

1989

A survey of Treaty Oak Community College students enrolled in a program of study from 1986-1989 and of businesses located in the Treaty Oak Community College service area

Kathleen Marie O'Brien
Portland State University

Follow this and additional works at: https://pdxscholar.library.pdx.edu/open_access_etds



Part of the [Business Commons](#), and the [Education Commons](#)

Let us know how access to this document benefits you.

Recommended Citation

O'Brien, Kathleen Marie, "A survey of Treaty Oak Community College students enrolled in a program of study from 1986-1989 and of businesses located in the Treaty Oak Community College service area" (1989). *Dissertations and Theses*. Paper 3936.

<https://doi.org/10.15760/etd.5819>

This Thesis is brought to you for free and open access. It has been accepted for inclusion in Dissertations and Theses by an authorized administrator of PDXScholar. Please contact us if we can make this document more accessible: pdxscholar@pdx.edu.

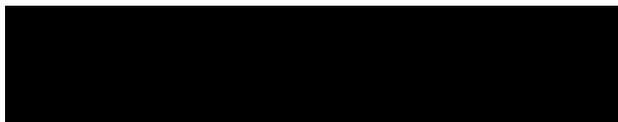
AN ABSTRACT OF THE THESIS OF Kathleen Marie O'Brien for the Master of Science in Teaching in Business Education presented October 26, 1989.

Title: A Survey of Treaty Oak Community College Students Enrolled in a Program of Study from 1986-1989 and of Businesses Located in the Treaty Oak Community College Service Area.

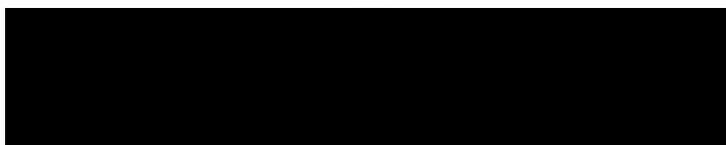
APPROVED BY THE MEMBERS OF THE THESIS COMMITTEE:



Leonard Robertson, Chair



Carl Pollock



Harold Jorgensen

A study was conducted to assess Treaty Oak Community College's (Treaty Oak) accomplishment of its mission in terms of responding to the educational and training needs of the community. A questionnaire was sent to students who were enrolled in a program of study from 1986-1989.

This survey was to evaluate the assistance Treaty Oak gives students in reaching their goals, to determine employment or student status and to assess the effectiveness of the academic and student services at Treaty Oak. A second questionnaire was sent to local businesses to evaluate the contribution that Treaty Oak makes in meeting the business community's needs. Evaluation of the treatment is in percentage form.

Students responding to the survey indicated that they primarily chose to attend Treaty Oak because it was close to their home. Other reasons noted were that it is inexpensive and the quality of the courses and programs offered. The primary goals of students attending Treaty Oak are to obtain an Associate degree, to obtain skills needed for entry into a new or different job and to complete courses for transfer to a four-year institution. Most students indicated that their primary goals were reached by the time they left Treaty Oak and that they were satisfied with the assistance provided to them by Treaty Oak in reaching their goals.

The overall rating for quality of instruction at Treaty Oak was high. Most student services and facilities also received a high rating. The exceptions were: Parking, Student Activities and Student Lounge.

The majority of students who reported that they were working hold full-time jobs. A high degree of overall job

satisfaction was reported. However, salary and opportunity for advancement received low ratings. Those students who continued their education at a four-year institution reported no problems with transferring credits and showed a high degree of success at the university level.

The survey sent to local business showed that most advertise positions open by using the newspaper, word of mouth and other employees. Human relations and personal skills were reported as being the most desirable traits that office personnel could possess. A low percentage of respondents replied that Treaty Oak graduates are in their employ.

Employment tests were not reported used by most respondents. When rating desired attributes of prospective employees, employers reported public relations skills, reliability, responsibility and dependability, and professionalism as the most desirable.

It was reported that an entry-level position in accounting performs cash receipts, posting and petty cash duties. Computer training of entry-level accounting employees as well as accounting principles was preferred by most employers. It was reported that a second year of accounting would help secure an entry-level accounting position.

Stenographic skills were not required by most

employers but were considered an advantage. Weaknesses in typewriting skills reported were spelling and accuracy. In terms of filing systems, manual systems and alphabetic classification were used the most.

Programming was not expected of entry-level computer employees. However, employers did expect that entry-level computer employees be knowledgeable about word processing, database, and operating systems software. Accounting software received the highest rating in terms of importance to the respondents' businesses.

Office equipment reported used included calculators, typewriters and computers. IBM compatibles were the most popular brand of computers reported.

Businesses responding to the survey indicated entry-level employees need to know more about pride in work, basic skills, computer familiarity, honesty, willingness to learn, professionalism, ability to meet the public, and attitudes.

A SURVEY OF TREATY OAK COMMUNITY COLLEGE STUDENTS ENROLLED
IN A PROGRAM OF STUDY FROM 1986-1989 AND OF BUSINESSES
LOCATED IN THE TREATY OAK COMMUNITY COLLEGE SERVICE AREA.

by

KATHLEEN MARIE O'BRIEN

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

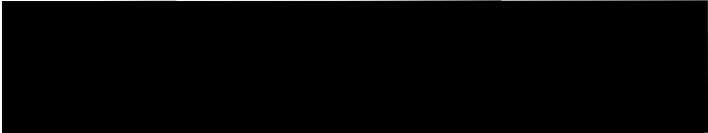
MASTER OF SCIENCE IN TEACHING
in
BUSINESS EDUCATION

Portland State University
1989

TO THE OFFICE OF GRADUATE STUDIES:

The members of the Committee approve the thesis of
Kathleen Marie O'Brien presented October 26, 1989.

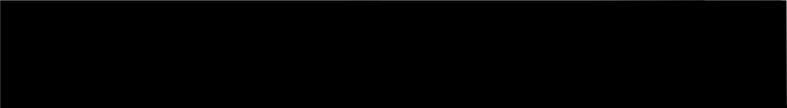

Leonard Robertson, Chair


Carl Pollock


Harold Jorgensen

APPROVED:


Robert B. Everhart, Dean, School of Education


C. William Savery, Interim Vice Provost for Graduate
Studies and Research

Dedicated to
my husband, David
and
my daughter, Kasey

ACKNOWLEDGEMENTS

I would like to thank Treaty Oak Community College for providing the financial support for this endeavor. Many thanks also to Dr. Leonard Robertson who, because of his good nature and flexibility, allowed me to make deadlines which seemed impossible.

Without the love and support of my parents, Lou and Adeline Klahn and my parents-in-law, Ken and Winnie O'Brien, I could not have completed this project. I cannot thank them enough.

My greatest appreciation is for my husband, David O'Brien. His support has been unfailing and the sacrifices he has made have been without complaint. My love and respect for him has grown daily. And to my daughter, Kasey Marie, thanks for giving up spending time with mom, especially when you thought you needed it most.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	iii
LIST OF TABLES	vii
LIST OF FIGURES	ix

CHAPTER

I	THE PROBLEM AND ITS SETTING	1
	Statement of the Problem	1
	Subproblems	1
	Objectives of the Study	2
	Scope of the Study	4
	Limitations	4
	Definition of Terms	5
	Importance of the Study	6
	Summary	7
II	REVIEW OF RELATED LITERATURE	8
	Summary	12
III	PROCEDURES FOR THE GATHERING AND TREATMENT OF DATA	13
	Research Design	13
	Instrument Design	13
	Methodology	15
	Sampling Design	16
	Treatment of Data	17

Summary 17

IV FINDINGS 18

 Questionnaire to Students 19

 Background Information 19

 Student Services and Instruction 27

 Employment Status and Information 30

 Education (Continuing after Treaty
 Oak) 34

 Comments 35

 Survey of Local Businesses 36

 General Information 36

 Attributes and Skills Desired of
 Employees 39

 Accounting 41

 Shorthand and Machine
 Transcription 42

 Office Systems 44

 Typewriting and File Management 45

 Information Processing 47

 Comments 50

 Summary 50

V CONCLUSIONS AND RECOMMENDATIONS 54

 Conclusions 54

 Survey of Students 54

 Survey of Businesses 56

 Recommendations 59

 Summary 62

REFERENCES 63

APPENDICES

A Questionnaire to Students 65

B Questionnaire to Businesses 69

C Cover Letter Sent with First Mailing 73

D Cover Letter Sent with Second Mailing 75

E Programs of Study Reported by Students 77

F Students' Comments 79

G Type, Brand, and Number of Pieces of
Office Equipment used by Respondents of
Business Survey 84

H Software Packages used by Respondents of
Business Survey 86

I General Information Needed by Entry-
level Information Processing Employees
Reported by Local Businesses 88

J Most Important Concept that Should be
Taught to Community College Information
Processing Students as Reported by Local
Businesses 90

K Businesses' Comments 92

LIST OF TABLES

TABLE	PAGE
I	Age Distribution Comparison of Survey Respondents to all Treaty Oak Full-time and Credit Students 20
II	Percentages of Responses Regarding Quality of Instruction at Treaty Oak 27
III	Percentages of Responses Regarding Student Services and Facilities at Treaty Oak . . 29
IV	Aspects of Employment Rated with Regard to Job Satisfaction 34
V	Percentage of Respondents Reporting Type of Business 36
VI	Frequency and Percent of Number of Employees . 37
VII	Percentage of Respondents Reporting Methods of Advertising for New Employees 38
VIII	Rating of Desired Attributes of Office Employees 39
IX	Rating of Traits Desired in Prospective Employees 41
X	Duties Associated with an Entry-Level Position in Accounting 42
XI	Number of Office Employees by Category 44
XII	Minimum Typewriting Standards Required by Respondents 45
XIII	Areas of Typewriting where Weaknesses are seen in New Employees 46
XIV	Classification Systems Used in Filing and Percentage of Response 47

TABLE

PAGE

XV	Percentage Distribution of Brands of Computers Used	48
XVI	Expectations of Entry-Level Office Employee with Regard to Software Applications	48
XVII	Rating of Software Packages Used in Businesses	49

LIST OF FIGURES

FIGURE		PAGE
1	A comparison of primary reasons for choosing Treaty Oak Community College shown in percent of respondents	22
2	A comparison of secondary reasons for students to attend Treaty Oak	23
3	A comparison of reasons for students not completing a program of study at Treaty Oak in percent responding	24
4	A comparison of students' primary goals when attending Treaty Oak shown in percent of respondents	26
5	A comparison of how students found out about their present position shown in percent of respondents	31
6	A comparison of annual salaries reported by Treaty Oak students shown in percentage of respondents	33

CHAPTER I

THE PROBLEM AND ITS SETTING

STATEMENT OF THE PROBLEM

The problem of this study was to assess Treaty Oak Community College's accomplishment of its mission in terms of responding to the educational and training needs of the community.

SUBPROBLEMS

The First Subproblem

The first subproblem was to evaluate the assistance Treaty Oak Community College gives students in reaching their educational goals, to ascertain information concerning students' occupation and/or student status, and to assess the perceived quality of Treaty Oak's academic and student services.

The Second Subproblem

The second subproblem was to evaluate Treaty Oak Community College's contribution to the goals of the business community and to ascertain information from businesses concerning their needs.

OBJECTIVES OF THE STUDY

The first objective of this study was to examine the first subproblem by answering the following set of questions.

1. What are the reasons that students choose to attend Treaty Oak Community College?
2. What are the primary reasons that students do not complete a program of study at Treaty Oak Community College?
3. What are the primary goals of students attending Treaty Oak Community College?
4. Are students' primary goals achieved by the time they leave Treaty Oak Community College?
5. How much do students feel Treaty Oak Community College assisted them in reaching their goals?
6. How do former Treaty Oak Community College students rate the quality of instruction received?
7. How do former students rate the quality of student services and facilities at Treaty Oak Community College?
8. What is the employment status of Treaty Oak Community College graduates?
9. What is the educational status of Treaty Oak Community College graduates?

The second objective of the study was to examine the second subproblem by answering the following questions:

1. How do employers advertise for new employees?
2. How do employers rate certain attributes of office personnel?
3. How do local businesses view Treaty Oak Community College graduates as employees?
4. In what areas do local businesses test prospective office employees?
5. How do employers rate certain attributes and traits in prospective office employees?
6. What knowledge and skills do employers expect an entry-level accounting employee to possess?
7. What are employers' expectations in terms of shorthand and machine transcription for entry-level office employees?
8. What are employers' expectations in terms of typewriting skills for entry-level office employees?
9. What are employers' expectations in terms of file management skills for entry-level office employees?
10. What are employers' expectations in terms of programming skills for entry-level computer employees?
11. What office equipment are local businesses using?
12. What computer equipment are local businesses using?
13. What computer software are local businesses using?

14. What do employers expect in terms of an entry-level employee's knowledge of computer software?
15. What other general information does an entry-level employee need to know about Information Processing functions in today's office?
16. What do employers think is the one most important concept we should be teaching to community college information processing students?

SCOPE OF THE STUDY

This study included Treaty Oak Community College credit students enrolled in a program of study and businesses located in those towns served by Treaty Oak Community College who advertise in the yellow pages.

LIMITATIONS

Interpretation of data from this study may be affected by the sample which was restricted to those students who could be located and to those students and businesses who responded to the questionnaire. Other limitations to be considered include the respondents' truthfulness in answering the questions and the interpretation of some of the items on the instruments.

DEFINITION OF TERMS

Some terms used in this study may need explanation or clarification. Abbreviations and definitions are listed below:

- Program of Study A specific set of courses resulting in a one-year certificate or two-year degree awarded by Treaty Oak Community College. The degrees awarded are: Associate of Arts, Associate of Science, Associate of General Studies, Associate of Applied Science, Management/Supervisory Development, and Computer Information Systems Programmer/Analyst. Certificates awarded are: Accounting Clerk, General Office Clerk, General Secretary, Management and Supervisory Development (Basic and Advanced), and Microcomputer Information Systems.
- Service Area Those cities in which Treaty Oak Community College full-time students reside: The Dalles, OR; Goldendale, WA; Hood River, OR; White Salmon, WA; Mosier, OR; Dallesport/Lyle, WA; Dufur, OR; Parkdale, OR; Arlington, OR; Wamic,

WA; Klickitat, WA; Underwood, WA;
Wishram, WA; Cascade Locks, OR; Wasco,
OR; Cook, WA; Glenwood, WA; and
Stevenson, WA.

Treaty Oak

Treaty Oak Community College.

IMPORTANCE OF THE STUDY

Educational institutions must be constantly striving to maintain quality programs. In order to preserve the caliber of the community college programs and to meet the challenges of the future, obtaining feedback from former students and local employers is vital.

The last formal survey conducted by Treaty Oak of students and local businesses was in 1984. Considerable growth in student enrollment and rapid technological advances necessitated an update of the information.

Since its inception in 1977, Treaty Oak has been a service district of Portland Community College. Credits awarded to Treaty Oak students are actually Portland Community College credits. In August of 1989, the citizens of Wasco County voted to support Treaty Oak becoming incorporated as an independent community college. This two- to five-year process has already begun. As a part of the process, Treaty Oak must be accredited and must complete an extensive vocational program evaluation. This

study will provide valuable information to Treaty Oak during the accreditation and evaluation procedures.

SUMMARY

Two important objectives of the community college should be to serve its students and to meet the needs of the community to the fullest extent possible. In order to evaluate an institution's effectiveness in achieving these objectives, information must be gleaned from those who are affected -- students and the local community. Responses to the survey can be used to help determine how effective Treaty Oak Community College has been in meeting students needs and those of the local community.

CHAPTER II

REVIEW OF RELATED LITERATURE

Parnell (1985:87) has called for community colleges to pursue a higher level of excellence in order to meet the needs of the future. It has been predicted that more and more students will select the community college as their choice for postsecondary education (Commission on the Future of Community Colleges 1988:9). The higher cost of a four-year college, the increase in jobs that do not require a baccalaureate degree and the need for upskilling of jobs will precipitate this move. In fact, community colleges have become the largest single sector of higher education in the United States with approximately 43 percent of the nation's undergraduates and 51 percent of all first-time incoming freshmen enrolled (Commission of the Future of Community Colleges:6).

Kotler, as quoted by Midgen (1987:179), suggests that an organization can be either responsive or nonresponsive to its constituents' needs and attitudes. A responsive organization has the following characteristics:

1. It has an interest in learning about the needs and satisfaction of its constituents and employees information-gathering techniques such as surveys;

2. It encourages constituents to submit inquires, complaints, and evaluations and creates a system to facilitate the gathering of this information; and
3. It adjusts products or services, whenever warranted, based on the information.

In order to be responsive to our constituents, community colleges can utilize surveys to obtain information which will better help us meet the needs of the students and community we serve.

Community colleges must meet the challenges to develop programs that keep pace with technological changes and that recognize the individual needs of those who will comprise the work force of the future (Berger 1989:30). Berger and Daugherty (1989:31) also challenge the community college to assist business and industry in meeting the needs of the future, to understand basic values of workers and students, to instill the value of quality in students, to rise to the demand of the current technological and information society and to raise the awareness of society.

To stay abreast of changing technology in today's world and to provide the best education to their students, community colleges must project students' needs for entry level employment as well as employers' requirements (Dickman 1989:33). Recommendations and changes to improve programs should be based on viable, current information. Follow-up studies can provide data for program development

and revision (Irvin 1986:11 and Fry 1983:99). In conjunction with other data, input from follow-up studies can provide focus for evaluation of programs. Follow-up studies can also provide information for planning budgets. Data on employment status can show which programs are most in demand and also give an idea of economic development in the community (Illinois Community College Board 1986:1).

Follow-up studies are a useful tool in ascertaining the current status of former students and their attitudes and opinions regarding the education they received (Gay 1987:194). Determining which types of programs work best with which students under what circumstances can ensure the wisest use of public funds in meeting student and community needs (Lee 1987:1).

Questionnaires have been shown to be an efficient means of obtaining information from former students and employers if they are carefully constructed and validated (Gay 1987:196, Midgen 1987:187). Information gleaned from questionnaires can be useful in planning, program evaluation, program advisory committee work, determining employment status and job information (Illinois Community College Board 1986:2).

Gathering information by sending questionnaires to former students can offer many benefits to the community college. These benefits include valuable information to use when planning budgets and evaluating programs, data on

employment status indicating the relative supply and demand for each program and the effect on economic development (Illinois Community College Board 1987:1). Questionnaires can also be valuable in providing feedback to the College administration and faculty to be used as a basis for upgrading educational offerings and services. This information can also be used to provide information to other personnel in academic and student services to improve their programs (Hollins and Smith 1986:13).

In addition to providing the community college with information regarding needed improvements, surveying local businesses can enhance school/business community relations as well as produce new sources of job contacts and potential advisory committee members (Cantilupi 1988:19). Surveys can be effective tools for gathering information and to guide planning. They help the community college keep pace with the needs of the local business community (Dickman 1989:33). In order to maintain sufficient, up-to-date contact with the business community, surveys should be conducted at frequent intervals (Cantilupi 1988:18).

According to Krieder (1989:5), community colleges need to make a commitment to research including the extensive use of follow-up studies. Since students' intentions can sometimes measure student success (eg., courses resulting in a student getting the job they wanted), feedback from students is invaluable (Winter and Fadale 1986:102).

SUMMARY

Community colleges have sought excellence in serving the non-traditional student and in building a connection with the local community beyond the traditional campus (Commission on the Future of Community Colleges 1988:5). In order to maintain a high level of education and service to the community, periodic evaluation of its programs and their impact should be conducted (Commission on the Future of Community Colleges 1988:48). Surveys of current students, graduates and employers can provide information to community colleges that is valuable in assessing programs and evaluating services. The input received from current and former students and from local businesses is important when making decisions affecting changes in the community college.

CHAPTER III

PROCEDURES FOR THE GATHERING AND TREATMENT OF DATA

RESEARCH DESIGN

The data for the study were collected via two mail questionnaires. One questionnaire was prepared for Treaty Oak students who were enrolled in a program of study during the 1986-87, 1987-88, and 1988-89 school years and the other was prepared to send to businesses located in the Treaty Oak service area.

INSTRUMENT DESIGN

Two questionnaires were developed as the instruments for this study (Appendices A and B). These questionnaires utilized information obtained from an extensive literature review. A panel of experts comprised of community college instructors and administrators were asked to review and evaluate the instruments in order to provide content validity. From the panel's input, the instruments were rewritten and restructured into questions which were divided into several subject areas.

Information was gathered from students in the following areas:

Background Information

Evaluation of Student Services and Instruction

Employment Status and Information

Education (Continuing after Treaty Oak)

Comments

The questionnaires sent to businesses were divided as follows:

General Information

Attributes and Skills desired of Employees

Accounting

Shorthand and Machine Transcription

Office Systems

Typewriting and File Management

Information Processing

Comments

Since most of the degrees and certificates awarded at Treaty Oak are in the field of business or computers, these areas were specifically addressed in the questionnaire.

The questions were primarily multiple choice in nature in order to facilitate response and data analysis. A section for the respondent to add comments about the College was included.

The questionnaires were pretested to discern deficiencies and necessary improvements. Five Treaty Oak Community College students were asked to complete the student survey and identify weaknesses. Three

representatives of local businesses were asked to do the same for the business survey.

METHODOLOGY

After the surveys were pretested, revised and approved by Treaty Oak administration, a cover letter (Appendix C) explaining the purpose and importance of the study and a request to complete the instrument was prepared to be mailed with each questionnaire. This letter was signed by the President of Treaty Oak Community College, Wm. E. Bell. Having the President of the College sign the cover letter increases response from students and community (Illinois Community College Board 1986:3).

A label with the researcher's name and the name and address of the college was attached to each questionnaire. Each label was coded to help reduce the number of follow-up mailings necessary. Return postage was applied to each questionnaire to facilitate response. In addition to explaining the study, the cover letter also instructed the respondents to re-fold the questionnaire after completing, staple or tape it, and mail it. No envelope or additional postage was needed.

A response time of four weeks was given for the first mailing. Follow-up mailings were initiated after four weeks due to inadequate response. The follow-up consisted of a cover letter (Appendix D) and an additional copy of

the instrument to return. Since the labels which were attached to the questionnaires had been encoded, a record was kept of those responding. Therefore, the second mailing was only sent to those not responding to the first survey.

SAMPLING DESIGN

There were two populations for this study. The student population of approximately 200 was comprised of students who attended Treaty Oak Community College during the 1986-87, 1987-88, and 1988-89 school years and were enrolled in a specific program of study. The second population, businesses within the areas of student residence listed in the Treaty Oak Student Profile (Baumgartner 1988:16), was determined to be approximately 5,200 by counting the number of businesses who advertise in the Yellow Pages of the Treaty Oak Service Area.

According to Brown (3:32), a sample size of 132 should be used if your population size is 200 and you want to be confident that your sample reflects your population within a 5% error. The sample of 132 students was selected at random from computer-generated rosters from the above mentioned school years of courses that traditionally consist of students with a specific major.

Because of limited funds to conduct the survey, a sample of 132 was also used for the questionnaire sent to

local businesses. This sample would have about an 8.5% error. Using the Columbia Gorge Directory Yellow Pages, 132 businesses were selected at random. This directory encompasses all of the areas which are listed as student residences in the Treaty Oak Student Profile.

TREATMENT OF DATA

Data from each questionnaire was tabulated and processed using the Statistical Package for the Social Sciences (SPSS[^]). A simple percent treatment of the data was used for evaluation.

SUMMARY

Two populations were surveyed for the study: students enrolled at Treaty Oak Community College in 1986-87, 1987-88 or 1988-89 pursuing a program of study and local businesses. Questionnaires were developed for each of the populations. The content of the questionnaires was intended to gather information to help Treaty Oak assess its effectiveness in meeting the needs of the community and students in various areas. After being tested for content and pretested, the survey was administered. A follow-up mailing was prepared four weeks after the first mailing.

Data were tabulated from returned questionnaires and processed using a statistical computer software package. Evaluation of the treatment is in percentage form.

CHAPTER IV

FINDINGS

On June 8, 1989, questionnaires were mailed to 132 Treaty Oak students who were enrolled in a program of study during the 1986-87, 1987-88, and 1988-89 school years and to 132 businesses located in the Treaty Oak service area to obtain data to help Treaty Oak assess its programs and services. On July 20, 1989, a follow-up letter and questionnaire were sent to the non-respondents. Due to time limits and budget constraints, it was determined that the data from the responses to these two mailings would be used for this study.

A total of 46 students responded for a response rate of 36%. The response from businesses was lower. A total of 27 businesses responded to the questionnaire for a 21% response rate. Although these response rates are not as high as we would prefer, it is not uncommon for surveys to yield response rates of this nature. Based on the demographic information in the following section, there is no reason to believe that non-respondents hold different views than those responding to the questionnaires. However, a follow-up survey of non-respondents was not conducted due to time and budget limits.

QUESTIONNAIRE TO STUDENTS

Background Information

The first section of the instrument was designed to gather demographic information regarding those students who responded.

Of the respondents, 15.2% were male and 84.8% were female. This compares with the 1987-88 gender distribution of all Treaty Oak students of 43.7% male and 56.3% female. The full-time student gender distribution for Treaty Oak, however, is 34.1% male and 65.9% female. The marital status distribution of those responding was as follows: 34.8% were single, 58.7% were married, and 6.5% responded as other. The "Other" category included one soon to be married and two separated. No comparison was available for the Treaty Oak student body in terms of marital status.

Table I shows the comparison of the survey respondents to all Treaty Oak students enrolled in credit classes in terms of age and to those Treaty Oak students attending full-time.

All but one respondent, who was Hispanic, indicated an ethnic status of White/Caucasian. The percentage rates for these responses are: 97.8% Caucasian and 2.2% Hispanic. At Treaty Oak, 96.9% of credit students are Caucasian and

TABLE I

AGE DISTRIBUTION COMPARISON OF SURVEY RESPONDENTS
TO ALL TREATY OAK FULL-TIME AND CREDIT STUDENTS

<u>Age Distribution</u>	<u>Respondents</u>	<u>Credit</u>	<u>Full-time</u>
17 and under	0.0%	3.0%	0.0%
18-24	13.0%	24.5%	33.7%
25-34	28.3%	30.0%	25.5%
35-44	47.8%	26.5%	22.3%
45-59	8.7%	13.2%	14.0%
60 and older	2.2%	3.3%	4.5%

3.1% are minority students. A total of 95.5% of full-time Treaty Oak students are Caucasian and 3.18% are Hispanic with .91% being Asian and .46% being Native American.

Of those responding, 60.9% considered themselves full-time students and 39.1% considered themselves part-time. These figures are in contrast with the Treaty Oak student population as a whole who are divided into 94.6% part-time and 5.4% full-time. However, figures are not available for only those students enrolled in a program of study. This could explain the variance.

Eighty-three percent of the respondents to the questionnaire said they attended classes primarily in during the day and 16.3% indicated that they were primarily enrolled in night classes. Of the total population, 56% are enrolled in classes offered before 5:00 pm and 44% are enrolled in classes offered after 5:00 pm.

A list of reported programs of study is given in Appendix E. It appears that the sample is representative of the populations in terms of programs of study. However, in many cases it was difficult to determine from the responses to the questionnaire whether the program of study was a degree or certificate program. In 1987-88, Treaty Oak awarded the following degrees and certificates:

DEGREES:

Associate of Arts	3
Associate of Science	7
Associate of General Studies	22
Associate of Applied Science	5

CERTIFICATES:

Accounting Clerk	5
General Office Clerk	1
General Secretary	1
Management/Supervisory Development	1
Microcomputer Information Systems	5

This listing includes all of the degrees that Treaty Oak presently awards.

The demographic information reported by the respondents approximates the percentages reported for the credit student population with the exception of more full-time students reporting than part-time students. However, we do not have information on the percentage of credit students that are full-time or part-time. The population of this study would be comprised of credit students since it includes only students enrolled in a program of study. We have no way of knowing if those figures would vary from

the total student population. In all other areas, the sample appears to be demographically representative of the population.

Students' Reasons for Choosing to Attend Treaty Oak.

The highest percentage (52.2%) of respondents reported "Close to Home" as the primary reason for choosing to attend Treaty Oak. The second most frequent choice (17.4%) was "Courses/Programs." In the "Other" category, reasons mentioned were: small classes, the unemployment office sent me, and Vocational Rehabilitation sent me. A comparison of responses is shown in Figure 1.

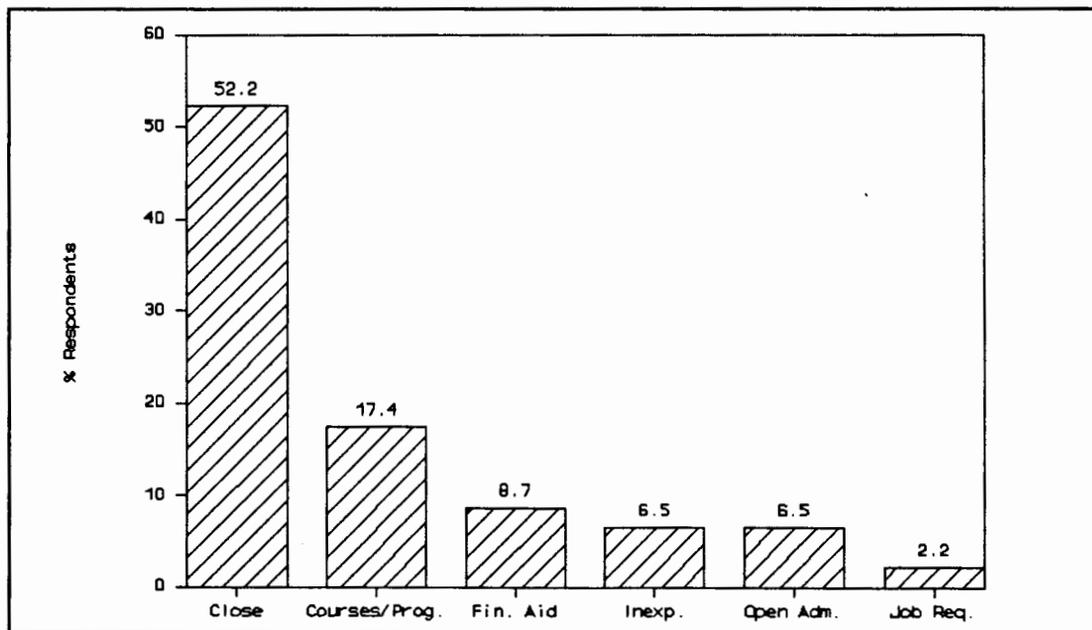


Figure 1. A comparison of primary reasons for choosing to attend Treaty Oak Community College shown in percent of respondents.

It would appear that Treaty Oak is attracting students because it is close to home as well as the courses and programs that are offered.

There was much less variance in the secondary reasons reported for attending Treaty Oak. Again, "Close to Home" had the highest percentage (23.8%), "Inexpensive" had the second highest (22.5%) and "Courses/Programs" was close with 21.3%. Other secondary reasons reported were: New Jobs, full-time scholarship, and Vocational Rehabilitation. These benefits should be emphasized when presenting Treaty Oak to the local community and potential students. A comparison of these data is shown in Figure 2.

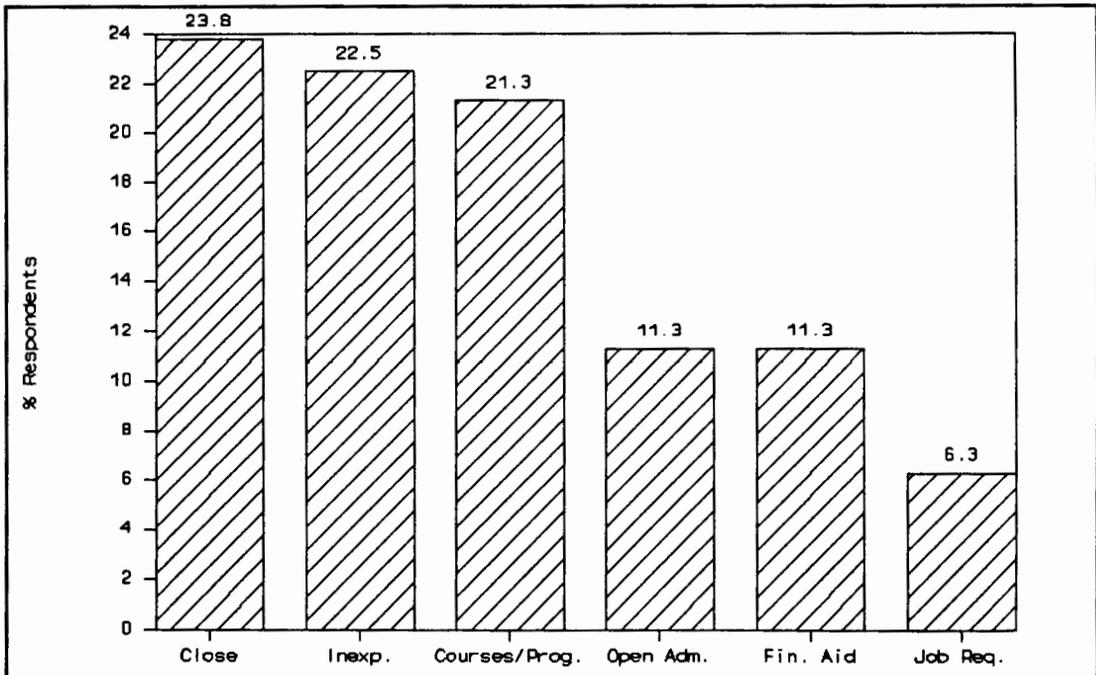


Figure 2. A comparison of secondary reasons for students to attend Treaty Oak.

Students' Reasons for not Completing a Program of Study. The three most frequently reported reasons for students not completing their program of study were:

Temporarily discontinued enrollment but plan to re-enroll later and complete the program in which enrolled. (22.7%)

Personal reasons which include family problems, conflict with job hours and school, and moved out of area/transportation problems. (22.7%)

Completed the courses desired and achieved objectives. (18.2%)

Figure 3 shows a comparison of these data.

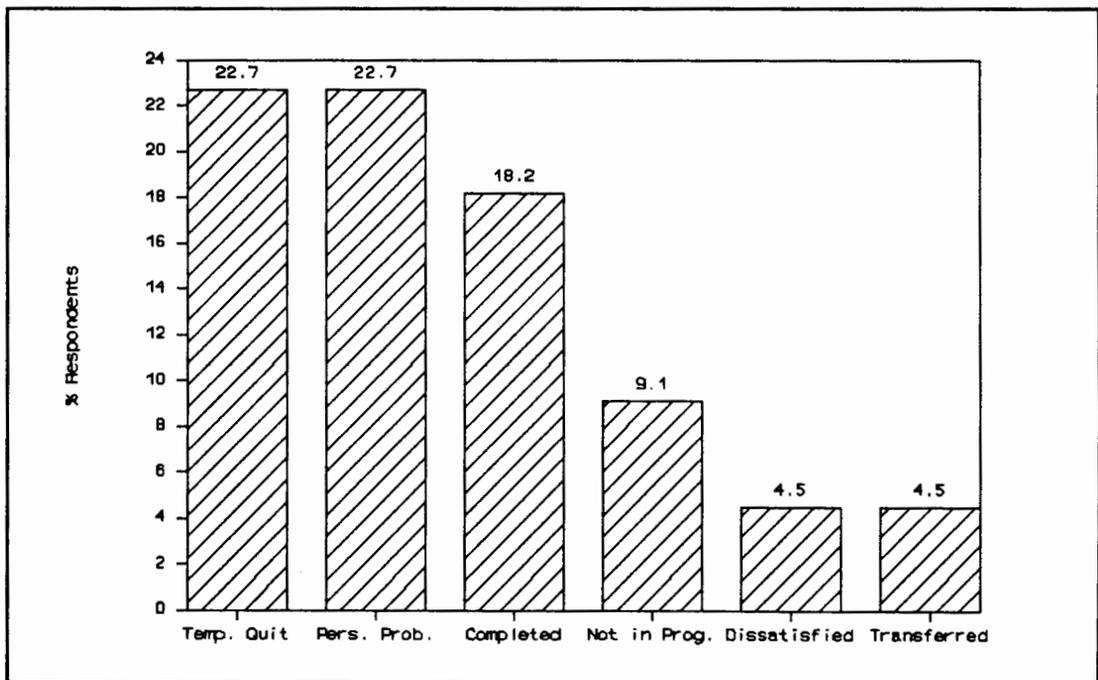


Figure 3. A comparison of reasons for students not completing a program of study at Treaty Oak in percent responding.

Since there was a very low percentage of respondents reporting that the reason for discontinuing the program was that they were dissatisfied, it appears that Treaty Oak is meeting students' needs. However, the other problems of conflicting hours and transportation problems should be considered.

Other reasons reported for not completing their program of study were: currently working to complete program, not finished, and still attending. This seems to indicate some confusion with this question -- it should not have pertained to those students still pursuing the program.

Student Goals. The highest percentage of respondents (34.8%) indicated that obtaining an Associate degree was their primary goal in attending Treaty Oak. Obtaining skills needed for entry into a new or different job and completing freshman and sophomore courses for transfer to a four-year program were also frequently reported with 23.9% and 19.6%, respectively. A comparison of percentage of students' primary goals is shown in Figure 4. It would appear that most Treaty Oak students are interested in job skills or transfer courses.

When asked if their primary goal was achieved by the time they left Treaty Oak, 72.5% of the respondents said yes. Students were also asked to what extent they are

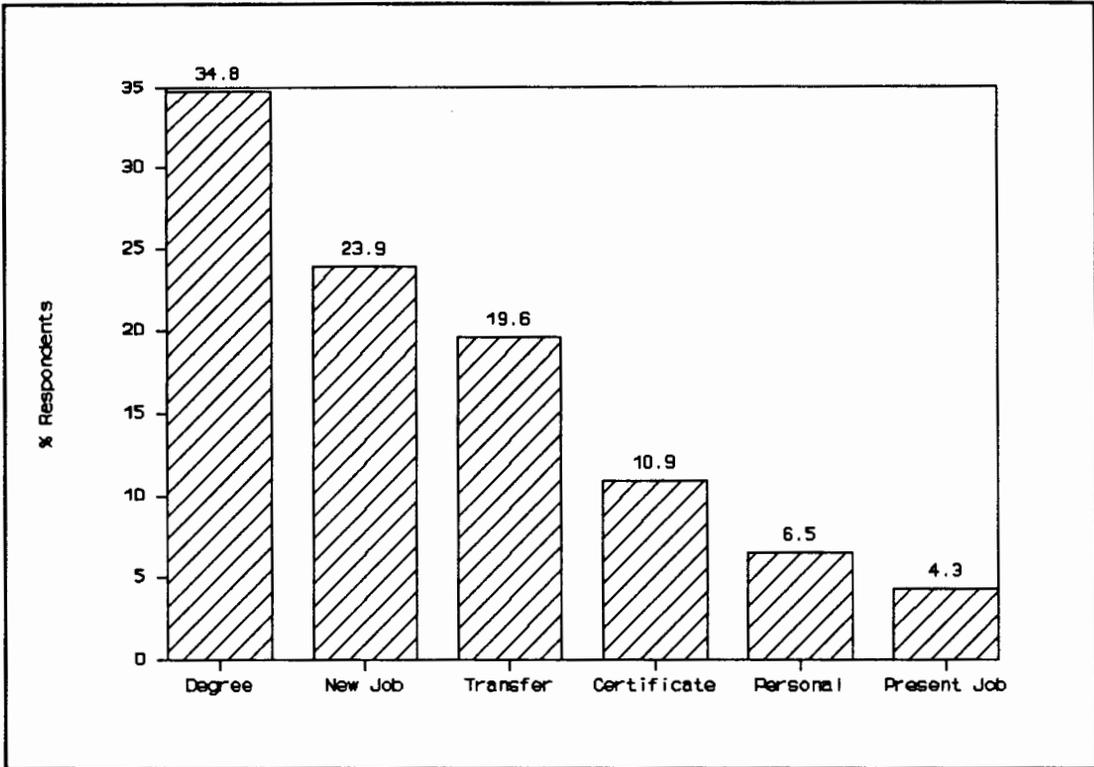


Figure 4. A comparison of students' primary goals when attending Treaty Oak shown in percent of respondents.

satisfied with the programs and services that Treaty Oak provided to assist in achieving their primary goal. The students were to choose from the following answers: Very Satisfied, Somewhat Satisfied, Undecided, Somewhat Dissatisfied and Very Dissatisfied. The highest percentage of respondents were very satisfied (56.8%), 34.1% were somewhat satisfied and 9.1% were undecided. These data would indicate that Treaty Oak students are achieving their educational goals and that Treaty Oak is facilitating the attainment of these goals.

Student Services and Instruction

Quality of Instruction. Students were asked to rate the quality of instruction they received at Treaty Oak. The rating scale was: Superior, Good, Fair, Poor, and No Basis for Evaluation. Table II shows the percentage of respondents for each rating for each aspect of instructional quality.

TABLE II
PERCENTAGES OF RESPONSES REGARDING
QUALITY OF INSTRUCTION AT TREATY OAK

	<u>Superior</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>No Basis for Eval.</u>
Instruction in Major	50.0	40.9	6.8	2.3	
Instruction not in Major	23.3	69.8	2.3		4.7
Course Content in Major	29.5	54.5	11.4	2.3	2.3
Advising	29.5	43.2	20.5	4.5	2.3
Access to Faculty	34.8	41.3	19.6	4.3	
Lab Equipment	27.3	47.7	13.6	9.1	2.3
Evaluation by instructors	23.3	58.1	14.0	2.3	2.3
Class Size	13.6	68.2	11.4	4.5	2.3
Cost of Books	6.8	40.9	36.4	13.6	2.3
Overall Quality of Inst.	33.3	57.8	8.9		

Quality of instruction in major curriculum had the highest percentage (50.0%) in the "Superior" category. Each of the other nine areas of instructional quality that were listed had the highest percentage in the "Good" category. These data would indicate that students have a positive view of

the quality of instruction at Treaty Oak. Cost of books and supplies had highest percentage in the "Fair" and "Poor" categories indicating, perhaps, that students negatively view the high cost of textbooks. It is interesting to note that "Advising" did not receive very high scores (29.5% Superior, 43.2% Good, 20.5% Fair, 4.5% Poor and 2.3% No Basis for Evaluation). This may indicate some improvement needed in this area.

Student Services. The questionnaire asked students to rate services and facilities at Treaty Oak. The rating scale was: Superior, Good, Fair, Poor, and No Basis for Evaluation. Table 3 shows the percentage of respondents for each rating.

Admissions and Records, Bookstore, Business Office, and Counseling received the highest rating from the students. Combining the "Superior" and "Good" percentages, these services received 86.3%, 86.3%, 84.1% and 69%, respectively. Continuing Education, Co-op Program, Financial Aid, Job Placement and Library were areas that received relatively high percentages of respondents reporting "No Basis for Evaluation" (30.2%, 46.2%, 31.7%, 51.3%, and 25%, respectively). The areas with the highest percentage of respondents reporting in the "Poor" category were Parking (72.5%) and Student Lounge (25.6%).

TABLE III
 PERCENTAGES OF RESPONSES REGARDING
 STUDENT SERVICES AND FACILITIES AT
 TREATY OAK

	<u>Superior</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>No Basis for Eval</u>
Admissions and Records	29.5	56.8	9.1	2.3	2.3
Bookstore	22.7	63.6	11.4		2.3
Business Office	20.5	63.6	6.8		9.1
Continuing Ed.	20.9	44.2	4.7		30.2
Co-op Program	28.2	17.9	7.7		46.2
Counseling	23.8	45.2	16.7	2.4	11.9
Financial Aid	22.0	26.8	17.1	2.4	31.7
Job Placement	7.7	17.9	12.8	10.3	51.3
Library	15.0	25.0	25.0	10.0	25.0
Parking	2.5	5.0	10.0	72.5	10.0
Student Activities	9.5	21.4	35.7	11.9	21.4
Student Lounge		32.6	20.9	25.6	20.9

These data would indicate that Treaty Oak is meeting student needs in terms of most services and facilities. A closer look needs to be taken at those areas where students felt that they had no basis for evaluation. Treaty Oak may need to market these areas more in order that students develop a greater awareness and use of these services and facilities. Since Parking and Student Lounge were areas that received such a high number of respondents rating it "Poor," Treaty Oak may need to reassess students needs in these areas.

When students were asked to respond to the question, "Would you recommend Treaty Oak to a person seeking to complete the same program?", 94.5% responded that they

would. These data would indicate that Treaty Oak is effectively meeting students needs in most areas. When asked, "If no, why not?", the 4.5 that responded with a no had these comments: Course selection too limited, and poor interaction in lab classes and a particular instructor.

Employment Status and Information

To help assess the impact of Treaty Oak programs on the local community, students were asked to report on their present employment status.

When asked to indicate their present employment status, 63.3% reported that they were working full-time, 33.3% reported that they were working part-time, and 3.3% reported that they were not employed and not seeking employment because of choice. The job titles reported are listed below.

Billing Clerk
 Bookkeeper
 Buyer
 Caretaker - Foster Home
 Certified Nurse's Aide and Certified Medication Aide
 Computer Instructor - Adult Education, Data Entry
 Counterperson
 Custodian
 Customer Service Representative
 Day Care Teacher
 Floor Manager/Casino
 Food Server
 Instructor Aide
 Janitor Assistant at D-12
 Legal Assistant/Secretary
 Medical Assistant
 Newspaper Inserter
 Office Manager/Computer Specialist
 Purchasing Agent
 School aide-Instructional

School Bus Driver
 Secretary/Receptionist
 Tax Prep. & Bookkeeping
 Teacher

When asked how they found out about their present position, most respondents reported in the "Other" category. A comparison of responses is shown in Figure 5 except where the respondent answered "Other."

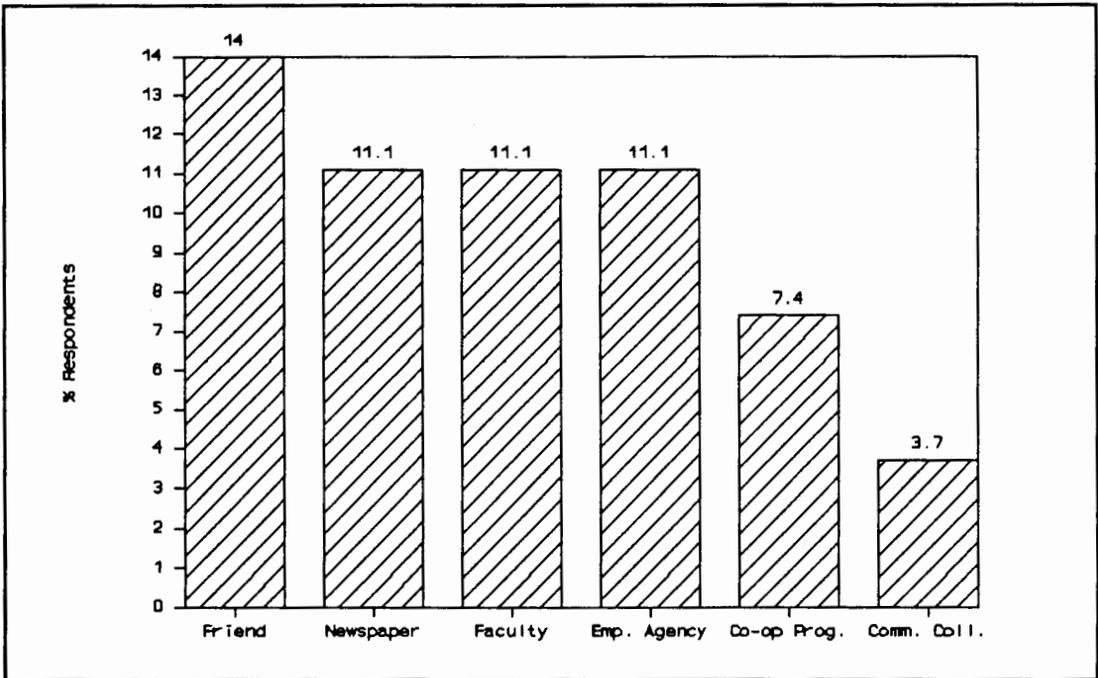


Figure 5. A comparison of how students found out about their present position shown in percentage of respondents.

Those specific responses in the "Other" category are listed below:

22 years ago -- do not remember
Already had job.
College placement service.
I created the job.
Manager offered the job.
Migrant program.
Office of Personnel Management (Federal Register)
Promoted from within.
Self-employed.
Voc. Rehab. Wash. State.
Walk-in.

When responding to the question "Are you employed in a job related to your field of training?", 37.9% reported that they were in a job directly related to the field of training, 20.7% reported that their job was somewhat related to their field of training, and 41.4% said that their job was not related at all to their field of training.

Most students (78.3%) reported that they had not received a promotion since completing studies at Treaty Oak and about half (51.7%) indicated that they had held their present job while attending Treaty Oak. This might show that students are not advancing or improving their job situation after receiving a community college education.

When reporting annual salaries, 53.8% of the respondents fell into the \$10,000-\$20,000 category. Figure 6 shows the comparison of annual salaries.

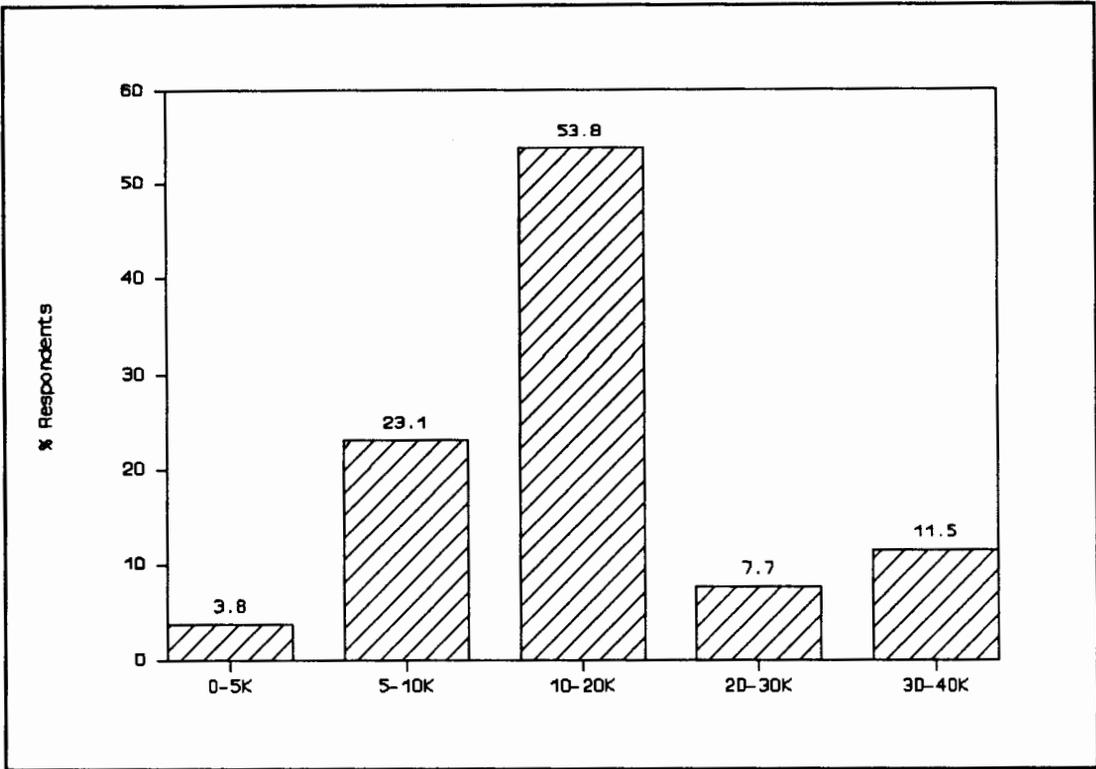


Figure 6. A comparison of annual salaries reported by Treaty Oak students shown in percentage of respondents.

When indicating the degree of job satisfaction in their present job, respondents were asked to rate aspects of their employment. The rating scale used was: Superior, Good, Fair, Poor. Table IV shows the data for degree of job satisfaction. These data would indicate that students are satisfied with the challenge of their work, relations with their colleagues and the overall aspects of their job. They are not as satisfied with their salaries and the opportunity for advancement. This information will be

TABLE IV
ASPECTS OF EMPLOYMENT RATED WITH REGARD
TO JOB SATISFACTION

	<u>Superior</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
Challenging/Interesting	37.0	44.4	11.1	7.4
Relations with colleagues	40.7	59.3	0.0	0.0
Salary	18.5	33.3	33.3	14.8
Opportunity for advancement	12.0	32.0	32.0	24.0
Overall aspects of job	33.3	48.1	7.4	11.1

helpful for students graduating in the future from Treaty Oak to prepare them for the world of work.

Educational (Continuing after Treaty Oak)

This portion of the questionnaire was developed to assess the success of students who transfer from Treaty Oak to other institutions of higher education. There were only six respondents to this portion of the questionnaire. Of the six, two continued their education at Treaty Oak and therefore their responses would not be valid for this section of the questionnaire. Because of the low number of responses, frequencies rather than percentages are reported.

Students were asked to give the name and location of the institution they are currently attending. One student is attending Central Washington University in Ellensburg, WA; two students are attending Portland State University in Portland, OR; and one student is attending Western Oregon State College in Monmouth, OR. All of the students who

responded as having transferred to a four-year institution are pursuing their education on a full-time basis and all of them are studying in the same field as they were at Treaty Oak. There is one sophomore, one junior, and two seniors. The sophomore has a GPA of between 2.5 and 2.9, the junior's GPA is in the 3.0-3.4 range, and the two seniors have GPAs which are 3.5 or over. None of these students report any problems transferring their credits from Treaty Oak to the four-year institutions they are attending.

The number of respondents that indicated they had transferred to a four-year institution was low. However, the information obtained from these students indicates that Treaty Oak met their needs in terms of preparing them for transfer.

Comments

Students were asked to provide any general comments they cared to make about Treaty Oak Community College. A summary of these comments are provided in Appendix F. Of the 28 respondents commenting, 14 had only positive remarks, six made positive comments as well as some suggestions for improvements, six made only suggestions for improvement and only two were strictly negative. Any reference to a specific person, either positive or

negative, was omitted from the comments for the sake of confidentiality.

SURVEY OF LOCAL BUSINESSES

The survey of businesses located in the Treaty Oak service area yielded a response rate of 21%. Although this is a relatively low response rate, data obtained are still considered meaningful to the results of this study and therefore are reported in this section.

General Information

The first section of the questionnaire sent to local businesses was designed to gather general information.

Type of Business. When reporting type of business, the respondents were asked to select as many categories that applied. Table V shows the data for type of business for respondents and the population.

TABLE V
PERCENTAGE OF RESPONDENTS REPORTING
TYPE OF BUSINESS

<u>Business Type</u>	<u>Percent Responding</u>	<u>Population</u>
Service	33.3%	30.5%
Retail	27.8%	25.6%
Wholesale	8.3%	6.0%
Industrial	5.6%	*
Government	5.6%	*
Utility	2.8%	4.1%
Other	16.7%	33.8%

*Data not available for this category.

When responding to the "Other" category, respondents were asked to be specific as to what category would apply. A summary of their responses is: Construction, Dental, Financial Institution, Hospital District, Medical Clinic, and Non-profit Charity. The "Other" category for the population includes: Agricultural, Construction, Manufacturing and Financial.

Number of Employees. The number of employees reported by each respondent is shown below in Table VI.

TABLE VI
FREQUENCY AND PERCENT OF NUMBER OF EMPLOYEES

<u>Number of Employees</u>	<u>Frequency of Respondents</u>	<u>Percent Respondents</u>	<u>Percent Population</u>
0-10	15	55.6	75.9
10-20	5	18.5	12.5
20-30	4	14.8	4.8
40-50	1	3.7	3.0
50-100	1	3.7	3.0
100-200	1	3.7	.8

Sample data appear to be representative of the population for business type and number of employees.

Advertising for New Employees. Respondents selected as many choices as applied when reporting methods of advertising for new employees. The two most popular methods reported were Word of Mouth (21.3%) and Newspaper (21.3%). Table VII shows the percentages of respondents for advertising methods.

TABLE VII

PERCENTAGE OF RESPONDENTS REPORTING
METHODS OF ADVERTISING FOR NEW EMPLOYEES

<u>Advertising Method</u>	<u>Percentage Responding</u>
Word of Mouth	21.3
Newspaper	21.3
Through Employees	17.5
State Employment Agency	10.0
Job Placement Service	8.8
Co-op Program	3.8
Private Employment Agency	3.8
Local Community College	3.8
Other	10.0

When specifying other methods used to advertise for new employees, the following were reported: Company Postings, Personal Recruitment, Pray, Radio, Trade Association, and Union.

Employment of Treaty Oak Graduates. Two questions were asked with regard to the employment of Treaty Oak graduates. The businesses were asked if they have employed Treaty Oak graduates and, if so, were they adequately trained to meet the business' needs. Only 7.7% of the respondents indicated that they had employed Treaty Oak graduates. The percentage of those responding no was 57.7% and 34.6% responded that they didn't know.

These data might demonstrate that Treaty Oak should put an emphasis on a job placement system for its graduates and strategies to better market Treaty Oak graduates should be emphasized.

Attributes and Skills Desired of Employees

Attributes of Office Personnel. Employers were asked to rate certain attributes of their office personnel using Very Important, Important, Not Important or Not Applicable to my Business. Technical skills were defined as typing, shorthand, and word processing. Personal skills were described as creativity, responsibility, loyalty, ethics, and dependability. Table VIII shows the percentages of responses for each attribute.

TABLE VIII
RATING OF DESIRED ATTRIBUTES OF
OFFICE EMPLOYEES

<u>Attribute</u>	<u>Very Important</u>	<u>Important</u>	<u>Not Important</u>	<u>Not App. to my Business</u>
Technical skills	53.8	42.3	0.0	3.8
Ability to make independent decisions	42.3	57.7	0.0	0.0
Human relation skills	80.8	19.2	0.0	0.0
Personal skills	73.1	26.9	0.0	0.0

Responses in the "Other" category included dedication to goals of organization and sales skills.

Employment Tests, References and Transcripts. The businesses were asked if they give employment tests to prospective employees and, if so, what is tested. They were also asked if references and transcripts of prospective employees are checked.

With regard to testing, only 34.6% of the respondents indicated that they tested prospective employees. When selecting the skills that are included in the tests, respondents were asked to choose as many as applied. Thirty percent reported that they test typing, 20% test spelling, 20% test machine transcription, 15% test English usage and 15% responded that they test other skills. The specific skills listed by the respondents of the "Other" category were those included in the Civil Service and Clerk/Carrier Civil Service examinations.

Most respondents (96.2%) indicated that they do check references of prospective employees. However, only 36% of those responding reported that they check transcripts. Treaty Oak should be aware of these results so that they can incorporate the information when planning programs and courses.

Traits Desired in Prospective Employees. Employers were asked to rate various traits of prospective employees as Very Important, Important, Not Important or Not Applicable to my Business. Table IX shows the percentages of responses for each trait. Public relations skills were described as phone and receptionist skills. Other traits listed as being desirable in prospective employees were: ability to research and write, appearance, honesty, and Spanish speaking.

TABLE IX
RATING OF TRAITS DESIRED IN
PROSPECTIVE EMPLOYEES

<u>Attribute</u>	<u>Very Important</u>	<u>Important</u>	<u>Not Important</u>	<u>Not App. to my Business</u>
English usage skills	38.5	61.5	0.0	0.0
Proofreading skills	38.5	38.5	11.5	11.5
Public relations skills	88.5	6.5	0.0	0.0
Responsibility and Dependability	80.8	19.2	0.0	0.0
Organization	50.0	50.0	0.0	0.0
Motivation	57.7	42.3	0.0	0.0
Loyalty	57.7	42.3	0.0	0.0
Knowledge of the company	46.2	42.3	11.5	0.0
Ethics	61.5	38.5	0.0	0.0
Maturity	50.0	50.0	0.0	0.0
Professionalism	73.1	26.9	0.0	0.0
Flexibility	53.8	46.2	0.0	0.0
Reliability	88.5	11.5	0.0	0.0
Future Potential	34.6	57.7	7.7	0.0

Most of the data reported for the attributes and traits rated were in the Very Important or Important categories. This would indicate that Treaty Oak should include the instruction of these attributes and traits in all programs.

Accounting

Employers were asked to choose from a selection of duties that might be associated with an entry-level position in Accounting. They selected as many as applied. Table X shows these data. Other duties reported were computer input, medical first and second party billing, and sales.

TABLE X
DUTIES ASSOCIATED WITH AN ENTRY-LEVEL
POSITION IN ACCOUNTING

<u>Accounting Duty</u>	<u>Frequency</u>	<u>Percentage</u>
Cash Receipts	21	22.3
Posting	20	21.3
Petty Cash	15	16.0
Collections	12	12.8
Payroll	11	11.7
Payables	9	9.6
Job Costing	2	2.1
Other	4	4.3

Seventy-six percent of the respondents indicated that they would prefer accounting job applicants to have extensive computer training as well as accounting principles. When asked if a second year of accounting at the community college level would help toward securing an entry-level accounting position, 81.8% of the respondents answered yes.

These data would indicate that the accounting program should be emphasizing computer skills and that two-year degrees should be marketed to those students wishing an entry level accounting position.

Shorthand and Machine Transcription

Most of the respondents (96.3%) indicated that there were no positions in their firm which require shorthand and none of the respondents indicated any required shorthand speed. Forty percent of the respondents indicated that

they handle routine correspondence at the keyboard, 30% use machine transcription and 30% use longhand.

When asked about machine transcription, 37% of the respondents indicated that there are positions in their firm which require that skill. The employers were asked that if there were an opening in their firm requiring stenographic skills, would a person possessing these skills have an edge over other applicants and, if so, why. Respondents answered this question as follows: 53.8% yes and 46.2% no. Of those who responded positively, their reasons are listed below.

- Any additional skills give you an edge.
- Flexibility.
- Indicates effort to further one's education.
- May find this skill useful to employer.
- Potential future need.
- Shows education and training.
- Skills available with other skills.

These data can be used to help structure secretarial program and advise students. Students should be counseled that these skills, while not always required for a job, can give them an advantage over other applicants lacking these skills. However, it should be noted that, in the "Comments" section, employers reported that computer knowledge was one of the most important concepts to teach community college students. Therefore, the benefit of spending time learning stenographic skills instead of computers skills should be questioned.

Office Systems

Employers were asked to report the number of office personnel employed in the following categories: clerical, secretarial, data processing, and accounting. An "Other" category was also given with a request to specify type of office employee. The total office employees in each category is shown in Table XI.

TABLE XI

NUMBER OF OFFICE EMPLOYEES BY CATEGORY

<u>Number of Employees</u>	<u>Clerical</u>	<u>Secretarial</u>	<u>Data Processing</u>	<u>Accounting</u>
None	1	1	1	1
1-2	14	13	9	11
3-4	1	2	2	0
5-6	1	0	0	0
7-8	1	0	1	0
8 or over	0	0	0	0

When reporting "Other" for this question, respondents were asked to be specific. In the "Other" category, the following types and numbers (in parentheses) of employees are listed: All above (1), Cashier (11), Fill-in (5), Nurse (1), One person for all jobs (2), Teacher (1), and Two people cover all duties (1). These data can help Treaty Oak determine local employment needs and, therefore, better advise students and plan courses.

Employers were asked to list the type, brand, and number of pieces of office equipment that are used.

Appendix G shows these data accumulated for all respondents. Computers, calculators and typewriters were the most frequently used office equipment. Using these data, Treaty Oak can make decisions as to appropriate equipment purchases.

Typewriting and File Management

Typewriting. Data were reported for the minimum typewriting performance standards required of prospective employees. These data are shown in Table XII.

TABLE XII
MINIMUM TYPEWRITING STANDARDS
REQUIRED BY RESPONDENTS

<u>Words Per Minute</u>	<u>Percentage of Respondents</u>
25	17.6
35	0.0
40	23.5
45	17.6
50	29.4
55	5.9
60	5.9
over 60	0.0

The questionnaire also asked the respondents to indicate areas of typewriting where new office employees are weak. Several choices were given and respondents were asked to select as many as applied. The results are shown in Table XIII. Spelling (32%) and accuracy (28%) were the areas of typewriting that respondents felt were the weakest.

TABLE XIII

AREAS OF TYPEWRITING WHERE WEAKNESSES
ARE SEEN IN NEW EMPLOYEES

<u>Areas of Typewriting</u>	<u>Response</u>
Speed	12%
Accuracy	28%
Spelling	32%
Formatting	14%
Proofreading	14%

Employers were asked to report if carbon copies are made of any work in their office and, if so, which types of works are carboned and if it is required that they be corrected. The percentage of respondents that indicated that carbon copies are made was 46.2. Of these, 60% indicated that the carbons are corrected. Types of work that are carboned were: bids for jobs, correspondence, invoices, UPS shipments, purchase orders, and work orders. These data can be used to determine minimum standards of performance that should be required of Treaty Oak graduates. Also, this is information that Treaty Oak instructors should incorporate into their classrooms.

File Management. Respondents were asked to select the file management systems that they use. Manual storage and retrieval was selected by 66.7% of the respondents. Computerized systems were reported by 33.3% of the respondents as their method. The following were listed as the types of computerized systems being used: Data

General, Datapoint, IBM, Q/A-Redwing and Specialized to Business. None of the respondents reported using a mechanical system.

The respondents were asked to indicate the type of classification system used when filing. If more than one system was employed, they were asked to report as many as applied. Classification systems used and percentage of respondents for each system are shown in Table XIV.

TABLE XIV

CLASSIFICATION SYSTEMS USED IN FILING
AND PERCENTAGE OF RESPONSE

<u>Classification System</u>	<u>Percent of Respondents</u>
Alphabetic	41.8
Numeric	27.3
Chronologic	12.7
Subject	10.9
Alphanumeric	5.5
Geographic	1.8

These data are useful in determining course content for courses offered in various programs at Treaty Oak.

Information Processing

The percentage of respondents that expect an entry-level employee to know how to program a computer was only four percent. Of those responding, 66.7% of the companies use computers. Table XV shows the percentage distribution of brand of computers used by those that are using computers.

TABLE XV

PERCENTAGE DISTRIBUTION OF BRANDS OF COMPUTER USED

<u>Brand Name</u>	<u>Percentage</u>
IBM and compatibles	59.3
MacIntosh	11.1
Apple II Series	11.1
Mainframe	14.8
Other	1.1

Those using mainframe computers were asked to specify what brand and model. Data General, Datapoint 8600 and IBM 36 were reported. The other computer system reported used was computerized scales.

Employers were asked to answer either yes or no to the question of which software applications an entry-level employee should know. Table XVI shows the resulting data.

TABLE XVI

EXPECTATIONS OF ENTRY-LEVEL OFFICE EMPLOYEE
WITH REGARD TO SOFTWARE APPLICATIONS

<u>Software Application</u>	<u>Yes</u>	<u>No</u>
Operating System (DOS)	85.7	14.3
Word Processing	93.3	6.7
Database	87.5	12.5
Spreadsheet	75.0	25.0
Communications	75.0	25.0
Graphics	40.0	60.0
Accounting	80.0	20.0

Respondents were asked to rate the software packages used as Very Important, Important, Not Important and Not Applicable to my Business. Table XVII shows the percentage of respondents for each rating.

TABLE XVII

RATING OF SOFTWARE PACKAGES USED IN BUSINESSES

<u>Software Package</u>	<u>Very</u> <u>Important</u>	<u>Important</u>	<u>Not</u> <u>Important</u>	<u>Not App.</u> <u>to my</u> <u>Business</u>
Spreadsheet	66.7	33.3	0.0	0.0
Database	50.0	50.0	0.0	0.0
Word Processing	61.5	30.8	7.7	0.0
Graphics	25.0	25.0	25.0	25.0
Communications	80.0	0.0	0.0	20.0
Accounting	87.5	12.5	0.0	0.0
Desktop Publishing	0.0	50.0	0.0	50.0

Businesses were also asked to report the name of the software package used for each of the applications. This information is given in Appendix H. There is a wide variety of software packages being used by businesses as shown by this list. It would be difficult to determine what software packages to teach to meet businesses' needs from these data.

When asked what changes or additions to software were planned, if any, 52.9% reported that they were planning on making changes. The following is a list of intended changes:

- Add areas of existing manual system to computer -- inventory, etc.
- Expand MacIntosh System.
- Learn to use what we have.
- Microcomputers in addition to mainframe. Lotus.
- Networking.
- Planned at corporate office -- not yet advised.
- Spreadsheet.

Respondents were asked to make comments as to other general information an entry level employee needs to know about Information Processing functions in today's office. These comments are reported in Appendix I. Pride in work, basic skills, and computer familiarity are included. The questionnaire also asked employers what they think is the one most important concept we should be teaching to community college information processing students. These responses are given in Appendix J. In addition to basic skills, attitude and computer skills are mentioned.

These data regarding information processing will be helpful in assessing community and student needs in terms of courses to offer and re-evaluation of degree and certificate programs.

Comments

Respondents were asked to take a few moments and provide any general comments that they cared to make regarding Treaty Oak Community College. These comments are summarized and provided in Appendix K. They seem to indicate a need to instill a sense of pride in working as well as teaching our students basic and job skills.

SUMMARY

When examining the demographic data, the response received from both questionnaires appears to be

representative of the populations except in terms of the contrast in full-time and part-time students mentioned.

The reasons that students attend Treaty Oak appear to be that it is close to home, relatively inexpensive and it provides courses and programs of interest to students. If students did not complete the program of study for which they were enrolled, the reasons did not seem to reflect on Treaty Oak directly. Students indicated that they are happy with the quality of instruction at Treaty Oak with some concern about the cost of books and supplies.

Student services and facilities were generally thought of as superior or good with the possible exception of parking, student lounge, student activities and the library. Treaty Oak should be examining these latter areas. The high percentage of respondents that indicated that they would recommend Treaty Oak to another student shows that the students were content with the College.

There was a high rate of response showing that students are not employed in their field of training. A better effort is needed in the area of job placement. Of those responding, there were no problems indicated when transferring to a four-year institution from Treaty Oak Community College.

Local businesses used word of mouth, newspaper and other employees to advertise available positions. A high percentage of businesses either did not employ Treaty Oak

graduates or didn't know if they did. Again, this might indicate a need for more emphasis on job placement for graduates.

Employers rated human relations skills higher than technical skills and public relations skills, responsibility and dependability higher than proofreading and English usage skills in terms of importance. This indicates a need for emphasizing proficiency in these types of areas as well as technical job skills.

Data reported indicated that employers would like their entry-level accounting people to have sound computer ability. Businesses did not require shorthand or machine transcription to a great degree but still feel that having those skills gives an employee an advantage. Typewriters were still being used in many businesses as well as a high number of computers. Spelling was the number one weakness reported in the area of typewriting skills. Most businesses reported using a manual system of filing and an alphabetic classification system.

IBM and compatibles were used the most by the businesses that reported using computers. According to the data in this study, entry-level office employees should know all the different types of software applications. Word processing, database, and operating system software rated the highest. Accounting and communications software

had the highest percentage of Very Important responses in terms of importance to the business.

The data in this study show that Treaty Oak Community College is meeting the overall needs of the community and students but needs to improve in some areas.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This study was conducted to assist Treaty Oak Community College to better meet the needs of the students and community it serves. Students and businesses were surveyed to assess the contributions Treaty Oak is making to their educational goals and objectives. The survey attempted to answer some questions that would assist Treaty Oak in assessing current program strengths and needed improvements.

CONCLUSIONS

Survey of Students

The first objective of the study was to answer a set of questions regarding how Treaty Oak assists students in reaching their educational goals, to assess the effectiveness of academic and student services and to gather information about student employment or educational status. Based on the findings of this study, the following conclusions can be made.

1. The primary reason that students choose to attend Treaty Oak is that it is close to home. The secondary reasons are that it is close to home, it is

inexpensive and it offers quality courses and programs that are offered.

2. The primary reasons that students do not complete a program of study for which they are enrolled are that they have temporarily discontinued the program but plan to re-enroll later, personal reasons, and that they completed the courses desired and their goal was achieved.
3. The primary goals of students attending Treaty Oak are to obtain an Associate degree, to obtain skills needed for entry into a new or different job and to complete freshman and sophomore courses for transfer to a four-year institution.
4. Primary goals of students are achieved by the time they leave Treaty Oak.
5. Students are satisfied that Treaty Oak provided them with assistance in reaching their goals.
6. Students positively view the quality of instruction received at Treaty Oak except in terms of cost of books and supplies.
7. Most student services and facilities received a high rating. The exceptions were Parking, Student Activities and Student Lounge. The services that a high percentage of students had no basis to rate were Continuing Education, Co-op Program, Job Placement, Financial Aid and the Library. An extremely high

percentage (94.5%) of students indicated that they would recommend Treaty Oak to someone else in the same program of study.

8. Most students responding were working full-time; however, a low number were working in a job related to their field of study. The highest number of students had salaries in the \$10,000-\$20,000 range. The respondents indicated a high degree of job satisfaction in terms of their job being challenging and interesting, having good relations with colleagues and the overall aspects of the job. There was much less satisfaction indicated in terms of salary and opportunity for advancement. Most students had not received a promotion in their job since completing their studies at Treaty Oak and about half were working at their present job when attending Treaty Oak.
9. Those responding as having transferred to a four-year institution reported that there had been no problems in transferring and showed a high degree of success in furthering their education.

Survey of Businesses

The second objective of the study was to answer a set of questions regarding how Treaty Oak contributes to the goals of the community and to attempt to gather information

concerning businesses' needs. Based on the findings of this study, the following conclusions can be made.

1. Employers use the newspaper, word of mouth and other employees to advertise for new employees.
2. Human relations skills and personal skills such as creativity, responsibility, loyalty, ethics and dependability were rated the highest in terms of desired traits of office personnel.
3. A very low percentage of respondents replied that they employ Treaty Oak graduates.
4. Most businesses did not test prospective employees. Of those that did test, the distribution of what they test was fairly evenly spread between typing, spelling, machine transcription, English usage and other skills.
5. The four traits desired in prospective employees that received the highest rating were public relations skills (phone and receptionist), reliability, responsibility and dependability, and professionalism.
6. The highest percentage of employers listed cash receipts, posting and petty cash as duties associated with an entry-level accounting position. Most employers indicated that they would prefer that accounting job applicants have extensive computer training in addition to accounting principles. Also, most employers reported that a second year of

accounting at the community college level would help secure an entry-level accounting position.

7. Although most respondents indicated that there were no positions in their firm that required shorthand or machine transcription, 53.8 percent said that having these skills would give an applicant an advantage over one who did not possess these skills.
8. Spelling and accuracy were the two areas that employers find weaknesses in employees' typewriting skills. The minimum typewriting speed required was fairly evenly spread between 50, 45, 40 and 25 words per minute.
9. Most employers were using manual storage and retrieval for their filing system, however, 33.3 percent responded as using computerized systems. No mechanical systems were reported as being used. The two most popular filing classification systems were alphabetic and numeric.
10. Employers did not expect an entry-level computer employee to know how to program.
11. The highest number of types of office equipment that local businesses used were: calculators, computers and typewriters.
12. In terms of computer equipment, the most popular brand with local businesses is IBM and compatibles.

13. Accounting software received the highest rating in terms of importance to local businesses. Communications, spreadsheet and word processing were also rated as very important by most respondents.
14. Employers expect an entry-level computer employee to be knowledgeable about several types of software: Word Processing, Database, Operating System, Accounting, Spreadsheet, and Communications.
15. The other general information that entry-level employees need to know about Information Processing functions in today's office listed by employers is pride in work, basic skills and emphasis on computer familiarity.
16. The most important concepts listed by employers that Treaty Oak should be teaching were pride in doing accurate work, honesty, willingness to learn, professional appearance, ability to meet the public, use of computers, attitudes, and basics skills.

RECOMMENDATIONS

Based on the findings and conclusions, the following recommendations are made for improving Treaty Oak's programs and services.

1. Incorporate the fact that Treaty Oak is close to home, inexpensive, and provides quality courses and programs

when marketing the College to the community and potential students.

2. Conduct immediate follow-up on students who discontinue a program of study to find out reasons and if Treaty Oak can provide assistance with overcoming obstacles.
3. When evaluating books to use in courses, encourage instructors to take cost into consideration. Also, expand the used book store to give students an alternative to buying new books.
4. Promote the use of continuing education, co-op program, financial aid, job placement and library services. Many of the respondents had never used these services at Treaty Oak.
5. Improve the parking and student lounge facilities.
6. Increase job placement services. Institute a centralized program for job placement for Treaty Oak students. Seek out openings in the area that would provide better jobs for our graduates.
7. Provide a intensive workshop every term to instruct students in job search, interview techniques, professionalism and positive work habits.
8. Publicize Treaty Oak and its graduates to the business community. Let people know we are here!

9. Incorporate and emphasize human relations, public relations, and personal skills in Treaty Oak curriculum.
10. Promote a two-year accounting degree with an emphasis on computers.
11. Advise students that, while stenographic skills are not required in most positions, they will provide an advantage when applying for a job. However, the benefit in spending time learning these skills instead of computer and other desirable skills may be questionable.
12. Provide students with training on computers, calculators and typewriters as a part of secretarial courses.
13. Require that students become familiar with the IBM compatible computers when training for an entry-level position. Make other types of computers available, also.
14. In order to prepare for an entry-level office position, provide students with knowledge in word processing, database, spreadsheet, accounting (when applicable) and communications software packages.
15. Conduct a formal survey of students and local businesses on a regular basis in order to stay up-to-date on changes.

SUMMARY

From the data reported in this study, it appears that Treaty Oak is meeting the overall needs of the students and community. It is especially encouraging to note that 94.5 percent of the students responding indicated that they would recommend Treaty Oak to another student pursuing the same field of study.

There are some areas that should be examined for possible changes toward improvement. Treaty Oak needs to increase its assistance to students in the job placement area. Also, as well as being incorporated into existing curriculum, an intensive program emphasizing human relations and personal relations skills should be offered. This program should also include job search, interview techniques and professionalism.

Instructors should be encouraged to emphasize solid work ethics in their classes so that students can have a chance to develop competence in this area. Curriculum should also be modified to assist in developing positive attitudes, responsibility, dependability and reliability. It is very important that Treaty Oak graduates have these types of personal attributes as well as technical job skills in order to meet their needs in the working community.

REFERENCES

- Baumgartner, J. Student Profile: 1987-88. Treaty Oak Community College Service District, The Dalles, OR. 1988.
- Berger, G. I. and R. D. Daugherty. Preparing the New Work Force for the Year 2000. The Connection 1:29-34. Spring 1989.
- Brown, K. W. Survey Research: Determining Sample Size and Representative Response. Business Education Forum. February 1986.
- Cantalupi, John D. Conducting A Survey of the Local Business Community. Business Education Forum, November 1988, pp. 18-19.
- Commission on the Future of Community Colleges. Building Communities: A Vision for a New Century. American Association of Community and Junior Colleges. 1988.
- Dickman, Ellyn M. Business Surveys Measure Need for Entry-level Office Skills. Balance Sheet, 70:33-35, 1989.
- Fry, Betty C. Promoting Business Education through the Use of Follow-up Information. Business Education Forum Yearbook Issue, 37:99, 1983.
- Gay, L. R. Educational Research: Competencies for Analysis and Application. 3rd edition. Merrill Publishing Co., 1987.
- Hollins, Carol S. and Myra Goodman Smith. 1985 Graduate Follow-up Study. John Tyler Community College, Office of Institutional Research, Chester, CA, April 1986, 106 pp.
- Illinois Community College Board. ICCB Occupational Follow-up Study Handbook. Illinois Public Community College System, March 1986, 30 p.
- Illinois Community College Board. Follow-up Study of Students who Completed Community College Occupational Programs during Fiscal Years 1983-85. Illinois Community College, Springfield, Illinois. 1987.

- Irvin, P. A follow-up study of 1980-84 Central Washington University business education graduates with implications for program improvement. Central Washington University, M.Ed. Thesis. 1986.
- Kreider, Paul E. Institutional Learning and Effectiveness. The Connection, Spring 1989. pp. 3-6.
- Lee, Beth S. Measures of Progress 1984-87: A Four Year Retrospective. Los Rios Community College District, Sacramento, CA, December 1987. 68 pp.
- Midgen, Joseph. Alumni Survey of Entry Goals, Satisfaction, and Job Benefits Associated with the Associate Degree. Community/Junior College Quarterly, 11:179-188, 1987.
- Parnell, D. The Neglected Majority. Washington, DC: Community College Press. 1985.
- Winter, Gene M. and Laverna M. Fadale. Noncompleters/Successful Leavers. Community/Junior College Quarterly, 10:101-111, 1986.

APPENDIX A

QUESTIONNAIRE TO STUDENTS

APPENDIX A.

We are conducting a survey of current and former students in an effort to: (1) determine the extent to which Treaty Oak assisted you in reaching your goal(s); (2) ascertain information concerning your present occupation or student status; (3) evaluate the effectiveness of Treaty Oak's academic and student services. We would like to use this information to help improve the College. Your input is valuable to us and all responses will be kept confidential. Please take a few minutes and complete all items that apply to you. Simply circle the number next to the appropriate response or fill in the blank. Thank you for your help.

William E. Bell, President
Treaty Oak Community College

A. BACKGROUND INFORMATION

- | | |
|---|--|
| Sex: 1) Male
2) Female | Marital Status: 1) Single
2) Married
3) Other _____
(Please specify) |
| Age: 1) 17 or under
2) 18-24
3) 25-34
4) 35-44
5) 45-59
6) 60 or older | Ethnic Status: 1) White/Caucasian
2) Black/Negro
3) American Indian/Alaskan Native
4) Asian/Pacific Islander
5) Hispanic
6) Other _____
Please specify |

What was the quarter and year that you were first enrolled and last enrolled at Treaty Oak Community College?

	Fall	Winter	Spring	Summer	
First Enrolled	(1)	(2)	(3)	(4)	Year: _____
Last Enrolled	(1)	(2)	(3)	(4)	Year: _____

Did you enroll primarily as a: (1) Full-time student (12 or more credit hours)
 (2) Part-time student (less than 12 credit hours)

Did you attend class primarily during the: (1) Day (2) Night

Why did you choose to attend Treaty Oak Community College? (Please indicate one primary reason and as many secondary reasons as you wish.)

	Primary Reason (Circle one only)	Secondary Reasons (Circle as many as apply)
Close to home	(1)	(2)
Inexpensive	(1)	(2)
Open admissions policy	(1)	(2)
Courses/Programs	(1)	(2)
Financial Aid	(1)	(2)
Job requirements	(1)	(2)
Other (Please specify)	(1)	(2)

If you did not complete the program for which you were enrolled, please check the one response which best describes your reason for not continuing your enrollment in the program. (If you completed the program, please skip this question.)

- (1) Temporarily discontinued enrollment, but plan to re-enroll later and complete the program in which enrolled
- (2) Completed the courses desired and achieved objectives
- (3) Changed career objectives and do not plan to re-enroll in the same program
- (4) Was not satisfied with the program
- (5) Did not consider myself enrolled in the program
- (6) Transferred to another college
- (7) Found or seeking employment
- (8) Conflict with job hours and school
- (9) Moved out of area/Transportation problems
- (10) College was too expensive
- (11) Grade problems
- (12) Personal/family problems
- (13) Other reasons (please specify) _____

B. EVALUATION OF STUDENT SERVICES AND INSTRUCTION

What was your program of study at Treaty Oak? _____

What was your primary goal in attending Treaty Oak? (Choose only one response)

- (1) To complete freshman and sophomore courses for transfer to a four-year degree program
- (2) To upgrade job skills or pursue a career choice by obtaining an Associate degree
- (3) To obtain a certificate to improve employment and career skills for immediate job entry
- (4) To pursue courses for personal satisfaction
- (5) Obtain skills needed for entry into new or different job
- (6) Improve skills needed in present job
- (7) Explore courses to decide on a career
- (8) Other (Please specify) _____

Was your goal (indicated above) achieved by the time you left Treaty Oak? (1) Yes (2) No

To what extent are you satisfied with the programs and services that the College provided to assist you in achieving your goal?

- (1) Very Satisfied (2) Somewhat Satisfied (3) Undecided (4) Somewhat Dissatisfied (5) Very Dissatisfied

Did you complete one or more Developmental Courses during your studies at Treaty Oak? (1) Yes (2) No

Have you been certified or licensed in your chosen profession? (1) Yes (2) No

INSTRUCTION (Please rate the quality of instruction you received at Treaty Oak Community College.)

	Superior	Good	Fair	Poor	No Basis for Evaluation
Quality of instruction in major curriculum	(1)	(2)	(3)	(4)	(5)
Quality of instruction not in major	(1)	(2)	(3)	(4)	(5)
Course content in major curriculum	(1)	(2)	(3)	(4)	(5)
Faculty Advising	(1)	(2)	(3)	(4)	(5)
Access to faculty	(1)	(2)	(3)	(4)	(5)
Lab Equipment and Facilities	(1)	(2)	(3)	(4)	(5)
Evaluation by instructors (grades, tests, etc.)	(1)	(2)	(3)	(4)	(5)
Classroom size	(1)	(2)	(3)	(4)	(5)
Cost of books and supplies	(1)	(2)	(3)	(4)	(5)
Overall quality of instruction	(1)	(2)	(3)	(4)	(5)

STUDENT SERVICES

Please rate the following services and facilities at Treaty Oak:

	Superior	Good	Fair	Poor	No Basis for Evaluation
Admissions and Records	(1)	(2)	(3)	(4)	(5)
Bookstore	(1)	(2)	(3)	(4)	(5)
Business Office	(1)	(2)	(3)	(4)	(5)
Continuing Education (credit and non-credit)	(1)	(2)	(3)	(4)	(5)
Co-op Program	(1)	(2)	(3)	(4)	(5)
Counseling/Advising Services	(1)	(2)	(3)	(4)	(5)
Financial Aid	(1)	(2)	(3)	(4)	(5)
Job Placement	(1)	(2)	(3)	(4)	(5)
Development Studies	(1)	(2)	(3)	(4)	(5)
Library/Learning Resources	(1)	(2)	(3)	(4)	(5)
Parking	(1)	(2)	(3)	(4)	(5)
Student Activities	(1)	(2)	(3)	(4)	(5)
Student Lounge	(1)	(2)	(3)	(4)	(5)

Would you recommend Treaty Oak to a person seeking to complete the same program? (1) Yes (2) No

If no, why not? _____

C. EMPLOYMENT: If you are currently working full or part-time, please respond to the following items. If you are not working, please skip to Section D.)

Please indicate your current employment status.

- (1) Employed full-time
- (2) Employed part-time
- (3) Military Service full-time
- (4) Unemployed and seeking employment
- (5) Not employed and not seeking employment (because of choice – full time student status, illness, retirement, pregnancy, etc.)

Your Job Title: _____

How did you find out about your present position?

- | | |
|---------------------------|--|
| (1) Co-op Program | (6) Newspaper |
| (2) Faculty Member | (7) Private employment agency |
| (3) Friend | (8) State employment agency |
| (4) Job Placement Service | (9) Local Community College (Treaty Oak) |
| (5) Military Recruiter | (10) Other _____ |

(Please specify)

Did you hold your present job during your studies at Treaty Oak? (1) Yes (2) No

Are you employed in a job related to your field of training?
 (1) Yes, it is directly related.
 (2) Yes, it is somewhat related.
 (3) No, it is not related.

Indicate the degree to which you are satisfied with your present job.

<i>Degree of Job Satisfaction</i>	Superior	Good	Fair	Poor
Challenging and interesting work	(1)	(2)	(3)	(4)
Relations with colleagues	(1)	(2)	(3)	(4)
Salary	(1)	(2)	(3)	(4)
Opportunity for advancement	(1)	(2)	(3)	(4)
Overall aspects of job	(1)	(2)	(3)	(4)

Have you received a promotion since you completed your studies at Treaty Oak? (1) Yes (2) No

What is your annual salary before deductions (do not include overtime)?
 Based on an average of _____ hours per week.

(1) 0-\$5,000	(5) \$30,000-\$40,000
(2) \$5,000-\$10,000	(6) \$40,000-\$50,000
(3) \$10,000-\$20,000	(7) \$50,000-\$60,000
(4) \$20,000-\$30,000	(8) Over \$60,000

D. EDUCATION: If you have continued your education since graduation, please respond to the questions in this section, if you are not in school, please skip to Section E.)

Please give the name and location of the institution you are currently attending:

Name of institution: _____

Location: _____

What is your classification and enrollment status?

Classification

- (1) Freshman
 (2) Sophomore
 (3) Junior
 (4) Senior
 (5) Other (please specify) _____

Status

- (1) Full-time (12 credits or more)
 (2) Part-time (less than 12 credit hours)

Indicate your overall grade point average for credits earned at the transfer school (based on a 4-point scale).

- | | |
|-------------------|--|
| (1) Less than 2.0 | (4) 3.0-3.4 |
| (2) 2.0-2.4 | (5) 3.5 and over |
| (3) 2.5-2.9 | (6) Have not yet completed a full semester |

Are you currently pursuing the same field of study that you completed at Treaty Oak? (1) Yes (2) No
 (If no, please indicate your present field of study) _____

Did you have any problems transferring to the institution you are now attending?

- (1) No, I had no problems transferring.
 (2) Yes, all transfer credits were not accepted.
 (3) Yes, I had problems meeting admissions requirements.
 (4) Other _____

E. COMMENTS: PLEASE TAKE A FEW MOMENTS AND PROVIDE ANY GENERAL COMMENTS THAT YOU CARE TO MAKE ABOUT TREATY OAK COMMUNITY COLLEGE.

The following information is OPTIONAL and will be used only if additional information is needed to clarify a response. Please feel free to omit this information if you wish.

Name _____ Telephone Number _____

APPENDIX B

QUESTIONNAIRE TO BUSINESSES

APPENDIX B.

We are conducting a survey of local businesses in an effort to: (1) determine the extent to which Treaty Oak is contributing to the goals of the community; (2) ascertain information concerning your needs that we might be able to help meet; and (3) evaluate the effectiveness of Treaty Oak Community College. We would like to use this information to help improve the College. Your input is valuable to us and all responses will be kept confidential. Please take a few minutes and complete all items that apply to you. Simply circle the number next to the appropriate response or fill in the blank.

Thank you for your help.

Wm. E. Bell, President, Treaty Oak Community College

General:

1. Type of business (circle as many as apply):
- | | |
|----------------|----------------------------------|
| (1) Retail | (5) Government Agency |
| (2) Wholesale | (6) Public Agency |
| (3) Service | (7) Utility |
| (4) Industrial | (8) Other (please specify) _____ |
2. How many employees do you employ? (1) 0-10 (6) 50-100
(2) 10-20 (7) 100-200
(3) 20-30 (8) 200-300
(4) 30-40 (9) 300-500
(5) 40-50 (10) over 500
3. How do you advertise for new employees (circle as many that apply)?
- | | |
|---------------------------|--|
| (1) Co-op Program | (6) Newspapers |
| (2) Through Employees | (7) Private employment agency |
| (3) Word of Mouth | (8) State employment agency |
| (4) Job Placement Service | (9) Local Community College (Treaty Oak) |
| (5) Military Recruiter | (10) Other _____ |
4. Please rate the following attributes of your office personnel.
- | | Very Important | Important | Not Important | Not Applicable to my Business |
|--|----------------|-----------|---------------|-------------------------------|
| Technical skills (Typing, Shorthand, Word Processing) | (1) | (2) | (3) | (4) |
| Ability to make independent decisions | (1) | (2) | (3) | (4) |
| Human relation skills | (1) | (2) | (3) | (4) |
| Personal skills (creativity, responsibility, loyalty, ethics, dependability) | (1) | (2) | (3) | (4) |
| Other (please specify) _____ | (1) | (2) | (3) | (4) |
5. Do you employ Treaty Oak Community College graduates? (1) Yes (2) No (3) Don't Know
- If so, do you feel that they are adequately trained to meet the needs of your business? (1) Yes (2) No
6. Do you give employment tests to prospective office employees? (1) Yes (2) No
- If yes, what do they test? (Circle as many as apply)
- | | |
|---------------|----------------------------------|
| (1) Typing | (4) English usage |
| (2) Shorthand | (5) Machine dictation |
| (3) Spelling | (6) Other (please specify) _____ |
7. Do you check references that applicants list on their resumes or applications? (1) Yes (2) No
- Do you check school transcripts? (1) Yes (2) No
8. Please rate the following traits in prospective office employees.
- | | Very Important | Important | Not Important | Not Applicable to my Business |
|---|----------------|-----------|---------------|-------------------------------|
| English usage skills | (1) | (2) | (3) | (4) |
| Proofreading skills | (1) | (2) | (3) | (4) |
| Public relations skills (phone, receptionist) | (1) | (2) | (3) | (4) |
| Responsibility and Dependability | (1) | (2) | (3) | (4) |
| Organization | (1) | (2) | (3) | (4) |
| Motivation | (1) | (2) | (3) | (4) |
| Loyalty | (1) | (2) | (3) | (4) |
| Knowledge of the company | (1) | (2) | (3) | (4) |
| Ethics | (1) | (2) | (3) | (4) |
| Maturity | (1) | (2) | (3) | (4) |
| Professionalism | (1) | (2) | (3) | (4) |
| Flexibility | (1) | (2) | (3) | (4) |
| Reliability | (1) | (2) | (3) | (4) |
| Future Potential | (1) | (2) | (3) | (4) |
| Other (please specify) _____ | (1) | (2) | (3) | (4) |

Accounting:

1. What duties would be associated with an entry-level position in accounting?
- | | |
|-------------------|-----------------|
| (1) Posting | (5) Payroll |
| (2) Cash Receipts | (6) Petty Cash |
| (3) Payables | (7) Collections |
| (4) Job Costing | (8) Other _____ |
2. Would you prefer accounting job applicants to have extensive computer training as well as accounting principles? (1) Yes (2) No
3. Would a second year of accounting at the community college level help toward securing an entry-level accounting position?
(1) Yes (2) No

Shorthand and Machine Transcription:

1. Do you have positions in your firm for which the job description requires shorthand? (1) Yes (2) No
- a. If yes, what shorthand speed do you require? _____
- b. If no, how do you handle routine correspondence? (circle as many as apply)
- | | |
|-----|------------------------------|
| (1) | Transcribe from longhand |
| (2) | Machine Transcription |
| (3) | Composed at Keyboard |
| (4) | Other (please specify) _____ |
2. Do you have any positions in your firm that require machine transcription skills? (1) Yes (2) No
3. If you had an opening in your firm not requiring stenographic skills, would a person possessing these skills have an edge over other applicants if all other factors were equal?
If Yes, why? _____
(1) Yes (2) No

Office Systems:

1. Indicate the number of personnel that you employ in the office/business field.
- | | |
|--------------------------|---------------------------------|
| a. clerical _____ | d. accounting _____ |
| b. secretarial _____ | e. other (please specify) _____ |
| c. data processing _____ | |
2. Indicate the type, brand name, and number of pieces office equipment that are used in your office.
- | Type of Equipment | Brand Name | # Available |
|-------------------|------------|-------------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Typewriting and File Management:

1. What minimum typewriting performance standards do you require of a prospective employee? (wpm = words per minute)
- | | |
|------------|-----------------|
| (1) 25 wpm | (5) 50 wpm |
| (2) 35 wpm | (6) 55 wpm |
| (3) 40 wpm | (7) 60 wpm |
| (4) 45 wpm | (8) over 60 wpm |
2. What types of filing are done in your office (circle as many as apply)?
- (1) Manual storage and retrieval (by hand)
- (2) Computerized system - please specify what system _____
- (3) Mechanical system - please specify what system _____
- What classification system do you use in your filing system (circle as many as apply)?
- | | |
|-----------------|----------------------------------|
| (1) Alphabetic | (5) Geographic |
| (2) Numeric | (6) Alphanumeric |
| (3) Chronologic | (7) Subject |
| (4) Phonetic | (8) Other (please specify) _____ |
3. Do you require carbon copies to be made of any work prepared in your office? (1) Yes (2) No
- If yes, which types of work are carboned? _____
- Do you require that the carbon copies be corrected? (1) Yes (2) No
4. In what areas of typewriting do you find weaknesses in new office employees (Circle as many as apply)?
- | | |
|--------------|----------------------------------|
| (1) Speed | (4) Formatting |
| (2) Accuracy | (5) Proofreading |
| (3) Spelling | (6) Other (please specify) _____ |

Information Processing Questions:

1. Do you expect an entry-level employee to know how to program a computer? (1) Yes (2) No

2. Does your company use computers (circle as many as apply)? (1) Yes (2) No

If yes, what kind? IBM & Compatibles (1) Yes (2) No
 MacIntosh (1) Yes (2) No
 Apple II Series (1) Yes (2) No
 Mainframe (1) Yes (2) No
 If mainframe, please give brand/model _____
 Other (please specify) _____

3. With what software applications do you expect an entry level employee to be familiar (circle as many as apply)?

Operating System (DOS) (1) Yes (2) No
 Word Processing (1) Yes (2) No
 Database (1) Yes (2) No
 Spreadsheet (1) Yes (2) No
 Communications (1) Yes (2) No
 Graphics (1) Yes (2) No
 Accounting (1) Yes (2) No
 Other (please specify) _____

4. Please indicate which software packages (as many as apply) you are using for each of the following applications that you use. Please indicate their importance to you by circling the appropriate number for each package.

Name of Software Package	Very Important	Important	Not Important	Not Applicable to my Business
Spreadsheet _____	(1)	(2)	(3)	(4)
Database _____	(1)	(2)	(3)	(4)
Word Processing _____	(1)	(2)	(3)	(4)
Graphics _____	(1)	(2)	(3)	(4)
Communications _____	(1)	(2)	(3)	(4)
Accounting _____	(1)	(2)	(3)	(4)
Desktop Publishing _____	(1)	(2)	(3)	(4)
Other (please specify) _____	(1)	(2)	(3)	(4)

Do you have any plans to change or add to your use of the above software packages? (1) Yes (2) No

If so, what changes are planned?

5. What other general information does an entry-level employee need to know about Information Processing functions in today's office?

6. What do you think is the one most important concept we should be teaching to community college information processing students?

COMMENTS: PLEASE TAKE A FEW MOMENTS AND PROVIDE ANY GENERAL COMMENTS THAT YOU CARE TO MAKE.

Thank you very much for your participation in this survey.

The following information is **OPTIONAL** and will be used only if additional information is needed to clarify a response. Please feel free to omit this information if you wish.

Name _____ Telephone Number _____

APPENDIX C

COVER LETTER SENT WITH FIRST MAILING

APPENDIX C. COVER LETTER SENT WITH FIRST MAILING

June 7, 1989

TREATY OAK COMMUNITY COLLEGE NEEDS YOUR HELP!

The enclosed questionnaire is a part of an on-going effort to better serve our community. Treaty Oak Community College would like to use this information to improve our services and curriculum to meet your needs.

Please take a few moments, complete the enclosed survey and mail it back right away. Please be assured that your comments will be summarized along with other respondents to help assess Treaty Oak Community College programs. Your comments are vital to our overall assessment.

After completing the survey, simply re-fold it with Treaty Oak's address and postage showing, staple or tape it and put it in the mail.

Thank you so much for assisting us in this important study.

Wm. E. Bell
President

kob

Enclosure

APPENDIX D

COVER LETTER SENT WITH SECOND MAILING

APPENDIX D. COVER LETTER SENT WITH SECOND MAILING.

July 28, 1989

WE WANT YOUR INPUT!

Last month you were sent a questionnaire to be used as a part of an on-going effort to better serve your needs. Treaty Oak Community College would like to use this information to improve our services and curriculum. Your opinion is vital in helping us determine necessary changes. Please be assured that all responses will remain confidential.

We are enclosing a copy of this survey in the hope that you will take a few moments, complete the survey and mail it back right away. Your comments will be summarized along with other respondents to help assess Treaty Oak Community College programs.

After completing the survey, simply re-fold it with Treaty Oak's address and postage showing, staple or tape it and put it in the mail.

Thank you for taking time out of your busy schedule to provide us with this valuable information.

Wm. E. Bell
President

kob

Enclosure

APPENDIX E

PROGRAMS OF STUDY REPORTED BY STUDENTS

A.A.
 A.A.S.
 Accounting
 Accounting
 Accounting
 Accounting
 Accounting
 Accounting
 Accounting
 Accounting - Assoc. of Applied Sci.
 Accounting and Computer Certificates
 Accounting-Associate
 Administrative Secretary-AAS
 Applied Science
 Associate of Applied Science
 Bus. Admin.
 Business
 Business
 Business
 Business
 Business
 Business Administration
 Business and Computer Training
 Business Management
 Business Management
 Business Management - AA
 Business Management and Accounting - AA
 Computer Applications
 Computer Science
 Computers Certificate and Assoc. in Accounting
 General
 General and Administrative Secretary
 General Secretary
 General Secretary/Word Processing
 General Studies
 General Studies/Microcomputer Information Systems
 Liberal Arts
 Microcomputer
 Microcomputer Certificate
 Nursing
 Pre-Nursing
 Psychology
 Secretarial
 Secretarial Certificate/Word Processing

APPENDIX F

STUDENTS' COMMENTS

- ** The understanding and guidance I received at Treaty Oak gave me the impetus to keep going with my education. The extra help and individual attention from the instructors helped immeasurably in my understanding and comprehension of the subjects I studied. This gave me confidence to continue. Treaty Oak is certainly friendlier than P.S.U., and it is more concerned that students succeed than P.S.U. is. I wish I could have taken all my classes at Treaty Oak.
- ** More night classes for full-time workers. More classes starting at 5 or 6 pm instead of 7 pm.
- ** I think T.O. really meets a need in our community and I'm very glad it is here and I'm supportive of it. For it's size, I think it meets a good range of needs. In the lab classes and individual instructional classes I would like to see greater access to the instructors or maybe even an additional instructor.
- ** I feel that the requirements for graduation should be looked into. I am a student who maintains a 3.75-4.00 grade point average and works 35 hours a week. I was not allowed to graduate because I needed two classes in the fall, because of this rule I am held over to graduate in 1990 while my class associates graduate in 1989. Please re-evaluate these rules for future students.
- ** I believe I received a quality education at the junior college level. The teachers were very supportive, and I feel confident to continue my education.
- ** The school has a lot to offer for a lower division college. I would suggest making it clearer to students what is necessary to transfer to a 4 year college and to start thinking about the classes that are accepted. Everyone at Treaty Oak is wonderful in my eyes and heart.
- ** Good instructors, good help with class planning, excellent computer lab. Need better facilities, now too small for much expansion. Must have better parking.

- ** Treaty Oak has and offers most of the regular classes colleges and universities offer. It is a great place to start a chosen career and it's inexpensive. I really enjoyed it.
- ** I enjoyed attending Treaty Oak and would like to return in the near future. I found the instructors very helpful and materials I needed very close at hand. I found the atmosphere very warm and friendly.
- ** I feel Treaty Oak is an excellent opportunity for a single parent to learn a skill that will enable them to support a family. Without the financial aid opportunity I would have been unable to attend. The personal growth is also very rewarding.
- ** The 30%+ increase in out-of-state tuition is of concern to me. This increase took place in less than one year. And if it continues at this rate, I'm not certain I can complete my degree. Overall, I have found that attending TOCC has been pleasant and rewarding.
- ** Physical plant is inadequate, faculty and staff very good, ambience very good, catered functions very good. I, too, would like to see Treaty Oak gain C.C. status so that an adequate building could be purchased. There should be more information available about course contents prior to enrollment.
- ** Treaty Oak Community College is located in my home town. This gave me the opportunity to continue my education. Because I am raising a family, going to school in another town would not have been possible. Thank you, Treaty Oak.
- ** Treaty Oak taught me very much in such a short time. Thank you.
- ** Treaty Oak and the faculty are very much the reason I have achieved the goals that I have.
- ** My experience at Treaty Oak has been a very positive one. The staff are very encouraging and seem to genuinely care about the students.
- ** Treaty Oak needs to become a comm. college so that it can look into purchasing/expanding campus. Also, have full-time instructors under direct contract with TOCC not PCC.

- ** Please note that I work only when I want to. There is currently no need for me to work full-time. Having an education in Microcomputers makes it possible for me to call the shots. And, much to my delight, I have found that the computer education I received at T.O. has prepared me for the work environment.
- ** I would like to see TOCC become a community college in its own right (not a service district to PCC) and I would like T.O. to have a REAL campus here in The Dalles.
- ** T.O. is a good community college. I will continue to support it even after my graduation. Because most terms I have to go part-time, there have been some frustrations with classes offered and times. But, I keep plugging on. Also, my major is not offered (ITP) so there is another frustration.
- ** Being a teacher, I would appreciate the same kind of respect and individualization in your program that I try to provide in mine. I felt this was severely lacking in lab classes. No one cared whether I was learning or not. The "right" answer seemed to be the most important thing. Few required courses are ever offered at night, the only time some of us can attend!
- ** Would recommend Treaty Oak to anyone who wanted to enhance their skills.
- ** Saw a lack of communication between school administration and students and faculty.
- ** I think the lab needs to be larger, including more computers available to students. Also, a quiet area for studying would be helpful.
- ** Thank you for the opportunity to share. T.O.C.C. was by far the finest preparatory curriculum for a four-year degree I was able to find. No frills - no hype, just good strong academics.
- ** Instructors were very helpful by being encouraging. They were very supportive of me to continue my education. Great staff!
- ** I enjoyed my time at TO and the staff has instilled a very strong desire to continue on and become as qualified and valued (employee) and person as I can be. TO is more like being with family than going to school because you have retained the individual and

personal touch. I really appreciate all the help and support I received from faculty and staff.

** I think Treaty Oak is great and staff is excellent. There are two incidents that I wish had not happened.

1. Spring term 1988 (I believe), I came down with pneumonia and missed the last 2-3 weeks of school. I requested an incomplete in the Basic Math class that I was taking. I planned to finish the class next term because I felt the accounting class I was taking was the more important. I was not told (or made aware) that the class had to be finished within a certain time frame the next term. Due to a heavier work schedule summer term and the need to help my husband with his business when I inquired about finishing the class, I was told that the time frame was past and since I was leaving for vacation I didn't have time to take care of this before the end of the term.

At that time, I requested that since the class was 80% finished, could I just get credit for a two credit class and I would finish the class the next term. The lady in the learning center felt this could be done. I later found this had been denied and my records apparently shown an Incomplete for the Basic Math class. I will not take this class over, nor pay full tuition for the class again, because it is not necessary for my course of study. I do accept the responsibility for this, but I sure think there could have been more communication from the proper people so this Incomplete would not be on my record. At the time I took the incomplete I had an "A" in the class.

2. I stood in line the first day of registration for Spring term (for at least an hour) getting my husband registered for a computer class. When he arrived at class he found that his name was not on the class list and the class was full. He was told that he could sit next to someone and continue taking the class, but for actual hands on experience during class he would not have the use of a computer.

Dan is a retired physician and has had all the classroom study that he ever wants to take -- this was going to be a fun class for him. At any rate, sitting next to someone was not a satisfactory alternative for him, he dropped the class. I hope he will try again fall term. Thank you.

APPENDIX G

TYPE, BRAND, AND NUMBER OF PIECES OF OFFICE EQUIPMENT USED
BY RESPONDENTS OF BUSINESS SURVEY

<u>Type of Equipment</u>	<u>Brand</u>	<u># of Pieces</u>
Calculator	Canon	4
	Sharp	3
	Swintec	1
	Radio Shack	1
	Brand Unreported	16
Computer	AT&T	4
	Cherry	1
	Compaq	3
	Data General	15
	Datapoint	3
	IBM Compatible	10
	IBM	4
	MacIntosh	1
	Taxan	1
	TI	1
	Brand Unreported	1
Copier	Canon	6
	3M	1
	Brand Unreported	12
CRT	Burroughs	1
FAX	Canon	1
	Panasonic	1
	Brand Unreported	1
	Panasonic	3
	Brand Unreported	1
Phone	IBM	1
Plotter	Pitney Bowes	1
Postage Meter	Dictaphone	1
Transcriber	Canon	3
	IBM	14
	Olympia/Canon	3
	Sears	2
	Brand Unreported	8

APPENDIX H

SOFTWARE PACKAGES USED BY RESPONDENTS OF BUSINESS SURVEY

SPREADSHEET

Excel, Microsoft Works
 IBM
 Lotus
 Lotus
 Lotus 123
 Peachtree

DATABASE

DBase III+
 HAOS
 IBM
 Microsoft Works
 Q & A
 R-Base

WORD PROCESSING

Display Write, Write Now
 IBM
 Microsoft Works
 Multimate
 Prof. Write/WordPerfect
 Q & A
 WordPerfect
 WordPerfect

GRAPHICS

IBM
 Microsoft Works

COMMUNICATIONS

Electronic Mail
 IBM
 Microsoft Works

ACCOUNTING

AR Mediquest
 Excel and Microsoft Works
 Medicalis
 Peachtree
 Redwing

OTHER SOFTWARE PACKAGES USED

AR Mediquest
 MOS Scales International Ltd.

APPENDIX I

GENERAL INFORMATION NEED BY ENTRY-LEVEL
INFORMATION PROCESSING EMPLOYEES
REPORTED BY LOCAL BUSINESSES

- ** Pride in work. No job -- no matter how boring, tedious or seeming unimportant is without value. Many jobs such as filing, phone messages and manners may not be considered as important as other tasks but are so vital to the professional image and efficiency of the organization.
- ** The skills needed are covered in the questionnaire. I would emphasize computer familiarity and information systems.
- ** Needs to know how to read, write, and do computations. Must also pass a four-hour clerk carrier exam. Should have a good memory.

APPENDIX J

MOST IMPORTANT CONCEPT THAT SHOULD BE TAUGHT
TO COMMUNITY COLLEGE INFORMATION PROCESSING STUDENTS
AS REPORTED BY LOCAL BUSINESSES

- ** Pride in doing accurate work. The attitude that they're lucky to have a job -- we don't owe them a job, they have to earn it every work day!
- ** Honesty, willingness to learn.
- ** Their appearance in applying for a job. Willingness to work at a starting salary, entry level. Able to meet the public.
- ** These types of skills are vital to any organization and competency guarantees job security.
- ** Use of computers.
- ** Attitudes.
- ** Basics.
- ** Spelling, grammar, proofreading.

APPENDIX K

BUSINESSES' COMMENTS

- ** Appearance counts too. First impressions.
- ** Very comprehensive questionnaire. We welcome a well-trained workforce in this area.
- ** Most people we have interviewed in the past were not screened for the job requirements being offered them. They sent everyone! Most were unable to express themselves and not willing to try to make any changes if it inconvenienced them in any way!
- ** I'm impressed with the Treaty Oak C.C. staff, courses offered, and other services to the students and community. Thank you for what I, personally, have gained from Treaty Oak and what you will continue to provide to others in the future.
- ** We don't hire employees because we've learned most have questionable ethics and do the minimum amount of work required to get by. We've learned "If you want a job done right -- do it yourself."