To the Graduate Council:

I am submitting herewith a dissertation written by Wayne Carl Jones entitled "An Analysis of the Actual and Ideal Job-Placement Services in Post-Secondary Vocational-Technical Education in the State of Tennessee." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Vocational-Technical Education.

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We have read this dissertation
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AN ANALYSIS OF THE ACTUAL AND IDEAL JOB-PLACEMENT SERVICES IN POST-SECONDARY VOCATIONAL-TECHNICAL EDUCATION IN THE STATE OF TENNESSEE

A Dissertation

Presented for the

Doctor of Education

Degree

The University of Tennessee, Knoxville

Wayne Carl Jones

December 1977

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ABSTRACT

Purpose

The purpose of this investigation was to find a means of providing guidelines for: (1) services which should be provided by a placement office, (2) coordination and utilization of services of a placement office, (3) professional staff (faculty and counselors), and (4) liaison between the placement office and employers in post-secondary education in the State of Tennessee.

Method

The study consists of 325 individuals related with job-placement services in post-secondary education in the State of Tennessee. The 325 individuals were composed of counselors, administrators, faculty, students, alumni, employers, and employment agency officials. A tentative list of functions, compiled from literature and research, was submitted to a jury of specialists for validation. A combination nominal and Likert-type survey instrument was developed to study the "actual" and "ideal" functions, respectively. A pilot study was conducted to check the reliability of the instrument. The test for reliability was conducted using the Cronback-alpha technique.

All data were collected by mailed responses. The analysis of data between groups was done using percentage of agreement and chi-square when appropriate and applicable.

Findings

Analysis and interpretation of data indicated the following:

1. The coefficient of reliability using Cronback-alpha technique for "actual" and "ideal" data was .92 and .96, respectively.
2. Of the 56 variables investigated for "ideal" responses, 52 were selected to be guidelines for the placement office. These items received a 66 or greater percentage of agreement. These 52 variables were broken down into five sub-groups which dealt with organization, supportive groups, materials and forms, techniques, and evaluations.
3. Thirty-eight variables showed significant difference between "actual" practices and "ideal" practices. The 38 variables were significant at the .01 level of confidence for chi-square.
4. There was a high level of agreement along the seven groups that more could be done for job-placement service in post-secondary education.
5. The findings indicated that no guidelines existed for job-placement office services, but while some schools had systems, the "ideal" data indicated that a set of guidelines was desirable.

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CHAPTER I

THE PROBLEM OF THE STUDY

I. BACKGROUND INFORMATION

In the past ten years the State of Tennessee has produced 41 new post-secondary schools. The growth of the schools was a resulting factor of the 1963 Vocational Education Act and the 1968 Amendments. Within this rapidly growing delivery system there have been problems never before encountered. One of these problem areas is in student personnel service or in particular, job-placement.

The 1968 Vocational Education Amendment states the vocational guidance and counseling service shall be designed to aid in vocational placement and conduct follow-up procedures to determine the effectiveness of the vocational instruction and guidance and counseling program. The 1976 Education Amendments to the Vocational Education Act of 1963 were stronger in their emphasis on guidance and counseling; in particular, the amendments called for "developing methods of evaluating programs, including the follow-up studies of program completers and leavers--so that these agencies could offer job training programs which are more closely related to the types of jobs available in their communities, regions, and states." The State Plan described the counselor as "responsible to Supervisor of Student Services. He shall perform counseling, testing, and interview prospective students. He must maintain the liaison with

business and industrial employees and keep accurate placement records" (Tennessee State Plan, 1974-1975).

In a study done in 1968 by the Educational System Research Institute, the school placement services were shown to be responsible for placing 9.6 percent of those graduates who went directly to work. This study was conducted between the years 1953 and 1962 (Eninger, 1968). In a recent study done by the Research Coordinating Unit at The University of Tennessee (Green, 1974), these figures were again confirmed.

In an article by Raymond A. Wasil (Wasil, 1974), he stated:

> One of the most critical problems facing education today is to provide an effective system that facilitates the transition of youth from school to employment--job placement is a critical element in career development of youth--without a viable placement service school systems will have difficulty in documenting the effectiveness of the educational process.

Lowell Burkett, former AVA Executive Director, recently wrote in the American Vocational Journal: "Demands for placement and follow-up are going to be hard to ignore. Placement is by far the weakest end of the equation. It will have to be pursued with vigor to meet the demands of students and parents."

A job placement service can contribute to (1) accountability, and (2) feedback. Tennessee's State Plan for vocational education does not mention that job placement should be a regular function of the student personnel service of a given school.

There are some differences between Federal and State plans for placement services. In the State plan (Tennessee State Plan, 1974-1975), a counselor must "maintain liaison with business and industry," whereas in the Federal plan (Federal Register, 1968), a counselor is to "determine effectiveness of vocational instruction and guidance."

II. THE PROBLEM

To try to meet the needs of graduates faced with seeking employment, which is the desired result of our educational program, the job placement office must have the guidelines to meet these needs. Problems exist as to what the present practices are and what they should be.

Statement of the Problem

What should be the function of a job-placement office in terms of organization and services in post-secondary education in the State of Tennessee? The Tennessee State Plan for Vocational-Technical Education only provides generalized guidelines with no specific duties or responsibilities.

The Purpose of the Study

The purpose of this investigation was to, through appropriate research, find a means for providing guidelines for (1) the services which should be provided by a placement office, (2) coordination of services of a placement office, (3) utilization of these services, (4) the various roles of the professional staff (faculty and counselors), and (5) the nature of the liaison between the placement office and employers in post-secondary Vocational-Technical Education schools in the State of Tennessee.

Analysis of the Problem (Research Questions)

The problem can be further defined in question form. An examination of these questions will help define and identify present practices

and perceptions and should help point out what would be preferred in post-secondary vocational-technical placement programs of the future.

This research attempts to collect data to answer these questions:

1. What is the plan of organization and what are the responsibilities of the placement office in post-secondary education in Tennessee as viewed by counselors, administrators, and faculty?

2. What services and procedures are ordinarily provided in a placement office as viewed by counselors, administrators, faculties, students, alumni, employers, and public employment agencies?

3. What services and procedures are desirable in a placement office as viewed by counselors, administrators, faculties, students, alumni, employers, and public employment agencies?

4. Is there any significant difference between the services and procedures provided, comparing the counselors to the (1) administrators, (2) faculties, (3) students, (4) alumni, (5) employers, and (6) public employment agencies?

III. ASSUMPTIONS

The following assumptions were basic in formulating this study:

1. Job placement is a function of post-secondary education.

2. The questionnaire utilized for data collection was appropriate and adequate for securing data needed for this study.

3. All members of the jury of specialists were knowledgeable concerning the functions of job placement services.

IV. SCOPE OF THE PROBLEM

The study was limited to public post-secondary education programs in the State of Tennessee. The post-secondary programs of 28 area vocational-technical schools, 2 technical institutes, and 11 community colleges were examined. The study included private post-secondary programs or adult education except insofar as they were a part of the public post-secondary programs. A list of post-secondary schools was taken from the Directory of Personnel 1974--Vocational-Technical Education. The data were collected between February and April of 1975.

V. DEFINITION OF TERMS

Post-secondary education. This expression refers to education above grade 12 and leading to a higher degree but still less than a baccalaureate degree. In Tennessee, the items generally refer to area vocational-technical schools, technical institutes, and community colleges.

Area vocational-technical school. This expression refers to those certificate-granting institutions which offer skilled and technical craft-person programs. The programs are offered to persons 18 years of age or older.

Community college. This term refers both to the two-year program offering university parallel programs and terminal vocational programs. This type of school grants associate degrees and certificates.

Technical institutes. This term refers to the one- or two-year engineering and business technology programs. The school is an associate

of engineering, associate degree and certificate granting institution.

Placement or job placement. Placement is the process of assisting the student in finding an appropriate place in the world of work--appropriate in the sense that the student finds a position suitable to his/her abilities, interests, personality characteristics, and within the range of the available job opportunities.

Placement officer. This person is responsible for the placement service offered by the institution which employs him/her.

Employers. This term refers to all businesses and industries which hire post-secondary school graduates.

Employment agencies. These agencies, both private and public, help to place persons in business and industrial occupations and are not directly connected to the post-secondary school.

VI. IMPORTANCE OF THE STUDY

There were no guidelines for methods or practices used by placement officers in post-secondary schools in Tennessee in 1975. Thus, the existing functions of placement offices needed to be studied and examined. There should be greater reliance on professional staff than exist at present to maintain and improve the objectives of post-secondary education. Maximum benefits cannot be obtained from a placement office until all facets of placement have been studied in order to determine the status and needs of the area.

The future will involve a more efficient system of placement of graduates from vocational-technical schools at the post-secondary level.

To date there has been no study of job placement services in post-secondary education programs in Tennessee. Neither have there been any publications to serve as a guide to the operation of placement services in post-secondary education programs.

The following is a list of points this research has directed to examine in order to find guidelines:

1. A study of this nature should assist in giving direction to the administration of placement in post-secondary education, in the areas of services, policies, and procedures.

2. As public policy, this study examined placement services and examined what should be done.

3. The results of this study provide information for the placement officer who may not be aware of what other members of this profession are doing.

4. It indicates the placement officer's functions which are desirable and necessary. These functions can be used by administrators and placement officers to make necessary changes for improvement in the placement office.

5. It will be useful to institutions which do not have full-time placement officer or officers, but which are considering implementing placement services.

Findings from the investigation will be beneficial to the administration and placement officers of post-secondary vocational-technical education in Tennessee relative to improving the placement office practices for present and future students.

VII. NATURE AND SOURCES OF DATA

Reviewing the related literature resulted in the compilation of a tentative list of services and procedures which would be found in a job-placement office in a post-secondary school in Tennessee. This tentative list was presented to a jury of specialists to provide additional input, to add clarity and to revise items already compiled in the instrument. The jury provided validity to the instrument and was composed of a placement director, a superintendent of an area school, teacher educators, guidance personnel, and teachers in vocational and technical education.

A pilot study provided reliability to the instrument. The Cronback-alpha technique was used to produce a coefficient of reliability for the actual data which were .92, and the ideal data which were .96. The pilot study was conducted at one post-secondary school using administrators, faculty, counselors, and students. The pilot group consisted of 18 persons and these persons were not used in the final study.

The type of data needed for this descriptive study were quantitative for the most part and qualitative to a much lesser degree. The responses gathered by this questionnaire were nominal and interval data (quantitative data) and with an open-ended commentary at the end of the questionnaire (qualitative data).

The data were compiled from questionnaires returned by 34 post-secondary vocational-technical schools or programs in the State of Tennessee. All 39 such institutions were requested to participate in the

survey by a letter from the assistant commissioner of vocational-technical education. Five schools, by not participating, declined to cooperate in this effort. This reduced the expected number of participants by a total of 60.

Actual participants totaled 342; this figure included 68 administrators (56 responding), 68 faculty (58 responding), 56 counselors or placement officers (47 responding), 102 students (65 responding), 102 alumni (43 responding), 102 employers (48 responding), and 34 public employment agencies (25 responding). The students, alumni, faculty, and administrators were selected through stratified random sample. Only post-secondary programs which had graduated students at the time of the survey participated in the study.

VIII. ORGANIZATION OF THE REPORT

The major portion of the study is reported in five divisions or chapters. Materials are included, after the main body, in the form of a list of references and a set of appendices.

Chapter I consists of an introduction to the problem, a statement of the problem, an analysis of the problem, definition of terms, importance of the study, and the nature and source of the data. The organization of the study is included.

Chapter II presents a review of literature and pertinent research. The review was conducted to ascertain any previous efforts made in examining the functions of placement offices at the post-secondary level of education. The review was utilized to gain insight concerning the necessary elements included in the data collection instrument for the study.

Chapter III includes the methods or procedure of the study. Included are the major tasks involved to conduct the study, the identification of the population and the sample, the procedures used in the development of the survey instrument, the methods of data collection and the reduction and statistical treatment of the collected data.

Chapter IV contains the presentation and discussion of the data collected in the investigation.

Chapter V concludes the study report. A summary of the results of the study and conclusions drawn from these results is given.

CHAPTER II

REVIEW OF RELATED LITERATURE

I. INTRODUCTION

Job-placement of students in many post-secondary schools is generally an accepted practice. In the history of education, job-placement services are relatively new, dating back some one hundred years. There has been a debate, related in part to accountability over job-placement services, to the extent of whether or not it should be part of the school services and who should be responsible for the service. Also questioned is, what service should be rendered by the placement office?

The purpose of this chapter was to present a review of related literature concerning organization, coordination, and services of a placement office. The chapter is centered around the services and administration of a job-placement office and its staff as they relate to these services and as they apply to secondary and higher education.

II. THE IMPORTANCE OF PLACEMENT

The organization of a student personnel department can be broken down into three areas which are counseling, guidance, and placement. These three areas are inter-related, but ideally placement is the final step of the cycle. Mohr (1967) in his article "Service Through Placement in Junior Colleges" indicates that placement is the capstone of

all advisory services and the culmination and final service within the college.

In Norris et al. (1972) text, they feel the following five points should be stressed in a placement service:

1. The school is the logical agency to aid students in making educational and occupational decisions, for it has gathered a vast amount of data about each student that is necessary in helping him to make a wise choice.
2. The school must be given an opportunity to place its students so that it can make more realistic evaluations of its "products" at a later date.
3. The transition from the comparatively sheltered life he has led in school to adult living is often an abrupt and difficult one for the student. The schools can help the young adult to make this change more gradually and easily.
4. The transfer of youth from a school to an occupational or advanced educational activity is an educational service.
5. The school placement office can be an excellent public relations agency. Satisfactory job placement improves the relationship among the school, student, and employer.

In their writings, Humphrey and Associates (1967), state that out-of-school placement, part-time and full-time, is a logical task which would fall within the jurisdiction of guidance services because of the range of information about students that is available. The counseling of college students, especially seniors, is an inseparable link to the placement function as pointed out by Max Siegel (1968). Knapp (1969)

suggests that poor career choices are often made because counselors do not recognize their responsibility in providing each student with adequate information with which the student can make a proper career decision.

Raymond A. Wasil, in an article for AVA (1974), points out that without a viable placement service, school systems will have difficulty in documenting the effectiveness of the educational process, for this service provides a measure of accountability and feedback.

III. ORGANIZATIONAL PATTERNS

The organizational patterns and lines of authority vary between placement offices. Stephens (1970) suggests that the director of placement should report directly to the Dean of Students for an effective placement organization. Counseling and placement functions closely integrated under one roof is a hope of Stephens.

Mohs (1962) states that organizational patterns may vary between types of organizations. Mohs also states that there are certain differences between universities, junior colleges, and technical institutes; these differences begin with size of institution and technical nature. The reputation of the school may be maintained by good placement of graduates and this can be enhanced by faculty who are familiar with the student.

Hollis and Hollis (1965) believe that a central or combination organization placement service would be best. The Hollis' state that all school personnel may contribute in placement, but it is the coordinators' responsibility to organize the activities.

Andrew and Willey (1958) urge that the boundaries of the placement service be defined within a community.

Reifstick (1974) in an article describing the diversity of a placement office made this statement:

> The LaSalle office renders all the traditional services of a career planning and placement bureau--part-time, full-time, and summer employment; a full range of services for evening division; services to education majors which include the forwarding of credentials to potential employers; services to the alumni; provision of speakers for various clubs; publication of career planning and placement newsletters; placement of college work-students; and campus recruiting program.

IV. SUPPORTIVE GROUPS

The total picture of job placement in the educational environment has to take into account all groups and personalities involved. There are seven major groups involved in the job placement process: (1) the counselors or placement officers, (2) administrators, (3) faculties, (4) students, (5) alumni, (6) employers, and (7) employment agencies. These different groups can act to support the placement office and in some cases receive a service.

Placement Officer

As the central supportive person, the placement officer can be the key to a well organized placement office.

Moser and Moser (1963, p. 62) suggest that a special counselor be used in placement services. This would help coordinate efforts and control confusion.

Jack W. Humphries (1976, p. 57) believes that "student personnel administrators could be recruited on the basis of the same academic

credentials which prevail for teaching positions." Humphries goes on to state that student personnel administrators were ignored when new policies affecting students were developed. He feels this is an oversight on the part of the administrators because student personnel administrators have valuable input, too, for these decisions.

Mohs, in a 1962 booklet by American Association of Junior Colleges on placement, points out four requirements of the placement director. The first is participation in policy formation of the administrative staff. This allows the placement director to work closely with faculty and administrators. Also, working with these groups, he commands a certain amount of cooperation.

The second point is the director of placement plays an important part in public relations. His professional ability will make an impression on employers, students, alumni, and everyone who comes into contact with his office.

Point number three is placement procedures. The director is responsible for services and coordination of policy and procedures. This service should operate in harmony with all agencies in this institution.

The last point is the provision for vocational counseling. The placement director has to have a varied background: guidance, teaching, industry--but above all, this person should be flexible.

The Administrator

Mohs, Humphries, and others have shown that the placement director should work closely with the school administrator on policies which affect students.

Administrators, according to Mohs (1962, p. 29), should provide adequate facilities to conduct placement services. These facilities should be attractive and appealing to both students and employers who would recruit on campus. The administration should provide an adequate budget for placement.

Wenrich and Wenrich (1974, pp. 268-71) state that "the most important criterion for evaluating vocational-technical programs is the successful employment placement of its students." A problem arises in many institutions when reports on evaluations and follow-up data are shelved. Research data should be used as "inputs for decision making." Reports should be widely disseminated, and faculty, staff, students, and public constituency should have the published results.

In a 1967 study on community colleges done by Arthur R. Eckberg, it was found that 90 percent of two-year schools reported that their placement facilities were being supported, staffed, and financed by institutional funds. A second finding showed that 85 percent of placement offices were operated under a centralized office with one administrator in command. Item number 6 of Eckberg's study established the fact that career guidance and vocational planning were services offered by less than 50 percent of the schools surveyed, while 28 percent considered such services minor. In 16 percent of the colleges, no or little attempt was made to do follow-up on graduates. On a futuristic note, 97 percent felt "that placement will become increasingly important. Many cited increasing pressure from students, faculty members, and employers."

Hedlund and Brown (1972, p. 30) state that not much can be done to improve placement services without the support of college

administration. They go on to point out that the placement director must be on an equal basis with career faculty, and must be part of the decision process in organization status and listened to with respect by college administration.

Faculty Members

Jack Breseem (1969, pp. 33-36), an administrator believes that faculty and company recruiters should be brought together to enable the faculty to have the time to explain the programs offered by the school. The recruiter would then have a better idea of the training program and its type of graduate.

Again Eckberg (1967, p. 106) feels that,

> Placement cannot continue to operate in a vacuum or independently of the faculty. To really be effective, placement needs to be accepted by faculty members, administrators, students, and employers. Faculty support, especially, will contribute much to the successful campus and community operation.

Menke and Regner (1975, p. 64) suggest that faculty should assist undecided students in their career objectives. To accomplish this, they point out the following:

> Career Services suggest a two-fold approach to assist those students who are undecided about career objectives, as well as those who, though decided, needed additional advisement for making more specific decisions:
>
> 1. Redefine the role of the faculty advisor to include vocational, as well as academic advisement as an appropriate extension of the instructional responsibility.
> 2. Utilize the occupational information resources of Career Services as support for the faculty-student advisement program throughout the undergraduate years.

They also state that this redefined role on the part of the faculty allows for more educational guidance and covers planning on

the part of both the faculty advisor and student.

In a study done by Franklin Q. Yates in the Summer of 1976, he found that faculty believed that a well-operated recruitment program was the most important function of the placement office, but faculty, on the other hand, did not feel that career planning was an important function of the placement office.

Alumni

Max Siegel (1968, p. 208) says it is not uncommon for placement offices to operate under monumental pressures of 3,000 students to one counselor. "Yet, more opportunities for experienced people become known to college placement counselors, it is of value to attempt to assist alumni whenever possible." Whenever an institution can help an alumni, it helps the alumni association, the institution and the business community. Therefore, it becomes important to help through personalized service whenever possible.

Everett W. Stephens (1970, pp. 53-55) suggests that young, successful alumni can help in career conferences. These alumni should be enthusiastic and good speakers. Alumni can help career exploration of new students with part-time employment. The alumni are invaluable in advisement.

Strong alumni placement often characterize large urban schools and returning alumni for military services are helped by the placement office, says John Steele (1963, p. 66). Again, these alumni are very supportive of the school.

Ross Cummins (1957, p. 44) indicates that alumni can be monumental allies to the placement office as resource people for job information and as potential employers.

Employers

In 1962, a panel of consultants on vocational education stated "the acid test of vocational education is the extent to which its graduates are employed in the occupations for which they were trained." Weinrich and Weinrich (1974, p. 269) point out that "if employers find the knowledge, attitudes, and skills of its institution's graduates inadequate or unsatisfactory, program revisions are probably required." Employer satisfaction is a must if a school or college expects to be accountable.

Mohs (1962, p. 13) on relations with industry states:

> The relationships established between the colleges and industry via the office of the placement bureau can produce powerful and effective friends for both institutions. There are similarities between the two organizations which should engender sympathetic understanding and cooperation where good will and honesty have prevailed through a long-term relationship of team work in placement of manpower, only the most inept personnel workers would jeopardize this partnership.

Lillian Buckingham (1972, p. 4) suggests that placement officers should be in contact with employers by phone or mail. Buckingham further states that employers and placement coordinators meet periodically to discuss changing job patterns, requirements, various questions about company, and school policies, programs and types of job openings, his company and some of the problems the students may encounter.

Yates (1976, p. 62) states that "employers indicated that establishing and maintaining a well-organized, on-campus recruiting

program was highly important." Yates further states that "arranging on-campus interviews between employers and graduates was almost twice as important to the faculty as helping the undergraduate clarify their career interests."

On the other hand, Yates indicates that employers felt that company visits to identify current jobs was not as important as career planning. Employers also felt that research was the least important things in placement services.

Employment Agencies

Norris (1972, p. 353) feels that "full cooperation between the school and the public placement service should be encouraged, for such cooperation will enable both agencies to give greater service to the students and the employers." Norris further states that the school's placement office will have to make contacts with labor unions, local chamber of commerce and any other agencies or organizations concerned with job placement.

Mohs (1962, p. 10) on the majority opinion between college and public service states both agencies should be able to operate freely between one another making referrals whenever necessary.

In an address by Keith Sugglin (1971, p. 6), he points out that the caliber of placement personnel in the academic and employment agency are probably the same. He doesn't point out, however, that employment agencies are interested in computer placement and sometimes lose the human touch.

V. EVALUATION AND ACCOUNTABILITY

As an evaluation of placement services, a school's self-evaluation may be the best method. The follow-up of graduates and their success can be obtained from follow-up studies. Humphreys et al. (1967, p. 222) gives three reasons for follow-up of former high school and college students.

First, this information will indicate the achievement of these former students' achievements that are due, in part, to their school and college training.

Second, on the basis of this information the educational institution can conduct studies of the relationship between training given students and use made of it. These studies help the institution to determine the effectiveness, desirability, and fitness of its course offerings--in short, to evaluate its educational programs. On the basis of such evaluation, the institution may decide to make changes in its offerings and practices.

Third, by drawing upon information about former students, counselors can improve work with present students. The experience of former students often furnishes useful leads toward helping counselors solve difficult problems.

Weinrich and Weinrich (1974, p. 269) point out that the best methods of evaluating programs is the successful employment of its students. They also point out that employment data of students who can find jobs, but not in the vocation for which they were trained, should lead to a "serious look at its guidance and counseling programs."

Morphet and Jesser (1970, p. 141) confirm the Weinrichs' statement on evaluation and accountability adding that schools should be accountable to students.

Mohs (1962, p. 47) states "it would seem pointless to make follow-up studies unless some practical use is made of the results." He goes on to point out that the results should be distributed to academic counselors and all school personnel, even the Board of Trustees, should be furnished with a copy.

Lumsden (1961, p. 15) was concerned with doing a better job of reporting placement activities to faculty and administrators. As a way of informing, he states "annual reports, periodic reports of special nature, such as salary offers, placement of graduates, trends in employment, employers who will recruit on campus, etc., are important."

In an article by Robert S. Taylor (1976, p. 47), his concerns are with an information-rich society where new curriculum and careers sprout up to meet demands of the many information users. Taylor states:

> The economic recession has some impact on the placement market, especially for traditional careers--however, more and more people are beginning to realize that all of us swim in a sea of information, when organization and management are critical to effective operation. It is this realization that provides the breadth of opportunity, regardless of the state of economy especially because good information management means better utilization of human skills and abilities, and more efficient use of resources.

The placement office can be the evaluation center for the entire school if we consider some of Harlacher and Roberts' (1973, p. 25) points:

1. Institute the concept of accountability by defining outcomes, differentiating, processes, and evaluating results for all undertakings.

2. Prepare students for entry into and appreciation of actual careers.

3. Provide educational opportunities that facilitate human development.

4. Facilitate the development of the broadly educated person.

5. Develop an instructional program that accommodates individual differences, learning rates, aptitudes, prior knowledge, etc.

6. Engender in each student a concern for excellence and a desire for continuous learning.

7. Develop an institution whose total environment is dedicated to learning and is open to those who desire to learn.

8. Utilize the total community as a laboratory for learning.

9. Contribute to the educational, economic, social, and cultural development of the host community.

10. Provide for continuous institutional evaluation.

Through follow-up techniques, evaluations can be achieved and vital to the educational institutions; this is confirmed in a document from the Center of Vocational Education, published in 1977 (p. 83), entitled "Establish a student placement service and coordinate follow-up studies."

VI. RELATED RESEARCH

A few studies have been conducted which were related to the job placement office. The studies were directed toward the role of personnel, placement services in high schools, changing roles of placement directors, roles of placement directors in senior institutions, and selected practices in advisory committees, community surveys, and placement services. As the topic would indicate, placement service studies

in post-secondary education are non-existent, but these studies are related to the subject of this study.

Korb's study. In 1972, Korb did a study to investigate the relationship between the manner and extent school districts use (1) vocational advisory committees, (2) community surveys, and (3) school placement services in Ohio. Numbers of graduates placed in employment, occupational achievement test scores attained by seniors, degrees of success graduates experience in meeting licensing requirements, and teacher turnover were taken into consideration.

A positive correlation was found to exist between the relative urgency of community survey and the number of graduates employed. The degree of activeness of occupational advisory committees correlated significantly with both size of budget and number of graduates placed in employment by the advisory committees. Placement responsibilities were provided most often by the occupational teachers, followed closely by the guidance counselors. Well-defined, in-school, placement services were not in general use.

Gilmer's study. The purpose of this study done in 1969 was to identify and define the role of the educational placement director. This study looked at how different groups viewed the placement director. Placement directors were in agreement with their role with college administrators, faculty and alumni registrants. Recruitment administrators and housewives were not in agreement as to the placement director's role in the same categories.

Jones' study. In 1972, Jones identified the role of placement directors who were employed during 1971 by senior institutions. The

study reported the responses of placement directors regarding their "ideal" and "actual" role and the evaluation of their role regarding job information, graduate placement, alumni, summer jobs, follow-up, employer and recruiters, counseling, credentials, and administration.

Placement directors indicated that fees should not be charged to students who register with the placement office and that assistance should not be given to employers in evaluating faculty references. Placement directors performed some functions infrequently; such as giving speeches to advertise placement services, asking alumni for assistance, placing students in summer jobs, conducting follow-up studies, and visiting companies.

Gardner's study. Gardner's study investigated the changing role and function of educational placement directors in universities. The study conducted in 1976 examined services provided to employers, candidates, university officials, and school executives. The study examined how legislative enactment, social constraints, and other factors affect the placement service. The investigation was extended to ascertain the effect of such contemporary issues as the Equal Rights Legislation, the Family Rights and Privacy Act of 1974, and declining enrollment on the role of the educational placement director.

Many placement directors strongly supported the goals of educational placement. The data revealed the following:

1. Educational placement directors should encourage the placement of minority candidates.
2. Placement directors should see that qualified candidates are provided to prospective employers.

3. Buckley Amendment and Affirmative Action policies had been incorporated prior to enactment.
4. Many educational placement centers did not maintain records regarding the placement of graduates.
5. Placement directors were not involved in institutional policy making.

Zanzalari's study. This study conducted in 1960 developed criteria for evaluating a placement service in vocational and technical high schools and applying the placement services. Zanzalari found that 90 percent of those employed immediately after graduation had found employment through their placment service. There was no coordinated, state-wide program to help drop-outs gain employment. In-school pupils received scant help in finding part-time work and placement of evening school students was incidental.

Shop teachers participated actively in placement function. The basic approach to placement in a vocational and technical high school involved an initial contact of the student by placement counselor, an interview of counselee by counselor, and the referral of potential employee to employer. The three outstanding features of placement services were coordination between the placement staff and shop teachers, the in-service training of counselors, and the provisions for physical facilities in the placement offices.

Constantine's study. In 1967, Constantine conducted a study to define the emerging role of the educational personnel placement office in a teacher preparation institution. This was done by examining expectations for the role by educational administrators, placement

directors, faculty members, graduate students in education, undergraduate students in education and alumni (public school teachers).

New demands in terms of expanded concept of services, a broader research involvement, liaison activities, integration with the teacher preparation program, information storage and dissemination, and orientation and guidance, cast this institution in a new light and depicted it as an indispensable partner for an effective staffing effort for schools, colleges, and universities and a vital part of any fully functioning teacher preparation program.

CHAPTER III

METHODOLOGY

This chapter is devoted to the methodology of the investigation and is divided into five parts. The first part is a listing of the major tasks in the study. Other parts of this chapter are: Part II--the population and the sample in study; Part III--the procedure used in developing and testing the survey instrument; Part IV--the method of data collection; and Part V--the statistical treatment of the data.

I. MAJOR TASKS INVOLVED IN THE STUDY

The major tasks involved to attain the objectives of the study were as follows:

1. Identifying all public institutions which offered post-secondary vocational-technical education programs in the State of Tennessee.
2. Identifying all groups which were involved in the job-placement process associated with these post-secondary vocational educational programs in the State of Tennessee.
3. Selecting samples of the seven groups identified which were involved with the placement of students graduating from post-secondary vocational-technical education programs in Tennessee.
4. Identifying the populations which were associated with each of these seven groups.

5. Developing a tentative list of tasks associated with administrative or service functions of a placement office.
6. Identifying a jury of specialists to review the tentative list of functions in a placement office.
7. Reviewing recommendations and suggestions from jury of specialists on functions and revising list of functions.
8. Developing an instrument to collect data regarding the "actual" and "ideal" functions of the placement office from seven different groups.
9. Testing instruments for reliability with test group which is familiar with post-secondary education, but not part of sample group.
10. Collecting data from seven groups involved in the study; that is, placement officers, administrators, faculty, students, alumni, employers, and employment agencies.
11. Treating data statistically to:
    (a) Compare "actual" job-placement offices' interpretation of functions with other groups' interpretation of functions and analyze significance shown by comparison.
    (b) Compare "ideal" job-placement offices' interpretation of functions with other groups' interpretation of functions and analyze significance by comparison.
    (c) Determine from study what is being done by the placement office using the "actual" data.
    (d) Determine from study what functions should be carried on by the placement office using "ideal" data.

II. THE POPULATION AND SAMPLE

The data for this study were drawn from seven sample groups:

1. Counselor or placement officer.
2. Administrator.
3. Faculty.
4. Students.
5. Alumni.
6. Employers.
7. Employment agencies.

These groups were selected from 38 public post-secondary vocational educational programs, 114 employers, and 34 public employment offices.

A stratified sample of groups was chosen because, in some cases, the sample group represented nearly 100 percent of the population, and in others, it was impossible to determine the actual population size of a particular group. Actual population sizes where possible, were determined from the Vocational Technical Education Directory of Personnel - 1975.

The first group of the sample population were the counselors or placement officers. In some cases, there was a specific placement office at a school. In the majority of cases, this job was given to the counselor as described in a counselor's duties in the Tennessee State plan for vocational-technical education. Two placement officer or counselor questionnaires were sent to each of the 39 schools participating in the study. In four cases there was no counselor; in twenty cases there was only one counselor in the school. The total population was 56.

The second sample group was the administrators of each of the post-secondary schools. Two administrator questionnaires were sent to each of the 38 schools. In some cases there was only one administrator. The sample size was 73. Three schools had only one administrator. The total population of administrators connected with post-secondary vocational-education was 126.

The third group was the instructors or faculty members of these schools. There were at least two faculty members at each school. The total population was hard to determine since many faculty members were part-time and this information was not available. Full-time faculty totaled 762. From this, 76 were sampled.

The fourth group was the student population which was involved with post-secondary education. From the 38 schools a random sample of three students was chosen from each school. It was nearly impossible to sample the complete body of students in 38 schools, and this study was interested in how the student perceived the placement service. The placement officer was asked to choose the students for the study. Since there were 38 different counselors with different backgrounds, each selecting three students, this was a selected sampling of the student body.

The alumni composed the fifth group. The counselor or counselors of each school were asked to submit the names of three recent graduates. Having these graduates or alumni selected by 38 different people was the most ideal way of achieving a selected sampling within this group in the survey.

The employers were the sixth group. The counselors were asked to submit three names of employers of their graduates. The diversity of the types of employers and the vast number, made selection by a placement officer or counselor the only means of obtaining names and addresses.

The seventh group was composed of public employment agencies. Names were obtained for all 34 offices and branch offices in the State of Tennessee. Each leading administrator of an employment agency was mailed a questionnaire.

Table 1 summarizes populations and numbers responding by reference group.

TABLE 1

POPULATION AND NUMBER RESPONDING BY REFERENCE GROUP

Reference Group	No. in Population	No. Sent Survey	No. Responding	Percent
Counselors	56	56	47	84
Administrators	126	68	56	82
Faculty	762	68	58	85
Student	19,500	102	65	64
Alumni	4,500	102	43	42
Employers	Indefinite	102	48	47
Employment agencies	34	34	25	74

Selection of Sample Sizes

Of the 38 schools asked to participate, 34 responded. It was believed that a reliability survey could be made by requesting replies from all of the counselors available (one or two from each school). One or two administrators and faculty from each school gave what was considered a fair sampling of opinion in these two groups. Out of the vast number of employers available, 114 were chosen, 3 for each school asked to participate. All of the employment agencies (34) were asked for a reply to a questionnaire.

III. THE INSTRUMENT

As a means of starting an instrument for a study, a review of related literature and studies was made to determine what had been done in the subject area of job placement services. Several studies addressed the subject of job-placement in four-year colleges, two-year community colleges, or high schools. No study directed its attention directly to post-secondary education as a whole. Much of the related literature dealt with how it should be done with no proof of success. The task became one of compiling a list of characteristics pertaining to administration and service of a job-placement office.

These characteristics were transformed into question form in a manner which would best indicate whether the characteristics, administrative or service, were "actual" and if they would be "ideal." To validate the items on the tentative list of 76, the instrument was placed before a selected group of specialists which acted as a jury. The jury selected consisted of post-secondary teacher educators, an educational psychologist, guidance personnel, vocational-technical

administrators, and a placement officer. A list of jury members is included in Appendix A.

The tentative list of functions was submitted to the jury of specialists for their revisions, clarifications, deletions or additions. After working with the jury on an individual basis, the questionnaire was established with 56 questions. The questions were then divided into seven different questionnaires. The counselor or placement officer was assigned all 56 questions, while the other six groups were assigned questions they were most likely to know. See Appendix B. In all cases, the questions asked of each group were kept to a minimum. (After the jury again received the questionnaire, a pilot study was conducted.)

The pilot study was conducted to check the reliability of the instrument. The study was conducted in a post-secondary school among administrators, counselors, faculty, students, and staff. All persons concerned in the pilot were not involved in the official study, but were familiar with post-secondary goals of placement. There were 18 people involved in the pilot study. The test for reliability was conducted using the Craunback-alpha technique which uses all the possibilities of a split-half technique to arrive at its final percentage of reliability. On the "actual" data, a coefficient of reliability of .92 was achieved. On the "ideal" a coefficient of reliability of .96 was achieved. Since both scores were high and nearly 100 percent reliable, it was assumed that the tests were reliable.

Since a jury of specialists was used to check the validity and the reliabilities scores were high, the instrument was ready for distribution. In addition to the 56 items on the questionnaire, each

questionnaire had a space available for comments making the instrument an open-ended questionnaire.

IV. COLLECTION OF DATA

Once the instrument had been established and the different sample groups were selected, the next process was the collection of data. The names and addresses of the 38 post-secondary schools were taken from the Directory of Vocational-Technical Education - 1975. Two counselor instruments, two administrative instruments, two faculty instruments, and three student instruments were sent to the chief vocational-technical administrator of each of the 38 schools. A cover letter from the Assistant Commissioner of Vocational-Technical Education, Department of Education for the State of Tennessee (see Appendix C), was in the package. Also, in the package was a letter and form (see Appendices D and E, respectively), which asked for the names of three employers of the schools' graduates and the names of three recent graduates. Included also were nine self-addressed, stamped envelopes for the return of the completed instruments.

From the first mailing a two-week interval was provided for the chief vocational-technical administrator to distribute the questionnaire and allow time for individuals to fill out the instruments and mail them back. A follow-up of remailing was done with 7 of 38 schools. This was done where no response had been received.

After a four-week period, phone calls were made to the person initially contacted. The call was to solicit cooperation on the part of the participants. One phone call produced a statement of non-cooperation

in any graduate study. Three other schools which were called said they would participate, but never did.

Of the 34 schools that did participate, only 20 returned forms (Appendix E) with employers and recent graduates. To get the required number of participants, the Research Coordinating Unit at The University of Tennessee at Knoxville was contacted. From the files of post-secondary vocational education in the State of Tennessee, names of employers and graduates were randomly chosen to fill in the missing numbers of employees and alumni.

The employers were sent the "Employer's" questionnaire from Appendix B with a cover letter (Appendix F). From the first mailing, a two-week interval had been provided for the employer to respond to the questionnaire before remailing. Alumni were sent the "Alumni" questionnaire and cover letter (Appendix G); and, if no response occurred, the letter and questionnaire were remailed.

Thirty-five names were taken from the official roster of the 35 employment security offices located throughout Tennessee. An "Employment Agency" questionnaire (Appendix B) was mailed with a cover letter (Appendix H) to the chief administrator of each main or branch office. If, after two weeks, no response was indicated, a remailing was done.

No attempt was made to collect data by a personal visit since groups were so widely dispersed. The decision was made to use the data collected from the 34 schools. The decision was made that the percentage of returns for this study was adequate. This decision took into consideration the different groups and the fact that only 34 of the 38 schools responded.

There were a few instruments in which data were missing for some items. In these cases, the data were replaced by a number 8 which indicated to the computer that the data were missing and would not be calculated into the results. There were limited cases where the data were missing.

V. TREATMENT OF DATA

One important kind of information that the questionnaire instrument was designed to reveal was the agreement or disagreement of the respondents about the "actual" and "ideal" questions in the instrument. Several statistical treatments of the data could have been used to treat the frequencies which resulted from responses to the agree or disagree questions in the instrument. It was decided that for analysis purposes (1) percentage of agreement, or (2) chi-square analysis would be appropriate.

The quantitative data from the completed survey instruments were transferred to cards for computer processing, utilizing the SPSS (Statistical Package for Social Sciences) program. The respondents were grouped into seven groups: (1) counselor, (2) administrator, (3) faculty, (4) students, (5) alumni, (6) employer, and (7) employment agency.

The level of significance was determined by means of the chi-square test for each statement concerning the "actual" or "ideal" situation of the school concerned. Of the seven groups, each group was tested against the placement counselor (i.e., counselor was tested against administrator, counselor against student, etc.). The .01

level of probability was used to determine significance.

The following formula was used to compute chi-square:

$$\chi^2 = \frac{(fo^i - fe^i)^2}{fe^i}$$

where fo^i = observed frequencies;

where fe^i = expected frequencies.

The "actual" data were of the nominal-level, while the "ideal" data were at the ordinal-level. Since no comparison was made between "actual" and "ideal" responses, this presented no statistical problem between nominal and ordinal data.

When analyzing actual data for agreement, a simple majority meant that it was being done throughout the State of Tennessee. The actual data checked each of the 56 variables to see what was being done in job-placement services in Tennessee post-secondary education.

The ideal data responses were analyzed using percentage of agreement technique and a two-thirds majority was chosen at the cut-off point. The two-thirds cut-off was an accepted point in voting, and the ideal data were used to select the list of functions for the job-placement office.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

This study was designed to investigate the functions and services of a job-placement office in post-secondary education in the State of Tennessee. The questionnaire instrument was designed from a review of related literature of common practices in a placement office; some questions involved new ideas. The central purpose of this study was the analysis of the expectations of the placement office by those which were supportive or use the services. This chapter contains a presentation of the various reactions to each item of the instrument. Also, a general information section containing open-ended comments is presented.

In the first section, data from the instruments were broken into three parts for each variable on the questionnaire. The three parts were (1) discrepancies in variables, (2) actual data, and (3) ideal data. Each question or variable was not given to all seven groups (counselor, administrator, faculty, student, alumni, employer, and employment agency). Only those variables which pertained to a particular group were given to that group; consequently, in the following tables, a zero in a square will indicate that that group did not participate in that variable.

The first part, actual data responses were treated by using percentage of agreement. Any agreement greater than 50 percent meant that a simple majority agreed that it was being done throughout the State

of Tennessee. The actual data was to check to see what was being done.

The ideal data responses, second part, were treated by using percentage of agreement. Ordinal data were taken from raw data of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). To establish whether it was in agreement, the new raw data for SA and A were combined and divided by the total of raw data (SA + A + D + SD) for that group on that particular variable. A 66 percentage of agreement indicated that "ideally" the variable should be included in the list of functions and services for a job-placement office.

The third part analyzed was the discrepancies in variables: (1) actual and ideal data between groups and the counselors, and (2) the actual and ideal responses for counselors were compared by using the chi-square analysis technique. The chi-square technique determines whether or not the frequencies in the different categories are grouped together to a degree significant to enable the observer to generalize about the responses. If the chi-square value falls below the .01 level of probability, then it is concluded that there is not a concentration of frequencies sufficient to have any statistical significance. On the other hand, if the chi-square value is greater than the .01 criterion level, the conclusion is made that agreement does not exist; i.e., there is a concentration or lumping of frequencies in an amount statistically significant to make a meaningful generalization about the items in terms of chi-square criterion employed on the level of probability.

The second section of this chapter presents some general response to the open-ended part of the questionnaire which asked for "comments."

There was no attempt on the part of the writer to analyze or treat in any statistical fashion the responses collected by this means. The efforts were simply to collect and classify the statements into manageable groups and present the information in some meaningful form.

I. ANALYSIS OF VARIABLES

Variable 1, which dealt with schools providing students with job placement services, was not significant among counselors. As shown in Table 2, variable 1 indicates that there was need for schools to provide job placement service. No significant difference existed between counselors, administrators, faculty, students, alumni and employers on what should be done; all agreed. The percentage of agreement on actual data was 84 for counselors, 93 for administrators, 93 for faculty, 84 for students, 78 for alumni, and 98 for employers. Counselors, administrators, faculty, students, alumni, and employer percentage of agreement on what ideally should be done were 98, 100, 100, 98, 94, and 97, respectively.

Variable 2, which dealt with the objectives, policies, and functions of the placement service being defined, clearly stated, and provided to all staff members was significant among counselors. The actual and ideal data included a significant difference by counselors between what was being done and what should be done. The chi-square value of 14.34 was significant at the .01 level of significance. The significant difference between counselors as shown in Table 3 indicated that there was need for clearly defined objectives, policies, and functions for placement service. No significant difference existed

TABLE 2

REACTION TO VARIABLE 1

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agree-ment	Raw Data				% in Agree-ment	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	38	7	84	37	8	1	0	98		3.55
Administrator	52	4	93	41	11	0	0	100	1.32	
Faculty	52	4	93	40	14	0	0	100	2.13	
Student	53	10	84	41	17	0	1	98	3.89	
Alumni	32	9	78	26	8	2	0	94	1.05	
Employer	34	3	98	25	13	1	0	97	2.96	
Employment Agency										

NOTE: Reaction to Variable 1: Your school provides students with job placement services.

TABLE 3

REACTION TO VARIABLE 2

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agreement	Raw Data				% in Agreement	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	27	20	57	28	15	3	0	94		14.34*
Administrator	38	17	69	27	22	1	1	96	3.09	
Faculty	30	26	54	29	18	4	1	90	1.07	
Student										
Alumni										
Employer										
Employment Agency										

*$\chi^2 \geq 6.63$ significant at .01 level of confidence (3 df).

NOTE: Reaction to Variable 2: The objectives, policies, and functions of the placement service are defined, clearly stated, and provided to all staff members.

between counselors, administrators, and faculty on what should be done; all agreed. The percentage of agreement on actual data was 57 for counselors, 69 for administrators, and 54 for faculty. Counselors, administrators, and faculty percentage of agreement on what ideally should be done were 94, 96, and 90, respectively.

Variable 3, Table 4, which dealt with a plan of organization and operation being provided for a placement office, was significant among counselors. The actual and ideal data indicated a significant difference by counselors between what was being done and what should be done. The chi-square value of 8.39 was significant at the .01 level of significance. The significant difference between counselors as shown in Table 4 indicated that there was need for an organizational plan for placement office. No significant difference existed between counselors and administrators on what should be done. The percentage of agreement on actual data was 70 for counselors and 76 for administrators. Counselors and administrators percentage of agreement on what ideally should be done were 95 and 98, respectively.

Variable 4, which dealt with the responsibilities of the service and its personnel being clearly defined to the assigned individuals, was significant among counselors. The actual and ideal data indicated a significant difference between what was being done and what should be done. The chi-square value of 14.81 was significant at the .01 level of significance. The significant difference indicated that there was not a clearly defined set of responsibilities of the service and its personnel. There was no significant difference between the counselors and administrators on what should be done in the job placement services. There

TABLE 4

REACTION TO VARIABLE 3

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agreement	Raw Data				% in Agreement	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	32	14	70	27	15	2	0	95	-0-	8.39*
Administrator	41	13	76	29	21	0	1	98	3.57	
Faculty										
Student										
Alumni										
Employer										
Employment Agency										

*$\chi^2 \geq 6.63$ significant at .01 level of confidence (3 df).

NOTE: Reaction to Variable 3: A plan of organization and operation is provided for a placement effort.

was some agreement of what was being done by counselors and administrators with 63 percent and 69 percent agreement. Counselors and administrators strongly agreed that responsibilities should be clearly defined by them; agreement on the statement was 98 percent and 96 percent, respectively (see Table 5).

Variable 5, which dealt with personnel, budget, and office space being adequate to implement the plan of organization and operation to achieve the objects, were significant among counselors. The actual and ideal data indicated a significant difference by counselors between what was being done and what should be done. The chi-square value of 36.12 was significant at the .01 level of significance. The significant difference between counselors and administrators indicated that there was neither personnel, budget, or office space to implement the plan of organization. No significant difference existed between counselors and administrators on what should be done with the ideal variable. The percentage of agreement on actual data were 26 percent for counselors and 32 percent for administrators, which was considerably lower than ideal data. Counselors' and administrators' percentages of agreement on ideal data of what should be done were 91 percent and 94 percent, respectively (see Table 6).

Variable 6, which dealt with job placement service being carefully integrated with other student personnel services, was significant among counselors. The actual and ideal data indicated a significant difference by counselors between what was being done and what should be done. The chi-square value of 13.80 was significant at the .01 level of significance. The significant difference between counselors and

TABLE 5

REACTION TO VARIABLE 4

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agreement	Raw Data				% in Agreement	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		Sa	A	D	SD			
Counselor	29	17	63	27	17	1	0	98	-0-	14.81*
Administrator	37	17	69	29	19	1	1	96	0.89	
Faculty										
Student										
Alumni										
Employer										
Employment Agency										

*$\chi^2 \geq 6.63$ significant at .01 level of confidence (3 df).

NOTE: Reaction to Variable 4: The responsibilities of the service and its personnel are clearly defined to the assigned individual.

TABLE 6

REACTION TO VARIABLE 5

Job-Placement Related Groups	Actual Ideal			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agree-ment	Raw Data				% in Agree-ment	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	12	34	26	28	12	4	0	0;	-0-	36.12*
Administrator	18	38	32	26	21	3	0	94	2.30	
Faculty										
Student										
Alumni										
Employer										
Employment Agency										

*$\chi^2 \geq 6.63$ significant at .01 level of confidence (3 df).

NOTE: Reaction to Variable 5: Personnel, budget, and office space are adequate to implement the plan of organization and operation to achieve the objectives.

administrators indicated that job placement services were not carefully integrated with other student personnel services. No significant difference existed between counselors and administrators on what should be done with the ideal variable. The percentage of agreement on actual data was 65 percent for counselors and 65 percent for administrators, which was considerably lower than ideal data. Counselors' and administrators' percentages of agreement in what should be done were 98 percent and 96 percent, respectively (see Table 7).

Variable 7, which dealt with placement directors determining placement policy either as an individual or as a committee member, was significant among counselors. The actual and ideal data indicated a significant difference by counselors between what was being done and what should be done. The chi-square value of 8.14 was significant at the .01 level of significance. The significant difference between counselors indicated that there was considerable difference between counselors on who should set policies for placement. No significant difference existed between counselors and administrators on what should ideally be done. The percentage of agreement on actual data was 55 percent for counselors and 55 percent for administrators. This was lower than what was felt should ideally be done. Counselors' and administrators' percentages of agreement on ideal data of what should be done were 88 percent and 86 percent, respectively (see Table 8).

Variable 8, which dealt with the placement effort limiting its services to that of referring students to jobs, was not significant among counselors. As shown in Table 9, variable 8 indicated that there was no need to limit the placement office to that of referring students to

TABLE 7

REACTION TO VARIABLE 6

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agreement	Raw Data				% in Agreement	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	30	16	65	30	14	1	0	98	-0-	13.80*
Administrator	36	19	65	27	23	1	1	96	2.86	
Faculty										
Student										
Alumni										
Employer										
Employment Agency										

*$\chi^2 \geq 6.63$ significant at .01 level of confidence (3 df).

NOTE: Reaction to Variable 6: The job placement service is carefully integrated with other student personnel services.

TABLE 8

REACTION TO VARIABLE 7

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agreement	Raw Data				% in Agreement	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	27	19	59	19	18	4	1	88	-0-	8.14*
Administrator	29	24	55	15	29	4	3	86	3.20	
Faculty										
Student										
Alumni										
Employer										
Employment Agency										

*$\chi^2 \geq 6.63$ significant at .01 level of confidence (3 df).

NOTE: Reaction to Variable 7: The placement director determines placement policy, either as an individual or as a committee member.

TABLE 9

REACTION TO VARIABLE 8

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agreement	Raw Data				% in Agreement	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	12	34	26	8	7	13	17	33	-0-	0.28
Administrator	9	44	17	9	0	16	15	23	0.79	
Faculty										
Student										
Alumni										
Employer										
Employment Agency										

NOTE: Reaction to Variable 8: The placement effort should limit its services to that of referring students to jobs.

jobs. No significant difference existed between counselors and administrators on what should be done; both agreed. The percentage of agreement on actual data was 26 percent for counselors and 17 percent for administrators. Counselors and administrators percentages of agreement on what ideally should be done were 33 and 23, respectively.

Variable 9, which dealt with referral or placement in jobs being done mainly by existing community agencies, such as free state services, and should not be the responsibility of the school, was not significant among counselors. Between counselors and administrators, there was no significance, but employment agencies were significantly different from counselors. The chi-square value for counselors versus employment agencies was 8.77, which was significant at the .01 level of confidence. While counselors' and administrators' percentages of agreement ranged from 6 percent to 18 percent, the employment agencies were in agreement between 55 percent and 52 percent. School personnel strongly agreed that it was not the sole function of the school to refer students to public agencies for job placement. The agencies were actually split on their feelings (see Table 10).

Variable 10 dealt with maintaining cooperation with employment agencies. The actual and ideal data indicated no significant difference between counselors on what was being done and what should be done. No significant difference existed between counselors and administrators or employment agencies for ideal data on what should be done in maintaining cooperation. The percentages of agreement on actual data were 83 percent for counselors, 95 percent for administrators, and 81 percent for employment agencies. The percentages of agreement for ideal data were

TABLE 10

REACTION TO VARIABLE 9

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agreement	Raw Data				% in Agreement	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	4	43	9	5	3	14	23	18	-0-	1.02
Administrator	3	48	6	5	2	16	27	15	0.39	
Faculty										
Student										
Alumni										
Employer										
Employment Agency	11	9	55	6	6	6	5	52	8.77*	

*$\chi^2 \geq$ 6.63 significant at .01 level of confidence (3 df).

NOTE: Reaction to Variable 9: Referral or placement of students in jobs is done mainly by existing community agencies, such as free state services and should not be the responsibility of the school.

95 percent, 100 percent, and 91 percent for counselors, administrators, and employment agencies, respectively (see Table 11).

Variable 11 dealt with the personnel responsible for placement processing, placement skills and knowledge acquired through training and experience. The actual and ideal data indicated no significant difference between counselors and administrators or faculty on what should be done with personnel possessing skills and knowledge about placement. The percentages of agreement on actual data were 72 percent for counselors, 76 percent for administrators, and 72 percent for faculty. Counselors', administrators' and faculties' percentages of what should be done were 94 percent, 94 percent, and 96 percent, respectively (See Table 12).

Variable 12, which dealt with placement staff being large enough to provide the quality and extent of services the school desires or expects from the placement program, was significant among counselors. The actual and ideal data indicated a significant difference by counselor between what was being done and what should be done. The chi-square value of 19.54 was significant at the .01 level of significance. The significant difference between counselors indicated that there were some discrepancies among the counselors as to staff size and the quality of placement services provided. No significant difference existed between counselors and administrators or faculty on what should ideally be done in providing a placement staff large enough to offer a quality program. The percentages of agreement on actual data were 43 percent for counselors, 44 percent for administrators, and 44 percent for faculty. Counselors', administrators', and faculty's percentages of agreement of what ideally

TABLE 11

REACTION TO VARIABLE 10

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agreement	Raw Data				% in Agreement	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	39	8	83	21	20	1	1	95	-0-	2.34
Administrator	52	3	95	23	28	0	0	100	2.76	
Faculty										
Student										
Alumni										
Employer										
Employment Agency	17	4	81	14	6	1	1	91	2.40	

NOTE: Reaction to Variable 10: Cooperation with employment agencies is maintained.

TABLE 12

REACTION TO VARIABLE 11

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agreement	Raw Data				% in Agreement	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	33	13	72	29	11	1	2	93	-0-	5.46
Administrator	41	13	76	25	23	2	1	94	4.55	
Faculty	41	15	73	26	23	2	0	96	6.10	
Student										
Alumni										
Employer										
Employment Agency										

NOTE: Reaction to Variable 11: The personnel responsible for placement possess placement skills and knowledge acquired through training and experience.

should be done were 90 percent, 90 percent, and 90 percent, respectively. There was general agreement between groups that the placement staff should be larger to extend the services of the placement office (see Table 13).

Variable 13, which dealt with the exclusive use of faculty in the placement of students, was not significant among counselors. A significant difference did exist among counselors and the three other groups. The chi-square value of significance between counselors and administrators was 10.59 which was significant at .01. The difference was between strongly disagree and disagree. The counselors were stronger in their feelings of disagreement but both counselors and administrators disagreed with the statement. The chi-square value between counselors and faculty was 7.68, which was significant at the .01 level of confidence. Again, the disagreement was on strongly disagree and disagree, the counselors feeling strongly against sole faculty involvement. On the other hand, students felt faculty should be involved. The chi-square value of 38.89 was significant at .01 level of confidence. The actual data percentages of disagreement between counselors, administrators, faculty and students were 17 percent, 16 percent, 13 percent, and 39 percent, respectively. The ideal data percentages of agreement were 21 percent for counselors, 20 percent for administrators, and 35 percent for faculty; but students agreed 71 percent that faculty should be involved in placement of students (see Table 14).

Variable 14, which dealt with placement personnel being drawn from staff with assignments adjusted to provide adequate time to perform duties involved, was significant among counselors. The actual and ideal

TABLE 13

REACTION TO VARIABLE 12

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agreement	Raw Data				% in Agreement	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	20	26	43	23	15	2	2	90	-0-	19.54*
Administrator	24	31	44	21	23	3	2	90	1.45	
Faculty	25	32	44	28	18	3	2	90	0.09	
Student										
Alumni										
Employer										
Employment Agency										

*$\chi^2 \geq 6.63$ significant at .01 level of confidence (3 df).

NOTE: Reaction to Variable 12: The placement staff is large enough to provide the quality and extent of service the school desires or expects from the placement program.

TABLE 14

REACTION TO VARIABLE 13

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agree-ment	Raw Data				% in Agree-ment	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	8	39	17	5	4	12	21	21	-0-	0.07
Administrator	9	46	16	5	5	29	10	20	10.59	
Faculty	7	48	13	8	10	22	12	35	7.68	
Student	25	39	39	16	26	16	1	71	38.89	
Alumni										
Employer										
Employment Agency										

NOTE: Reaction to Variable 13: Faculty are used exclusively to place students.

data indicated a significant difference by counselors between what was being done and what should be done. The chi-square value of 17.83 was significant at the .01 level of significance. The significant difference between counselors indicated that adequate time was necessary to perform placement duties and needed to be set aside to do that duty. No significant difference existed between counselors, administrators, and faculty on what should ideally be done as all agreed that time was needed to do the job properly. The percentages of agreement on actual data were 44 percent for counselors, 57 percent for administrators, and 38 percent for faculty. The counselors, administrators, and faculty ranged from 88 percent to 92 percent in their agreement that ideally it should be done (see Table 15).

Variable 15, which dealt with an attempt being made to inform the community of job placement, including giving speeches to civic and industrial groups, was not significant among counselors. No significant difference existed between counselors and administrators or faculty on what should be done. The percentages of agreement on actual data were 72 percent for counselors, 89 percent for administrators, and 68 percent for faculty. The range of agreement on ideal data was 93 percent to 100 percent. The agreement between actual and ideal data would indicate that it is being done and should be continued (see Table 16).

Variable 16, which dealt with faculty being encouraged to inform the placement services about students who may need placement assistance, was not significant among counselors. No significant difference existed between counselors and administrators or faculty on what should ideally be done. The percentages of agreement on actual data were 85 percent for

TABLE 15

REACTION TO VARIABLE 14

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agree-ment	Raw Data				% in Agree-ment	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	20	25	44	21	17	3	2	88	-0-	17.83*
Administrator	31	23	57	19	26	3	1	92	1.93	
Faculty	21	34	38	24	20	3	3	88	0.12	
Student										
Alumni										
Employer										
Employment Agency										

*$\chi^2 \geq 6.63$ significant at .01 level of confidence (3 df).

NOTE: Reaction to Variable 14: If placement personnel are drawn from the teaching or administrative staff, assignments are adjusted to provide adequate time to perform the placement duties involved.

TABLE 16

REACTION TO VARIABLE 15

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agree-ment	Raw Data				% in Agree-ment	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	33	13	72	24	18	2	1	93	-0-	5.91
Administrator	48	6	89	25	24	0	0	100	3.71	
Faculty	39	18	68	30	20	1	0	98	1.74	
Student										
Alumni										
Employer										
Employment AGency										

NOTE: Reaction to Variable 15: An attempt is made to inform the community of job placement, including giving speeches to civic and industrial groups.

counselors, 85 percent for administrators and 70 percent for faculty. Counselors, administrators, and faculty percentages of agreement of what ideally should be done were 100 percent, 96 percent, and 90 percent, respectively. This agreement between actual and ideal data indicates that it was being done and should be continued (see Table 17).

Variable 17 dealt with faculty who prefer to place their own students, being aided by the placement director. The actual and ideal data indicated no significant difference by counselor between what was being done and what should be done. No significant difference existed between counselors and administrators or faculty on what should be done. The percentages of agreement on actual data were 85 percent for counselors, 85 percent for administrators, and 73 percent for faculty. Counselors', administrators', and faculty's percentages of agreement of what should be done were 98 percent, 100 percent, and 94 percent, respectively (see Table 18).

Variable 18, which dealt with faculty keeping up a constant dialogue with employers to assure that instructional programs are serving the needs of employers, was significant among counselors. The actual and ideal data indicated a significant difference by counselor between what was being done and what should be done. The chi-square value of 13.71 was significant at the .01 level of significance. The significant difference between counselors, as shown in Table 19, indicated that there was concern on the part of the counselors that faculty should be aware of employers' needs. No significant difference existed between counselor and faculty on what should be done in the area of faculty involvement with employers. The percentage of agreement on actual data

TABLE 17

REACTION TO VARIABLE 16

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agreement	Raw Data				% in Agreement	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	40	7	85	29	16	0	0	100	-0-	5.29
Administrator	46	8	85	25	24	1	1	96	3.53	
Faculty	39	17	70	25	21	5	0	90	5.62	
Student										
Alumni										
Employer										
Employment Agency										

NOTE: Reaction to Variable 16: Faculty are encouraged to inform the placement service about students who may need placement assistance.

TABLE 18

REACTION TO VARIABLE 17

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agreement	Raw Data				% in Agreement	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	39	7	95	24	20	0	1	98	-0-	3.31
Administrator	45	8	85	27	23	0	0	100	1.13	
Faculty	41	15	73	25	24	3	0	94	3.90	
Student										
Alumni										
Employer										
Employment Agency										

NOTE: Reaction to Variable 17: Faculty who prefer to place their own students are aided by the placement director.

TABLE 19

REACTION TO VARIABLE 18

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agreement	Raw Data				% in Agreement	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	30	14	68	32	10	0	0	100	-0-	13.71*
Administrator										
Faculty	41	15	73	34	12	5	1	88	5.24	
Student										
Alumni										
Employer										
Employment Agency										

NOTE: Reaction to Variable 18: Faculty keeps up a constant dialogue with employer to assure that the instructional program is serving the needs of the employer.

*$\chi^2 \geq 6.63$ significant at .01 level of confidence (3 df).

was 68 percent for counselors and 73 percent for faculty. Counselors and faculty percentage of agreement of what should be done were 100 percent and 88 percent, respectively.

Variable 19 dealt with alumni being consulted for assistance in placing candidates. The actual and ideal data indicated a significant difference by counselors between what was being done and what should be done. The chi-square value of 20.12 was significant at the .01 level of significance. The significant difference between counselors as shown in Table 20 indicated that there should be more alumni assistance. A significant difference existed between counselors and alumni as to their involvement with placement. The alumni were mixed between agreement and disagreement, while counselors agreed with alumni involvement in placement. The percentage of agreement of actual data was 55 percent for counselors, 70 percent for faculty, and 45 percent for alumni. Counselors and faculty percentage of agreement of what should be done were 96 percent and 96 percent, respectively. Alumni were only 60 percent in agreement. This marks a large difference between alumni and counselor or faculty.

Variable 20 dealt with alumni being informed that their placement files can be reactivated if they desire. The actual and ideal data indicated a significant difference by counselors between what was being done and what should be done. The chi-square value of 18.13 was significant at the .01 level of significance. The significant differences between counselors as shown in Table 21 indicated that all counselors were informing alumni, but all counselors with the exception of one

TABLE 20

REACTION TO VARIABLE 19

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agreement	Raw Data				% in Agreement	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	25	20	55	20		1	0	98	-0-	20.12*
Administrator										
Faculty	39	17	70	27	22	2	0	96	1.09	
Student										
Alumni	17	21	45	7	14	13	1	60	19.23	
Employer										
Employment Agency										

NOTE: Reaction to Variable 19: Alumni are consulted for assistance in placing candidates.

*$\chi^2 \geq 6.63$ significant at .01 level of confidence (3 df).

TABLE 21

REACTION TO VARIABLE 20

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agreement	Raw Data				% in Agreement	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	27	20	7	20	22	1	0	98	-0-	18.13*
Administrator										
Faculty	35	17	67	25	20	3	0	94	1.38	
Student										
Alumni	21	18	54	13	15	6	0	82	5.40	
Employer										
Employment Agency										

NOTE: Reaction to Variable 20: Alumni are informed that their placement files can be reactivated if they desire.

*$\chi^2 \geq 6.63$ significant at .01 level of confidence (3 df).

agreed it should be done. No significant difference existed between counselors and faculty or alumni on what should be done. The percentage of agreement on actual data was 57 percent for counselors and 67 percent for faculty, and 54 percent for alumni. Counselors, faculty, and alumni percentage of agreement of what should be done were 98 percent, 94 percent, and 82 percent, respectively.

Variable 21, which dealt with placement in part-time jobs being provided for students, was not significant among counselors. No significant difference existed between counselors and administrators, faculty, students, or alumni on what should be done with part-time placement. The percentage of agreement in actual data ranged from 66 percent to 89 percent between all groups (see Table 22). The percentage of agreement of what ideally should be done ranged from 85 percent to 95 percent.

Variable 22, which dealt with students being encouraged to use placement facilities, was not significant among counselors. No significant difference existed between counselors, faculty, students, or alumni on what should be done about students being encouraged to use the placement facilities. The percentage of agreement on actual data was 89 percent for counselors, 88 percent for faculty, 76 percent for students, and 73 percent for alumni. The counselors, faculty, alumni, and students all agreed that ideally students should be encouraged to use placement facilities (see Table 23).

Variable 23, which dealt with brochures, bulletin boards, and school newspapers, publicizing the placement service, was significant among counselors. The chi-square value of 33.65 was significant at the

TABLE 22

REACTION TO VARIABLE 21

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agree-ment	Raw Data				% in Agree-ment	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	34	12	74	21	20	2	0	95	-0-	6.17
Administrator	48	6	89	23	27	1	0	98	0.79	
Faculty	42	13	76	24	24	2	0	96	0.04	
Student	43	21	67	27	25	4	4	87	3.25	
Alumni	25	13	66	15	14	4	1	85	2.71	
Employer										
Employment Agency										

NOTE: Reaction to Variable 21: Placement in part-time jobs is provided for students.

TABLE 23

REACTION TO VARIABLE 22

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agreement	Raw Data				% in Agreement	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	41	5	89	24	18	1	0	98	-0-	1.40
Administrator										
Faculty	49	7	88	27	25	1	0	98	0.28	
Student	48	15	76	29	30	0	1	98	2.74	
Alumni	30	11	73	20	14	3	0	92	1.42	
Employer										
Employment Agency										

NOTE: Reaction to Variable 22: Students are encouraged to use placement facilities.

.01 level of significance. The significant difference between counselors on publicizing the placement service indicated that there was a large difference between what was actually being done and what should be done. No significant difference existed between counselors, administrators, faculty, students, and alumni on what ideally should be done (see Table 24). The percentage of agreement on actual data ranged from 52 percent to 68 percent. The percentage of agreement of what should be done ranged from 82 percent to 98 percent.

Variable 24, which dealt with career counseling being made available to each student was not significant among counselors. No significant difference existed between counselors, administrators, faculty, students, and alumni on what ideally should be done (see Table 25). The percentage of agreement for both actual and ideal data ranged from 83 percent to 100 percent, showing a strong agreement between all groups.

Variable 25 dealt with registration for placement services being voluntary, but the placement office should actively and regularly recruit applicants. The counselors actual and ideal data were compared to see if there was any significant differences; there were none. The ideal data between counselor administrators or faculty were compared with no significant difference. The range of agreement between actual and ideal data was 72 percent to 100 percent, which indicated that the practice of recruiting applicants for the placement office was standard procedure (see Table 26).

Variable 26, which dealt with the recruitment program being brought to the attention of all students with information about the

TABLE 24

REACTION TO VARIABLE 23

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agree-ment	Raw Data				% in Agree-ment	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	24	22	52	24	18	1	0	98	-0-	33.65*
Administrator	36	19	65	29	19	2	1	94	1.16	
Faculty	31	26	54	25	22	5	0	90	2.93	
Student	37	26	59	28	19	8	2	82	0.65	
Alumni	26	12	68	21	9	5	0	86	1.00	
Employer										
Employment Agency										

NOTE: Reaction to Variable 23: Brochures, bulletin boards, school newspapers, etc., publicize the placement service.

*$\chi^2 \geq 6.63$ significant at .01 level of confidence (3 df).

TABLE 25

REACTION TO VARIABLE 24

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agreement	Raw Data				% in Agreement	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	43	4	91	29	14	1		98	-0-	0.22
Administrator	46	7	87	34	15	0	0	100	1.17	
Faculty	49	7	88	31	19	1	0	98	0.31	
Student	57	6	90	37	23	0	0	100	1.74	
Alumni	33	7	83	18	13	2	3	86	5.20	
Employer										
Employment Agency										

NOTE: Reaction to Variable 24: Career Counseling is made available to each student.

TABLE 26

REACTION TO VARIABLE 25

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agreement	Raw Data				% in Agreement	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	32	-1	73	19	14	4	4	80	-0-	0.16
Administrator	44	4	92	24	25	0	0	100	11.06	
Faculty	39	15	72	24	19	3	5	84	0.51	
Student										
Alumni										
Employer										
Employment Agency										

NOTE: Reaction to Variable 25: Registration for placement service is voluntary, but the placement office should actively and regularly recruit applicants.

placement service, was significant among counselors. Counselors were compared on their actual and ideal responses and it was found that the chi-square value of 9.53 was significant at the .01 level of confidence. The counselors indicated that their recruitment program should have more emphasis placed on informing students. When comparing counselors, faculty, and students ideal variable data, they were generally not significant. The counselors were 59 percent in agreement on actual data while faculty were 60 percent, and students were 64 percent. The ideal data provided agreements of 90 percent, 90 percent, and 88 percent among counselors, faculty, and students, respectively (see Table 27).

Variable 27, which dealt with techniques and fundamentals of interviewing being provided to students, was not significant among counselors. No significant difference existed between counselors, administrators, students, and alumni on what should be done. The percentage of agreement on actual data was 78 percent for counselors, 81 percent for administrators, 81 percent for students, and 74 percent for alumni. Counselors, administrators, students, and alumni percentage of agreement on what ideally should be done were 98 percent, 94 percent, 93 percent, and 89 percent, respectively (see Table 28).

Variable 28, which dealt with programs on emerging employment fields being presented to students, was significant among counselors. The actual and ideal data indicated a significant difference by counselors between what was being done and what should be done. The chi-square value of 11.57 was significant at the .01 level of significance. The significant difference between counselors as shown in Table 29 indicates that

TABLE 27

REACTION TO VARIABLE 26

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agreement	Raw Data				% in Agreement	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	26	18	59	25	13	4	0	90	-0-	9.53*
Administrator										
Faculty	31	21	60	25	20	5	0	90	0.91	
Student	42	22	64	22	31	6	1	88	5.96	
Alumni										
Employer										
Employment Agency										

NOTE: Reaction to Variable 26: The recruitment program brings to the attention of all students information about the placement service.

*$\chi^2 \geq 6.63$ significant at .01 level of confidence (3 df).

TABLE 28

REACTION TO VARIABLE 27

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agreement	Raw Data				% in Agreement	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	36	10	78	26	17	1	0	98	-0-	6.23
Administrator	43	10	81	28	17	1	2	94	1.90	
Faculty										
Student	52	12	81	26	30	3	1	93	3.21	
Alumni	29	10	74	18	13	1	3	89	4.01	
Employer										
Employment Agency										

NOTE: Reaction to Variable 27: Techniques and fundamentals of interviewing are provided to students.

TABLE 29

REACTION TO VARIABLE 28

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agreement	Raw Data				% in Agreement	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	25	20	56	20	18	4	0	90	-0-	11.57*
Administrator	37	17	69	23	25	1	1	96	3.48	
Faculty	37	18	67	24	25	4	0	92	0.23	
Student	44	19	70	23	28	6	2	86	1.98	
Alumni	22	15	59	14	13	4	2	77	2.83	
Employer										
Employment Agency										

NOTE: Reaction to Variable 28: Programs on emerging employment fields are presented to students.

*$\chi^2 \geq 6.63$ significant at .01 level of confidence (3 df).

there was need for programs on emerging employment fields. No significant difference existed between counselors, administrators, faculty, students, and alumni on what should be done; all agreed. The percentage of agreement on actual data was 56 percent for counselors, 69 percent for administrators, 67 percent for faculty, 70 percent for students, and 59 percent for alumni. Counselors, administrators, faculty, students, and alumni percentage of agreement on what ideally should be done were 90 percent, 96 percent, 92 percent, 86 percent, and 77 percent, respectively.

Variable 29, which dealt with information on employment trends and opportunities being furnished to students and staff, was significant among counselors. The actual and ideal data indicated a significant difference by counselors between what was being done and what should be done. The chi-square value of 8.09 was significant at the .01 level of significance. The significant difference between counselors as shown in Table 30 indicated that there was need for information on employment trends and opportunities. No significant difference existed between counselors, administrators, faculty, students, and alumni on what should be done; all agreed. The percentage of agreement on actual data was 69 percent for counselors, 74 percent for administrators, 63 percent for students, and 65 percent for alumni. Counselors, administrators, students, and alumni percentage of agreement on what ideally should be done were 95 percent, 94 percent, 85 percent, and 88 percent, respectively.

Variable 30, which dealt with findings of placement studies, together with implications for an instructional guidance program being

TABLE 30

REACTION TO VARIABLE 29

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agreement	Raw Data				% in Agreement	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	31	14	69	24	15	2	0	95	-0-	8.09*
Administrator	37	16	74	26	23	2	1	94	1.48	
Faculty										
Student	40	23	63	26	24	7	2	85	3.82	
Alumni	24	13	65	14	14	3	1	88	2.80	
Employer										
Employment Agency										

NOTE: Reaction to Variable 29: Information on employment trends and opportunities are furnished to students and staff.

*$\chi^2 \geq 6.63$ significant at .01 level of confidence (3 df).

presented to staff, was significant among counselors. The actual and ideal data indicated a significant difference by counselors between what was being done and what should be done. The chi-square value of 17.95 was significant at the .01 level of significance. The significant difference between counselors as shown in Table 31 indicated that there was a need for placement studies with implications for instructional guidance. No significant difference existed between counselors, administrators, or faculty on what should be done; all agreed. The percentage of agreement on actual data was 49 percent for counselors, 55 percent for administrators, and 47 percent for faculty.

Variable 31, which dealt with students being given assistance in preparing for job interviews through group sessions or seminars, was significant among counselors. The actual and ideal data indicated a significant difference by counselors between what was being done and what should be done. The chi-square value of 13.60 was significant at the .01 level of significance. The significant difference between counselors as shown in Table 32 indicated that there was need for assistance in preparing for job interviews. No significant difference existed between counselors, students, and alumni on what should be done; all agreed. The percentage of agreement on actual data was 57 percent for counselors, 48 percent for students, and 51 percent for alumni. Counselors, students, and alumni percentage of agreement on what ideally should be done were 93 percent, 78 percent, and 80 percent, respectively.

Variable 32, which dealt with students being encouraged to study company literature prior to job interviews, was significant among counselors. The actual and ideal data indicated a significant difference

TABLE 31

REACTION TO VARIABLE 30

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agree-ment	Raw Data				% in Agree-ment	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	22	23	49	21	18	3	0	93	-0-	17.95*
Administrator	20	24	55	18	29	2	1	94	3.33	
Faculty	27	30	47	22	25	5	0	90	0.61	
Student										
Alumni										
Employer										
Employment Agency										

NOTE: Reaction to Variable 30: Findings of placement studies, together with implications for instructional guidance program are presented to staff.

*$\chi^2 \geq 6.63$ significant at .01 level of confidence (3 df).

TABLE 32

REACTION TO VARIABLE 31

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agreement	Raw Data				% in Agreement	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	26	20	57	21	19	3	0	93	-0-	13.60*
Administrator										
Faculty										
Student	31	33	48	19	27	10	3	78	5.90	
Alumni	20	19	51	14	14	5	2	80	3.88	
Employer										
Employment Agency										

NOTE: Reaction to Variable 31: Students are given assistance in preparing for job interviews through group sessions or seminars.

*$\chi^2 \geq 6.63$ significant at .01 level of confidence (3 df).

by counselors between what was being done and what should be done. The chi-square value of 11.02 was significant at the .01 level of significance. The significant difference among counselors as shown in Table 33 indicated that there was need for students to study company literature. Significant difference existed between counselors, students, and alumni; all agreed on what should be done but the level between groups differed from strongly agree to agree. The percentage of agreement on actual data was 61 percent for counselors, 52 percent for students, 30 percent for alumni, and 52 percent for employers. Counselors, students, alumni, and employers percentage of agreement on what ideally should be done were 93 percent, 87 percent, 71 percent, and 92 percent, respectively.

Variable 33, which dealt with recruiting dates being advertised, was significant among counselors. The actual and ideal data indicated a significant difference by counselors between what was being done and what should be done. The chi-square value of 11.17 was significant at the .01 level of significance. The significant difference between counselors as shown in Table 34 indicated that there was need to advertise recruiting dates. Significant difference existed between counselors and employers; both agreed on what should be done but the level of agreement differed from strongly agree to agree. The percentage of agreement on actual data was 56 percent for counselors, 51 percent for students, 60 percent for alumni, and 48 percent for employers. Counselors, students, alumni, and employers percentage of agreement on what ideally should be done were 90 percent, 80 percent, 90 percent, and 100 percent, respectively.

TABLE 33

REACTION TO VARIABLE 32

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agree-ment	Raw Data				% in Agree-ment	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	28	18	61	24	16	3	0	93	-0-	11.02*
Administrator										
Faculty										
Student	33	30	52	15	32	11	0	81	9.97*	
Alumni	14	32	30	13	12	8	2	71	7.37*	
Employer	16	15	52	14	20	3	0	92	2.64	
Employment Agency										

NOTE: Reaction to Variable 32: Prior to job interviews, students are encouraged to study company literature.

*$\chi^2 \geq 6.63$ significant at .01 level of confidence (3 df).

TABLE 34

REACTION TO VARIABLE 33

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agreement	Raw Data				% in Agreement	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	25	20	56	21	16	4	0	90	-0-	11.17*
Administrator										
Faculty										
Student	31	30	51	16	29	11	0	80	5.51	
Alumni	21	14	60	16	16	3	0	90	1.23	
Employer	16	17	48	9	25	0	0	100	10.21*	
Employment Agency										

NOTE: Reaction to Variable 33: Recruiting dates are advertised.

*$\chi^2 \geq 6.63$ significant at .01 level of confidence (3 df).

Variable 34, which dealt with attractive displays and free occupational literature being made available to students at a convenient location was significant among counselors. The actual and ideal data indicated a significant difference by counselors between what was being done and what should be done. The chi-square value of 13.09 was significant at the .01 level of significance. The significant difference between counselors as shown in Table 35 indicated that there was need for attractive displays and free occupational literature being made available to students. No significant difference existed between counselors and employers; both agreed on what should be done but the level of agreement differed from strongly agree to agree. The percentage of agreement on actual data was 57 percent for counselors, 56 percent for students, 72 percent for alumni, and 59 percent for employers. Counselors, students, alumni, and employers percentage of agreement on what ideally should be done were 93 percent, 86 percent, 94 percent, and 94 percent, respectively.

Variable 35, which dealt with job interviews being arranged for applicants, was not significant among counselors. As shown in Table 36, variable 35 indicated that there was need for job interviews being arranged for applicants. No significant difference existed between counselors, students, alumni, and employers on what should be done; all agreed. The percentage of agreement on actual data was 85 percent for counselors, 77 percent for students, 82 percent for alumni, and 89 percent for employers. Counselors, students, alumni, and employers percentage of agreement on what ideally should be done were 93 percent, 90 percent, 89 percent, and 94 percent, respectively.

TABLE 35

REACTION TO VARIABLE 34

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agree-ment	Raw Data				% in Agree-ment	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	26	20	57	21	17	3	0	93	-0-	13.09*
Administrator										
Faculty										
Student	36	28	56	16	35	8	0	86	6.14	
Alumni	28	11	72	14	19	2	0	94	1.25	
Employer	16	11	59	8	24	2	0	94	6.63*	
Employment Agency										

NOTE: Reaction to Variable 34: Attractive displays and free occupational literature are made available to students at a convenient location for them.

*$\chi^2 \geq 6.63$ significant at .01 level of confidence (3 df).

TABLE 36

REACTION TO VARIABLE 35

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agree-ment	Raw Data				% in Agree-ment	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	39	7	85	25	16	3	0	93	-0-	0.87
Administrator										
Faculty										
Student	49	15	77	33	21	4	2	90	1.50	
Alumni	32	7	82	20	12	3	1	89	1.34	
Employer	32	4	89	20	14	1	1		1.91	
Employment Agency										

NOTE: Reaction to Variable 35: Job interviews are arranged for applicants.

Variable 36, which dealt with equal placement opportunities being provided for all students, was not significant among counselors. As shown in Table 37, variable 36 indicated that there was need for equal placement among students and it was being done. A significant difference existed between counselor and students; both agreed on what should be done but the level of agreement differed from strongly agree to agree. The percentage of agreement on actual data was 91 percent for counselors, 84 percent for administrators, 93 percent for faculty, 91 percent for students, 86 percent for alumni, and 97 percent for employers. Counselors, administrators, faculty, students, alumni, and employers percentage of agreement on what ideally should be done were 98 percent, 96 percent, 98 percent, 96 percent, 100 percent, and 92 percent, respectively.

Variable 37, which dealt with candidates being interviewed after placement forms have been filled out in order to confirm data, determine student's desires, and assist the student in studying occupational fields, was significant among counselors. The actual and ideal data indicated a significant difference by counselors between what was being done and what should be done. The chi-square value of 27.43 was significant at the .01 level of significance. The significant difference between counselors as shown in Table 38 indicated that there was need for candidates being interviewed after placement forms had been filled out. Significant difference existed between counselors and students, but both agreed on what should be done; the level of agreement differed from strongly agree to agree. The percentage of agreement on actual data was 44 percent for counselor, 63 percent for students, 58 percent for alumni,

TABLE 37

REACTION TO VARIABLE 36

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agreement	Raw Data				% in Agreement	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	42	4	91	33	9	1	0	98	-0-	0.71
Administrator	46	9	84	33	16	1	1	96	2.30	
Faculty	52	4	93	31	20	1	2	98	3.41	
Student	58	6	91	32	25	1	2	96	6.93*	
Alumni	30	5	86	19	13	0	0	100	3.97	
Employer	35	1	97	24	9	2	1	92	2.15	
Employment Agency										

NOTE: Reaction to Variable 36: Equal placement opportunities are provided for all students.

*$\chi^3 \geq 6.63$ significant at .01 level of confidence (3 df).

TABLE 38

REACTION TO VARIABLE 37

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agreement	Raw Data				% in Agreement	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	20	25	44	33	9	1	0	98	-0-	27.43*
Administrator										
Faculty										
Student	40	24	63	32	25	1	2	95	6.93*	
Alumni	22	16	58	13	16	3	0	91	0.61	
Employer	23	8	74	15	18	2	0	94	0.04	
Employment Agency										

NOTE: Reaction to Variable 37: Candidates are interviewed after placement forms have been filled out in order to confirm data, determine student desires, and assist the students in studying occupational fields.

*$\chi^2 \geq 6.63$ significant at .01 level of confidence (3 df).

and 74 percent for employers. Counselors, students, alumni, and employers percentage of agreement on what ideally should be done were 98 percent, 95 percent, 91 percent, and 94 percent, respectively.

Variable 38, Table 39, which dealt with placement forms being developed which contained personal data, educational history, work experience, official transcripts, grade-point averages and faculty references, was significant among counselors. The actual and ideal data indicated a significant difference by counselors between what was being done and what should be done. The chi-square value of 10.32 was significant at the .01 level of significance. The significant difference between counselors as shown in Table 39 indicated that there was need for placement forms being developed. No significant difference existed between counselors, students, alumni, or employers on what should be done. The percentage of agreement on actual data was 58 percent for counselors, 76 percent for students, 74 percent for alumni, and 74 percent for employers. Counselors, students, alumni, and employers percentage of agreement on what ideally should be done were 90 percent, 93 percent, 97 percent, and 97 percent, respectively.

Variable 39, which dealt with standard forms being developed for letters of reference, was significant among counselors. The actual and ideal data indicated a significant difference by counselors between what was being done and what should be done. The chi-square value of 8.13 was significant at the .01 level of significance. The significant difference between counselors as shown in Table 40 indicated that there was need for a standard form for letters of reference. Significant difference existed between counselors and employers, but both agreed on

TABLE 39

REACTION TO VARIABLE 38

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agreement	Raw Data				% in Agreement	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	26	19	58	17	21	4	0	90	-0-	10.32*
Administrator										
Faculty										
Student	47	15	76	26	28	3	1	93	1.51	
Alumni	26	9	74	20	9	1	0	97	4.98	
Employer	23	8	74	15	18	1	0	97	1.33	
Employment Agency										

NOTE: Reaction to Variable 38: Placement forms are developed which contain personal data, educational history, work experience, official transcripts, grade-point average, and faculty references.

*$\chi^2 \geq 6.63$ significant at .01 level of confidence (3 df).

TABLE 40

REACTION TO VARIABLE 39

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agreement	Raw Data				% in Agreement	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	17	25	40	13	16	10	0	74	-0-	8.13*
Administrator										
Faculty										
Student										
Alumni										
Employer	13	17	43	3	23	6	1	79	9.07*	
Employment AGency										

NOTE: Reaction to Variable 39: Standard forms are developed for letters of reference.

*$\chi^2 \geq 6.63$ significant at .01 level of confidence (3 df).

what should be done; but the level of agreement differed from strongly agree to agree. The percentage of agreement on actual data was 40 percent for counselors and 43 percent for employers. Counselors' and employers' percentage of agreement on what ideally should be done were 74 percent and 79 percent, respectively.

Variable 40, which dealt with students being encouraged to confirm their employment with the placement office, was not significant among counselors. As shown in Table 41, variable 40 indicated that there was agreement among counselors that students should confirm their employment. No significant difference existed between counselors, students, and alumni; all agreed on what should be done and that they should confirm their employment. The percentage of agreement on actual data was 78 percent for counselors, 75 percent for students, and 74 percent for alumni. Counselors', students', and alumni percentage of agreement on what ideally should be done were 95 percent, 92 percent, and 91 percent, respectively.

Variable 41, which dealt with specific information concerning how credentials are dispensed and made available to persons registering with the placement office, was significant among counselors. The actual and ideal data indicated a significant difference by counselors between what was being done and what should be done. The chi-square value of 8.34 was significant at the .01 level of significance. The significant difference between counselors as shown in Table 42 indicated there was need for specific information concerning how credentials are dispensed. No significant difference existed between counselors, students, and alumni on what should be done. The percentage of agreement

TABLE 41

REACTION TO VARIABLE 40

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agree-ment	Raw Data				% in Agree-ment	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	36	10	78	27	15	2	0	95	-0-	4.36
Administrator										
Faculty										
Student	48	16	75	26	28	3	2	92	4.05	
Alumni	29	10	74	21	10	3	0	91	0.68	
Employer										
Employment Agency										

NOTE: Reaction to Variable 40: Students are encouraged to confirm their employment with the placement office.

TABLE 42

REACTION TO VARIABLE 41

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agree-ment	Raw Data				% in Agree-ment	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	30	16	65	20	19	3	0	93	-0-	8.34*
Administrator										
Faculty										
Student	36	23	61	15	32	7	1	85	4.98	
Alumni	16	17	48	10	16	4	0	87	1.78	
Employer										
Employment Agency										

NOTE: Reaction to Variable 41: Specific information concerning how credentials are dispersed is made available to persons who register with the placement office.

*$\chi^2 \geq 6.63$ significant at .01 level of confidence (3 df).

on actual data was 65 percent for counselors, 61 percent for students, and 48 percent for alumni. Counselors', students', and alumni percentage of agreement on what ideally should be done were 93 percent, 85 percent, and 87 percent, respectively.

Variable 42, which dealt with students being informed of ethical practices in accepting or rejecting employment, was significant among counselors. The actual and ideal data indicated a significant difference by counselors between what was being done and what should be done. The chi-square value of 16.31 was significant at the .01 level of significance. The significant difference between counselors as shown in Table 43 indicated that there was need to inform students of ethical practices in accepting or rejecting employment. No significant difference existed between counselors, alumni, and employers on what should be done on ethical practices in accepting or rejecting employment. The percentage of agreement on actual data was 65 percent for counselors, 77 percent for alumni, and 68 percent for employers. Counselors', alumni, and employers' percentage of agreement on what ideally should be done were 100 percent, 94 percent, and 97 percent, respectively (Table 43).

Variable 43, which dealt with job listings being actively sought by placement office, was significant among counselors. The actual and ideal data indicated a significant difference by counselors between what was being done and what should be done. The chi-square value of 7.93 was significant at the .01 level of significance. The significant difference between counselors as shown in Table 44 indicated that there was need for job listings. No significant difference existed between counselors and employers on what should be done. The percentage of agreement on

TABLE 43

REACTION TO VARIABLE 42

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agreement	Raw Data				% in Agreement	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	30	16	65	23	21	0	0	100	-0-	16.31*
Administrator										
Faculty										
Student										
Alumni	28	9	77	14	17	1	1	94	3.10	
Employer	15	7	68	12	18	1	0	97	2.51	
Employment Agency										

NOTE: Reaction to Variable 42: Students are informed of ethical practices in accepting or rejecting employment.

*$\chi^2 \geq 6.63$ significant at .01 level of confidence (3 df).

TABLE 44

REACTION TO VARIABLE 43

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agreement	Raw Data				% in Agreement	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	34	12	74	26	16	1	0	98	-0-	7.93*
Administrator										
Faculty										
Student										
Alumni										
Employer	25	9	74	15	19	0	0	100	3.20	
Employment Agency										

NOTE: Reaction to Variable 43: Job listings are actively sought by placement office.

*$\chi^2 \geq 6.63$ significant at .01 level of confidence (3 df).

actual data was 74 percent for counselors and 74 percent for employers. Counselors and employers percentage of agreement on what ideally should be done were 98 percent and 100 percent, respectively.

Variable 44, which dealt with field visits to employers being made by placement coordinators, was significant among counselors. The actual and ideal data indicated a significant difference by counselors between what was being done and what should be done. The chi-square value of 10.33 was significant at the .01 level of significance. The significant difference between counselors as shown in Table 45 indicated that there was need for field visits to employers. No significant difference existed between counselors, administrators, alumni, and employers on what should be done. The percentage of agreement on actual data was 70 percent for counselors, 78 percent for administrators, 47 percent for alumni, and 53 percent for employers. Counselors', administrators', alumni, and employers' percentage of agreement on what ideally should be done were 98 percent, 100 percent, 87 percent, and 94 percent, respectively.

Variable 45, which dealt with field visits to employers being planned, scheduled and conducted on a regular basis, was significant among counselors. The actual and ideal data indicated a significant difference by counselors between what was being done and what should be done. The chi-square value of 25.60 was significant at the .01 level of significance. The significant difference between counselors as shown in Table 46 indicated that there was need for planning, scheduling, and conducting regular field visits. Significant difference existed between counselors and employers; both agreed on what should be done, but the

TABLE 45

REACTION TO VARIABLE 44

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agreement	Raw Data				% in Agreement	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	32	14	70	28	14	1	0	98	-0-	10.33*
Administrator	43	11	78	33	17	0	0	100	1.18	
Faculty										
Student										
Alumni	17	19	47	14	13	3	1	87	4.89	
Employer	18	16	53	16	18	1	1	94	4.19	
Employment Agency										

NOTE: Reaction to Variable 44: Field visits to employers are made by placement coordinators.

*$\chi^2 \geq$ 6.63 significant at .01 level of confidence (3 df).

TABLE 46

REACTION TO VARIABLE 45

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agreement	Raw Data				% in Agreement	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	19	26	42	23	17	2	0	95	-0-	25.60*
Administrator	24	28	46	25	17	3	3	88	2.90	
Faculty										
Student										
Alumni										
Employer	11	20	35	7	20	5	1	82	10.13*	
Employment Agency	15	4	63	14	5	0	1	95	4.49	

NOTE: Reaction to Variable 45: Field visits to employers are planned, scheduled, and conducted on a regular basis.

*$\chi^2 \geq 6.63$ significant at .01 level of confidence (3 df).

level of agreement differed from strongly agree to agree. The percentage of agreement on actual data was 42 percent for counselors, 46 percent for administrators, 35 percent for employers, and 63 percent for employment agencies. Counselors', administrators', employers', and employment agencies' percentage of agreement on what ideally should be done were 95 percent, 88 percent, 82 percent, and 95 percent, respectively.

Variable 46, which dealt with prospective employers being sent standardized forms to list vacancies, was significant among counselors. The actual and ideal data indicated a significant difference by counselors between what was being done and what should be done. The chi-square value of 29.15 was significant at the .01 level of significance. The significant difference between counselors as shown in Table 47 indicated that there was need for standardized forms for vacancies from prospective employers. No significant difference existed between counselors, administrators, and alumni on what should be done. The percentage of agreement on actual data was 13 percent for counselors, 9 percent for administrators, and 27 percent for alumni. Counselors', administrators' and alumni percentage of agreement on what ideally should be done were 73 percent, 82 percent, and 74 percent, respectively.

Variable 47, which dealt with an attempt being made to bring the best qualified student and employer together, was not significant among counselors. As shown in Table 48, variable 47 indicated that there was need to bring the best qualified student and employer together. No significant difference existed between counselors, students, alumni, and employers on what should be done; all were in agreement. The

TABLE 47

REACTION TO VARIABLE 46

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agree-ment	Raw Data				% in Agree-ment	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	6	39	13	13	17	10	1	73	-0-	29.15*
Administrator	5	48	9	11	29	5	4	82	6.10	
Faculty										
Student										
Alumni	8	22	27	8	17	8	1	74	0.77	
Employer										
Employment Agency										

NOTE: Reaction to Variable 46: Prospective employers are sent standardized forms to list vacancies.

*$\chi^2 \geq 6.63$ significant at .01 level of confidence (3 df).

TABLE 48

REACTION TO VARIABLE 47

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agree-ment	Raw Data				% in Agree-ment	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	38	7	84	25	16	1	0	98	-0-	3.08
Administrator										
Faculty										
Student	50	13	79	39	16	2	2	93	2.61	
Alumni	20	5	86	19	14	1	0	97	0.11	
Employer	24	4	86	21	12	0	0	100	0.85	
Employment Agency										

NOTE: Reaction to Variable 47: An attempt is made to bring the best qualified student and employer together.

percentage of agreement on actual data was 84 percent for counselors, 79 percent for students, 86 percent for alumni, and 86 percent for employers. Counselors', students', alumni, and employers' percentage of agreement on what ideally should be done were 98 percent, 93 percent, 97 percent, and 100 percent, respectively.

Variable 48, which dealt with computers being used to assist in matching students with job openings, was significant among counselors. The actual and ideal data indicated a significant difference by counselors between what was being done and what should be done. The chi-square value of 22.96 was significant at the .01 level of significance. The significant difference between counselors as shown in Table 49 indicated that there was need for computer assistance in matching students with job openings, but the ideal data response was not greater than the 66 percent. No significant difference existed between counselor and employers on what should be done; both agreed. The percentage of agreement on actual data was 6 percent for counselors and 21 percent for employers. Counselors' and employers' percentage of agreement on what ideally should be done were 56 percent and 73 percent, respectively.

Variable 49, which dealt with the application form expediting selection of candidates for referral to work opportunities, was significant among counselors. The actual and ideal data indicated a significant difference by counselors between what was being done and what should be done. The chi-square value of 9.81 was significant at the .01 level of significance. The significant difference between counselors as shown in Table 50 indicated that there was need for application forms. No significant difference existed between counselors and

TABLE 49

REACTION TO VARIABLE 48

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agree-ment	Raw Data				% in Agree-ment	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	3	43	6	5	17	15	2	56	-0-	22.96*
Administrator										
Faculty										
Student										
Alumni										
Employer	5	19	21	5	17	7	1	73	2.10	
Employment Agency										

NOTE: Reaction to Variable 48: Computers are used to assist in matching students with job openings.

*$\chi^2 \geq 6.63$ significant at .01 level of confidence (3 df).

TABLE 50

REACTION TO VARIABLE 49

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agree-ment	Raw Data				% in Agree-ment	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	22	23	49	14	20	6	0	85	-0-	9.81*
Administrator										
Faculty										
Student										
Alumni										
Employer	24	6	80	7	25	2	0	94	4.43	
Employment Agency										

NOTE: Reaction to Variable 49: The application form expedites selection of candidates for referral to work opportunities.

*$\chi^2 \geq 6.63$ significant at .01 level of confidence (3 df).

employers on what should be done; both agreed. The percentage of agreement on actual data was 49 percent for counselors and 80 percent for employers. Counselors' and employers' percentage of agreement on what ideally should be done were 85 percent and 94 percent, respectively.

Variable 50, which dealt with information recorded on the job order form giving a detailed description of the job and qualifications required of the applicant, was significant among counselors. The actual and ideal data indicated a significant difference by counselors between what was being done and what should be done. The chi-square value of 18.93 was significant at the .01 level of significance. The significant difference between counselors as shown in Table 51 indicated that there was need for job descriptions for vacancies. No significant difference existed between counselors, students, alumni, and employers on what should be done; all agreed. The percentage of agreement on actual data was 40 percent for counselors, 56 percent for students, 56 percent for alumni, and 71 percent for employers. Counselors', students', alumni, and employers' percentage of agreement on what ideally should be done were 88 percent, 89 percent, 93 percent, and 91 percent, respectively.

Variable 51, which dealt with the order form giving the placement worker essential data for accurate referral of an applicant and facilitating his use of the application file for selection of suitable candidates, was significant among counselors. The actual and ideal data indicated a significant difference by counselors between what was being done and what should be done. The chi-square value of 20.73 was significant at the .01 level of significance. The significant difference between counselors as shown in Table 52 indicated that there was

TABLE 51

REACTION TO VARIABLE 50

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agree-ment	Raw Data				% in Agree-ment	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	17	26	40	15	21	4	1	88	-0-	18.93*
Administrator										
Faculty										
Student	34	27	56	22	28	4	2	89	0.35	
Alumni	18	14	56	13	14	1	1	93	1.32	
Employer	20	8	71	12	18	3	0	91	0.85	
Employment Agency										

NOTE: Reaction to Variable 50: Information recorded on the job order form (i.e., help-wanted) gives a detailed description of the job and qualifications required of the applicant.

*$\chi^2 \geq 6.63$ significant at .01 level of confidence (3 df).

TABLE 52

REACTION TO VARIABLE 51

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Eata		% in Agree-ment	Raw Data				% in Agree-ment	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	16	25	39	12	24	3	1	90	-0-	20.73*
Administrator										
Faculty										
Student										
Alumni										
Employer	19	7	73	10	20	2	0	94	0.87	
Employment Agency										

NOTE: Reaction to Variable 51: The order form gives the placement worker essential data for accurate referral of an applicant and facilitates his use of the application file for selection of a suitable candidate.

*$\chi^2 \geq$ significant at .01 level of confidence (3 df).

need for an order form which gave the placement worker essential data for accurate referral. No significant difference existed between counselors and employers on what should be done. The percentage of agreement on actual data was 39 percent for counselors and 73 percent for employers. Counselors' and employers' percentage of agreement on what ideally should be done were 90 percent and 94 percent, respectively.

Variable 52, which dealt with advisory committees being used in the placement of graduates, was significant among counselors. The actual and ideal data indicated a significant difference by counselors between what was being done and what should be done. The chi-square value of 10.73 was significant at the .01 level of significance. The significant difference between counselors as shown in Table 53 indicated that there was need for advisory committees in the placement of graduates. No significant difference existed between counselors, administrators and alumni on what should be done. The percentage of agreement on actual data was 54 percent for counselors, 65 percent for administrators, and 36 percent for alumni. Counselors', administrators' and alumni percentage of agreement on what ideally should be done were 88 percent, 91 percent, and 81 percent, respectively.

Variable 53, which dealt with results of job referrals being promptly verified with applicant and employer, was significant among counselors. The actual and ideal data indicated a significant difference by counselors between what was being done and what should be done. The chi-square value of 14.25 was significant at the .01 level of significance. The significant difference between counselors as

TABLE 53

REACTION TO VARIABLE 52

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agreement	Raw Data				% in Agreement	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	25	21	54	20	18	4	1	88	-0-	10.73*
Administrator	33	18	65	21	21	3	1	91	0.30	
Faculty										
Student										
Alumni	12	11	36	8	18	5	1	81	3.72	
Employer										
Employment Agency										

NOTE: Reaction to Variable 52: Advisory Committees are used in the placement of graduates.

*$\chi^2 \geq 6.63$ significant at .01 level of confidence (3 df).

shown in Table 54 indicated that there was need for prompt referral of jobs with applicant and employer. No significant difference existed between counselors, students, and employers on what should be done. The percentage of agreement on actual data was 58 percent for counselors, 65 percent for students, and 71 percent for employers. Counselors', students', and employers' percentage of agreement on what ideally should be done were 95 percent, 90 percent, and 94 percent, respectively.

Variable 54, which dealt with follow-up studies being conducted to determine how employed alumni are functioning and if the graduates possessed adequate skills for the job, was significant among counselors. The actual and ideal data indicated a significant difference by counselors between what was being done and what should be done. The chi-square value of 14.88 was significant at the .01 level of significance. The significant difference between counselors as shown in Table 55 indicated that there was need for follow-up studies on graduates' functioning ability and their skills on the job. Significant difference existed between counselors and employers; both agreed on what should be done but the level of agreement differed from strongly agree to agree. The percentage of agreement on actual data was 76 percent for counselors, 83 percent for administrators, 88 percent for faculty, 77 percent for students, 79 percent for alumni, and 58 percent for employers. Counselors', administrators', faculty', students', and employers' percentage of agreement on what ideally should be done were 100 percent, 100 percent, 98 percent, 95 percent, 94 percent, and 94 percent, respectively.

TABLE 54

REACTION TO VARIABLE 53

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agreement	Raw Data				% in Agreement	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	26	19	58	17	22	2	0	95	-0-	14.25*
Administrator										
Faculty										
Student	41	22	65	22	30	5	1	90	1.28	
Alumni										
Employer	20	8	71	7	22	2	0	94	2.83	
Employment Agency										

NOTE: Reaction to Variable 53: Results of job referrals are promptly verified with the applicant and employer.

*$\chi^2 \geq$ significant at .01 level of confidence (3 df).

TABLE 55

REACTION TO VARIABLE 54

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agree-ment	Raw Data				% in Agree-ment	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	35	11	76	27	16	0	0	100	-0-	14.88*
Administrator	45	9	83	30	21	0	0	100	0.03	
Faculty	49	7	88	34	18	1	0	98	0.89	
Student	47	14	77	26	28	3	0	95	4.42	
Alumni	30	8	79	18	13	1	1	94	2.84	
Employer	18	13	58	12	22	1	1	94	8.16*	
Employment Agency										

NOTE: Reaction to Variable 54: Follow-up studies are conducted to determine how employer alumni are functioning and if the graduates possessed adequate skills for the job.

*$\chi^2 \geq 6.63$ significant at .01 level of confidence (3 df).

Variable 55, which dealt with after follow-up studies have been evaluated and the curriculum has been evaluated, results being made available to students and faculty, was significant among counselors. The actual and ideal data indicated a significant difference by counselors between what was being done and what should be done. The chi-square value of 14.88 was significant at the .01 level of significance. The significant difference between counselors as shown in Table 56 indicated that there was need for communications of curriculum follow-up studies to students and faculty. No significant difference existed between counselors, students, and employers on what should be done with follow-up studies. The percentage of agreement on actual data was 55 percent for counselors, 61 percent for students, and 57 percent for employers. Counselors', students', and employers' percentage of agreement on what ideally should be done were 93 percent, 85 percent, and 97 percent, respectively.

Variable 56, which dealt with reports being prepared to identify and summarize placement activities and results for students, faculty, and general public was significant among counselors. The actual and ideal data indicated a significant difference by counselors between what was being done and what should be done. The chi-square value of 23.18 was significant at the .01 level of significance. The significant difference between counselors as shown in Table 57 indicated that there was need for reports on placement prepared for students, faculty, and the general public. No significant difference existed between counselors, administrators, faculty, students, and employers on what should be done. The percentage of agreement on actual data was 38 percent for counselors,

TABLE 56

REACTION TO VARIABLE 55

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agreement	Raw Data				% in Agreement	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	26	21	55	17	24	3	0	93	-0-	14.88*
Administrator										
Faculty										
Student	36	23	61	21	26	7	1	85	1.90	
Alumni										
Employer	12	9	57	11	20	0	1	97	3.85	
Employment agency										

NOTE: Reaction to Variable 55: After follow-up studies have been examined and the curriculum has been evaluated, results are made available to students and faculty.

*$\chi^2 \geq 6.63$ significant at .01 level of confidence (3 df).

TABLE 57

REACTION TO VARIABLE 56

Job-Placement Related Groups	Actual Data			Ideal Data					Discrepancies in Variables	
	Raw Data		% in Agreement	Raw Data				% in Agreement	χ^2 Value for Counselors vs. Group for Ideal Variable	χ^2 for Actual vs. Ideal Among Counselors
	Yes	No		SA	A	D	SD			
Counselor	18	29	38	15	25	5	0	89	-0-	23.18*
Administrator	28	27	51	18	25	5	1	88	1.11	
Faculty	30	26	54	23	25	2	0	96	2.71	
Student	36	25	59	17	30	6	2	85	1.69	
Alumni										
Employer	13	9	59	7	23	1	0	97	3.19	
Employment Agency										

NOTE: Reaction to Variable 56: Reports are prepared to identify and summarize placement activities and results for students, faculty and general public.

*$\chi^2 \geq 6.63$ significant at .01 level of confidence (3 df).

51 percent for administrators, 54 percent for faculty, 59 percent for students, and 59 percent for employers. Counselors', administrators', faculty', students', and employers' percentage of agreement on what ideally should be done were 89 percent, 88 percent, 96 percent, 85 percent, and 97 percent, respectively.

II. OPEN-ENDED COMMENTS

In order to seek information which might not have been dealt with fully in the questionnaire, space was left at the end of each questionnaire for open-ended comments. In some cases, respondents wished to clarify their viewpoint in answering some of the questions and so preceded their comments with the question number to which they referred.

Although the commentary could not be validly treated statistically, it was believed the final objective analysis of this study would be incomplete without a presentation of these comments. These comments were placed in the general body of the study rather than in appendices because appendices are too often overlooked, and these comments should not be ignored in future or follow-up studies.

The comments are divided into the groups questioned (i.e., counselors or placement officers, administrators, faculty, students, alumni, employers, employment agencies).

Comments of Counselors or Placement Officers

"Change in personnel recently has caused us to completely start over on placement procedure. Much procedure that is in the working cannot be listed as being used now."

"State-level placement help would be beneficial. . . . Perhaps a State-level placement officer or coordinator . . . ."

"Instructors do the placement."

"No. 5. Follow-up and placement has just begun here. Small office, one man, and no assigned clerical help. This will be increased in the future."

"No. 10. Cooperation with any employment agency except those who charge fees."

Above items are important and all should be given every consideration. Training and placement should go hand-in-hand. Some people feel that we should train as well as possible and leave all responsibility of securing the job to the students. I take the position that this is inadequate. "Full service" has become a very common expression and is relevant here. There are many justifiable reasons why job placement services should be provided by the training agency. The training agency knows better than anyone else the abilities of its students and how to select the proper job. If procurement of jobs is left to the student, it will require much of their valuable time (at a point when their finances are usually low), some will pay private agencies which may not locate the best job, some will become discouraged and accept jobs non-related to their training, and, in general, all parties concerned (the student, the employer, and the training agency) will suffer loss.

"Access to computers is limited."

I would say some of the points are borderline. For example, I think we are doing a fair job of placement with facilities we have. However, if we had transportation, funds for more telephone calls, stamps, etc., in more abundance, I expect we could do more along these lines, but one would have to balance this along with the results to see if extra funds would be justified.

This college has no placement service. We do use faculty and college administrators when a student (graduate) has problems finding a job. The summer co-op program does act in many ways like a placement service. Career students do not seem to have difficulty finding a job.

At a State Community College we produce a product of an educated student, but do not have a placement service to advertise our product except with transfer students. Even then it is done by the students themselves not the school. I have yet to see a member of the faculty go to a recruiter from a senior college and say "we have a John Doe who will make a good student for your school." Isn't it a shame that we don't try to sell our own products?

Technology teachers place students with "placement office" assisting. Part-time placement is handled by counseling. Past emphasis in building file of workers or jobs has produced all of one and none of the other. Since placement is one of many hats worn by counselors, we handle each request as it arises. These occasions also have met little success. Since no one seems to care except Counseling, we do not plan to emphasize job-placement anymore than we have done in the past.

"Our placement service has been in operation less than one year."

"Had some difficulty responding as questions don't mainly fit community colleges!"

"We have part-time placement only handled by counselor--totally different from University Placement office."

"Hope you get that degree!

Signed Graduate Student also!"

"No. 12. Staff will need to expand as greater number of students graduate."

"No. 48. Depends on the size of the program. Not necessary at this institution."

Comments of Administrators

Referral in our case is now done mainly by existing agencies but in my opinion should be at least partly a school responsibility. The placement staff is large enough for expectations but not desires. In our case, placement personnel, per se, are not teaching faculty. If they were, release time should be provided.

We don't set a time table to visit an employer every "six weeks" or any other set time. And I do think that such a time table should be set. However, we do try to get employers as needs arise and time allows.

We don't have an actual placement office with a director. Job placement is the responsibility of all faculty and administrators and I feel that it is inadequate. However, in our small institution I doubt that a full-time placement officer is practical. A part-time one would certainly be useful.

Placement service as a separate defined service is in the initial stages of planning and operation at R.S.C.C. The Career Education Department has been invaluable help and coordinates its efforts in placement activities with the Placement Service. I have indicated "yes" at some points objectives that are planned or partially successful on a smaller scale this year at R.S.C.C.

We have a person with the title of Director of Placement. He also has several other titles and responsibilities and he sets his own priorities which do not include placement to any great degree.

We do not use a placement service. We do have an extensive co-op program for all community college students. We do have a full-time coordinator and secretary who are experienced. Generally, the career faculty help, with considerable success, all graduates as we can see it. . . !

"Career students are easily employed often having career jobs by the time they are in the sophomore year."

"We have an excellent reputation and receive more requests for technicians than we can supply."

"We presently are planning a computerized employment service for career students."

"Budget and office space are not adequate--personnel is."

"Placement is performed by the Counseling and Student Personnel Supervision Department. We do not have a separate department for placement."

A limited job-placement service is carried out by counselor. I do not believe that any substantial program is possible due to limitations imposed on this person in terms of time, office space, funds, and clerical assistance. Job-placement programs have not enjoyed high priority within the area school system to my knowledge.

"Placement director participates, but does not make policy."

"Placement director works with and is responsible for deaf students."

Comments of Faculties

"We do not have a placement service office at this time."

Equal placement opportunities aren't provided all students because all students don't have equal abilities so naturally the better qualified ones are placed more quickly, so many times the ones who aren't as well qualified can't be recommended for a particular job.

"Our school does not have a separate 'job-placement service' for our students. No one actually has responsibility for placement; what is done by faculty and administrative staff."

There never has been and it looks like there never will be much, let alone enough of newspaper publications on students being placed after finishing their training at this institution, especially in the local news media!!

"Placement is provided primarily by individual instructors as some questions do not apply directly to our placement services."

Comments of Students

"The training I received at Pulaski AVTS has helped me immensely and I shall always value it."

"Those questions I did not mark were ones that I did not know if these things are done or not."

I will complete the training required for the office occupations course at the school in 15 days and I feel very qualified to handle any office position I may be required to fill. Although this school does not have job-placement facilities, it prepares you in such a way that you know how to correctly go about job hunting. We do need to have a job-placement program, however. If our school had even a kind of periodic contact with local businesses to find out what firms have a need for new employees and what types of vacancies were available, it would be a great help. This could be given to students who are nearing completion of a course and would perhaps build other students with the qualifications to best fit these jobs.

During a student's training, we may have an opportunity for a short period of on-the-job training. I had the privilege of being able to do this. . . . I had the full responsibility of two offices and I learned a great deal. Every student should have this opportunity.

"Our school has no placement program. We are helped in training but must get jobs on our own. They do follow up our work, though."

"I see our placement service as follows: The student is encouraged to seek employment himself, however, placement services are available upon request."

I feel there is not enough information and publicity given the students for them to really understand the placement service. This could be greatly improved. I also feel if you're going to have a placement service, you should have a full-time placement officer. The comments are based upon the assumption you're going to have a placement service, because I personally feel each individual should be responsible for his or her own employment.

"Items 20-27 are not responded to as the student did not have any knowledge of whether these actions are being accomplished."

"Our school is small and does not have formal placement facilities."

"I may not have answered the questions completely accurate, but the school does a wonderful job in assisting the students in job placement."

"No. 4. Yes, you're encouraged to use placement facilities, but you're not forced to take any job you don't think is right for you."

Job placement at one vocational-technical school consists primarily of the individual instructor in cooperation with the student advisor in placing the best qualified student in a given shop in full- or part-time employment. No job placement service exists, per se, but the informal system presently used is effective in placing a limited number of qualified students.

"I believe the schools could do a better job in placement assistance and part-time jobs by circulating more."

"No. 1. If the school can find enough job openings."

"No. 15. Students should have enough initiative to make their own interview appointments."

> I feel like our state technical institute does a good job in placement services. Although they should stress that during a job interview the employer is not as concerned with finding out your academic knowledge as he is with knowing the student's personality and background.

Comments of Alumni

> As far as I know we really don't have a job placement service. I think it is something that would be very useful. Since there is a demand for L.P.N.'s in our area, I had no trouble finding employment. Maybe some of the other areas of vocational education placement might not be so in demand and the students could use some help in this area.

"Service placement isn't encouraged enough or made known well enough. It could use great improvement."

"I realize jobs are scarce. I, myself, am presently employed as a masonary helper because I cannot find a job welding. Could you help?"

> To my knowledge there is no official placement service at CSAVTS. In the welding shop, placement service is entirely based on hearsay of alumni. Local manufacturing concerns have expressed little or no concern in hiring CSAVTS students or graduates.

"I feel that a job-placement service would be ideal to close the gap that exists between the school and industry."

"A State Community College is a small college and doesn't have the money to follow through with all of the follow-up studies regarding job-placement."

I graduated June 1974 School of Nursing, I am not aware of job-placement services here. However, I did receive a letter pertaining to question No. 27 since graduation. I believe a service of this kind would be of great value to students.

"I graduated 4 years ago and am not very familiar with possible changes in job placement procedures since then."

"In asking me about this state technical institute, I can only give to you good comments. I understand you are only concerned with the placement office."

The placement officer who was responsible for helping me get my job with the State of Tennessee as Computer Programmer for nearly 3 years is very concerned with all graduates and does a fantastic job. In a conversation with him at the June graduation, he showed great enthusiasm and good spirit even though he realizes the present economic state.

Please forgive me for carrying on so much, but I think the world of my placement officer, the placement office and just about everyone at that school! They've really helped me!"

"Thanks for the chance to express my opinion!"

"Alumni should be used where possible to advise students of job and career opportunities."

The school where I graduated provided me with the needed skill to get a paying job. I placed myself and beat my own brains out making a living at the trade. The school is good, but does need a placement service. The State of Tennessee needs to bring its pay scale up. You could starve to death working for a <u>non-union employer</u>!

"I'm sorry I cannot answer some of these questions, but my teachers were very nice in trying to place me in a suitable job."

<u>Comments of Employers</u>

Too many college graduates do not know what the personal requirements are for the vocations in which they have centered their major. Also, too many students are selecting majors without prior knowledge of their vocational interests and aptitudes in the major which they select.

"This might be corrected through better utilization of qualified counselors at the secondary education level, as well as at the college entry level."

"Job placement services personnel should be well-acquainted with company officials in surrounding areas and therefore more knowledgeable of job opportunities and/or skills needed."

"No information on actual practices but agree that all of above are desirable."

I am chairman of the drafting curriculum committee at this area school and have been in this capacity and had close contact with the school in this area. I am not aware of the school's general practice regarding placement activities in other fields. My contacts have been most satisfactory and I have found both the administration and faculty most helpful in placement matters. I have found them to be most cooperative and feel from my experience they also do a good job in finding placement opportunities for their students.

I am a line manager who interfaces very little with the State Personnel Department. These marks only represent what I think, since I am not aware of most of the activities conducted by the Personnel Department. They may not be completely valid.

I had to call the local Vocational-Technical School to find out about some of this information. We do have a very good teaching-employer relationship and have several programs going. We are fortunate to have a very good school in this area. Thank you.

"I did not answer the yes or no because I truly was not aware of the placement service until I read this letter.

No. 6. I believe the school is better qualified to determine the qualification on a student who you have observed for several months and not put the burden on the employer in one interview. If a candidate is not qualified for a position in your opinion, do not send him or her.

A short questionnaire pertaining to curriculum improvement has been my only contact with the local school in the past 2 years. We have many applications on file from unqualified people who have nothing but a need for a job. We can use people with a basic knowledge of accounting, data processing, or general secretarial work. We do not know who is available from our local school.

This company employs only 21 persons and our turnover is, at present, minimal. For this reason I have not contacted the schools except for occasional part-time assistance. These have been very satisfactory contacts.

"Sorry I cannot contribute to what I personally consider a very worthwhile program."

Comments of Employment Agencies

"Schools should encourage all students to prepare themselves for work, via resumes, reference lists, personal contacts."

The State agencies often find it impossible to accommodate all students, as the school systems work in conjunction with these agencies to solicit support of jobs, to refer prospective openings to the agencies to assist their students in looking for jobs and/or prospects.

I feel Area Schools and Technical Schools have not been involved in the placement process enough. More, much more is needed in this area. Counselors and placement people come to State Agencies for leads when they should be beating the bushes and calling on employers.

I strongly feel that it is the responsibility of the school to do all possible for students, but that the State Employment Agency is most important in helping and placing students in jobs without cost to student. I feel that all schools should cooperate with the State Agency in any way that is needed or may be helpful in securing employment for the student. I feel that any accredited school should advise the student to seek employment through their State Employment Agency and furnish transcripts of grades when necessary, or advise counseling if and when necessary.

This office is on the fringe of five colleges and three trade and/or vocational schools. We do not have a close contact with colleges and universities but maintain close contact with vocational and trade schools. We would be happy to cooperate with colleges and universities if offered the opportunity.

College placement counselors in this area tend to attempt to place their graduates in employment without the aid of local State Employment offices. This practice reduces the applicants' exposure to the labor market.

"As an Employment Service I feel that students should be encouraged to use all placement facilities, especially now when jobs are hard to find."

"I do think the schools should try to keep informed on where job opportunities are, at least well enough to be able to steer students."

I would like to suggest that all students use the State Employment Service more. We have now a new system called the Job Bank and have all the job listings in whatever part of Tennessee that you wish to locate. Also, we have a clearance section that helps with jobs in other states. We believe this new system has greatly helped the college student. In my locality, the students from the Martin Branch come over and get addresses to send resumes and set up interviews for after graduation. It has been a very useful tool for them. Also part-time help during schoo.

"Placement should be a cooperative effort of all agencies concerned and educational facilities."

Our Tennessee Vocational-Technical Schools have done and are doing an excellent job of placing their students. To me, the chief reason for this is the fact that they are thoroughly familiar with the applicants' qualifications.

"In this modern age, it should be a right of each citizen to have access to 'free' job information. To charge an individual for information that may lead him to employment and livelihood is pure larceny."

In speaking and communicating with students in colleges and universities many are unaware of the services available through the public employment services and other community resources. An effective cooperative relationship needs to be developed in order that students can take advantage of the resources available to them. Efforts should be made to introduce students to the "world of work" and community resources prior to post-secondary education and preferably in the elementary grades.

I believe the State Employment Service can work with the various vocational schools, community colleges, etc., in the selection and referral of students for jobs. It would appear that too many agencies and/or schools, etc., are calling on employers.

"It seems that the State Employment Service Agency has been in business for some 42 years and should have the know-how in helping these students."

"All agencies working together can do a better job for applicants."

Under present set up of area vocational-technical schools of the State of Tennessee, placement efforts for the trainees are duplicated by the AVTS and the public employment agencies, often resulting in less advantage job-wise for the students. I have no recommendation as to how the policies of vocational education and the public employment service could be worked out and coordinated to the advantage of the student-trainee, but it needs to be done.

III. SUMMARY OF FINDINGS

The following is a summary of the findings which have been broken down into two sections: (1) findings from tabulated data, and (2) open-ended comments.

The findings from tabulated data have been drawn from Tables 2 through 57 and are broken into four sub-findings: (1) ideal variables which should be done; (2) discrepancies in variables; (3) actual and what is not being done; and (4) variables which were excluded. The open-ended comment section is broken into seven sub-comment sections. The sub-comment sections are (1) counselors' comments; (2) administrators' comments; (3) faculties' comments; (4) students' comments; (5) alumni comments; (6) employers' comments; and (7) employment agencies' comments.

Findings from Tables

All findings from tables are found in this section under four sub-headings. These sub-headings are (1) ideal variables which should be done, (2) discrepancies in variables, (3) actual and what is not being done, and (4) variables which were excluded.

Ideal variables which should be done. Based on Tables 2 through 57 the following summary describes the functions that should be included in a list of functions of a placement office. Table 58 summarizes the

TABLE 58

SUMMARY OF PERCENTAGE OF AGREEMENT OF COUNSELORS TO SIX JOB-PLACEMENT RELATED GROUPS ON "ACTUAL" AND "IDEAL" VARIABLES

		Adm.	Fac.	Stu.	Alum.	Emp'r.	Emp'm.	Ag.	Coun.
1. Your school provides students with job placement services.	Actual	93	93	84	78	98			84
	Ideal	100	100	98	94	97			98
2. The objectives, policies, and functions of the placement service are defined, clearly stated, and provided to all staff members.	Actual	69	54						57
	Ideal	96	90						94*
3. A plan of organization and operation is provided for a placement effort.	Actual	76							70
	Ideal	98							95*
4. The responsibilities of the service and its personnel are clearly defined to the assigned individual.	Actual	69							63
	Ideal	96							98*
5. Personnel, budget, and office space are adequate to implement the plan of organization and operation to achieve the objectives.	Actual	37							26
	Ideal	94							91*
6. The job placement service is carefully integrated with other student personnel services.	Actual	65							65
	Ideal	98							98*
7. The placement director determines placement policy, either as an individual or as a committee member.	Actual	55							59
	Ideal	86							88*
8. The placement effort should limit its services to that of referring students to jobs.	Actual	17							26
	Ideal	23							33*

TABLE 58 (continued)

		Adm.	Fac.	Stu.	Alum.	Emp'r.	Emp'm.	Ag.	Coun.
9. Referral or placement of students in jobs is done mainly by existing community agencies, such as free state services and should not be the responsibility of the school.	Actual	6					55		9
	Ideal	14					52		18
10. Cooperation with employment agencies is maintained.	Actual	95					81		83
	Ideal	100					91		95
11. The personnel responsible for placement possess placement skills and knowledge acquired through training and experience.	Actual	76	73						72
	Ideal	94	96						73
12. The placement staff is large enough to provide the quality and extent of service the school desires or expects from the placement program.	Actual	44	44						43
	Ideal	90	90						90*
13. Faculty are used exclusively to place students.	Actual	16	13	39					17
	Ideal	20	35	71					21
14. If placement personnel are drawn from the teaching or administrative staff, assignments are adjusted to provide adequate time to perform the placement duties involved.	Actual	57	38						44
	Ideal	92	88						88*
15. An attempt is made to inform the community of job placement, including giving speeches to civic and industrial groups.	Actual	89	68						72
	Ideal	100	98						93

TABLE 58 (continued)

		Adm.	Fac.	Stu.	Alum.	Emp'r.	Emp'm.	Ag.	Coun.
16. Faculty are encouraged to inform the placement service about students who may need placement assistance.	Actual	85	70						85
	Ideal	96	90						100
17. Faculty who prefer to place their own students are aided by the placement director.	Actual	85	73						85
	Ideal	100	94						98
18. Faculty keeps up a constant dialogue with employer to assure that the instructional program is serving the needs of the employer.	Actual		73						68
	Ideal		88						100*
19. Alumni are consulted for assistance in placing candidates.	Actual		70		45				55
	Ideal		96		60				98*
20. Alumni are informed that their placement files can be reactivated if they desire.	Actual		67		54				57
	Ideal		94		82				98*
21. Placement in part-time jobs is provided for students.	Actual	89	76	67	66				74
	Ideal	98	98	87	85				95
22. Students are encouraged to use placement facilities.	Actual		88	76	73				89
	Ideal		98	98	92				98
23. Brochures, bulletin boards, school newspapers, etc., publicize the placement service.	Actual	65	54	59	68				52
	Ideal	94	90	82	86				98*
24. Career counseling is made available to each student.	Actual	87	88	90	83				91
	Ideal	100	98	100	86				98
25. Registration for placement service is voluntary, but the placement office should actively and regularly recruit applicants.	Actual	92	72						73
	Ideal	100	84						80

TABLE 58 (continued)

		Adm.	Fac.	Stu.	Alum.	Emp'r.	Emp'm.	Ag.	Coun.
26. The recruitment program brings to the attention of all students information.	Actual		60	64					59
	Ideal		90	88					90*
27. Techniques and fundamentals of interviewing are provided to students.	Actual	81		81	74				78
	Ideal	94		93	89				98
28. Programs on emerging employment fields are presented to students.	Actual	69	67	70	59				56
	Ideal	96	92	86	77				90*
29. Information on employment trends and opportunities are furnished to students and staff.	Actual	74		63	65				69
	Ideal	94		85	88				95*
30. Findings of placement studies, together with implications for instructional guidance program are presented to staff.	Actual	55	47						49
	Ideal	94	90						93*
31. Students are given assistance in preparing for job interviews through group sessions or seminars.	Actual			48	51				57
	Ideal			78	80				93*
32. Prior to job interviews, students are encouraged to study company literature.	Actual			52	30	52			61
	Ideal			81	71	92			93*
33. Recruiting dates are advertised.	Actual			51	60	48			56
	Ideal			80	90	100			90*
34. Attractive displays and free occupational literature are made available to students at a convenient location for them.	Actual			56	72	59			57
	Ideal			86	94	94			93*
35. Job interviews are arranged for applicants.	Actual			77	82	89			85
	Ideal			90	89	94			93

TABLE 58 (continued)

		Adm.	Fac.	Stu.	Alum.	Emp'r.	Emp'm.	Ag.	Coun.
36. Equal placement opportunities are provided for all students.	Actual	84	93	91	86	97			91
	Ideal	96	98	96	100	92			93
37. Candidates are interviewed after placement forms have been filled out in order to confirm data, determine student desires, and assist the students in studying occupational fields.	Actual			63	58	74			44
	Ideal			95	91	94			98*
38. Placement forms are developed which contain personal data, educational history, work experience, official transcripts, grade-point average, and faculty references.	Actual			76	74	74			58
	Ideal			93	97	97			90*
39. Standard forms are developed for letters of reference.	Actual					43			40
	Ideal					79			74*
40. Students are encouraged to confirm their employment with the placement office.	Actual			75	74				78
	Ideal			92	91				95
41. Specific information concerning how credentials are dispensed is made available to persons who register with the placement office.	Actual			61	48				65
	Ideal			85	87				93*
42. Students are informed of ethical practices in accepting or rejecting employment.	Actual			77	68				65
	Ideal			94	97				100*
43. Job listings are actively sought by placement office.	Actual					74			74
	Ideal					100			98*

TABLE 58 (continued)

		Adm.	Fac.	Stu.	Alum.	Emp'r.	Emp'm.	Ag.	Coun.
44. Field visits to employers are made by placement coordinators.	Actual				47	53			70
	Ideal				87	94			98*
45. Field visits to employers are planned, scheduled, and conducted on a regular basis.	Actual	46				35	63		42
	Ideal	83				82	95		95*
46. Prospective employers are sent standardized forms to list vacancies.	Actual	9			27				13
	Ideal	82			74				73*
47. An attempt is made to bring the best qualified student and employer together.	Actual			79	86	86			84
	Ideal			93	97	100			98
48. Computers are used to assist in matching students with job openings.	Actual					21			6
	Ideal					73			56*
49. The application form expedites selection of candidates for referral to work opportunities.	Actual					80			49
	Ideal					94			85*
50. Information recorded on the job order form (i.e., help-wanted) gives a detailed description of the job and qualifications required of the applicant.	Actual			56	56	71			40
	Ideal			89	93	91			88*
51. The order form gives the placement worker essential data for accurate referral of an applicant and facilitates his use of the application file for selection of a suitable candidate.	Actual					73			39
	Ideal					94			90*
52. Advisory Committees are used in the placement of graduates.	Actual	65			36				54
	Ideal	83			81				88*

TABLE 58 (continued)

		Adm.	Fac.	Stu.	Alum.	Emp'r.	Emp'm. Ag.	Coun.
53. Results of job referrals are promptly verified with the applicant and employer.	Actual			65		71		58
	Ideal			90		94		95*
54. Follow-up studies are conducted to determine how employed alumni are functioning and if the graduates possessed adequate skills for the job.	Actual	83	88	77	79	58		76
	Ideal	100	98	95	94	94		100*
55. After follow-up studies have been examined and the curriculum has been evaluated, results are made available to students and faculty.	Actual			61		57		55
	Ideal			85		97		94*
56. Reports are prepared to identify and summarize placement activities and results for students, faculty, and general public.	Actual	51	54	59		59		38
	Ideal	88	96	85		97		89*

*Indicates significant difference between "actual" and "ideal" data among counselors. (See section on "Discrepancies in Variables.")

NOTE: Adm. = Administrator; Fac. = Faculty; Stu. = Student; Alum. = Alumni; Emp'r. = Employer; Emp'm. Ag. = Employment Agency; and Coun. = Counselors.

percentage of agreement of counselors to six job-placement related groups on "ideal" variables. There were 52 of the 56 variables that received a percentage of agreement equal to or greater than 66 percent.

The summary of findings is broken into five sub-categories for clarity. The sections are organization, supportive groups, materials and forms, techniques, and evaluation.

Organization. There were eight variables which were classified as organizational. The variable numbers were 1, 2, 3, 4, 5, 7, 11, and 12. The eight variables are as follows:

(1) Your school provides students with job placement service.

*(2) The objectives, policies, and functions of the placement service are defined, clearly stated, and provided to all staff members.

*(3) A plan of organization and operation is provided for a placement effort.

*(4) The responsibilities of the service and its personnel are clearly defined to the assigned individual.

*(5) Personnel, budget, and office space are adequate to implement the plan of organization and operation and to achieve the objectives.

*(7) The placement director determines placement policy, either as an individual or as a committee member.

NOTE: Numbers within brackets indicate variable number and the asterisk (*) indicates those variables which showed significant difference between "actual" and "ideal" data (see section on "Discrepancies in Variables").

(11) The personnel responsible for placement possess placement skills and knowledge acquired through training and experience.

*(12) The placement staff is large enough to provide the quality and extent of service the school desires or expects from the placement program.

Supportive groups. Seven variables fell under the classification of supportive groups. These variables are 6, 10, 14, 15, 17, 19, and 52 and are listed below.

*(6) The job-placement service is carefully integrated with other student personnel services.

(10) Cooperation with employment agencies is maintained.

*(14) If placement personnel are drawn from the teaching or administrative staff, assignments are adjusted to provide adequate time to perform the placement duties involved.

(15) An attempt is made to inform the community of job-placement, including giving speeches to civic and industrial groups.

(17) Faculty who prefer to place their own students are aided by the placement director.

*(19) Alumni are consulted for assistance in placing candidates.

*(52) Advisory committees are used in the placement of graduates.

Materials and forms. There were eight variables which were classified as materials and forms. These variables, numerically, are 23, 28, 29, 38, 39, 49, 50, and 51. The eight variables are listed as follows:

*(23) Brochures, bulletin boards, school newspapers, etc., publicize the placement service.

*(28) Programs on emerging employment fields are presented to students.

*(29) Information on employment trends and opportunities are furnished to students and staff.

*(38) Placement forms are developed which contain personal data, educational history, work experience, official transcripts, grade point average, and faculty references.

*(39) Standard forms are developed for letters of reference.

*(49) The application form expedites selection of candidates for referral to work opportunities.

*(50) Information recorded on the job order (i.e., help wanted) gives a detailed description of the job and qualifications required of the applicant.

*(51) The order form gives the placement worker essential data for accurate referral of applicant and facilitates his use of the application file for selection of a suitable candidate.

Techniques. The following 23 variables were classified as techniques used in the placement office. The variable numbers are 16, 18, 20, 21, 22, 24, 25, 26, 27, 31, 32, 33, 34, 35, 37, 40, 41, 42, 43, 44, 45, 46, and 47. They are listed below.

(16) Faculty are encouraged to inform the placement service about students who may need placement assistance.

*(18) Faculty keeps up a constant dialogue with employer to assure that the instructional program is serving the needs of the employer.

*(20) Alumni are informed that their placement files can be reactivated if they desire.

(21) Placement in part-time jobs is provided for students.

(22) Students are encouraged to use placement facilities.

(24) Career counseling is made available to each student.

(25) Registration for placement service is voluntary, but the placement office should actively and regularly recruit applicants.

*(26) The recruitment program brings to the attention of all students information about the placement service.

(27) Techniques and fundamentals of interviewing are provided to students.

*(31) Students are given assistance in preparing for job interviews through group sessions or seminars.

*(32) Prior to job interviews, students are encouraged to study company literature.

*(33) Recruiting dates are advertised.

*(34) Attractive displays and free occupational literature are made available to students at a convenient location for them.

(35) Job interviews are arranged for applicants.

*(37) Candidates are interviewed after placement forms have been filled out in order to confirm data, determine student desires, and assist the students in studying occupational fields.

(40) Students are encouraged to confirm their employment with the placement office.

*(41) Specific information concerning how credentials are dispensed are made available to persons who register with the placement office.

*(42) Students are informed of ethical practices in accepting or rejecting employment.

*(43) Job listings are actively sought by placement office.

*(44) Field visits to employers are made by placement coordinators.

*(45) Field visits to employers are planned, scheduled, and conducted on a regular basis.

*(46) Prospective employers are sent standardized forms to list vacancies.

(47) An attempt is made to bring the best qualified student and employer together.

Evaluations. There were six variables which were, because of their content, classified as evaluations. The variables are 30, 36, 53, 54, 55, and 56. They are listed below:

*(30) Findings of placement studies, together with implications for the instructional guidance program are presented to staff.

(36) Equal placement opportunities are provided for all students.

*(53) Results of job referrals are promptly verified with the applicant and employer.

*(54) Follow-up studies are conducted to determine how employed alumni are functioning and if the graduates possessed adequate skills for the job.

*(55) After follow-up studies have been examined and the curriculum has been evaluated, results are available to students and faculty.

*(56) Reports are prepared to identify and summarize placement activities and results for students, faculty, and general public.

Discrepancies in variables. The portion of the study which dealt with discrepancies in variables examined the "actual" versus "ideal" data from the instrument among counselors. Using the chi-square analysis technique to discover if any significant difference existed between the "actual" and "ideal" data and using a level of confidence of .01, there were 38 significant variables. All the variables were included under the section on "Ideal variables which should be done" and each received an asterisk in Table 58 (page 137) to indicate the discrepancies. The number of variables that showed a significant difference between "actual" and "ideal" adds to the data which supports the need for the variable to be included in the function list.

"Actual" and what is not being done. Of the 52 variables that received a 66 percentage of agreement on what ideally should be done as determined by the seven job-placement related groups, it was found that twelve were not being done 50 percent of the time (see Table 58). The "actual data had to have a simple majority to be considered being done. Data for twelve variables showed that in actual situations more than 50 percent of the schools did not use or work with the variable. The variables were 5, 12, 14, 30, 37, 39,

45, 46, 49, 50, 51, and 56. The variables are listed below.

(5) Personnel, budget, and office space are adequate to implement the plan of organization and operation and to achieve the objectives.

(12) The placement staff is large enough to provide the quality and extent of service the school desires or expects from the placement program.

(14) If placement personnel are drawn from the teaching or administrative staff, assignments are adjusted to provide adequate time to perform the placement duties involved.

(13) Findings of placement studies, together with implications for the instructional guidance program are presented to staff.

(37) Candidates are interviewed after placement forms have been filled out in order to confirm data, determine student desires, and assist the students in studying occupational fields.

(39) Standard forms are developed for letters of reference.

(45) Field visits to employers are planned, scheduled, and conducted on a regular basis.

(46) Prospective employers are sent standardized forms to list vacancies.

(49) The application form expedites selection of candidates for referral to work opportunities.

(50) Information recorded on the job order (i.e., help wanted) gives a detailed description of the job and qualifications required of the applicant.

(51) The order form gives the placement worker essential data for accurate referral of an applicant and facilitates his use of the application file for selection of a suitable candidate.

(56) Reports are prepared to identify and summarize placement activities and results for students, faculty, and general public.

Variables which were excluded. Of the 56 variables in Table 58 (page 137), only 4 were excluded from the list of functions of a placement office. Variables 8, 9, 13, and 48 were rejected with less than 66 percentage of agreement. These variables are listed below.

(8) The placement effort should limit its services to that of referring students to jobs.

(9) Referral or placement of students in jobs is done mainly by existing community agencies, such as free state services and should not be the responsibility of the school.

(13) Faculty are used exclusively to place students.

(48) Computers are used to assist in matching students with job openings.

Summary of Open-Ended Questions

The following is a brief summary of each of the job-placement related groups' comments offered in the open-ended section of the questionnaire. The seven groups are counselors, administrators, faculty, students, alumni, employers, and employment agencies.

Counselors' comments. Generally, the counselors were concerned with staff and funds being made available to do a proper job with job-placement. Some counselors pointed out their school had no service or limited service on an informal basis. A few counselors expressed concern for the number of hats they wore to do their jobs.

Administrators' comments. General attitudes of administrators ranged from "we'll do what we need to do to get the job done" to "budget and office space are not adequate--personnel are." No direct commitment was expressed by any administrator. Several stated they were starting a job-placement service.

Faculties' comments. Faculty expressed concern for the lack of placement service or specific person designated to perform that service. There was desire for a publication on student placement and concern for equal placement opportunities for graduates with unequal background and ability.

Students' comments. Students expressed feelings of joy with their education. Some comments were expressed about the lack of job-placement services. Concern was expressed about the availability of jobs. Some students were not aware of job-placement services and could not answer some of the questions.

Alumni comments. Alumni expressions ranged from "There was no placement service" to "The placement officer helped me get my job." One alumni felt that alumni should be used to advise students. Some alumni thought training in techniques used in getting a job, such as interviewing techniques, would be beneficial to students.

Employers' comments. Employers felt students should have more career counseling to enable them to better understand the vocation the student is about to enter. Some employers were not familiar with job-placement practices but felt that establishing good practices would be helpful.

Employment agencies' comments. The employment agencies felt that the students graduating from post-secondary schools limit their exposure to possible job opportunities. Agencies express a willingness to work together with post-secondary schools, but some encourage schools to maintain the school efforts in placement.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This research was done primarily to determine what job placement functions were taking place and what should be taking place in post-secondary education in the State of Tennessee. The investigation contained the following elements: (1) comparison of job-placement officers' interpretation of functions as opposed with other groups' interpretations; (2) a comparison of job-placement officers' "actual" interpretation of job placement functions as opposed to the "ideal" placement office functions; and (3) a collection of respondents' open-ended comments by groups.

I. SUMMARY OF PROCEDURES USED

The population of the study consisted of 325 individuals related with job-placement services in post-secondary education in Tennessee. There were 47 counselors or placement directors from 34 post-secondary educational institutions from Tennessee. In the same 34 schools, there were 55 administrators, 55 faculty, 57 students, and 42 alumni. Forty-eight employers of graduates from post-secondary schools in Tennessee participated. Twenty-five public employment agencies for the State of Tennessee were involved in this study.

The investigator compiled a tentative list of functions for a job-placement officer from a review of the related literature. The list

was subsequently submitted to a jury of specialists, selected for their knowledge of different aspects of placement, for the purpose of obtaining group consensus as to functions essential to placement officers in the state. Having the input of this jury of specialists on the questionnaire ascertained a survey which contained applicable and valid questions.

A combination nominal and Likert-type survey instrument was developed to study the "actual" and "ideal" functions, respectively. A pilot study was conducted to check the reliability of the instrument. There were 18 people involved in the pilot study. The test for reliability was conducted using the Craunback-alpha technique with the coefficient of reliability found to be .92 and .96 on the "actual" and "ideal" questions, respectively.

The data for the investigation were obtained through mailed responses. A follow-up remailing was done when there was no response; and if this produced no response, a phone call was placed to the addressee. This type study needed the cooperation of every one of the administrative leaders in the 38 schools; therefore, a cover letter from the Assistant Commissioner for Vocational Education asking for their support was used. The original population size was 584 with 324 participating; this accounted for 56 percent. Due to the nature of the different populations, such as the students, alumni, and employers, the number in the population was considered sufficient.

A percent of agreement technique was used analyzing "actual" and "ideal" variables. A 50 percent and 66 percent of agreement was used for "actual" and "ideal" variables, respectively. These percentages

were used to determine if it was being done or should be done. If a percentage of a variable was higher than the figures mentioned, it was assumed it was done or should be done. The chi-square test was utilized to back up the findings and act as supportive data. The level of significance chosen was .01.

II. SUMMARY OF FINDINGS

Based on the study data, the following appears to be pertinent.

Analysis of Variables

Based on the previous tables representing the reactions to the 56 variables, the following summary describes the functions that should be included in a list of functions of a job placement office. Fifty-two (52) of the 56 variables were selected as "should be done." Of the 52 selected variables, 37 variables were significant at the .01 level of significance using the chi-square statistical technique. The significance pointed out the discrepancies of what was actually being done and what should be done in the job-placement service. The 37 variables have been marked with an asterisk in each of the five sub-groups which follow below. There were 12 actual variables that received less than 50 percent agreement which indicated that less than 50 percent of the schools were using this variable.

Organization.

1. Your school provides students with job placement services.

*2. The objectives, policies, and functions of the placement

service are defined, clearly stated, and provided to all staff members.

*3. A plan of organization and operation is provided for a placement effort.

*4. The responsibilities of the service and its personnel are clearly defined to assigned individual.

*5. Personnel, budget, and office space are adequate to implement the plan of organization and operation and to achieve the objectives.

*6. The placement director determines placement policy, either as an individual or as a committee member.

7. The personnel responsible for placement possess placement skills and knowledge acquired through training and experience.

*8. The placement staff is large enough to provide the quality and extent of service the school desires or expects from the placement program.

Supportive groups.

*1. The job-placement service is carefully integrated with other student personnel services.

2. Cooperation with employment agencies is maintained.

*3. If placement personnel are drawn from the teaching or administrative staff, assignments are adjusted to provide adequate time to perform the placement duties involved.

4. An attempt is made to inform the community of job-placement, including giving speeches to civic and industrial groups.

5. Faculty who prefer to place their own students are aided by the placement director.

*6. Alumni are consulted for assistance in placing candidates.

*7. Advisory committees are used in the placement of graduates.

Materials and forms.

*1. Brochures, bulletin boards, school newspapers, etc., publicize the placement service.

*2. Programs on emerging employment fields are presented to students.

*3. Information on employment trends and opportunities are furnished to students and staff.

*4. Placement forms are developed which contain personal data, educational history, work experience, official transcripts, grade point average, and faculty references.

*5. Standard forms are developed for letters of reference.

*6. The application form expedites selection of candidates for referral to work opportunities.

*7. Information recorded on the job order (i.e., help wanted) gives a detailed description of the job and qualifications required of the applicant.

*8. The order form gives the placement worker essential data for accurate referral of applicant and facilitates his use of the application file for selection of a suitable candidate.

Techniques.

1. Faculty are encouraged to inform the placement service about students who may need placement assistance.

*2. Faculty keeps up a constant dialogue with employer to assure that the instructional program is serving the needs of the employer.

*3. Alumni are informed that their placement files can be reactivated if they desire.

4. Placement in part-time jobs is provided for students.

5. Students are encouraged to use placement facilities.

6. Career counseling is made available to each student.

7. Registration for placement service is voluntary, but the placement office should actively and regularly recruit applicants.

*8. The recruitment program brings to the attention of all students information about the placement service.

9. Techniques and fundamentals of interviewing are provided to students.

*10. Students are given assistance in preparing for job interviews through group sessions or seminars.

*11. Prior to job interviews, students are encouraged to study company literature.

*12. Recruiting dates are advertised.

*13. Attractive displays and free occupational literature are made available to students at a convenient location for them.

14. Job interviews are arranged for applicants.

*15. Candidates are interviewed after placement forms have been filled out in order to confirm data, determine student desires, and assist the students in studying occupational fields.

16. Students are encouraged to confirm their employment with the placement office.

*17. Specific information concerning how credentials are dispensed are made available to persons who register with the placement office.

*18. Students are informed of ethical practices in accepting or rejecting employment.

*19. Job listings are actively sought by placement office.

*20. Field visits to employers are made by placement coordinators.

*21. Field visits to employers are planned, scheduled, and conducted on a regular basis.

*22. Prospective employers are sent standardized forms to list vacancies.

23. An attempt is made to bring the best qualified student and employer together.

Evaluation.

*1. Findings of placement studies, together with implications for the instructional guidance program are presented to staff.

2. Equal placement opportunities are provided for all students.

*3. Results of job-referrals are promptly verified with the applicant and employer.

*4. Follow-up studies are conducted to determine how employed alumni are functioning and if the graduates possessed adequate skills for the job.

*5. After follow-up studies have been examined and the curriculum has been evaluated, results are available to students and faculty.

*6. Reports are prepared to identify and summarize placement activities and results for students, faculty, and general public.

In summary, there were 56 variables investigated in this study. Of these, 52 variables were selected as functions which should be part of the services of a job-placement office in post-secondary education in the State of Tennessee. Of the 52 selected variables, 37 variables showed a significant difference between "actual" and "ideal" data or from what was actually being done and what counselors thought should be done.

III. OPEN-ENDED COMMENTS

The seven groups which were related to job placement were concerned about the availability of a job-placement service. Counselors were concerned about staff and funds being made available. Administrators were concerned with budget and office space but indicated that job-placement was being done. Faculty expressed concern for no placement service or no specific person designated to perform the service. Students expressed their concern about the lack of job-placement services. Also, students were concerned about the availability of jobs and some were not aware of job-placement services. Alumni expressions ranged from

"there was no placement service" to "the placement officer helped me get my job." Employers were concerned about career counseling of students to make them aware of the vocation the student is about to enter. Employment agencies expressed a willingness to work together.

All groups which were related to job placement felt that more could be done for students in the way of job-placement services. The services could be from "establishing a placement service" to "improving what exists."

IV. CONCLUSIONS

The conclusions reached from this study are applicable to the State of Tennessee. After careful consideration, based on the results of findings and high degree of agreement, the following conclusions were reached:

1. There was a high level of agreement among counselors, administrators, faculty, students, alumni, employers, and employment agencies that something more should be done about job-placement service than is presently being done in post-secondary education in Tennessee.
2. There was no truly strong area such as organization, materials, techniques, and evaluation in job-placement services in Tennessee post-secondary education.
3. There was a general desire for a system or set of guidelines for job placement to be used by post-secondary education in Tennessee.

4. Job placement received a low priority in post-secondary education in Tennessee.
5. Job placement should place more emphasis in the areas of career counseling, follow-up on curriculum and students, coordination with public employment agencies, and continual contact with industry.
6. Open-ended comment data does not seem to back the level of agreement found from "actual" data. The discrepancy would indicate that the "actual" data received a higher level of confidence than the open-ended comment would indicate.

V. RECOMMENDATIONS

Recommendations which appear pertinent, based on the findings of this study, are as follows:

1. The State of Tennessee needs to evaluate its job-placement programs in post-secondary education throughout the State. It is recommended that major responsibilities and guidelines for job-placement be established.
2. There is a definite need in the State of Tennessee to establish minimum guidelines. The source of these guidelines could be the significant findings of this study and of other current studies (i.e., Establish a Student Placement Service and Coordinate Follow-Up Studies, Ohio State University, 1977), and the goals of Vocational-Technical Education as established by the Amendments to the Vocational-Technical Act, 1976.

3. The recommendation is made that the State of Tennessee, Department of Education, makes a concentrated study in each function area (i.e., organization, supportive groups, materials and forms, techniques, and evaluation). Data collected by the interviewer technique in order to receive a direct response to questions, avoiding a random marking by those questioned. Information gathered by a State study would be more comprehensive and conclusive than a study done by an individual with limited resources.
4. It is recommended that there be close interaction between State Employment agencies and State of Tennessee post-secondary school placement offices on two levels. Level one would be in establishing guidelines for placement services in the schools. Level two would be in working more closely with the State Employment agencies in seeking job prospects and placing graduates in positions located.
5. It is recommended that the State of Tennessee make funds available to establish placement services for graduates of all post-secondary schools in the State of Tennessee.

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APPENDICES

APPENDIX A

LIST OF JURY SPECIALISTS

LIST OF JURY SPECIALISTS

Robert Burnett
Superintendent
Area Vocational School
Athens, Tennessee

Dr. Jackie Elliot
Assistant Professor, T & I
Sam Houston State University
Huntsville, Texas

Charles Graves
Associate Research, RCU
The University of Tennessee

Dr. Jerry LeBorde
Associate Professor
Vocational-Technical Department
The University of Tennessee

Howard Lumsden
Director of Placement
The University of Tennessee

Dr. Ferris Jordon
Coordinator Manpower (CETA)
Project, TVA
Knoxville, Tennessee

Dr. John Peters
Associate Professor, Continuing
and Higher Education Department
The University of Tennessee

Professor Joe Reed
Vocational-Technical Department
The University of Tennessee

Dr. James Slusher
Assistant Professor, D. E.
University of Georgia
Athens, Georgia

Dr. Jerl Ubben
Professor, Educational Administration
and Supervision Department
The University of Tennessee

Dr. George Wiegers, Jr.
Professor
Vocational-Technical Department
The University of Tennessee

APPENDIX B

QUESTIONNAIRES

COUNSELOR OR
PLACEMENT OFFICER

The job placement service activities in post-secondary education needs to be understood and communicated among the schools in Tennessee. To find out what is being done and what should be done the following statements need your comments.

Please indicate by two check marks of each item, first, whether it does or does not characterize your job placement service, and second, whether you think the characteristic is needed.

Please use the comment section for any comments you wish to make concerning the characteristics list or about an ideal placement service.

SA = Strongly Agree
A = Agree
D = Disagree
SD = Strongly Disagree

		Actual		What is Needed Ideal			
		Yes	No	SA	A	D	SD
1.	Your school provides students with job placement services.	___	___				
2.	The objectives, policies, and functions of the placement service are defined, clearly stated, and provided to all staff members.	___	___				
3.	A plan of organization and operation is provided for a placement effort.	___	___				
4.	The responsibilities of the service and its personnel are clearly defined to the assigned individual.	___	___				
5.	Personnel, budget, and office space are adequate to implement the plan of organization and operation and to achieve the objectives.	___	___				
6.	The job placement service is carefully integrated with other student personnel services.	___	___				
7.	The placement director determines placement policy, either as an individual or as a committee member.	___	___				
8.	The placement effort should limit its services to that of referring students to jobs.	___	___				
9.	Referral or placement of students in jobs is done mainly by existing community agencies, such as free state services and should not be the responsibility of the school.	___	___				
10.	Cooperation with employment agencies is maintained.	___	___				
11.	The personnel responsible for placement possess placement skills and knowledge acquired through training and experience.	___	___				
12.	The placement staff is large enough to provide the quality and extent of service the school desires or expects from the placement program.	___	___				
13.	Faculty are used exclusively to place students.	___	___				
14.	If placement personnel are drawn from the teaching or administrative staff, assignments are adjusted to provide adequate time to perform the placement duties involved.	___	___				
15.	An attempt is made to inform the community of job placement, including giving speeches to civic and industrial groups.	___	___				
16.	Faculty are encouraged to inform the placement service about students who may need placement assistance.	___	___				
17.	Faculty who prefer to place their own students are aided by the placement director.	___	___				
18.	Faculty keeps up a constant dialogue with employer to assure that the instructional program is serving the needs of the employer.	___	___				
19.	Alumni are consulted for assistance in placing candidates.	___	___				
20.	Alumni are informed that their placement files can be reactivated if they desire.	___	___				
21.	Placement in part-time jobs is provided for students.	___	___				
22.	Students are encouraged to use placement facilities.	___	___				
23.	Brochures, bulletin boards, school newspapers, etc., publicize the placement service.	___	___				
24.	Career counseling is made available to each student.	___	___				
25.	Registration for placement service is voluntary, but the placement office should actively and regularly recruit applicants.	___	___				

COUNSELOR OR PLACEMENT OFFICER

		Actual		What is Needed Ideal			
		Yes	No	SA	A	D	SD
26.	The recruitment program brings to the attention of all students information about the placement service.	___	___				
27.	Techniques and fundamentals of interviewing are provided to students.	___	___				
28.	Programs on emerging employment fields are presented to students.	___	___				
29.	Information on employment trends and opportunities are furnished to students and staff.	___	___				
30.	Findings of placement studies, together with implications fof the instructional guidance program are presented to staff.	___	___				
31.	Students are given assistance in preparing for job interviews through group sessions or seminars.	___	___				
32.	Prior to job interviews, students are encouraged to study company literature.	___	___				
33.	Recruiting dates are advertised.	___	___				
34.	Attractive displays and free occupational literature are made available to students at a convenient location for them.	___	___				
35.	Job interviews are arranged for applicants.	___	___				
36.	Equal placement opportunities are provided for all students.	___	___				
37.	Candidates are interviewed after placement forms have been filled out in order to confirm data, determine student desires, and assist the students in studying occupational fields.	___	___				
38.	Placement forms are developed which contain personal data, educational history, work experience, official transcripts, grade-point average, and faculty references.	___	___				
39.	Standard forms are developed for letters of reference.	___	___				
40.	Students are encouraged to confirm their employment with the placement office.	___	___				
41.	Specific information concerning how credentials are dispensed is made available to persons who register with the placement office.	___	___				
42.	Students are informed of ethical practices in accepting or rejecting employment.	___	___				
43.	Job listings are actively sought by placement office.	___	___				
44.	Field visits to employers are made by placement coordinators.	___	___				
45.	Field visits to employers are planned, scheduled, and conducted on a regular basis.	___	___				
46.	Prospective employers are sent standardized forms to list vacancies.	___	___				
47.	An attempt is made to bring the best qualified student and employer together.	___	___				
48.	Computers are used to assist in matching students with job openings.	___	___				
49.	The application form expedites selection of candidates for referral to work opportunities.	___	___				
50.	Information recorded on the job order form (i.e., help-wanted) gives a detailed description of the job and qualifications required of the applicant.	___	___				
51.	The order form gives the placement worker essential data for accurate referral of an applicant and facilitates his use of the application file for selection of a suitable candidate.	___	___				
52.	Advisory Committees are used in the placement of graduates.	___	___				
53.	Results of job referrals are promptly verified with the applicant and employer.	___	___				
54.	Follow-up studies are conducted to determine how employed alumni are functioning and if the graduates possessed adequate skills for the job.	___	___				

COUNSELOR OR PLACEMENT OFFICER

	Actual		What is Needed Ideal			
	Yes	No	SA	A	D	SD
55. After follow-up studies have been examined and the curriculum has been evaluated, results are made available to students and faculty.	___	___				
56. Reports are prepared to identify and summarize placement activities and results for students, faculty, and general public.	___	___				

COMMENTS:

ADMINISTRATOR

The job placement service activities in post-secondary education needs to be understood and communicated among the schools in Tennessee. To find out what is being done and what should be done the following statements need your comments.

Please indicate by two check marks of each item, first, whether it does or does not characterize your job placement service, and second, whether you think the characteristic is needed

Please use the comment section for any comments you wish to make concerning the characteristics list or about an ideal placement service.

SA = Strongly Agree
A = Agree
D = Disagree
SD = Strongly Disagree

		Actual		What is Needed Ideal			
		Yes	No	SA	A	D	SD
1.	Your school provides students with job placement services.	___	___				
2.	The objectives, policies, and functions of the placement service are defined, clearly stated, and provided to all staff members.	___	___				
3.	A plan of organization and operation is provided for a placement effort.	___	___				
4.	The responsibilities of the service and its personnel are clearly defined to the assigned individual.	___	___				
5.	Personnel, budget, and office space are adequate to implement the plan of organization and operation and to achieve the objectives.	___	___				
6.	The job placement service is carefully integrated with other student personnel services.	___	___				
7.	The placement director determines placement policy, either as an individual or as a committee member.	___	___				
8.	The placement effort should limit its services to that of referring students to jobs.	___	___				
9.	Referral or placement of students in jobs is done mainly by existing community agencies, such as free state services and should not be the responsibility of the school.	___	___				
10.	Cooperation with other employment agencies is maintained.	___	___				
11.	The personnel responsible for placement possesses placement skills and knowledge acquired through training and experience.	___	___				
12.	The placement staff is large enough to provide the quality and extent of service the school desires or expects from the placement program.	___	___				
13.	Faculty are used exclusively to place students.	___	___				
14.	If placement personnel are drawn from the teaching or administrative staff, assignments are adjusted to provide adequate time to perform the placement duties involved.	___	___				
15.	An attempt is made to inform the community of job placement, including giving speeches to civis and industrial groups.	___	___				
16.	Faculty are encouraged to inform the placement service about students who may need placement assistance.	___	___				
17.	Faculty who prefer to place their own students are aided by the placement director.	___	___				
18.	Placement in part-time jobs is provided for students.	___	___				
19.	Students are encouraged to use placement facilities.	___	___				
20.	Brochures, bulletin boards, school newspapers, etc., publicize the placement service.	___	___				
21.	Career counseling is made available to each student.	___	___				
22.	Registration for placement service is voluntary, but the placemet office should actively and regularly recruit applicants.	___	___				
23.	Techniques and fundamentals of interviewing are provided to students.	___	___				
24.	Programs on emerging employment fields are presented to students.	___	___				
25.	Information on employment trends and opportunities are furnished to students and staff.	___	___				

ADMINISTRATOR

		Actual		What is Needed Ideal			
		Yes	No	SA	A	D	SD
26.	Findings of placement studies, together with implications for the instructional and guidance program are presented to the staff.	___	___				
27.	Equal placement opportunities are provided for all students.	___	___				
28.	Field visits to employers are made by placement coordinators.	___	___				
29.	Field visits to employers are planned, scheduled, and conducted on a regular basis.	___	___				
30.	Prospective employers are sent standardized forms to list vacancies.	___	___				
31.	Advisory committees are used in the placement of graduates.	___	___				
32.	Follow-up studies are conducted to determine how employed alumni are functioning and if the graduates possessed adequate skills for the job.	___	___				
33.	After follow-up studies have been examined and the curriculum has been evaluated, results are made available to students and faculty.	___	___				
34.	Reports are prepared to identify and summarize placement activities and results for students, faculty, and general public.	___	___				

COMMENTS:

FACULTY

The job placement service activities in post-secondary education needs to be understood and communicated among the schools in Tennessee. To find out what is being done and what should be done the following statements need your comments.

Please indicate by two check marks of each item, first, whether it does or does not charactrize your job placement service, and second, whether you think the characteristic is needed.

Please use the comment section for any comments you wish to make concerning the characteristics list or about an ideal placement service.

SA = Strongly Agree
A = Agree
D = Disagree
SD = Strongly Disagree

		Actual		What is Needed Ideal			
		Yes	No	SA	A	D	SD
1.	Your school provides students with job placement services.	___	___				
2.	The objectives, policies, and functions of the placement service are defined, clearly stated, and provided to all staff members.	___	___				
3.	The personnel responsible for placement posseses placement skills and knowledge acquired through training and experience.	___	___				
4.	The placement staff is large enough to provide the quality and extent of service the school desires or expects from the placement program.	___	___				
5.	Faculty are used exclusively to place students.	___	___				
6.	If placement personnel are drawn from the teaching or administrative staff, assignments are adjusted to provide adequate time to perform the placement duties involved.	___	___				
7.	An attempt is made to inform the community job placement, including giving speeches to civic and industrial groups.	___	___				
8.	Faculty are encouraged to inform the placement service about students who may need placement assistance.	___	___				
9.	Faculty who prefer to place their own students are aided by the placement director.	___	___				
10.	Faculty keeps up a constant dialogue with employers to assure that the instructional program is serving the needs of the employer.	___	___				
11.	Alumni are consulted for assistance in placing candidates.	___	___				
12.	Alumni are informed that their placement files can be reactivated if they desire.	___	___				
13.	Placement in part-time jobs is provided for students.	___	___				
14.	Students are encouraged to use placement facilities.	___	___				
15.	Brochures, bulletin boards, school newspapers, etc., publicize the placement service.	___	___				
16.	Career counseling is made available to each student.	___	___				
17.	Registration for placement service is voluntary, but the placement office should actively and regularly recruit applicants.	___	___				
18.	The recruitment program brings to the attention of all students information about the placement service.	___	___				
19.	Programs on emerging employment fields are presented to students.	___	___				
20.	Findings of placement studies, together with implications for the instructional and guidance program are presented to staff.	___	___				
21.	Equal placement opportunities are provided for all students.	___	___				
22.	Follow-up studies are conducted to determine how employed alumni are functioning and if the graduates possessed adequate skills for the job.	___	___				
23.	Reports are prepared to identify and summarize placement activities and results for students, faculty, and general public.	___	___				

COMMENTS: (Use reverse side, if needed.)

STUDENT

The job placement service activities in post-secondary education needs to be understood and communicated among the schools in Tennessee. To find out what is being done and what should be done the following statements need your comments.

Please indicate by two check marks of each item, first, whether it does or does not characterize your job placement service, and second, whether the characteristic is needed.

Please use the comment section for any comments you wish to make concerning the characteristic list or about an ideal placement service.

SA = Strongly Agree
A = Agree
D = Disagree
SD = Strongly Disagree

		Actual		
		Yes	No	SA
1.	Your school provides students with job placement services.	___	___	
2.	Faculty are used exclusively to place students.	___	___	
3.	Placement in part-time jobs is provided the students.	___	___	
4.	Students are encouraged to use placement facilities.	___	___	
5.	Brochures, bulletin boards, school newspapers, etc., publicize the placement service.	___	___	
6.	Career counseling is made available to each student.	___	___	
7.	The recruitment program brings to the attention of all students information about the placement service.	___	___	
8.	Techniques and fundamentals of interviewing are provided to students.	___	___	
9.	Programs on emerging employment fields are presented to students.	___	___	
10.	Information on employment trends and opportunities are furnished to students and staff.	___	___	
11.	Students are given assistance in preparing for job interviews through group sessions or seminars.	___	___	
12.	Prior to job interviews students are encouraged to study company literature.	___	___	
13.	Recruiting dates are advertised.	___	___	
14.	Attractive displays and free occupational literature are made available to students at a convenient location for them.	___	___	
15.	Job interviews are arranged for applicants.	___	___	
16.	Equal placement opportunities are provided for all students.	___	___	
17.	Candidates are interviewed after placement forms have been filled out in order to confirm data, determine student desires, and assist the students in studying occupational fields.	___	___	
18.	Placement forms are developed which contain personal data, educational history, work experience, official transcripts, grade-point average, and faculty references.	___	___	
19.	Students are encouraged to confirm their employment with the placement office.	___	___	
20.	Specific information concerning how credentials are dispensed is made available to persons who register with the placement office.	___	___	
22.	An attempt is made to bring the best qualified student and employer together.	___	___	
23.	Information recorded on the job order form (i.e., help-wanted) gives a detailed description of the job and qualifications required of the applicant.	___	___	
24.	Results of job referrals are promptly verified with the applicant and employer.	___	___	
25.	Follow-up studies are conducted to determine how employed alumni are functioning and if the graduates possessed adequate skills for the job.	___	___	
26.	After follow-up studies have been examined and the curriculum has been evaluated, results are made available to students and faculty.	___	___	
27.	Reports are prepared to identify and summarize placement activities and results for students, faculty, and general public.	___	___	

COMMENTS: (Use reverse side, if necessary.)

ALUMNI

The job placement service activities in post-secondary education needs to be understood and communicated among the schools in Tennessee. To find out what is being done and what should be done the following statements need your comments.

Please indicate by two check marks of each item, first, whether it does or does not characterize your job placement service, and second, whether you think the characteristic is needed.

Please use the comment section for any comments you wish to make concerning the characteristics list or about an ideal placement service.

SA = Strongly Agree
A = Agree
D = Disagree
SD = Strongly Disagree

		Actual		What Is Needed Ideal			
		Yes	No	SA	A	D	SD
1.	Your school provides students with job placement services.	___	___				
2.	Faculty are used exclusively to place students.	___	___				
3.	Alumni are consulted for assistance in placing candidates.	___	___				
4.	Alumni are informed that their placement files can be reactivated if they desire.	___	___				
5.	Placement in part-time jobs is provided for students.	___	___				
6.	Students are encouraged to use placement facilities.	___	___				
7.	Brochures, bulletin boards, school newspapers, etc., publicize the placement service.	___	___				
8.	Career counseling is made available to each student.	___	___				
9.	Techniques and fundamentals of interviewing are provided to students.	___	___				
10.	Programs on emerging employment fields are presented to students.	___	___				
11.	Information on employment trends and opportunities are furnished to students and staff.	___	___				
12.	Students are given assistance in preparing for job interviews through group sessions or seminars.	___	___				
13.	Prior to job interviews, students are encouraged to study company literature.	___	___				
14.	Recruiting dates are advertised.	___	___				
15.	Attractive displays and free occupational literature are made available to students at a convenient location for them.	___	___				
16.	Job interviews are arranged for applicants.	___	___				
17.	Equal placement opportunities are provided for all students.	___	___				
18.	Candidates are interviewed after placement forms have been filled out in order to confirm data, determine student desires, and assist the students in studying occupational fields.	___	___				
19.	Placement forms are developed which contain personal data, educational history, work experience, official transcripts, grade-point average, and faculty references.	___	___				
20.	Students are encouraged to confirm their employment with the placement office.	___	___				
21.	Specific information concerning how credentials are dispensed is made available to persons who register with the placement office.	___	___				
22.	Students are informed of ethical practices in accepting or rejecting employment.	___	___				
23.	Field visits to employers are made by placement coordinators.	___	___				
24.	An attempt is made to bring the best qualified student and employer together.	___	___				
25.	The job order form provides a complete statement of qualifications required of an applicant.	___	___				
26.	Advisory Committees are used in the placement of graduates.	___	___				
27.	Follow-up studies are conducted to determine how employed alumni are functioning and if the graduates possessed adequate skills for the job.	___	___				

COMMENTS: (Use reverse side, if necessary.)

EMPLOYER

The job placement service activities in post-secondary education needs to be understood and communicated among the schools in Tennessee. To find out what is being done and what should be done the following statement needs your comments.

Please indicate by two check marks of each item, first, whether it does or does not characterize our job placement service, and second, whether you think the characteristic is needed.

Please use the comment section for any comments you wish to make concerning the characteristics list or about an ideal placement service.

SA = Strongly Agree
A = Agree
D = Disagree
SD = Strongly Disagree

		Actual		What Is Needed Ideal			
		Yes	No	SA	A	D	SD
1.	Your school provides students with job placement services.	—	—				
2.	Prior to job interviews, students are encouraged to study company literature.	—	—				
3.	Recruiting dates are advertised.	—	—				
4.	Attractive displays and free occupational literature are made available to students at a convenient location for them.	—	—				
5.	Job interviews are arranged for applicants.	—	—				
6.	Equal placement opportunities are provided for all students.	—	—				
7.	Candidates are interviewed after placement forms have been filled out in order to confirm data, determine student desires, and assist the student in studying occupational fields.	—	—				
8.	Placement forms are developed which contain personal data, educational history, work experience, official transcripts, grade-point average, and faculty references.	—	—				
9.	Standard forms are developed for letters of reference.	—	—				
10.	Students are informed of ethical practices in accepting or rejecting employment.	—	—				
11.	Job listings are actively sought by placement office.	—	—				
12.	Field visits to employers are made by placement coordinators.	—	—				
13.	Field visits to employers are planned, scheduled, and conducted on a regular basis	—	—				
14.	Prospective employers are sent standardized forms to list vacancies.	—	—				
15.	An attempt is made to bring the best qualified student and employer together.	—	—				
16.	Computers are used to assist in matching students with job openings.	—	—				
17.	The application form expedites selection of candidates for referral to work opportunities.	—	—				
18.	Information recorded on the job order form (i.e., help-wanted) gives a detailed description of the job and qualifications required of the applicant.	—	—				
19.	The order form gives the placement worker essential data for accurate referral of an applicant and facilitates his use of the application file for selection of a suitable candidate.	—	—				
20.	Advisory Committees are used in the placement of graduates.	—	—				
21.	Results of job referrals are promptly verified with the applicant and employer.	—	—				
22.	Follow-up studies are conducted to determine how employed alumni are functioning and if the graduates possessed adequate skills for the job.	—	—				
23.	After follow-up studies have been examined and the curriculum has been evaluated, results are made available to students and faculty.	—	—				
24.	Reports are prepared to identify and summarize placement activities and results for students, faculty, and general public.	—	—				

COMMENTS: (Use reverse side, if needed.)

EMPLOYMENT AGENCY

The job placement service activities in post-secondary education needs to be understood and communicated among the schools in Tennessee. To find out what is being done and what should be done the following statement needs your comments.

Please indicate by two check marks of each item first whether it does or does not characterize your job placement service and second whether you think the characteristic is needed.

Please use the comment section for any comments you wish to make concerning the characteristics list or about an ideal placement service.

SA = Strongly Agree
A = Agree
D = Disagree
SD = Strongly Disagree

	Actual		What is Needed Ideal			
	Yes	No	SA	A	D	SD
1. Referral or placement of students in jobs is done mainly by existing community agencies, such as free state service and should not be the responsibility of the school.	—	—				
2. Cooperation with Employment Agencies is maintained.	—	—				
3. Students are encouraged to use all placement facilities.	—	—				

COMMENTS:

APPENDIX C

LETTER OF REFERENCE FROM DIVISION OF VOCATIONAL-TECHNICAL EDUCATION

TO: Administrators,
Post-Secondary Vocational-Technical Education

FROM: W. M. Harrison, Assistant Commissioner
Vocational-Technical Education
State of Tennessee
Department of Education

SUBJECT: Research to Identify Job Placement Services

Mr. Wayne Jones, University of Tennessee Doctoral student, has undertaken a study to identify the various job placement services which are provided by Post-Secondary Vocational-Technical Institutions in the State of Tennessee. I have discussed this proposal with Mr. Jones and feel that information of this type would be very beneficial.

Your cooperation in assisting Mr. Jones in his endeavor would be appreciated.

sj

APPENDIX D

COVER LETTER TO PACKAGE

3435 Division Street
Knoxville, TN 37919
June 3, 1975

Dear

A general survey of job placement services in post-secondary vocational-technical education in Tennessee is underway. Persons in the State Department of Vocational-Technical Education feel that a study of this nature would be highly desirable.

I have talked with Mr. W. M. Harrison, Assistant Commissioner; Dr. R. B. Daniels, Chief, Post-Secondary Vocational-Technical Education; Mr. W. M. Jackson, Director, Area Vocational-Technical Schools; Dr. Fred J. Ingram, Director, Technical Education, in the State Department of Education. All feel that a study of job placement functions should be conducted. It is agreed that all schools will remain anonymous. The information gathered by the study would help identify needed services.

Enclosed you will find questionnaires for (2) counselors or placement officers--white form, (2) administrators or supervisors--blue form, (2) faculty--gold form, (3) students--green form. If you would distribute the forms, together with the return envelope, it would be greatly appreciated. Also, alumni and employers are to be sampled. In order to do this, names and addresses of three alumni and three employers are needed. Would you please send them to me at the address shown above.

This information will be mailed to me, and upon your request, the findings will be sent to you.

Sincerely,

Wayne C. Jones

WCJ/m
Enclosures

APPENDIX E

ALUMNI AND EMPLOYER LIST FORM

I would like a copy of the findings.

Yes _____ No _____

Addresses of: (Preferably in State)

Alumni	Employer
1. _____	1. _____
_____	_____
_____	_____
2. _____	_____
_____	_____
_____	_____
3. _____	3. _____
_____	_____
_____	_____

Return to:

Wayne C. Jones
3435 Division Street
Knoxville, Tn 37919

APPENDIX F

COVER LETTER TO EMPLOYER

June 13, 1975

Dear Employer:

The Tennessee State Department of Vocational-Technical Education is interested in examining its job placement service. In its examination, it is interested in finding out how it can better serve you, the employer.

We have asked each local vocational or technical school to give us the names of three employers of their graduates. Your company has been selected to help in this endeavor.

Our purpose is to examine the placement services between students and employers and the school's role in this relationship. We would like to find out how we can improve this service, or if it needs to be improved.

We would appreciate it very much if you would take time today to complete and mail the questionnaire. It is highly desirable that the form be returned to us as soon as possible. Thank you.

Sincerely,

Wayne C. Jones
Project Director

WCJ/m

Enclosure

APPENDIX G

COVER LETTER TO ALUMNI

June 18, 1975

Dear

The placement of graduates from Vocational and Technical educational programs in the State of Tennessee is being examined. Your name has been chosen as an alumni of a local program to help in this examination.

You can help in the placement of graduates by answering the enclosed questionnaire. Your answers along with other graduates will be examined to see if this service can be or needs to be improved throughout Tennessee.

Would you take time today to complete and mail the questionnaire? It is highly desirable that your input be returned as soon as possible.

Sincerely,

Wayne C. Jones
Project Director

WCJ/brf

APPENDIX H

COVER LETTER TO EMPLOYMENT AGENCY

Dear Employment Officer:

The State of Tennessee Department of Vocational-Technical Education is interested in examining the job-placement practices of area-schools, technical institutes, and community colleges. A comprehensive study of the services of these schools is underway.

We would like you to answer three specific questions from the view point of what the school should be doing in their placement offices. Also, any comments that you feel would improve the placement service of these schools.

We would appreciate it very much if you would take time <u>today</u> to answer the questionnaire and mail it back by July 14th.

Sincerely,

Project Director

bs

VITA

Wayne Carl Jones, son of Horace H. Jones and Thelma O. Weingart, was born February 24, 1941, at Colchester, Chittenden County, Vermont. He attended Richmond High School in Richmond, Vermont, and entered the U. S. Marine Corps upon completion of high school in 1959.

He attended Kellog Community College in Battle Creek, Michigan, from September of 1963 through June of 1965 when he received an Associate of Applied Science degree in Electronics Technology.

In September of 1965, he began undergraduate work at Oklahoma State University in Stillwater, Oklahoma. Upon graduation in June, 1968 with a B.S. in Technical Education, accepted employment as an electrical engineer for Emerson Electric in St. Louis, Missouri.

He began graduate studies in June, 1969 at Oklahoma State University, Stillwater, Oklahoma, as an E.P.D.A. Fellow. In August, 1970, he received his M.S. degree in Technical Education.

He was employed in July, 1970 at Nashville State Technical Institute as an Assistant Professor of Electronics Engineering Technology and took a sabbatical in 1973 to begin graduate studies again at The University of Tennessee in Knoxville. He was again an E.P.D.A. Fellow during this pursuit. The major emphasis of his Doctoral program was Administration and Supervision of Vocational-Technical Education, with a minor in Continuing and Higher Education.

He is a member of Phi Delta Kappa, the Institute of Electrical and Electronic Engineers, and the American Society of Engineering

Education; he belongs to a number of educational associations and Optimist International.

He is married to the former Susan Beatrice Seaver of Oshawa, Ontario, Canada, and is the proud father of Caitlin, Taylor, Casey, and Joseph Jones.