and discuss the findings.

Review of the Research

This investigation was undertaken to evaluate the success of students entering a secretarial science program under an open-door admission policy in a community college. The basic problem was directed toward obtaining information concerning the following questions:

1. Do students admitted to the secretarial science program under an open-door admission policy complete a certificate program?

2. Do students admitted to the secretarial science program under an open-door admission policy complete a degree program?

3. Do students admitted to the secretarial science program under an open-door admission policy develop competency in the skills associated with their chosen instructional program?

4. Do students admitted to the secretarial science program under an open-door admission policy obtain employment relevant to their training?

To obtain the information in this investigation, 105

educationally disadvantaged secretarial science students who could not have been admitted under conventional admission policies were interviewed. Also, for each employed student one employment supervisor was interviewed. If the student held two or more jobs since entering the secretarial science program, both the first and the last employment supervisors were interviewed. The academic achievement of each student designated by letter grade was obtained. These grades measured the proficiency of the students in all study areas and more specifically in two skill areas: (1) typing and (2) transcription.

The student interviews were conducted in as informal manner as possible, and followed no specific pattern of questioning. The students' names were secured in the college's files, along with addresses, telephone numbers, and the dates of enrollment. Each student was then contacted by telephone and an appointment was set up at the college office, or at the writer's home, or at the respondent's home or place of employment. In a few instances a questionnaire was mailed to students because of disconnected telephones and/or unlisted telephone numbers. Questionnaire responses from 92 employment supervisors were obtained by telephoning the supervisors using names supplied by the students, explaining the rationale of the study to the supervisors, and enlisting their cooperation. The majority of supervisory responses were taken over the telephone. Appointments at the supervisor's offices were kept

to secure the remaining supervisory responses.

Findings

In this section the findings of the research are collected, beginning with data which describe the 107 students of the sample in terms of age, sex, academic background and other characteristics, and then moving through the research questions relating to persistence, competency, and eventual employment.

1. The sex distribution of the sample shows a preponderant amount of women in the secretarial science program, 96 per cent female and 4 per cent male.

2. The numbers of students in the age groups 18-25, 26-35, and 36-45 show a high degree of statistical similarity, near the average of 29 . The age group 46-55 drops off to 18, and the age group over 56 has just 2 students.

3. A finding on cultural background shows visibly Black students representing 84 per cent of the respondents. This observation underscores the great need for open admissions of Blacks, and perhaps other disadvantaged minorities as well from the inner city.

4. A compelling reason for all 107 respondents enrolling in the secretarial science program was the open-door admissions policy of Wayne County Community College. Although there were numerous additional reasons given for admission in the secretarial science program, the reasons most frequently given after open admissions for enrolling in the secretarial science program are as follows: the low tuition of the Community College; flexible class schedule; career education; and transfer to senior college.

5. Of the total sample of 107 students

thought to need open admission in order to enter college, 105 were found actually to have this need, primarily because of high school grade point records below B grade. Twelve per cent of the students reported having not even graduated from high school, one student having dropped out of elementary school at the sixth grade. A few of the students had enrolled previously at other colleges, or in other programs at Wayne County Community College, in each instance under open admission policies.

6. The 105 respondents needing open admissions, completed the requirements for 68 certificates and degrees. Thirty-nine students earned certificates in secretarial science, and 23 of these 39 also secured an Associate of Arts Degree in secretarial science. Six respondents matriculated partially in the secretarial program and received Liberal Arts Degrees. Hence, a total of 45 of the 105 students completed work for some type of academic award.

7. The typical open admissions student in the sample requires four years to complete the nominal two-year community college program in secretarial science, although one student managed to complete the program in two years, and several are likely to require at least six years.

8. Many of the open admissions students continue over a long period of time with their studies, on either a part-time or full-time basis, as they work towards certificates and degrees. After four years, 68 per cent of the students are either graduated or still enrolled, and possibly an even higher percentage will eventually graduate as some return to studies after a period of interruption.

9. Many students study only part-time, supplying good reasons for preferring part-time to full-time study, but the number who manage to study full-time has been substantial throughout the four years since original admission.

10. For a variety of reasons, some suggesting inability to handle the study program after admission, students in the sample have dropped out of the program during the past four years,

32 per cent being currently classfiable as drop-outs. The record indicates however that some of those currently classified as drop-outs will re-enter eventually, since 37 re-entries have occurred to date.

11. Classroom grades indicate that almost all of the students were successful in developing useful competencies during the study program. Of the grades earned by the 105 respondents from September, 1970 to April, 1974, students earned 308 A's, 424 B's, and 253 C's. Only 93 XN's or XW's were assigned, indicating failing work or withdrawal. In typing, where grading standards can be particularly objective in terms of performance, over 90 per cent of the students achieved passing grades indicating useful competence in typing. Nearly 30 per cent achieved the high competence required for A grades in the four typing classes, and ten students achieved A- level competence in the most advanced of the four courses. In shorthand, another course with notably objective grading standards, a similar pattern of grades and hence of competence was recorded, although the distribution of grades for shorthand was not quite as high as for typing.

12. The need for a job is exemplified by the finding which shows that very close to half of the respondents were unemployed at the time of enrollment in the secretarial science program.

13. Thirty-six students who held no job before entering the secretarial science program are now employed as of April, 1974. Eleven students who had been employed are now not employed. Neither employment nor unemployment can be attributed directly to the study program, but hopefully a positive relationship of study to employment exists. At the least, the data are supportive of the study program. When 23 unemployed students were asked why they were unemployed, 13 gave reasons ranging from family circumstances which prevented employment to fear at being unprepared and "unable to make it" successfully.

14. Over the four-year period since students were admitted to the secretarial science program, the quality of the employment held by those who have been employed has improved, as measured by salary, by estimates of the level of

position implied by job titles, and by estimates of the quality of the employing organization. Again, as with becoming employed, an improved quality of employment cannot be attributed directly to the study program, but the data are supportive of the study program.

15. Employment supervisors gave many indications of approval regarding the job performance and job skills of those students now gainfully employed, although pointing to some areas of training which they felt were inadequate. Ninety-two per cent of all general supervisory ratings were in the categories "definitely satisfied" or "moderately satisfied." Only 2 out of 74 employers were not deemed worthy of continuing in their organizations. Nearly half of the employment supervisors rated shorthand skill inadequate, but ratings on nine other specific skills were favorable by margins ranging from 3 to 1, to as high as 39 to 1.

Conclusion

The open-door admission policy has been regarded as a controversial issue, as was discussed in the review of the literature. Nonetheless, Wayne County Community College is in effect making admissions for those who desire a college education contingent upon one qualification: to be eighteen years old.

Drawing from this study, the cumulative findings of the research overwhelmingly support the open-door admission policy, given the assumption that a program is worthwhile, if it helps some people. Actually, the open door admission policy was helpful in various ways to large percentages of the students admitted. At least for the sampled group of secretarial science students, mostly women, mostly Black, mostly poor, the open admission policy has been valuable in

all three of the dimensions studied -- in achieving educational goals, in developing competencies within study areas, and in obtaining employment and succeeding as employees. The research does not provide data on other types of students, nor for other fields than secretarial science, but the strength of the evidence which is provided clearly shifts the burden of proof to those who would question the open admission policy, regardless of clientele or field of study.

The attrition rate for open admissions students in the secretarial science program indicates that enrolling patterns are somewhat unique, in that only a few individuals remain as full-time students for more than one or two semesters at a time. The students tend to take a grace period, to rest or procure a job, eventually continuing their education on a part-time basis through to a certificate or graduation. The elusive but potent variable of motivation is evident in this pattern of study. The level of growth to which these students aspired was particularly important to them, regardless of obstacles. Without open admissions, it becomes almost impossible to tap this kind of motivation.

The rhetoric that surrounds and often obfuscates open admissions will probably not dwindle in the near future. Nonetheless, it is obvious that many people who were previously regarded as "bad risks" for college are quite capable of quietly achieving objectives that will help them lead more meaningful and productive lives.

Discussion of the Research

Upon completion of this research, a number of observations about the study come to mind. It seems desirable to record some of the reflections on the meaning of the research, and on the implications of the findings for administrative practice.

Open Admissions Plus:

It should be noted that the data from the research do not necessarily mean that the students' successes were contingent solely upon the open admission policy. Many other factors were also involved in aiding these students to become successful. Among them were pre-enrollment publicity, pre-enrollment counseling, orientation, in-program guidance, tutorial assistance, small classes, developmental courses in reading and mathematics, special staffing, financial support, social activities, and career clinics. The research findings are, in reality, a testimony to the value of open admissions plus many other strategies designed to serve the students. The findings remain a test of the open admission policy, for without that policy none of the other strategies could have been brought into play; but it seems likely that any program designed for open admissions should also include many of the additional strategies which may have helped the secretarial science students at Wayne County Community College.

Equal Opportunity Versus
Equal Competence:

This study has presented data to substantiate the fact that open admittees remain in college to completion, earn good grades, and obtain certificates and degrees, as well as obtain employment relevant to their training. Yet these achievements by open admission students do not necessarily mean that they perform as well as students admitted under traditional admission policies.

The question of whether or not open admission students perform as well as other students does not seem quite appropriate in the schools of a democracy. The more relevant question is "Can certain students benefit from open admissions in achieving personal and societal goals?" The answer to this latter question, according to the present research, seems clearly, "Yes!" That other students might have completed college more rapidly, earned higher average grades, earned certificates and degrees more frequently, and found better jobs more quickly seems the lesser question, in terms of social policy.

The Rich, Non-Black Male:

The majority of the students in this sample were poor, Black, and female. But, students who do not fall into these categories of disadvantaged might have been even more successful because they normally do not have to cease their training in order to get a job. Furthermore, their daily

problems are not usually of such magnitude that their progress in school is affected.

On the other hand, although the more affluent student probably could profit disproportionately from the open door policy, greater appreciation and motivation for the opportunity for advancement might be an advantage for the disadvantaged student because of his station in life. The poor, Black, female may be the ideal candidate for open admissions, as a consequence of having suffered the largest discriminatory educational handicap of any group in the society. The differing responses of various sub-groups in society, to collegiate open admission and its attendant helping strategies, might be a rewarding next step in educational research.

The Wide Open Door Policy:

Is the door really open wide enough, for the educationally and economically disadvantaged? Even though ethnic minorities and the poor have entered college in increasing numbers, there is further need to amplify the goals of thousands of additional disadvantaged students. The particular open door policy and the particular set of related services which was the basis of this research was able to reach and help one group of people. Would other versions of an open door policy, and especially differing sets of related services, reach other groups of people with other problems or the same problems in more acute form?

What other kinds of programs can best serve the needs of students and society under open-door admissions? Can we devise such programs, restyle existing ones, create new ones? Perhaps, considering the number of drop-outs, should we fashion mini-courses of study to yield results after one semester or two. This appears to be a part of the dire need to rethink the college's mission and goals, and to refashion our curriculum for greater relevance.

Administering a Mission:

Reginald Wilson, President of Wayne County Community College, states that the objective of the college is to realize the potential and to maximize the skills and intellectual attainment of every student who enrolls. He further states that in order, "to achieve this objective will require something that is both more than and different from the traditional, elite structure of most institutions of higher education. Wayne County Community College will have to move in creative, innovative, and risk-taking directions to meet the needs of the highly diversified, ethnically various, and economically heterogeneous population which inhabits the Detroit metropolitan area. As part of that innovation, the College must:

1. experiment with new educational and programmatic ideas;

2. develop new assessment procedures for gauging student ability and progress;

3. Offer Black and other ethnic studies for its substantial non-white population, as well as for the enlightenment of its white students;

4. make effective the decentralization of its facilities in the community;

5. increase individualization of instruction through the use or application of new curriculum methods, new technologies, "schools without walls" philosophy, etc.;

6. create new occupational roles and the concomitant training for them;

7. assist in encouraging community and student involvement in program development, institutional governance and decision-making, and in the evaluation of the College's progress toward attainment of its stated goals."[1]

This study has clear implications for the formation of a new thrust in clerical and secretarial studies at the community college level. Although it concentrates on a small sample at Wayne County Community College in the secretarial science program, it provides some illuminating data, heretofore not verified, in support of the mission which President Wilson visualizes, and which he and other college administrators throughout the nation seek to implement.

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[1]Reginald Wilson, "Mission Statement--Institutional Philosophy and Administrative Program Plan," Wayne County Community College (January 16, 1972), pp. 1-2.

APPENDICES

APPENDIX I

STUDENTS' INTERVIEW SCHEDULE AND QUESTIONNAIRE

FIRST DRAFT

STUDENTS' INTERVIEW SCHEDULE AND QUESTIONNAIRE

(Interviewer use only)
Date of Contact _____
Telephone _____
Personal _____
Mail _____

Name _____

Current address

_____

_____

PERSONAL INFORMATION:

A. What is your sex?

(1) Female _____
(2) Male _____

B. What is your age

(1) 18-25 _____
(2) 26-35 _____
(3) 36-45 _____
(4) 46-55 _____
(5) 56+ _____

C. What were your reasons for enrolling in The Secretarial Science TACTICS program at Wayne County Community College?

(1) finances _____
(2) open door admission policy _____
(3) flexible class schedule _____
(4) career education _____
(5) transfer to senior college _____
(6) other (specify) _____

_____

ELEMENTARY AND HIGH SCHOOL:

D. Are you a high school graduate?

(1) Yes _____
(2) No _____

E. If no, how many years of school did you complete?

(1) 1-6 years _____
(2) 7-9 years _____
(3) 10-11 years _____
(4) none _____

F. If you are a high school graduate, please check your approximate high school grade point average.

(1) A (4.0) _____
(2) B (3.0-3.9) _____
(3) C (2.0-2.9) _____

PREVIOUS COLLEGES:

G. Were you enrolled at another college before WC3?

(1) Yes _____
(2) No _____

If yes, what college? _____

If yes, how long? Number of semesters _____
Number of quarters _____

H. If yes, what was your main reason for leaving the college previously attended?

(1) finances _____
(2) marriage _____
(3) pregnancy _____
(4) military service _____
(5) failure in classes _____
(6) employment _____
(7) other (specify) _____

_____

I. Please check your approximate grade point average at the previous college at the time you left.

(1) A (4.0) _____
(2) B (3.0-3.9) _____
(3) C (2.0-2.9) _____

O. Please give the names and telephone numbers of your last two supervisors, if you have had employment since entering the Secretarial Science TACTICS program.

Employer (Company)	Name of Supervisor	Telephone Number
_____	_____	_____
_____	_____	_____

COMPLETION:

P. Have you completed or will you complete a degree program at WC_3 by June, 1974?

(1) No
(2) Yes, in Secretarial Science _____
(3) Yes, but not in Secretarial Science _____
(4) If not in Secretarial Science, name field _____ _____
(5) If yes, when _____ (month & year)

Q. Have you completed or will you complete a certificate program at WC_3 by June, 1974?

(1) No
(2) Yes, in Secretarial Science _____
(3) Yes, but not in Secretarial Science _____
(4) If not in Secretarial Science, name field _____ _____
(5) If yes when _____ (month & year)

R. Do you plan to complete a degree after June, 1974?

(1) No
(2) Yes, in Secretarial Science _____
(3) Yes, but not in Secretarial Science _____
(4) If not in Secretarial Science, name field _____ _____
(5) If yes, when _____ (month & year)

PREVIOUS STUDY AT WC_3:

J. Were you enrolled in WC_3 before enrolling in the Secretarial Science TACTICS program?

(1) Yes _____
(2) No _____

K. If yes, what was your previous area of study at WC_3?

(1) Liberal Arts
(2) Career program (specify) _____

_____

EMPLOYMENT PRIOR TO ENROLLMENT IN TACTICS, SEPTEMBER 1970:

L. If you were employed prior to entering The Secretarial Science TACTICS program, please report that employment below.

	Job Title	Employer	No. Months Employed	Check If Full Time	Approx. Salary/wk
1st Job					
2nd Job					
3rd Job					
4th Job					
5th Job					

Continue on back of page if necessary

EMPLOYMENT SINCE ENROLLMENT IN TACTICS, SEPTEMBER 1970:

M. Did you continue in a previous employment after enrolling in the Secretarial Science TACTICS program?

(1) Yes _____ If yes, to what date _____
(2) No _____

N. Please report below new employments which you have held since entering the Secretarial Science TACTICS program.

	Job Title	Employer	No. Months Employed	Check If Full Time	Approx. Salary/wk
1st Job					
2nd Job					

5. Do you plan to complete a certificate after June, 1974?

(1) No
(2) Yes, in Secretarial Science _____
(3) Yes, but not in Secretarial Science _____
(4) If not in Secretarial Science, name field _____

(5) If yes, when _____
(month & year)

Semester	Were you enrolled	Check If Full Time	Reason for Part Time	Reason for Non-Enrollment
Sept. - Dec. 1970				
Jan. - Apr. 1971				
May - June 1971				
Sept. - Dec. 1971				
Jan. - Apr. 1972				
May - June 1972				
Sept. - Dec. 1972				
Jan - Apr. 1973				
May - June 1973				
Sept. - Dec. 1973				
Jan. - Apr. 1974				
May - June 1974				

U. Please report your experience with each of the courses listed below:

			No. of times enrolled	All Grades Received	Reasons for Repeating Other than Grades
(a)	Sec 101	Typing Fundamentals	_____	_____	_____
(b)	Sec 102	Intermediate Typing I	_____	_____	_____
(c)	Sec 103	Intermediate Typing II	_____	_____	_____
(d)	Sec 290	Business Correspondence	_____	_____	_____
(e)	Sec 111	Shorthand Fundamentals	_____	_____	_____
(f)	Sec 112	Intermediate Shorthand	_____	_____	_____
(g)	Sec 231	Dictation and Transcription	_____	_____	_____
(h)	Sec 285	Shorthand Speed-Building	_____	_____	_____
(i)	Sec 200	Office Practice I	_____	_____	_____
(j)	Sec 287	Office Practice II	_____	_____	_____
(k)	Sec 202	Office Machines	_____	_____	_____
(l)	Sec 288	Records Management	_____	_____	_____
(m)	Sec 280	Personal Development I	_____	_____	_____
(n)	Sec 281	Personal Development II	_____	_____	_____
(o)	Sec 156	Business Communication	_____	_____	_____

(p)	Sec 289	Coordinated Clerical Experience			
(q)	Be 108	Applied Business Law I			
(r)	Be 109	Applied Business Law II			
(s)	Others (specify)				

APPENDIX II

STUDENTS' INTERVIEW SCHEDULE AND QUESTIONNAIRE

FINAL DRAFT

STUDENTS' INTERVIEW SCHEDULE AND QUESTIONNAIRE

(Interviewer use only)
Date of contact_____
Telephone_____
Personal_____
Mail_____

NAME:_____

CURRENT ADDRESS:

_____

_____

PERSONAL INFORMATION:

A. What is your sex?

(1) Female_____
(2) Male _____

B. What is your age?

(1) 18-25 _____
(2) 26-35 _____
(3) 36-45 _____
(4) 46-55 _____
(5) 56+ _____

C. What were your reasons for enrolling in the Secretarial Science TACTICS program at Wayne County Community College?

(1) Finances _____
(2) Open door admission policy _____
(3) Flexible class schedule _____
(4) Career education _____
(5) Transfer to senior college _____
(6) Other (specify)

_____

ELEMENTARY AND HIGH SCHOOL:

D. Are you a high school graduate?

(1) Yes _____
(2) No _____

E. If no, how many years of school did you complete?

(1) 1-6 years _____
(2) 7-9 years _____
(3) 10-11 years _____
(4) None _____

F. If you are a high school graduate, please check your approximate high school grade point average.

(1) A (4.0) _____
(2) B (3.0-3.9) _____
(3) C (2.0-2.9) _____

PREVIOUS COLLEGES:

G. Were you enrolled at another college before WC3?

(1) Yes _____
(2) No _____

If yes, what college? _____

If yes, how long? Number of semesters _____
Number of quarters _____

H. If yes, what was your main reason for leaving the college previously attended?

(1) Finances _____
(2) Marriage _____
(3) Pregnancy _____
(4) Military service _____
(5) Failure in classes _____
(6) Employment _____
(7) Other (specify)

_____

I. Please check your approximate grade point average at the previous college at the time you left.

(1) A (4.0) _____
(2) B (3.0-3.9) _____
(3) C (2.0-2.9) _____

PREVIOUS STUDY AT WC_3:

J. Were you enrolled in WC_3 before enrolling in the Secretarial Science TACTICS program?

(1) Yes _____
(2) No _____

K. If yes, what was your previous area of study at WC_3?

(1) Liberal arts _____
(2) Career program (specify) _____

EMPLOYMENT:

L. Record below only those positions obtained prior to your entering the Secretarial Science TACTICS program.

	Job Title	Employer (agency - company)	Approx. Dates of Employment Mo/yr-Mo/yr:	Check If Full Time	Approx. Salary/wk
1st Job					
2nd Job					
3rd Job					
4th Job					
5th Job					

Continue on back of page if necessary

M. Record below only those positions obtained since entering the Secretarial Science TACTICS program.

	Job Title	Employer (agency - company)	Approx. Dates of Employment Mo/yr-Mo/yr:	Check of Full Time	Approx. Salary/wk
1st Job					
2nd Job					
3rd Job					
4th Job					
5th Job					

Continue on back of page if necessary

N. Employment changes from date of admission to now (Sept., 1970 to 1974).

Check one:

(1a) From no employment to employment _____
(1b) From employment to no employment _____
(1c) No change (not employed before, and not employed now _____
(1d) No change (employed before, and employed now _____
(1e) If you are not now employed, please explain why not?

_____

Check one:

(2a) Job title upgraded _____
(2b) Job title downgraded _____
(2c) No change _____

Check one:

(3a) Employer (agency-company) upgraded _____
(3b) Employer (agency-company) downgraded _____
(3c) No change _____

Check one:

(4a) Part-time to full-time _____
(4b) Full-time to part-time _____
(4c) No change _____

Check one:

(5a) Salary upgraded 100% or more _____
(5b) Salary upgraded 50-99% _____
(5c) Salary upgraded 10-49% _____
(5d) Salary unchanged ($\pm$ 10%) _____
(5e) Salary decreased (> 10%) _____

O. Please give the names and telephone numbers of your last two supervisors, if you have had employment since entering the Secretarial Science TACTICS program.

Employer (agency-company)	Name of Supervisor	Telephone Number

P. Report any of the ways your Secretarial Science studies may have helped you with employment.

		Check
(1)	Helped me obtain new job with new employer	_____
(2)	Helped me advance to better position with same employer	_____
(3)	Helped me improve my skills in a position I held	_____
(4)	_____	
(5)	_____	
(6)	_____	

COMPLETION:

Q. Have you completed or will you complete a degree program at WC_3?

		By June 1974	After June 1974
(1)	No	_____	_____
(2)	Yes, in Secretarial Science	_____	_____
(3)	Yes, but not in Secretarial Science	_____	_____
(4)	If not in Secretarial Science, name field	_____	
(5)	If yes, when	_____	

R. Have you completed or will you complete a certificate program at WC_3?

		By June 1974	After June 1974
(1)	No	_____	_____
(2)	Yes, in Secretarial Science	_____	_____
(3)	Yes, but not in Secretarial Science	_____	_____
(4)	If not in Secretarial Science, name field	_____	
(5)	If yes, when	_____	

S. Please report on your enrollment in the Secretarial Science program for each of the terms below.

Semester	Were You Enrolled?	Check If Part-time	Semester	Were You Enrolled?	Check If Part-time
Sept.-Dec. 1970	_____	_____	Sept.-Dec. 1972	_____	_____
Jan.-Apr. 1971	_____	_____	Jan.-Apr. 1973	_____	_____
May-June 1971	_____	_____	May-June 1973	_____	_____
Sept.-Dec. 1971	_____	_____	Sept.-Dec. 1973	_____	_____
Jan.-Apr. 1972	_____	_____	Jan.-Apr. 1974	_____	_____
May-June 1972	_____	_____	May-June 1974	_____	_____

Please indicate your reasons for not enrolling if you skipped one or more terms, or dropped out permanently.

1. Lost interest _____
2. Too much pressure _____
3. Could not afford cost of attending school _____
4. Needed at home _____
5. Moved away _____
6. Doing poorly in classes _____
7. Married _____
8. Pregnant _____
9. Job interferred _____
10. Military Service _____
11. Other (indicate) _____
12. Other (indicate) _____

Please indicate your reasons for any terms of part-time enrollment.

1. Lost interest _____
2. Too much pressure _____
3. Could not afford cost _____
4. Needed at home _____
5. Moved away _____
6. Doing poorly in classes _____
7. Married _____
8. Pregnant _____
9. Job interferred _____
10. Military Service _____
11. Other (indicate) _____
12. Other (indicate) _____

T. Please report your experience with each of the courses listed below:

			No. of Times Enrolled	All Grades Received	Reasons for Repeating (Other than Grades)
(a)	Sec 101	Typing Fundamentals			
(b)	Sec 102	Intermediate Typing I			
(c)	Sec 103	Intermediate Typing II			
(d)	Sec 290	Business Correspondence			
(e)	Sec 111	Shorthand Fundamentals			
(f)	Sec 112	Intermediate Shorthand			
(g)	Sec 231	Dictation and Transcription			
(h)	Sec 285	Shorthand Speed-Building			
(I)	Sec 200	Office Practice I			
(J)	Sec 287	Office Practice II			
(k)	Sec 202	Office Machines			
(l)	Sec 288	Records Management			
(m)	Sec 280	Personal Development I			
(n)	Sec 281	Personal Development II			
(o)	Sec 136	Business Communication			

T. Courses (continued)

			No. of Times Enrolled	All Grades Received	Reasons for Repeating (Other than Grades)
(p)	Sec 289	Coordinated Clerical Experience			
(q)	Be 108	Applied Business Law I			
(r)	Be 109	Applied Business Law II			
(s)	Others (specify)				

APPENDIX III

EMPLOYERS' QUESTIONNAIRE

Student's Number_____
Student's Name_____
Employer (Company)_____
Supervisor_____
Telephone_____

Job Title_____

A. How long has this employee worked under your supervision?

(1) Years _____ (2) Months _____

B. Are you satified with this employee's work?

(1) Yes, definitely _____
(2) Yes, moderately _____
(3) Not entirely _____
(4) No _____

C. Do you expect this person to continue employment with your organization?

(1) Yes _____
(2) No _____

If no, is the employee's lack of competence the reasons for dismissal?_____

What competence is lacking? _____

D. Does this employee have the skills needed to advance on this job?

(1) Yes _____
(2) No _____

If no, what skills are lacking? _____

E. Please rate as adequate, or inadequate, all of the following skills needed by this employee in her present position with you.

	Adequate	Inadequate
(1) Typing	_____	_____
(2) Shorthand	_____	_____
(3) Office Machines	_____	_____
(4) Office Procedures	_____	_____
(5) Spelling and grammar	_____	_____
(6) Attitudes	_____	_____
(7) Appearance	_____	_____
(8) Written English form	_____	_____
(9) Oral Communication	_____	_____
(10) At work, regularly and on time	_____	_____

APPENDIX IV

EDITORIAL, THE NEW YORK TIMES, FEBRUARY 14, 1974

City College and The Diluting Of Standards

The concept of open admission to all students and its application at the City University system has emerged again, this time fired by an acrimonious debate involving charges of diluting the history program at the University's flagship school, City College.

A statement is being circulated among the school's tenured faculty deploring the alleged deterioration of standards at the college. The traditionalists on the City College history faculty have argued that their opponents, in order to lure students to their classes, have introduced new courses which cheapen the curriculum by allowing students to receive credit without doing as much reading and research as in the more established courses. They insist they are not opposed to open admissions but simply to the way it is being handled.

On the other hand, the faction promoting change, that seems to have the support of City College President Robert Marshak who is committed to open admissions, contends that the department's offerings are weighted too heavily toward European history and too lightly toward African and Asian as well as urban history. They maintain that the curriculum should recognize the interests and inadequate preparation of many of the present students who would have failed to gain admission under the old standards.

The issue, which has defied two fact-finding committees, prompted a rapid turnover of history chairmen, split the department into factions and gone well beyond the bounds of scholarly debate, focuses on whether the college can maintain its traditional commitment to educating low-income students as well as preserving the quality of that education. Under open admissions, which began in 1970, the City University guarantees a place to every city high school student who chooses to enter its system of 19 institutions. Many of these students need remedial help. In recent years, there has also been a trend toward dispensing with many formerly required courses, history being one of them.

APPENDIX V

"70% ON OPEN ADMISSIONS STAY AT CITY U."
NEW YORK TIMES, MARCH 17, 1974

THE NEW YORK TIMES, SUNDAY, MARCH 17, 1974

70% on Open Admissions Stay at City U.

By GENE I. MAEROFF

Almost 70 per cent of the 33,412 students who entered the City University of New York in September, 1970, when the open admissions policy took effect, were still enrolled four semesters later, according to a report released yesterday by the university.

The 28-page report contains the most comprehensive data yet issued on the open-admissions program, which has been a subject of continuing controversy at the once selective university.

"This study demonstrates that predictions of open admissions becoming a 'revolving door' with very high dropout rates have not come true," said Alfred A. Giardino, the president of the Board of Higher Education. "The data also provide clear evidence of a genuine thirst for higher education among New York City high school graduates."

Among the major findings in the report on the open admissions policy, under which every high school graduate in the city is guaranteed a seat in the City University, are the following:

¶The eight four-year colleges of the City University had a retention rate of 76 per cent during the first two years of open admissions and the seven two-year community colleges had a retention rate of 60.5 per cent. The combined rate for the two kinds of institutions was 69.5 per cent.

¶Students who had high school averages of under 70 were more likely to remain in college if they entered a four-year institution than if they entered a community college.

¶The higher a student's high school grades, the less likely he was to become a dropout. City University held on to 57.6 per cent of those with high school averages under 70; 63 per cent of those with averages from 70 to 74.9; 70 per cent of those with averages from 75 to 79.9, and 80.6 per cent with averages of 80 and above.

City University's student retention rate under open admissions apparently was higher than many observers expected it to be, but the fact that seven out of 10 students lasted for

Continued on Page 52, Column 3

RETENTION RATE AT CITY U. IS 70%

Continued From Page 1, Col. 4

two years may add to the dispute over whether the university's traditional standards have been maintained.

Dr. David E. Lavin, who was in charge of compiling the report, said that City University is in a "no-win" situation on open admissions.

"If the retention rate is high," commented Dr. Lavin, an assistant professor of sociology at Lehman College, "people ask whether the university has been sold down the river. If the retention rate is low, they all say, 'we told you those lousy students wouldn't make it.'"

The only figure of the City University's pre-open-admission retention rate cited in the report referred to a 1968 study. It was found at that time that 70 per cent of the students completed their degree requirements, although it took some as long as seven years to do it.

Dr. Lavin added in an interview that he thought it was reasonable to expect a lower retention rate under open admissions if only because there were more students entering with lower high school grades and, as the current study showed, the dropout and failure rate was higher for such students.

He said that indications were that most of those dropping out of the City University during the first two years of open admissions "clearly did so for academic reasons, even if the colleges were not yet telling them to leave."

A separate report on the academic performance of the open admissions students is being undertaken by Dr. Lavin.

Brooklyn College listed the highest retention rate of the four-year institutions in the university system, retaining 81.7 per cent of its students over the two years. Manhattan Community College reported the highest rate, 67.3 per cent, for the two-year colleges.

Students who dropped out and returned or transferred to other City University units were included among those retained.

The lowest ranking among the senior colleges in its retention rate was John Jay College, 62.5 per cent, and the lowest retention rate among the two-year institutions was at Queensborough Community College, which held on to 55.4 per cent of its students.

Spokesmen at both colleges commented on the findings.

"We had the worst physical conditions in the university, and the largest number of poorly prepared students," said Dr. Flora Schreiber, director of public relations at John Jay.

More students with high school averages under 70 entered John Jay at the beginning of the open admissions program than entered any of the other four-year colleges.

"Queensborough has retained both its high academic standing and what is probably one of the strongest remedial programs in the city," said Dr. Jack Friedman, a aide to the president. "We give students with difficulties every possible chance to come up to a college level, but they have got to make it and we don't push anyone through."

The City University units do not have a uniform policy in connection with the progress that is required of a student in order not to be failed out. A spokesman for the university said that "before and since open admissions most of the colleges are reluctant to flunk out a student during his first year."

A fact that would seem to enhance further the retention chances of City University students during their first year or two is that while enrolled in remediation programs that were established along with open admissions — programs that generally carry no academic credit, they are less likely to be subject to traditional standards.

No statistics are available on the retention rates of students after the third year, which ended in June, 1973. Mr. Giordino said that he had asked for the figures.

A preliminary study, released last summer, indicated that by the fall of 1972, the beginning of the third year, more than half of the students who entered in September, 1970, were no longer attending the college they had entered. But it was apparently informal and did not take account of students who had dropped out and re-entered and thos ewho had transferred.

There are few national statistics available with which to compare the City University findings.

Perhaps the most recent and most complete of the national studies was issued in 1972 by the American Council on Education. In surveying more than 50,000 students across the country, it found that 78 per cent of them returned for the sophomore year and that four years after they began college 58.5 per cent had either received a degree or were still enrolled at the institution at which they had started.

Persistence Shown

Following is a chart showing the number of students who entered the various colleges of the City University in September, 1970 — when open admissions began—and the number of those still enrolled four semesters later. The upper line for each college shows the totals; the lower line represents students whose high school averages were under 70 per cent.

	Entering Students.	Fourth-Semester Enrollment.	Retention Rate.
Baruch	1,355	988	71.4
	166	103	62.0
Brooklyn	4,319	3,527	81.7
	240	131	54.6
City College	2,921	2,212	75.5
	287	202	70.4
Hunter	3,075	2,329	75.7
	162	119	73.5
John Jay	1,022	639*	62.5*
	421	253*	60.1*
Lehman	2,337	1,656	70.9
	191	118	61.8
Queens	3,450	2,702	78.3
	133	82	61.7
York	840	621	73.9
	169	74	43.5
Senior Colleges Totals	19,379	14,454	74.6
	1,708	1,012	59.3
Manhattan	1,339	1,049	67.3
	416	285	63.7
Bronx	1,827	1,164*	63.7*
	772	449*	61.1*
Hostos	573	330*	57.6*
	259	137*	53.0*
Kingsborough	2,492	1,542	61.9
	891	499	55.8
New York	2,231	1,360	60.4
	704	453	54.9
Queensboro	3,366	1,856	55.4
	876	421	48.0
Staten Island	2,765	1,284	46.2
	496	240	51.5
Community Coll. Totals	14,123	8,537	60.4
	4,343	2,407	55.4
CUNY Totals	33,502	22,991	68.6
	6,051	3,419	57.6

*Estimate.

APPENDIX VI

SECRETARIAL STENOGRAPHIC PROGRAM (1974)
WAYNE COUNTY COMMUNITY COLLEGE

SECRETARIAL STENOGRAPHIC PROGRAM

The Secretarial Science program is designed to provide the student with the basic skills necessary for job entry into secretarial occupations. The program includes specialized courses in office skills and related supported courses in preparing men and women for secretarial and stenographic positions, executive secretary, and administrative assistant. An Associate Degree and/or Certificate will be granted those students who successfully complete the program.

Students who pursue the Certificate enroll only in Secretarial Science courses. Those who want an Associate Degree enroll in Liberal Arts courses to complete group requirements for the degree in addition to Secretarial Science subjects.

WAYNE COUNTY COMMUNITY COLLEGE
DEGREE AND PROGRAM SPECIFICATIONS
DEPARTMENT OF SECRETARIAL SCIENCE

PROGRAM: SECRETARIAL STENOGRAPHIC DEGREE: A. A.

ASSOCIATE OF ARTS DEGREE REQUIREMENTS

60 Semester Hours Minimum

ENGLISH -- Two Courses

SOCIAL SCIENCE -- Two courses from the following areas; Anthropology, Economics, History, Political Science, Psychology, Social Science, and Sociology. (Geography courses other than 101 and 102 count as Social Science.)

NATURAL SCIENCE -- Two courses from the following areas: Astronomy, Biology, Chemistry, Geology, Physics, and Physical Science. (Geography 101 and 102 count as Natural Science.)

HUMANITIES -- Two courses from the following areas: Foreign Language, Art, Humanities, Speech, Music, Drama, Photography, Dance.

OPTIONS -- One course in Mathematics or Philosophy may be substituted for one course in the above groups.

GOVERNMENT REQUIREMENT -- Options: (1) Political Science 100; or (2) History 249 and 250; or (3) Social Science 150 and 160; or (4) Black Studies 131

RESIDENCE REQUIREMENT -- At least 15 semester hours must be completed at WC_3.

GENERAL PROGRAM REQUIREMENTS

Two-Year Program Suggested Program Sequence

(which apply toward A. A. degree requirements above)

Course Code and Number	Course Title	Credit
HUM 101	Humanities I	3
PL 100	Political Science	3
BIO 130	First Aid	2
BIO 206	Hygiene	2

Course Code and Number	Course Title	Credit
ENG 136	Business Communications	3
ENG 110	Freshman English	3
SPH 100	Fundamentals of Speech	3
MAT 100 or 101	Business Arithmetic	3

SPECIFIC PROGRAM REQUIREMENTS

(other than above)

Course Code and Number	Course Title	Credit
Semester I		
SEC 280	Personal Development I	3
SEC 101	Typing Fundamentals	3
SEC 111	Shorthand Fundamentals	3
BE 108	Applied Business Law	3
Semester II		
SEC 112	Intermediate Shorthand	3
SEC 102	Intermediate Typing I	3
SEC 202	Office Machines	3
ACC 100	Introduction to Accounting	3
Semester III		
SEC 103	Intermediate Typing II	3
SEC 231	Dictation and Transcription	3
SEC 288	Record Management	3
SEC 200	Office Practice I	3
Semester IV		
SEC 290	Business Correspondence	3
BE 109	Applied Business Law II	3
SEC 285	Shorthand Speed-Building	3
SEC 287	Office Practice II	3
SEC 281	*Personal Development II	3

*Optional

PROGRAM: GENERAL OFFICE CLERICAL DEGREE: A. A.

ASSOCIATE OF ARTS DEGREE REQUIREMENTS

60 Semester Hours Minimum

ENGLISH -- Two Courses

SOCIAL SCIENCE -- Two courses from the following areas: Anthropology, Economics, History, Political Science, Psychology, Social Science, and Sociology. (Geography courses other than 101 and 102 count as Social Science.)

NATURAL SCIENCE -- Two courses from the following areas: Astronomy, Biology, Chemistry, Geology, Physics, and Physical Science. (Geography 101 and 102 count as Natural Science.)

HUMANITIES -- Two courses from the following areas: Foreign Language, Art, Humanities, Speech, Music, Drama, Photography, Dance.

OPTIONS -- One course in Mathematics or Philosophy may be substituted for one course in the above groups.

GOVERNMENT REQUIREMENT -- Options: (1) Political Science 100; or (2) History 249 and 250; or (3) Social Science 150 and 160; or (4) Black Studies 131.

RESIDENCE REQUIREMENT -- At least 15 semester hours must be completed at WC_3.

GENERAL PROGRAM REQUIREMENTS

Two-Year Program Suggested Program Sequence

(which apply toward A. A. degree requirements above)

Course Code and Number	Course Title	Credit
HUM 101	Humanities I	3
PL 100	Political Science	3
BIO 130	First Aid	2
BIO 206	Hygiene	2

Course Code and Number	Course Title	Credit
ENG 136	Business Communications	3
ENG 110	Freshman English	3
SPH 100	Fundamentals of Speech	3
MAT 100 or 101	Business Arithemetic	3

SPECIFIC PROGRAM REQUIREMENTS

(other than above)

Course Code and Number	Course Title	Credit
Semester I		
SEC 280	Personal Development I	3
SEC 101	Typing Fundamentals	3
SEC 111	Shorthand Fundamentals	3
SEC 288	Record Management	3
Semester II		
SEC 102	Intermediate Typing I	3
SEC 112	Intermediate Shorthand	3
SEC 202	Office Machines	3
BE 108	Applied Business Law I	3
Semester III		
SEC 200	Office Practice I	3
ACC 100	Introduction to Accounting	3
BE 109	Applied Business Law II	3
SEC 231	Dictation and Transcription	3
SEC 103	Intermediate Typing II	3
Semester IV		
SEC 287	Office Practice II	3
SEC 290	Business Correspondence	3
SEC 289	Coordinated Clerical Experience	3
SEC 281	*Personal Development II	3

*Optional

THE STENOGRAPHIC CERTIFICATE PROGRAM

One-Year Program

Suggested Program Sequence

A certificate program emphasizing stenographic skills development. Upon completion of this program a student may choose to continue working toward an Associate Degree in the Secretarial program without loss of credit.

Course Code and Number	Course Title	Credit
Semester I		
MAT 100 or 101	Business Mathematics	3
SEC 101	Typing Fundamentals	3
SEC 111	Shorthand Fundamentals	3
SEC 280	Personal Development I	3
SEC 288	Record Management	3
Semester II		
SEC 102	Intermediate Typing I	3
SEC 112	Intermediate Shorthand	3
SEC 202	Office Machines	3
ENG 136	Business Communications	3
BE 108	Applied Business Law I	3
Semester III		
SEC 103	Intermediate Typing II	3
SEC 200	Office Practice I	3
SEC 281	*Personal Development II	3

*Optional

THE GENERAL OFFICE CLERICAL PROGRAM

One-Year Program

Suggested Program Sequence

The General Office Clerical is designed to give a student necessary skills with minimum basic education background to provide a quick preparation for earning a livelihood. It will earn the student a certificate. Students are encouraged to continue for a second year to earn an Associate Degree.

Course Code and Number	Course Title	Credit
Semester I		
SEC 280	Personal Development I	3
SEC 288	Record Management	3
SEC 101	*Typing Fundamentals	3
MAT 100 or 101	Business Mathematics	3
ENG 136	Business Communications	3
Semester II		
SEC 111	*Shorthand Fundamentals	3
SEC 202	*Office Machines	3
SEC 102	*Intermediate Typing I	3
BE 108	Applied Business Law I	3
Semester III		
SEC 200	Office Practice I	3
SEC 103	*Intermediate Typing II	3
SEC 289	**Coordinated Clerical Experience	3
SEC 281	**Personal Development II	3

*One hour of laboratory work, per week, per class.

**Optional

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BIBLIOGRAPHY

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