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ABSTRACT
                 The secretarial instructional programs at Florida
community colleges and area vocational-technical centers were
reviewed to determine the actions that are needed to enable the
programs to meet current and future demands for secretaries who are
competent in the use of advanced office systems technology. Data for
the review were drawn from a secretarial futuring conference,
professional business education literature, and from existing data
bases dealing with secretarial instruction and its outcomes in
Florida. The review findings substantiated two concerns. First, it
became apparent that secretarial programs will require additional
resources and development if they are to keep pace with the
technological changes that now characterize the field. The second
major concern that emerged from the study was that, although there
will likely be a shortage of trained secretaries in the future,
sectretarial work remains a low-status, low-paying occupation. This
will likely prevent secretarial instructional programs from
attracting a large pool of highly motivated or academically well
prepared students. Extensive updating of equipment and facilities,
faculty and staff, and curriculum and instruction will be required to
address these problems. More effort must also be put into marketing
secretarial instructional programs. (Appendixes to this report
include the secretarial conference announcement and agenda, sample
references, and unit and total cost breakdowns of statewide
instructional resource needs for community college and district
postsecondary occupations programs.) (MN)

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Secretarial Instruction in Florida Community Colleges
and Area Vocational-Technical Centers:

Meeting the Demands of the Future

Project # 6 -2G71

State Board of Community Colleges
and
Division of Vocational, Adult, and Community Education
Florida Department of Education

Fall 1986

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Secretarial Instruction in Florida Community Colleges
and Area Vocational-Technical Centers:
Meeting the Demands of the Future

Executive Summary

Current trends in the business world focus on the expanding use of
high-powered office systems technology. The adoption of this technology,
including such electronic equipment as word processors and microcomputers,
is bringing about inescapable changes in the nature of office work.
Secretaries, in particular, are facing dramatic changes in the nature of
their daily work functions. Along with these pressures which are fueled
by technological advances, the business world is also currently facing an
overall shortage of qualified office personnel. It has been estimated,
for example, that the next decade will bring a critical shortage of
trained secretaries which could "pose the greatest threat to business
since World War II."

It was these two developments --- technologically - based changes in
secretarial functions and a predicted undersupply of trained secretaries
--- that led the State Board of Community Colleges (SBCC) and the Division
of Vocational, Adult, and Community Education (DVACE), Department of
Education, to conduct a review of the secretarial instructional programs
in Florida community colleges and area vocational-technical centers. The
central goal of the review was to determine the actions that are needed to
enable the instructional programs to meet current and future demands for
secretarial personnel who are competent in the use of advanced office
systems technology.

The data collection process for the review was highlighted by a statewide
secretarial futuring conference co-hosted by Tallahassee Community College
and Valencia Community college. Additional information was drawn from the
professional business education literature and from existing data bases
such as the SBCC Level I review data and DVACE Five-year-cycle review
reports. Verbal and written input were also received from representatives
of community colleges and vocational-technical center secretarial
instructional programs across the state.

In general, the review findings substantiated the two concerns that led to
the review. First, it became apparent that secretarial programs will
require additional resources and development if they are to keep pace with
the technological changes that characterize the field. Businesses across
the state seek to hire secretarial personnel who are skilled in the use of
office systems technology. Yet, many community colleges and vocational-
technical centers lack the equipment needed to provide state-of-the-art
instruction in the concepts and applications of office technology. And,
many instructional faculty are themselves in need of updating in the use
of new technology. With regard to instructional content, it became
apparent that postsecondary secretarial curricula may need to be revised

as businesses within the state shift from using non-integrated office technology to integrated office information systems. This shift in equipment usage patterns will create new types of secretarial positions (e.g., "information resource manager") which may require competencies not included in existing secretarial curricula.

The second concern prompting the review focused on the projected shortage of qualified secretarial personnel. Review findings not only confirmed this concern, but highlighted the complexity of the problem. Despite increasing skill demands, secretarial work remains a low-status, low-paying profession. This prevents secretarial instructional programs from attracting a large pool of highly motivated or academically well-prepared students. Employers of the programs' students, in turn, too often report that such students lack the basic interpersonal and communication skills needed for their positions. The resulting pressure on community college and vocational-technical center secretarial programs has been two-fold. There has been pressure to remediate existing secretarial students. And, there has been pressure to market the secretarial field in order to recruit both more and better-prepared students into the instructional programs. Unfortunately, the review indicated that sufficient resources and support frequently have not been available to enable secretarial programs to accomplish either of these tasks in an effective manner.

The recommendations which follow address the problems and issues summarized above. These recommendations are grouped within four areas: (1) Equipment and Facilities; (2) Faculty and Staff; (3) Curriculum and Instruction; and (4) Marketing Secretarial Instructional Programs.

1. Equipment and Facilities

a. SBCC and DVACE should provide funds to equip all postsecondary secretarial programs with state-of-the-art equipment that is consistent with business operations.

b. SBCC and DVACE should urge all community colleges and vocational-technical centers to assess their need to renovate and/or remodel their existing business education facilities, and to initate action to obtain any required funding.

2. Faculty and Staff

DVACE should establish a state priority to provide vocational secretarial instructors with inservice training in the following areas:

1) Advanced office technology
2) Methodology for instructing students in the use of advanced office technology
3) Basic skill remediation for postsecondary secretarial students
4) Methods for marketing secretarial programs to potential students and community businesses

3. Curriculum and Instruction

SBCC and DVACE should appoint a statewide interdivisional task force to identify possible areas for revision of secretarial curricula to reflect continuing changes in office technology, and resulting changes in secretarial functions. This task force should include instructors from both vocational-technical center and community college secretarial instructional programs, as well as representatives from the business industry.

4. Marketing Secretarial Instructional Programs

a. SBCC and DVACE should recommend that each community college and vocational-technical center consider identifying one liaison person within its secretarial program to be responsible for marketing functions. Administrative support should be provided to market the secretarial program, both for the recruitment cf students and the development of job placement sites. In this regard, the secretarial field should be given special emphasis in the development and implementation of each institution's marketing plans.

b. SBCC and DVACE should urge all postsecondary secretarial programs to make more active use of their advisory committees in marketing the instructional programs.

INTRODUCTION

Current trends in the business world focus on the expanding use of high-powered office systems technology. The adoption of this technology is, in turn, bringing about rapid and inescapable changes in the nature of office work. Secretaries are facing particularly dramatic changes in the nature of their daily work functions. Secretarial tasks that have traditionally been carried out with paper, pencil, and typewriter are now being accomplished with the use of microcomputers and sophisticated computer software. Similarly, more and more administrative tasks are being shifted to secretaries as electronic technology reduces the time secretaries spend with such office tasks as typing and filing.

In addition to these pressures which have been fueled by technological advances, the business world is also currently facing an overall shortage of qualified office support personnel. All available indicators suggest that there will be an escalating demand for well-prepared office support staff, but that there will not be a corresponding increase in the supply of such workers within the near future. It has thus been estimated that the next decade will bring a critical shortage of trained secretaries which could "pose the greatest threat to business since World War II."

It was these two developments --- technologically - based changes in secretarial functions and a predicted undersupply of trained secretaries --- that therefore led the State Board of Community Colleges (SBCC) and the Division of Vocational, Adult, and Community Education (DVACE), Department of Education, to conduct a collaborative review of the secretarial instructional programs in Florida community colleges and area vocational-technical centers. The review was supported through a contract with Tallahassee Community College (TCC). Information gathering activities for the review began in December, 1985, and continued through June, 1986.

The central goal of the secretarial instructional review was to determine the actions that are needed to enable the instructional programs to meet current and future demands for secretarial personnel who are competent in the use of advanced office systems technology. Specific review objectives included the following:

1. Identify recent and anticipated innovations in office systems technology.

2. Examine current and projected office technology usage patterns among the state's employers of secretarial workers.

3. Determine the skills and competencies that are required for secretaries to work effectively in technologically advanced office environments.

4. Determine the nature of the job opportunities that are available to graduates of community college and vocational-technical center secretarial instructional programs.

5. Determine the characteristics of the students who enroll in community college and vocational-technical center secretarial instructional programs.

6. Assess the implications of technological innovations and related employment issues for secretarial instructional programs in Florida community colleges and vocational-technical centers.

   a. Evaluate the capability of existing facilities, equipment and materials to meet instructional demands, and determine the needs for new facilities, equipment, and/or materials.

   b. Evaluate the capability of existing academic personnel to meet instructional demands, and determine the needs for faculty development.

   c. Determine the need for curriculum modifications.

Information Gathering Process

The process for gathering information for the secretarial program review was coordinated by staff members of SBCC, DVACE, and TCC. It was highlighted by a statewide secretarial futuring conference co-hosted by TCC and Valencia Community College, Orlando. This futuring conference included presentations by office equipment manufacturers, major employers of secretarial personnel, and secretarial curriculum specialists. Approximately eighty instructors from postsecondary secretarial programs across the state also participated in the conference, and, as a formal part of the process, provided both written and verbal input to address the stated review objectives. See Appendix A for copies of the secretarial conference announcement and program agenda. Appendix A also contains a list of all individuals who participated in the conference, along with a summary of the input they provided.

Additional information for the secretarial instructional review was obtained from existing data bases and other published materials. The SBCC Level I review data and the DVACE five-year cycle review reports provided important information regarding the current status of secretarial programs in the state's community colleges and area vocational-technical centers. More general information with potential implications for the secretarial programs was drawn from a review of the professional business education literature. Appendix B contains a sample listing of the published materials that were reviewed.

All of the information gathered was analyzed and synthesized by SBCC, DVACE, and TCC staff. The major issues and problems that emerged from the findings were documented. Recommendations to address the issues were then developed, and are presented in this report. These recommendations emphasize budget initiatives and other statewide activities which, if implemented, would facilitate the ability of Florida community colleges and area vocational-technical centers to provide state-of-the-art instruction for secretarial personnel.

Florida community colleges and area vocational-technical centers are
primary training sites for individuals who are preparing for employment in
secretarial occupations. All twenty-eight community colleges and
approximately thirty vocational-technical centers across the state
currently offer postsecondary programs in the secretarial field. Most of
the colleges offer the secretarial programs at both the certificate and
the A.S. degree levels.

Above all, the review findings documented the critically important task
that faces the community college and vocational-technical center
secretarial training programs. As anticipated, it was found that
businesses within the state have a pressing need for an enlarged supply of
secretarial personnel. Beyond just an increase in the number of available
secretaries, however, Florida businesses need an enlarged pool of highly
competent secretaries --- ones who can adapt to an ever-advancing array of
new office technology, and who are capable of assuming an expanded range
of administrative and decision-making responsibilities.

Input received during the review showed that faculty from the state's
postsecondary secretarial programs are indeed eager to meet the
instructional challenges implied by these business trends Yet, it also
became apparent that the faculty and instructional programs will require
additional resources and support if this actually is to occur. The
findings that follow document the specific problems and issues that were
identified in this regard. These findings are grouped into four areas:
(1) Equipment and Facilities; (2) Faculty and Staff; (3) Curriculum and
Instruction; and (4) Marketing Secretarial Instructional Programs.

1. Equipment and Facilities

If community college and vocational-technical center secretarial programs
are to provide state-of-the-art instruction which meets business demands,
then they obviously must keep pace with the technological changes that
characterize the field. At the present time, however, a significant
number of the postsecondary secretarial programs lack the equipment and
facilities needed to provide state-of-the-art instruction. These
equipment and facility needs are highlighted by the following review
findings.

A. The term "office automation", or "advanced office technology", is used to describe a vast array of office equipment, including electronic typewriters, word processors, microcomputers, and electronic telecommunications systems. As new technological innovations have been introduced into offices, secretarial use of stand-alone word processors has given way to the use of personal computers. The shift to personal computers has come rapidly because the PC's, when teamed with appropriate software, empower secretaries with far more capability than do the stand-alone word processors. Word processing can be accomplished on the PC's. Yet, so too can such functions as spreadsheet analysis, graphics production, and the integration of text, data, and graphics into single "compound" documents.

The next major phase in the "automation" of business offices will focus on integrated, or networked, office information systems. Simply described, these systems interconnect individual computer workstations into multi-user networks, enabling members of a network both to communicate with each other electronically, and to access information stored in central computers and external data bases. The shift from non-integrated office automation (e.g., individual PC's) to integrated office information systems is already underway, and is expected to accelerate in the near future. Business demand for integrated systems, for example, is expected to increase approximately 50% per year for the next five years.

B. Reports from Florida business representatives suggest that current and projected office technology usage patterns among the state's businesses tend to parallel those described above. Larger businesses across the state have moved from the use of stand-alone word processors and word processing pools to equip their secretaries with individual microcomputers. In hiring secretarial personnel, then, these businesses seek to find individuals who are capable of carrying out a variety of office functions (e.g. text and data processing, graphics production etc.) using software on the microcomputer. Knowledge of word processing concepts and applications is a virtual necessity for secretarial employment.

It must be noted that office technology usage patterns differ among businesses across various regions of the state. Secretarial programs should therefore monitor local business practices closely in order to determine the specific equipment that is needed to support their instructional activities. Still, even with local variations, it is apparent that all secretarial programs must be equipped with state-of-the-art office technology if they are to provide realistic instruction which is in tune with labor market demands.

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C. Given the dramatic and pervasive influence that office automation is having on business operations, it was particularly alarming to find that many community college and vocational-technical center secretarial programs currently operate without access to such technology. Laboratory experiences with appropriate, job related equipment are an essential component of the secretarial occupations curriculum. Yet, recent DVACE on-site reviews documented serious statewide deficiencies in the equipment that is provided for postsecondary secretarial instruction. It was estimated that an allocation of 1.8 million dollars would be required to adequately update the equipment and related resources in community college secretarial programs. The comparable figure for vocational-technical center secretarial programs was 1 million dollars. See Appendix C for more detailed analyses of these statewide equipment needs.

Not only was the equipment in many postsecondary secretarial programs found to be inadequate, but many programs were found to be operating in substandard facilities as well. DVACE on-site reviews showed that six of the twenty-eight community college programs are housed in substandard facilities. Facility deficiencies were found in over seven of the vocational-technical center secretarial programs. The primary problems in most programs included deficiencies in laboratory space, lighting, and acoustical soundproofing, along with a lack of adequate electrical services to operate high technology equipment. These problems clearly merit prompt corrective action since they bear directly on the safety and health of secretarial students.

2. Faculty and Staff

The same forces that have created an urgent need to update secretarial instructional equipment have also created a pressing need among secretarial faculty for professional and technical updating. Faculty from postsecondary secretarial programs across the state need opportunities to update their knowledge of office systems technology. And, they need opportunities to learn effective methods for instructing students in the use of the new technologies. The observations reported below elaborate upon the nature of these inservice needs. Two additional inservice need areas --- remediation for secretarial students and methods for marketing secretarial programs --- were also identified, but are described in later sections of the report.

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A. It goes without saying that classroom instructors need to demonstrate competence in the subject matter they teach. For vocational business education instructors, this now means that they must be competent in the use of advanced office systems technology. To date, however, statewide needs for inservice training in the concepts and applications of office technology apparently have not been matched by sufficient training opportunities. Most of the secretarial faculty who described themselves as having knowledge of advanced office technology reported that they gained this knowledge through their own individual efforts. Many other instructors reported that they not only have lacked systematic opportunities to gain knowledge of state-of-the-art office technology, but have not even had access to the equipment needed to teach themselves. The severity of their situation is illustrated by the following comments -- one provided by a community college instructor, and the other by a vocational-technical center instructor:

> "Please make sure that the State Department of Education understands that those of us who are not computer literate do want to be. We need HELP and support." . . . ." Please help prepare us to use the computers effectively."

B. As quickly as business education teachers themselves learn about new office technology, they must then determine how to transfer this knowledge to their vocational business education students. The development of instructional materials relevant to the applications of office technology has lagged behind the introduction of the equipment, however, so instructors typically are left on their own when making these instructional decisions. Methods used in teaching the use of traditional office equipment are not necessarily appropriate when dealing with automated office equipment. Experimentation with different approaches to teaching office automation can lead to the discovery of effective techniques, but this tends to be an inefficient process. Instructors participating in the review thus stressed their need for inservice education in methodologies for teaching students the use of advanced office technology.

C. In addition to identifying the content areas in which postsecondary secretarial faculty need inservice training, the review findings highlighted several specific strategies that should be used to deliver the training. First, it became apparent that secretarial faculty need updated office work experiences to truly understand the new office systems technologies and their impact on office functions. A back-to-industry approach should therefore serve as key strategy for addressing inservice needs in this area. Short-term sabbaticals to return to work environments are currently provided for teachers in a number of secretarial programs across the state (e.g., Ridge Vocational-Technical Center, Winter Haven; Sarasota County Vocational Center). Similar opportunities should be extended to faculty within all secretarial instructional programs.

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Efforts to involve business and industry in delivering inservice
training to secretarial faculty should also go beyond the
provision of opportunities for updated work experiences. Schools
could attempt to enter into creative partnerships with
manufacturers of office technology, for example. Many of these
manufacturers have ongoing programs designed to keep their own
personnel updated on advancing technological innovations. It
seems feasible that instructional personnel could tap into these
programs as a means of addressing their own inservice needs.

A third strategy that should be used to meet the inservice
training needs of postsecondary secretarial faculty involves the
sponsorship of regional information-sharing seminars. As
indicated, secretarial faculty are currently having to invest an
inordinate amount of time in searching for, and developing,
learning activities that are relevant to current instructional
demands. Periodic seminars to bring together faculty from both
community college and vocational-technical center secretarial
programs would facilitate this process --- enabling faculty to
exchange information about both instructional methods and
available instructional resources.

3. Curriculum and Instruction

As indicated, teaching students to perform general information processing
functions on computerized office equipment is now an essential component
of secretarial instructional curricula. The importance of teaching basic
communication and human relations skills must not be forgotten in the
haste to keep pace with advancing technology, however. Similarly,
programs cannot afford to become complacent even when their curricula are
up-to-date with current office operations. Businesses are beginning to
shift from using non-integrated office technology, such as individual
microcomputers, to integrated office information systems. This shift will
change the nature of secretarial functions, and, in turn, may require
revisions in secretarial instructional curricula.

The findings that follow document these issues and concerns:

A.   Employers of secretaries continue to require most of the same
      office skills and competencies that they traditionally have
      required. This slate of requirements includes typing skills,
      telephone skills, filing and retrieval skills, the ability to
      maintain a variety of business records, and mail handling skills
      --- competencies that are all included in the existing curriculum
      frameworks for secretarial occupations. What has changed
      recently is that more and more of these functions are being
      accomplished through the use of automated technologies. The
      delivery of instruction in the basic office skill areas must
      therefore reflect this fact. Instruction in telephone skills and
      procedures should include information about computerized

telecommunications systems, for example. Instruction in mail handling skills should impart an understanding of electronic mail systems. Given findings regarding current office operations across the state, it is imperative that all secretarial students at least be given instruction in the application of automated office equipment for such basic office functions as word processing, data processing, and end-user document production.

B. A focus on office technology could easily lead secretarial instructional programs to overlook essential human relations and communication skills. Yet, secretaries need sound skills in both of these areas if they are to work effectively in any office environment. Knowledge of correct grammar, spelling, and punctuation is particularly critical. Furthermore, the importance of this knowledge is likely to increase given increasing managerial interest in employing secretaries who can help compose written reports and correspondence.

Unfortunately, despite its importance, the area of communications is the key area in which employers reported dissatisfaction with students from community college and vocatioral-technical center secretarial programs. Their perception is that the instructional programs have "dropped the ball" in teaching basic communication skills to secretarial students. Faculty from the instructional programs, on the other hand, reported frustration in attempting to teach communication skills to the academically underprepared students who typically enter the secretarial programs (see Section 4, Marketing Secretarial Instructional Programs, for additional findings on this topic). Regardless of one's perspective, however, it nevertheless became evident that greater emphasis must be placed on developing communication competencies in postsecondary secretarial students.

C. Instruction in the general use of microcomputer technology and enhanced instruction in basic communication skills are needed to prepare secretarial students for existing job market demands. Instruction in the concepts and applications of integrated office information systems will be required to meet job market demands that will emerge within the near future. As businesses shift from non-integrated to integrated office automation, secretarial functions will change significantly. With the new systems, secretaries will potentially have the entire information resource of the office under their control. They will still need to process information to create end-user documents. But, they will also need to have broad decision-making skills in order to determine what information to use for which purpose. And, they will need creative problem-solving skills which will enable them to decide what automated tools or techniques can be used to solve which office problems!

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The increased complexity in secretarial functions may thus require a rethinking of existing postsecondary secretarial curricula. Secretarial students will need to be trained to function as resource or information managers. This, in turn, suggests that the secretarial occupations curriculum may need to be revised in two major ways:

1. A revision in content to include the skills and competencies needed to function within an integrated office information system; and

2. A revision in program and position titles to be more reflective of actual job functions.

4. Marketing Secretarial Instructional Programs

Postsecondary business education programs are experiencing increasing pressure to market the secretarial field. As the following findings indicate, this pressure has developed in response to a complex set of factors. The findings also document the fact that new sources of support will be required if the programs are to carry out their marketing functions in an effective manner.

A. Department of Labor statistics document a large and growing statewide shortage of secretarial personnel. Furthermore, the potential severity of this shortage is compounded by the fact that the skill demands for secretaries are steadily increasing. Businesses within the state thus not only need an enlarged supply of secretarial personnel, but they want secretaries who are highly capable and skilled in the use of advanced office technology.

B. Despite this impending shortage, secretarial workers are still not granted the recognition they merit. Secretarial work is held in low public esteem, and generally not rewarded with an adequate level of pay. Review participants reported, for example, that trained entry-level secretaries typically begin work at little more than a minimum-wage rate of pay. They likewise indicated that secretarial salaries have not kept pace with the expanding nature of job demands. Employers across the state apparently still tend to use traditional job classifications and salary scales --- even though they have expanded job descriptions to include competency in the use of computerized office equipment.

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C. Given the status of the secretarial profession, it was not surprising to find that most institutions have difficulty attracting a large pool of well-prepared students into their postsecondary secretarial programs. Faculty from such programs reported that fewer well-prepared students are choosing to enter the secretarial field as career options for females broaden. The students who do enter the secretarial programs, then, often have poor academic skills coupled with poor self-esteem and low-motivation. Needless the say, faculty reported that they experience a great deal of frustration in attempting to adequately prepare these students for secretarial positions. Yet, the faculty also agreed that it will be difficult to attract a larger pool of academically well-prepared students into secretarial programs until the overall image of the field is improved.

D. The above findings outline two areas in which steps must be taken to support the work of postsecondary secretarial programs.

1. First, to meet the challenges of present reality, faculty must be given greater support in providing basic skill remediation for secretarial students. This is a particularly critical need given employer complaints that far too many secretarial students enter the job market without adequate basic communication skills. As suggested by the instructors themselves, a useful approach to the remediation problem would be to provide faculty inservice in effective methods for working with academically disadvantaged students.

2. Second, to enhance the long term capability of postsecondary programs to meet labor market demands for secretarial personnel, faculty must be given greater support in their attempts to market the secretarial field. Business education instructors recognize the importance of promoting the public image of secretarial work, but often lack knowledge of effective marketing methods. Even more often than this, they appear to be too heavily loaded with teaching responsibilities to engage in marketing activities on a consistent basis.

    State-level and institutional support for marketing the secretarial field should thus be provided in multiple forms. All faculty should be given inservice education in marketing methods, for example, and the active involvement of advisory committee members in marketing activities should be solicited. Each community college and vocational-technical center should place special emphasis on the secretarial field in the development of its institutional marketing plans. Each should likewise consider identifying one liaison person within its secretarial program to be responsible for the program's marketing functions.

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RECOMMENDATIONS

The following recommendations address the issues and problems described in the previous section. The categories used to report the recommendations correspond to the review findings.

1. Equipment and Facilities

a. SBCC and DVACE should provide funds to equip all postsecondary secretarial programs with state-of-the-art equipment that is consistent with business operations.

b. SBCC and DVACE should urge all community colleges and vocational-technical centers to assess their need to renovate and/or remodel their existing business education facilities, and to initiate action to obtain any required funding.

2. Faculty and Staff

DVACE should establish a state priority to provide vocational secretarial instructors with inservice training in the following areas:

1) Advanced office technology
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4) Methods for marketing secretarial programs to potential students and community businesses

3. Curriculum and Instruction

SBCC and DVACE should appoint a statewide interdivisional task force to identify possible areas for revision of secretarial curricula to reflect continuing changes in office technology, and resulting changes in secretarial functions. This task force should include instructors from both vocational-technical center and community college secretarial instructional programs, as well as representatives from the business industry.

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4. Marketing Secretarial Instructional Programs

a. SBCC and DVACE should recommend that each community college and vocational-technical center consider identifying one liaison person within its secretarial program to be responsible for marketing functions. Administrative support should be provided to market the secretarial program, both for the recruitment of students and the development of job placement sites. In this regard, the secretarial field should be given special emphasis in the development and implementation of each institution's marketing plans.

b. SBCC and DVACE should urge all postsecondary secretarial programs to make more active use of their advisory committees in marketing the instructional programs.

Appendix A

Secretarial Conference Announcement
and Program Agenda

WENDELL W. WILLIAMS
CHAIRMAN

BYRON L. SPARBER
VICE CHAIRMAN

CLARK MAXWELL, JR.
EXECUTIVE DIRECTOR

May 9, 1986

M E M O R A N D U M

TO: All Interested Individuals

FROM: Clark Maxwell, Jr.
               Joe D. Mills

SUBJECT: Statewide Meetings for Review of Florida Postsecondary
               Secretarial Instruction Programs in Florida Community
               Colleges and Area Vocational-Technical Centers

The State Board of Community Colleges and the Division of Vocational,
Adult, and Community Education are collaborating to review the
postsedondary secretarial instruction that is offered through the state's
community colleges and area vocational-technical centers. The review will
focus on issues that are of systemwide or state-level policy concern.

The review findings will be summarized in a written report which will
include recommendations for future action. These could include
recommendations for instructional program changes, state-level policy
changes, or budget initiatives. The recommendations will be presented for
action by both the State Board of Community Colleges and the State Board
for Vocational Education.

The success of the secretarial instructional review will depend upon our
ability to obtain up-to-date information regarding the instructional
activities and needs that currently exist within the state. Toward this
end, we will conduct a statewide review conference, which will focus upon
the impact of the new office technologies on the future development of our
programs. Participants will include faculty and administrators from
community colleges and vocational-technical secretarial instructional
programs, members of the local instructional program advisory committees,
and representatives from businesses and industries that have a major
impact on office technology.

Affirmative action/equal opportunity employer

We would like to invite you to attend the statewide secretarial conference scheduled for June 23-25, 1986, in Orlando, Florida. Valencia Community College and Tallahassee Community College are hosting the conference. An agenda with other details about the meeting is enclosed. Also enclosed are specific review questions that will provide the focus for discussion at the meeting.

In addition to attending the secretarial conference, your written responses to the review questions would be very helpful and would ensure that your input to the secretarial instructional review receives our consideration. You may submit such written responses to our staff at the conference. Or, mail them by June 30, 1986, to: .

> Chris Burton, Review Coordinator
> State Board of Community Colleges
> Department of Education
> Knott Building
> Tallahassee, Florida 32301

Thank you, in advance, for your contributions to the secretarial instructional review. If you have any questions or concerns about the review, please feel free to call Chris Burton at (904) 488-8597 or (SC) 278-8597.

cbg

Enclosure

cc: Community College Presidents
     Council on Instructional Affairs

Program Quality

*What skills and competencies should be taught in secretarial
instructional programs?

  *What are the future trends in office systems technology?

  *What are current and projected office technology usage patterns
   among the state's employers of secretarial workers?

  *What skills and competencies, are required for secretaries to work
   effectively in technologically advanced office environments?

  *What are the generic skills and understandings associated with
   technology-based office functions that should be included in
   all secretarial instructional curricula?

  *What areas of specialization are relevant to secretarial employment
   in the state? What skills and competencies should be included in
   training for these specializations?

*Are existing secretarial instructional program curricula consistent both
with the instructional demands that derive from technology-based
changes in office operations, and with the nature of employer demand for
secretarial specializations?

*Do the academic personnel in the community college and
vocational-technical center secretarial instructional programs have
sufficient opportunities to update their knowledge of instructional
issues?

*What is the quality of the physical facilities, equipment, and materials
that are available to students in community college and
vocational-technical center secretarial instructional programs? Are new
facilities, equipment, and/or materials needed to meet instructional
demands?

Instructional Programs and the Secretarial Profession

*What are the characteristics of the students who enroll in secretarial
instructional programs?

*What new secretarial job titles and descriptions have emerged as a
result of technology-based changes in office operations?

*What credentials and competencies are required for the various secretarial positions?

*Are secretarial instructional programs keeping pace with the changing nature of secretarial positions?

*What are the career opportunities for graduates of the state's secretarial instructional programs?

    *What is the relationship of such programs to both entry-level employment and to opportunities for advancement in the secretarial profession?

    *What role do/should community colleges and vocational-technical centers assume in meeting the retraining needs of the state's existing secretarial personnel?

    *What is the status of articulation among the existing secretarial instructional programs in the state?

    *Do secretarial instructional programs provide adequate placement assistance to their students?

    *What is the typical wage progression for graduates of community college and vocational-technical center secretarial instructional programs?

FLORIDA'S

State Board of Community Colleges
and
Division of Vocational, Adult, and
Community Education

Presents...

FLORIDA'S SECRETARIAL PROGRAMS ---

THE FUTURE

Hosted By

Tallahassee Community College
and
Valencia Community College

June 23-25, 1986
Valencia Community College
East Campus

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FLORIDA'S SECRETARIAL PROGRAMS ---
THE FUTURE

PURPOSE

To review the postsecondary secretarial instruction that is offered through the state's community colleges and area vocational-technical centers. The review will focus on issues of system-wide or state-level concern. It will focus on the impact of office technologies on the future development of our programs.

PROGRAM and CONFERENCE COMMITTEE

Carolyn Allen, Valencia Community College
Dot Binger, Tallahassee Community College
Bob Dennard, State Board of Community Colleges
Joan Tiller, Valencia Community College

PROGRAM

MONDAY, JUNE 23, 1986

8:00 - 9:15 a.m. **Registration**
Continental Breakfast
Courtesy of Gregg Division
McGraw-Hill Book Company

9:15 - 9:45 a.m. **Welcome/Introductions**
Carolyn Allen
Valencia Community College
East Campus

Purpose of the Secretarial Instructional Review
Patsy Agee
Division of Vocational, Adult and Community
Education

Paul Parker
State Board of Community Colleges

Conference Procedures
Joan Tiller
Valencia Community College

9:45 - 11:45 a.m. **State of the Art for Secretarial Curriculum**
Presider: Joan Tiller
Speaker: Gail Modlin
Gregg/McGraw-Hill Book Company

Group Leaders:
Phyllis Devine
Broward County Schools

Katherine Etterman
Collier County Vocational-Technical
Center

Deborah Hopkins
Valencia Community College

Lillian Lenhoff
Hillsborough Community College

Barbara Smith
Division of Vocational, Adult and
Community Education

Doris Southern
Dade County Public Schools

11:45 - 12:45 p.m. **Lunch**
Courtesy of Gregg Division
McGraw-Hill Book Company

12:45 - 2:00 p.m. **State of the Art for Secretarial Curriculum**
- Continued -

Anytime **Remarks:**
Clark Maxwell, Executive Director
State Board of Community Colleges

Don Magruder
State Board of Community Colleges

2:00 - 2:15 p.m. **Break**
Courtesy of Xerox Corporation

2:15 - 3:45 p.m. **State of the Art for Secretarial Curriculum**
- Continued -

3:45 - 4:45 p.m. **Technology Forces — Office Environment**
Presider: Bob Dennard

Speaker: Dennis Daigle
Xerox Corporation

Reactor: Caroline Collier
Erwin Vocational-Technical Center

5:30 - 7:00 p.m. **Reception**
Marriott Airport Hotel
Courtesy of Burroughs Corporation

TUESDAY, JUNE 24, 1986

8:00 - 8:30 a.m. **Continental Breakfast**
Courtesy of Olivetti Corporation of America

8:30 - 10:00 a.m. **Business and Industry Perspectives**
Presider: Joan Tiller

Speakers: Judy Judy Blankenship
Godbold, Allen, Brown and
Builder, PA

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Speakers: Robert Coolidge
           Jewett Orthopedic Center

           Anne Hurlock
           Martin-Marietta Aerospace

           Beth Palmer
           Harcourt Brace Jovanovich

           Kathy Simpson
           Walt Disney World

           Sara Watkins
           Valencia Community College

Reactors: Gayle Brooks
           Cheryl O'Berry
           Pasco-Hernando Community College

10:00 - 10:15 a.m. Break
           Courtesy of Olivetti Corporation of America

10:15 - 11:00 a.m. Meeting the Needs of Business and Industry
           Presider: Carolyn Allen

           Speaker: Margo Godfrey
                     Valencia Community College

           Reactor: Julie Orvis
                     Hillsborough Community College

11:00 - 11:45 a.m. Exhibits

11:45 - 12:45 p.m. Lunch
           Courtesy of IBM Corporation

12:45 - 2:00 p.m. Exhibits

 1:30 - 2:00 p.m. Break
           Courtesy of IBM

 2:00 - 3:00 p.m. Office Environment of the Future
           Presider: Bob Dennard

           Speaker: Bob Vogt
                     IBM

           Reactor: Shirley Stacey
                     Sarasota County Vocational-
                       Technical Center

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3:00 - 4:00 p.m. **Changing Role in the Office**
Presider: Joan Tiller

Speaker: Deborah Lagram
Burroughs Corporation

Reactor: Donna Matherly
Tallahassee Community College

WEDNESDAY, JUNE 25, 1986

8:00 - 8:30 a.m. **Continental Breakfast**
Courtesy of South-Western Publishing Company

8:30 - 10:00 a.m. **Microcomputer Applications for the Office**
Presider: Carolyn Allen

Speakers: Randy Sims
South-Western Publishing Company

Jack Klett
Indian River Community College
Sponsored by South-Western Publishing
Company

Reactors: Dot Binger
Tallahassee Community College

Linda Slaugh
Division of Vocational, Adult and
Community Education

10:00 - 10:15 a.m. **Break**
Courtesy of South-Western Publishing Company

10:15 - 11:45 a.m. **Microcomputer Applications for the Office**
- Continued -

11:45 - 12:45 p.m. **Lunch**
Courtesy of South-Western Publishing Company

12:45 - 1:45 p.m. **The Electronic Office**
Presider: Bob Dennard

Speaker: Christina Lanier
Olivetti Corporation of America

Reactor: Raye Johnson
South Technical Education Center

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1:45 - 2:45 p.m. **Disabled Individuals Make the Transition From School to Work Through Secretarial Programs**
Presider: Carolyn Allen

Speaker: Jim Barge
Division of Vocational, Adult, and
Community Education

Reactor: Connie Jenks
Tallahassee Community College

2:45 - 3:30 p.m. **Summary and Recommendations**
Presiders: Chris Burton
Joan Tiller

EXHIBITORS

Burroughs Corporation

Glencoe Publishing

Gregg/McGraw-Hill Book Company

IBM

Charles E. Merrill

Olivetti Corporation of America

Panasonic

Prentice-Hall, Inc.

Science Research Associates, Inc. (SRA)

South-Western Publishing Co.

Xerox Corporation

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Wright, Judy
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*Group Leader/Reactor
**Presider

Florida's Secretarial Program - The Future
Orlando, Florida
June 1986

<u>Speakers</u>

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Division of Vocational, Adult, and
  Community Education

Jim Barge
Division of Vocational, Adult, and
  Community Education

Judy Judy Blankenship
Godbold, Allen, Brown and Builder, PA

Robert Coolidge
Jewett Orthopedic Center

Dennis Daigle
Xerox Corporation

Bill Flannery
IBM

Margo Godfrey
Valencia Community College

Anne Hurlock
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Harcourt Brace Jovanovich

Paul C. Parker
State Board of Community Colleges

Kathy Simpson
Walt Disney World

Randy Sims
South-Western Publishing Co.

Sara Watkins
Valencia Community College

<u>Exhibitors</u>

Burroughs Corporation
Glencoe Publishing
Gregg/McGraw-Hill Book Company
IBM
Charles E. Merrill
Olivetti Corporation of America
Panasonic
Prentice-Hall, Inc.
Science Research Associates, Inc. (SRA)
South-Western Publishing Co.
Xerox Corporation

FLORIDA'S SECRETARIAL PROGRAM—THE FUTURE

Summary of Recommendations Generated by Conference Participants

TOPIC: Funding/Legislation

1. If there are legislative mandates, there should be adequate funding to support the implementation.

2. Why is Business Education weighted funding lower than other vocational programs that are less expensive to operate.

3. If Business Education is to teach disabled and disadvantaged students, then funding should be provided for the support of these students.

4. Since the field of Business Education is constantly changing, funding must be provided for the instructors to be able to update their skills on a full-time basis.

5. In-service training of funding formulas, and grant preparation should be provided for the instructors.

6. When funding is provided, institutions need more accountability as to the disbursement of monies.

7. Funding needs to be provided for the marketing of programs.

8. Mechanism needs to be provided for course offerings that are based on something other than class size.

9. Preservation of the in-kind services program that offers coordination between education and industry. (Requiring a percentage of the fee waiver money be allocated for in-kind services.)

TOPIC: Curriculum

1. Is curriculum meeting the needs of the community/students (high school graduate, returning adult, worker requiring updated skills?)

2. Is curriculum geared towards people skills as well as technical skills?

3. Are interpersonal skills being taught as a separate course?

4. Are curriculum changes facilitated in a timely manner?

5. Does curriculum reflect current job titles within the community. Does community use standard titles/or are titles standard at all?

6. Is equipment available to support teaching of concepts?

7. Is technology being used in all courses? Accounting? Marketing? Management? Decision-making areas?

8. Does the instructor have time to develop the curricula materials not available elsewhere?

Recommendations:

1. Have a curriculum development specialist in business area at each college.

2. Develop flexible programs, leading to assorted certificates or degrees, that incorporate a variety of study units or competencies selected by individual students after basic studies are met.

TOPIC: <u>Articulation</u>

1. Does counseling staff regularly visit public and private high schools for articulation purposes, and do business teachers give input/are they involved in the visits?

2. Does your college sponsor or participate in high school career days?

3. How is reciprocal course credit handled with university, vo-tec, high school and private business schools?

4. Do you meet periodically with your counterparts on university, secondary and vo-tec levels to discuss programs prerequisites, overlaps, standards, etc.?

5. Does your college support articulation by providing funds to host meetings and to travel to meetings locally and statewide?

6. Do you meet with counseling staff on your campus to exchange curricular information?

7. Do you have brochures on all programs offered within your department?

8. How are credits, courses, competencies, experience, etc., evaluated in the transferring from school-to-school and does your department assist in evaluating transcripts from other schools?

9. Does your school and department work with professional organizations such as PSI and LSA in recognizing and awarding experiential credit for such designations as CPS and PLS?

10. Is there a formal procedure or mechanism available for ongoing articulation with students to keep them apprised of program requirements, time limits, changes, etc.?

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TOPIC: Quality of Students

1.   Tackle image and salary problems to entice better qualified students (recognize that many more options available to females now).

2.   Need to acknowledge problems of poorly qualified students and make deliberate plans for testing and planning for remediation.

3.   Need to provide good vocational counseling to help students get into appropriate program.

4.   Low motivation often accompanies low qualities. Think on aspects for improving motivation and raising self esteem.

5.   Be cautious about any tendency to lower program standards to accommodate too weak students.

Concern marketing a program which promises little in way of image and salary to computer.

TOPIC: Marketing the Program

Comments:

1.   There is a lack of publicity and marketing efforts due to factors including: no funding; lack of support by administrators, other faculty and counselors; no organizational plan to market the programs.

2.   The needs and target markets must be identified and strategies developed. Who is going to do this and how can it be done? Where is funding to implement?

3.   The image of the program needs updating target male population, too. Teachers are overburdened with double duties.

Recommendations:

1.   Develop and use needs assessments of district area's needs by a marketing specialist and development of marketing plan and strategy.

2.   Provide a marketing specialist at district level or school to implement marketing plan.

3.   In-service training for teaching staff to market program.

4.   Provide release time for teaching staff to market.

5.   In-service training for teaching staff to market program.

6.   Earmark funds for marketing and on-going advertising. Include teachers in any plan or assessment made. If marketing person is available, make sure they are not over burdened with other duties.

7.   Contact with each other to communicate information on programs involve advisory committee.

TOPIC: Administrative Support

Administrative Support is the evidence of:

1.   Administrative committment to courses with characteristically low enrollment.

2.   Equitable formula for determining allocation of funding for equipment maintenance, staff development, program marketing, etc.

3.   Leadership training provided for person(s) working with advisory committees.

4.   Use of expertise of advisory committee.

5.   Dissemination of information and involvement of faculty in grant writing with assistance in writing.

6.   Administrative support for updating curriculum?

7.   Scheduling of classes realistic for student population in business?

8.   Incentives offered for updating faculty skills in new technology.

TOPIC: Office Tools/Environment

1.   Recommend a mandated 5-year rotation plan for the replacement of equipment.

2.   The equipment reflects the needs of local community and provides necessary transfer skills/should be IBM compatible.

3.   Recommend microcomputer applications training include word processing, spreadsheets, data base, and integrated software with provision for staff development and "back-to-industry" training.

4.   Recommend elimination of departmental lines that inhibit or hinder necessary training for the information processing professional.

5.   Purchase of additional hardware/equipment goes hand-in-hand with the purchase of the appropriate furniture.

6.   Stricter enforcement of space requirements for students and equipment.

7.   Facilities planning to ensure the health and safety of students and staff to include proper lighting, noise control, and climate control.

8.   Recommend that total facilities be re-evaluated every five years to ensure that the school's facilities are being utilized to best meet the community's needs.

TOPIC: Community Needs G. up

1.   Evidence of ongoing communication with business and industry to support the community's training needs.

     This includes training for both entry level and advancement.

2.   A mechanism for rapid response to community training needs. On-site and in industry.

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3. Is there administrative support to allow the flexibility necessary to market and implement specialized program?

4. How is specialized funding for training programs for business and industry located? Specialized fee structures may be needed to continue to produce specialized programs. What portion of the costs will industry have to pay?

5. Is there a joint relationship between continuing education departments and the business education departments to maintain quality of the specialized programs? Concern was vocalized about the quality of television presentation for skills courses.

6. Is there articulation between continuing education programs and degree programs. This can include Displaced Homemakers and nontraditional career groups.

7. May need statewide marketing effort to promote the community college as a vehicle for business and industry training.

TOPIC: Teachers – Measures and Criteria

This areas is difficult to assess. Teacher performance is tied to administrative policies; equipment; other teachers in program. How do we evaluate teacher performance based on moving students from where they are to a definite performance level within a stated time frame? The teacher assessment program is stated for Merit Pay has proven to be inadequate. We looked at some measurables; trying to stay away from immeasurables.

1. Teacher/Counselor sessions - This may be an administrative process, but should be on-going for program effectiveness.

2. Enrollment - should correlate to most successful teachers in program. How much demand for the offering is a determinate.

3. Staff Development - activities as a professional duty and not be mandated from administration before participation.

4. Student organization support - is involved in recruitment and directing student activities. (Areas best to teach ethics, teamwork)

5. Visits local businesses and documents findings (gaps in class equipment and office needs).

6. Participates in advisory committees to exchange school/community needs.

7. Participates in professional organizations for updating.

8. Finally Teacher Assessment Tests for subject competency. This is a very debatable area, but is measurable.

9. Another consideration may be self-assessment to indicate methods to overcome deficiencies, as a measurable indicator.

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TOPIC: Instruction

1. Open-entry, open-exit, individualized. (Is the trend going out?) Back to Basics

Problems

1. Lack of motivation on part of the students.

2. Not enough good audio-visuals available.

3. Time consuming to develop learning activities.

4. Not enough teacher input/contact.

5. Confusion of students and teachers. (Classroom environment)

6. Orientation

7. Varied age groups - Must instruct different ways to different people.

8. FTE funding - filling up classrooms during FTE count.

Advantages

1. Immediate feedback.

2. Meets individual needs.

3. Gets students onto the job faster (with previous skills).

4. Adjust hours to suit your needs.

Grading

1. Some using pass/fail system.

2. Seems fair and more popular to use grade system (A, B, C, D, etc.)

Suggestions/Recommendations

1. Spend one day in front of class. Other 4 days as Learning Manager.

2. Combine traditional/individualized methods of instructions.

3. Make videos of you teaching certain problem areas or orientation.

4. Decide which subjects lend themselves to individualized instruction. May be some subjects should be taught in traditional fashion.

5. Area Voc-Tech centers set up entry of students on 9-week basis.

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FLORIDA'S SECRETARIAL PROGRAM-THE FUTURE

TOPIC: <u>Business and Industry Perspectives</u>

1.   What skills does industry require of an entry level employee?

   A.   Typewriting 40-65 WPM w/5 errors
   B.   Communication - oral, written (grammar, composition, punctuation, etc.)
   C.   Attitude - work ethic, enthusiasm
   D.   Appearance
   E.   Organization
   F.   Telephone techniques

2.   What are the salary ranges?

   Receptionist to Administrative Assistant
   $10,000 to $29,000

3.   How important is it to be trained on a specific piece of equipment? All members expressed that training on their specific equipment would be wonderful, but not necessary.

   Panel members would like a knowledge of word processing concepts and a general understanding of word processing operations.

4.   What type of equipment are you using?

   Facsimile, Shared Systems, Electronic Mail, Electric Typewriters, Electronic Typewriters, Dedicated Word Processors, Microcomputers, Xerox, IBM, Lanier, Zenith, Olivetti, Royal, Wang, Sperry

5.   Do you offer training to your employees? Many of the members said that their company trained workers and also offered updating. Some offer seminars. Some offer cross training of employees.

6.   What direction should education take in the future. What skills should we stress?

   A.   Shorthand
   B.   Dictation Skills
   C.   Proofreading
   D.   Psychology - attitudes - how to deal with people
   E.   Communications/grammar, etc.
   F.   Microcomputers
   G.   Work Ethic
   H.   Initiative
   I.   Job Getting Skills
   J.   Appearance
   K.   Being a team member

TOPIC: <u>Office Environment of the Future</u>

Recommendation

1. Name change from Secretary to Information Resource Manager (65-75% growth rate over next decade).

2. All students need to understand the flow of information and be able to make decisions regarding what to do with it?

3. "Compound document" needs to be added to our vocabulary and total integration understood. Networking is vital for students to work with information generated by others and for effective communication. We must be willing to take risks, use our initiative and step forth to meet current needs, and to continue to serve our students well.

TOPIC: <u>Meeting the Needs of Business and Industry</u>

1. Disseminated information regarding responsiveness to industry's needs - short courses to meet a specific need.

Recommendation

All postsecondary delivery systems should utilize this technique to meet the needs of their local community's needs. School, business, community partnerships are essential if we are to garner the continued support of our existence by business.

TOPIC: <u>Technology Forces/Office Environment</u>

Technology in the office environment is gradually moving toward integrated information systems. The design is changing, the cost of the equipment is decreasing, and the size of the product is becoming more compact.

The impact of technology on the present role of the secretary will be:

1. Secretaries will have to deal with 2 environments - paper (80%) and electronic (20%).

2. The future role of the secretary may be as an Information Resource Manager which would involve:

    a. Operating integrated office systems
    b. Manage information resources
    c. Become paraprofessionals

Implications for teaching/training future secretaries include:

1. Develop organizational skills
2. Teach all phases of document preparation - graphics, voice imaging, a variety of formats, alpha/numerics

TOPIC: Placement and Followup

1. Too much lagg time between graduate and followup

2. Need exit interview

3. Program leaver should be counted when placed

4. Need broader parameters for placement

5. Need Job Centers for placement for all majors

6. Need additional resources from state to assist in job placement/followup procedures

7. Develop tracking system within the majors

8. Identify majors as they are declared

9. Need academic advisement by faculty and program advisor

TOPIC: Advisory Committees

Concerns:

Advisory committees, in general, are not used to their full potential.

Recommendations:

1. Set goals and objectives yearly for committee to follow—evaluate goals yearly

2. Advisory committees are not involved enough in the school's recommendations: meet at schools, have committees develop a survey instrument to "evaluate" the program at the schools - this would include equipment, materials, supplies, curriculum

3. Advisory committees are not normally involved in teacher upgrade.

   a. Involve committee members for possible potential training sites

   b. Advisory committees do not meet often enough.

4. Goals and objectives set at beginning of year should take care of this. One meeting is necessary to set goals, one meeting to evaluate goals - how many meetings needed to get to this point is up to you.

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5.   Is the committee made up of a representative group of people?

      When developing the committee, have large, small companies, minorities, former students, males and females on group.

6.   What is the function of the committee? What are they suppose to do?

      Supply printed materials and an orientation period to new members yearly at first meeting of the year

7.   Advisory committee meetings take a lot of time/preparation. The meeting itself, minutes and post meetings follow through - How can we alleviate this?

      To have good programs, takes a lot of time and effort. Have several meetings a year, and to do what you have to do to have quality programs.

      Combine districts and college advisory committees.

TOPIC: Changing Role in the Office

Since offices of today and tomorrow will be making increased usage of integrated technology, curriculum content, and classroom; equipment purchases should reflect this technology via increased usage of networks, voice technologies, image processing and "compound documents" technology.

It's imperative that we prepare students for working in an ever-changing work environment for working not only as secretaries, but also as "information managers."

Current and future "Managers" need to be educated to understand, accept, and ideally use the integrated tools and be able to comprehend procedures and work methods most effectively used in an automated work environment.

Statewide Problems Identified Through DVACE Reviews

*Programs need resources to obtain state-of-the-art equipment that is consistent with business operations.

*Programs need resources to improve/expand the facilities in which secretarial instructional programs are housed.

*Instructors are experiencing an increased need for updating in the use of high technology equipment and methodology.

Appendix B

Sample References

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Appendix C

Statewide Instructional Resource Needs for
Community College and District Postsecondary
Secretarial Occupations Programs

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COMMUNITY COLLEGES

SECRETARIAL OCCUPATIONS

Statewide Review

$1,794,390

Instructional Resources Needed

COMMUNITY COLLEGES - GENERAL EQUIPMENT NEEDS

QUANITY	ITEM	UNIT COST	TOTAL COST
* 604	Electronic Typewriters	$ 636	$ 384,144
328	Student stations (typewriter size desk/secretarial posture chair)	280	91,840
* 211	Electronic printing calculators with memory	91	19,201
20	Desk copiers	1,600	32,000
* 226	Transcribing units with headsets, foot controls, and combination dictation capability	195	44,070
28	Cassette tape player/recorders	75	2,100
9	Four-drawer vertical file cabinets	135	1,215
2	Shorthand lab systems	2,000	4,000
21	Postal mail scales	28	588
-	Paper cutter	--	--
3	Office telephone systems	200	600
25	Cassette storage cabinets	159	3,975
200	Secretarial posture chairs	200	40,000
			$ 623,733

* Prices shown based on State Contract Bid List

Other items priced from various vendors, based on quantity purchases.

SECRETARIAL OCCUPATIONS
Statewide Review

COMMUNITY COLLEGES - STATE-OF-THE-ART EQUIPMENT NEEDS

QUANITY	ITEM	UNIT COST	TOTAL COST
178	Word processors	$ 2,139	$ 380,742
353	Micro computers with dual disk drives	1,013	357,589
197	Reader-Printers	1,000	197,000
377	Student stations for word processors/micro computers	229	86,333
177	Printer stands	87	15,399
97	Voltage surge protectors	109	10,573
89	Diskette files	26	2,314
11	Optical character readers	600	6,600
13	Projection screen for computers	3,000	39,000

$1,095,576

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SECRETARIAL OCCUPATIONS
Statewide Review

COMMUNITY COLLEGES - SPECIALIZED SUPPORTIVE RESOURCES

QUANITY	ITEM	UNIT COST	TOTAL COST
123	Word processing software packages	$ 200	$ 24,600
81	Computer software packages	200	16,200
102	Printwheels	12	1,224
353	Disks/Diskettes	3	1,059
165	Copy holders	30	4,950
471	Cassettes	1	471
324	Keyboard Screen dust covers	10.50	3,402
325	Static desk mats	43	13,975
16	Instructional tapes (shorthand, typewriting, machine transcription)	575	9,200
			$ 75,081

DISTRICT POSTSECONDARY

SECRETARIAL OCCUPATIONS

Statewide Review

$998,683

Instructional Resources Needed

DISTRICT POSTSECONDARY - GENERAL EQUIPMENT NEEDS

QUANITY	ITEM	UNIT COST	TOTAL COST
* 208	Electronic Typewriters	$ 636	$ 132,288
468	Student stations (typewriter size desk/secretarial posture chair)	280	131,040
* 157	Electronic printing calculators with memory	91	14,287
17	Desk copiers	1,600	27,200
* 155	Transcribing units with headsets, foot controls, and combination dictation capability	195	30,225
66	Cassette tape player/recorders	75	4,950
17	Four-drawer vertical file cabinets	135	2,295
-	Shorthand lab systems	-----	-----
13	Postal mail scales	28	364
1	Paper cutter	55	55
6	Office telephone systems	200	1,200
15	Cassette storage cabinets	159	2,385
160	Secretarial posture chairs	200	32,000
			$ 378,289

* Prices shown based on State Contract Bid List

Other items priced from various vendors, based on quantity purchases.

SECRETARIAL OCCUPATIONS
Statewide Review

DISTRICT POSTSECONDARY - STATE-OF-THE-ART EQUIPMENT NEEDS

QUANITY	ITEM	UNIT COST	TOTAL COST
46	Word processors	$ 2,139	$ 98,394
189	Micro computers with dual disk drives	1,013	191,457
127	Reader-Printers	1,000	127,000
265	Student stations for word processors/micro computers	229	60,685
89	Printer stands	87	7,743
66	Voltage surge protectors	109	7,194
49	Diskette files	26	1,274
2	Optical character readers	600	1,200
10	Projection screen for computers	3,000	30,000
1	CAT System (Computer aided transcription)	30,000	30,000
			$ 554,947

SECRETARIAL OCCUPATIONS
Statewide Review

DISTRICT POSTSECONDARY - SPECIALIZED SUPPORTIVE RESOURCES

QUANITY	ITEM	UNIT COST	TOTAL COST
85	Word processing software packages	$ 200	$ 17,000
91	Computer software packages	200	18,200
54	Printwheels	12	648
262	Disks/Diskettes	3	786
200	Copy holders	30	6,000
239	Cassettes	1	239
140	Keyboard Screen dust covers	10.50	1,470
117	Static desk mats	43	5,031
1	Shorthand tapes	575	575
31	Caramates	500	15,500
			$ 65,447

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