

JOB PLACEMENT SERVICES IN OKLAHOMA AREA
VOCATIONAL-TECHNICAL SCHOOLS

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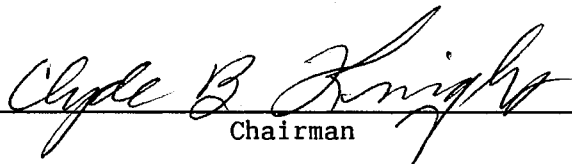
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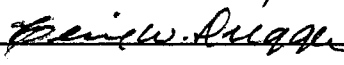
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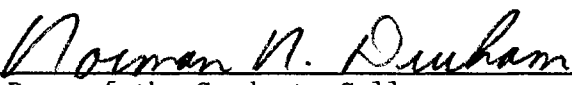


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CHAPTER I

INTRODUCTION

The state of today's economy has resulted in great uncertainties for the people of the United States. Over the past two decades, the economy has fluctuated through a series of recessional and inflationary stages somewhat like a roller-coaster out of control at an amusement park. This situation has carried with it a tremendous effect on the people of the State of Oklahoma and, for that matter, the United States. Students, adult and secondary, are somewhat confused about their destinies. There appears to be little security in any particular line of work, even for those who were at one time guaranteed a great deal of job security. For this and other reasons, vocational educators are experiencing some very real problems in matching training with individuals to fit their particular needs. When times were prosperous, we simply trained students, and they were sure to find a job, perhaps with a little help, but most likely on their own. Oklahomans for the past ten years have concentrated on the expansion of vocational-technical schools, programs within vocational-technical schools, and all sorts of short and long term adult training programs. Students in Oklahoma who are enrolled in some form of vocational-technical training are realizing the benefits of the most up-to-date equipment, facilities, instructional materials, and instructors in the history of vocational education. We have hired skilled and qualified technicians from industry and are training them to teach effectively. Students in Oklahoma vocational education are

adequately, if not excellently trained and should be able to find their work place in industry and business.

As we move through the decade of the eighties, we are finding that our high school enrollment is down, our job placement has declined, and there is a shift in emphasis from secondary to adult training. America's industry is having to re-tool to meet competition and, in short, we could say that America is feeling the crunch of international competition.

It is critical that we look at the amount of money we are spending in vocational education to train people and compare that to the amount of money, time, and energy we are spending for career assessment, guidance, and job placement to help our students find jobs upon graduation or completion of specific programs. If a student completes a program properly trained and does not get career guidance and employment, in all probability that person will not be an avid supporter of vocational education in his public or his private life.

We often make the assumption that instructors are reasonably effective in their job including placement activities, but are primarily concerned with teaching job skills. This is not to criticize instructors; it is only to point out a lack of emphasis which appears to exist in many of the area vocational-technical schools in Oklahoma.

Statement of the Problem

The rapid changes in our economy, the overall complexity of our society, and the expanding role of the vocational education system has raised some very serious concerns and questions regarding job readiness and job placement activities in Oklahoma area vocational-technical schools.

Assuming that we have neglected this responsibility by an apparent failing to emphasize the need and a lack of appropriate facilities, placement programs, or counseling personnel, it is important that we determine what the reality is. The problem is that a lack of knowledge exists about what is actually being done in area vocational-technical schools in the area of Job Readiness and Placement and what must be done to develop effective programs in area vocational-technical schools across the state.

Purpose of the Study

The purpose of the study is to determine what is actually being done in job readiness and job placement in area vocational-technical schools throughout Oklahoma. With this compiled information, it should be possible to identify common concerns as well as to propose some common workable solutions and methods that can be used to design job readiness and job placement materials that could be utilized in a vocational education setting.

Need for the Study

Growing numbers of secondary, adult, and short term students are completing courses or programs in our area vocational-technical schools and are not being helped with job readiness and placement skills.

As economic changes occur in Oklahoma and other parts of the country, the role of vocational education must expand or change to better train and prepare people for the workforce. We can no longer train or prepare only in the skill areas and let the job preparation skills fall to chance. Instructors, counselors, and administrators must be aware of

the expectations of industry and work together to develop effective process and procedures.

This study will explore what is being done at present in the State of Oklahoma and identify ideas that can be adapted and made available to area vocational-technical schools across the state of Oklahoma.

Survey Items of the Study

A Panel of Experts (See Appendix A) met and discussed factors pertinent to job readiness and placement. Following brainstorming sessions, a number of characteristics were discussed and compiled into a list of potential survey items to be considered in the study. Each survey item was stated in such a manner as to provide respondents the opportunity to share valuable insight and information in addressing critical topics related to effective job readiness and placement. The following topics were compiled into a survey instrument which could measure individual as well as group response.

1. To what extent does a schoolwide plan exist for developing and implementing job readiness and placement?
2. Does the school or district have a person who is designated and responsible for schoolwide coordination of job readiness and placement activities?
3. Are faculty and staff members provided inservice training to support job readiness and placement?
4. Does a plan exist to coordinate activities between job readiness and placement and instructional staff?
5. Are schools providing adequate instructional materials to assist in readiness and placement services?

6. Do area vocational-technical schools designate adequate space for counseling, equipment, and inservice activities related to readiness and placement?

7. Are job readiness and placement services available to students during evenings as well as during the daytime?

8. Are job readiness and placement services available at area vocational-technical schools on weekends?

9. Do area vocational-technical schools let secondary students know about services that are available in readiness and placement?

10. Do area vocational-technical schools let the adults in their areas know about the availability of job readiness and placement services?

11. Do instructors and staff work with industry in an effective manner to promote job readiness and placement?

12. To what degree do area vocational-technical schools use information gained from industry advisory committees to develop and improve job readiness and placement instructional materials?

13. To what extent do former students have an opportunity to recommend or suggest ideas that may improve job readiness and placement activities?

14. How effectively do area vocational-technical schools use outside agency information such as that available from the Employment Security Commission to assist with job readiness and placement?

15. To what extent are computers being used in area vocational-technical schools to assist with job readiness and placement?

16. How effectively are computers used to compile potential job placement information from industry?

17. Are area vocational-technical schools using state-of-the-art media/video to assist in job readiness and placement activities?
18. Do area vocational-technical schools work with individuals as well as large and small groups who need job placement assistance?
19. To what degree do instructors get involved with their students in workshops, seminars, and job placement activities?
20. Do area vocational-technical schools use program completers as resource persons for improvement of schoolwide job readiness and placement services?
21. How adequately do area vocational-technical schools provide sufficient budgetary support for job readiness and placement services to the community?
22. To what degree are workshops and seminars available to employers who may need assistance?
23. Do most area vocational-technical schools have a very positive "goal statement" or philosophy for job placement?

Assumptions

This study of the degree to which job readiness and job placement centers are being used in the area vocational-technical schools in the State of Oklahoma is founded on the following basic assumptions:

1. The instrument used was valid and reliable for determining perceptions of the respondent.
2. The respondents were typical of those throughout the state and were, therefore, representative of the population.
3. The respondents answered the questions to the best of their ability.

CHAPTER II

REVIEW OF LITERATURE

A review of literature indicates that there are many interpretations for what should be done to address the needs of job readiness and placement. There appears to be as much difference between programs within a particular school as there are between states. The general observation, however, is that the majority of people who really need help are not taking advantage of these services. The fact is, many people do not know that such services exist. Frank Parsons (1984) unknowingly summarized this situation as follows:

The training of a racehorse and the care of sheep and chickens have been carried to the highest degree of perfection that intelligent planning can attain. But the education of a child, the choice of his employment are left very largely to the ancient haphazard plan--the struggle for existence and the survival of the fittest (p.15).

The most critical element in today's economy is that we can train people for jobs and in the final analysis assist people from all backgrounds, experiences, and ages to find gainful employment. By providing this type of support and assistance in the local community, our schools can become the focal point for assessment, training, placement, and retraining. Robert E. Taylor (1983) said that community service agencies can provide a cooperative and effectively coordinated effort in meeting the employment needs of all participants.

Included in the review of literature will be a treatment of the brief historical overview for assessment and placement, a review of the current

role of vocational and technical education, job placement role models, current legislation affecting job placement, and trends in job placement.

Historical Overview of Assessment and Placement Activities

Throughout history the family unit has traditionally played an important role in the occupational placement of its youth. This role has greatly declined since the turn of the century due to the influence of the industrial revolution and the continuous changes taking place in the family and society in general. In most cases the family no longer can provide adequate training in the many diversified skills needed in today's technological society. In today's society the greatest role a family can play is to be aware of the many outside agencies that must be involved with the training and placement process. The family still can and must play a significant role, but perhaps in an altogether different capacity than in times past (Strong, 1975).

Obviously, the placement process involves a great deal of counseling and guidance. Where did counseling and guidance actually begin? Some authorities think that it began in the United States of America, but in reality if you would inquire in the United Kingdom, Belgium, or perhaps France, each country might take claim that it is the Father of Vocational Guidance (Super, 1983).

As mentioned earlier, the industrial revolution in some respects created a general awareness for individual needs as well as the emphasis of democratic ideas on evolving societies. The diversity of educational and occupational opportunities made it a reality and called for the recognition of individual differences, interests, and abilities (Super, 1983).

The process of guidance and counseling in the United States over the past few years has gone through several stages, each of these stages are more or less congruent with the sociological trends of society (Kosbab, 1979). Sidney Marland is credited with introducing the concept of career education as a unifying principle for all educational activities. Marland proposed that young people who finish the 12th grade in high school be ready to enter higher education or enter useful and rewarding employment. Obviously in order to accomplish this objective, each school system must commit itself to some form of model for placement. Historically, the model has been labor exchange oriented in most cases rather than client centered. Marland also believed the advantage of client centered models is that it considers the total needs of the individual rather than just getting a job. He continued that the "Labor Exchange Model" has the most immediate affect on reducing unemployment, but the long-range impact has not been documented (p. 148).

Taylor (1983) said that placement services have been going through many developmental phases since the 1930's. The advent of public as well as private agencies has made it much more apparent that we must develop cooperation and coordination efforts that will make it possible for us to meet the tremendous challenges of placement (Taylor, 1983).

Taylor (1983) said that as funds decrease a mere collaborative effort is necessary to accomplish common goals. Group effort rather than individual effort can increase job placement effectiveness.

Much of the discussion up to this point has primarily been aimed at the general historical issues and concerns of assessment and placement. The fact is, according to the National Advisory Council (Miller, 1985), nine out of ten high schools in the United States provide academic counseling for college entry. Contrasted to this the occupationally

oriented students get little or no attention, and the majority of high school graduates who do not go to college receive little if any vocational counseling.

This particular notion is in direct conflict with earlier notions of men like Charles Prosser who had a very firm handle on the functional relationship of academic and vocational education (Miller, 1985).

What is vocational education, and how does it differ from general education? Prosser answered this question by stating, "General education prepares us to live well and vocational education prepares us to work well." The historical reality, however, is what legislation implied in the Smith Hughes Act of 1917 was to provide funds to support guidance.

The Vocational Education Act of 1963 required every cooperating state as a condition for receiving federal funds to enter into cooperative agreements with respective state systems of public employment service in order to aid in the task of placement of vocational education students (Miller, 1985).

The Vocational Education section (Title II) of the Educational Amendments of 1976 (P.L. 94-482) required follow-up studies of students and employers (Barrow, 1982). This legislation, as well as several others without a doubt have implied that career assessment, job placement, and follow-up is a very vital part of all vocational legislation. Barrow (1982), said that every school should be an employment agency and those not providing a job along with an education do not have a complete program. Barrow (1982) also said that when we review the literature there is little evidence of a relationship between high school job placement programs and vocational education job programs using follow-up studies of students.

Vocational educators, can learn a lot from our higher education and public education counterparts in the area of career planning, assessment, and placement. The following observations stated so well by Campbell and Wertz (1984) must surely give us our challenge to do our job better. The function of career planning and placement has changed drastically over the past 20 years. Preparation programs must incorporate the development process in both academic and experimental components so that the generalist and the specialist in career planning and placement must collaborate in the world of work. In addition as populations change, career counseling skills adaptable to lifelong learning are also necessary.

To summarize this section on the historical background of placement, it is important to note what Miller (1985) stated in regard to vocational guidance being a process of continuous human development rather than a single lifetime choice-making event that happens only one time.

Borchard (1984) stated that as society entered the post-industrial age, the issues of career choices and the many changes that were taking place provided options that had not been considered. Traditional career counseling methods failed to take into account the rapid changes affecting our world. The choices were unlimited and career life planning had to be considered. The following comment by Borchard (1984) is very appropriate regarding career planners.

Career planners need to tune in to the future if they are to remain equipped to assist today's career choosers and changes many of the methods, tools, and resources currently in use are outdated. Even our current computerized career search systems are not fully adequate sources of occupational information for people who wish to have careers that span into the future (p.52).

Counseling tools in America are showing their age when their ability to analyze is considered as we move into the year 2000.

Current Perceived Role of Job Placement with
Regard to Vocational-Technical Education

The terms career assessment and job placement are terms that have become household words in the vocabulary of today's youth and adult population. Economic conditions have caused most people to become more and more concerned about a career. Competition for jobs has become extremely acute and competitive. The American School Counselors Association (1985) had some interesting observations regarding career guidance being established as a high priority by youth, parents, school boards, industry, and people in general. ASCA also recognized that our society was changing rapidly into more service/information types of careers. This has had and will have in the future a great impact on career guidance practices.

Although the concept of career education in recent years has taken a drastic reduction in funding, emphasis on the need for career education can be said to be greater than ever. This potential can be recognized only if the role of counselors is broadened to include the gamut of guidance services needed for this lifelong process of education. The delivery system should include self-awareness, assessment, career-awareness, exploration, decision-making, and finally career planning and job placement (American School Counselors Association, 1985).

All of the items in the delivery system are very important and critical. The perceived role of vocational education has become quite one-sided dealing primarily with training and very little emphasis on assessment and placement. Much more work needs to be done to implement a proactive stance for school counselors to meet the career development needs of all students (ASCA, 1985).

The following research items have been reviewed in an effort to summarize the general mood or climate of various authorities on assessment and job placement activities.

Kosbab (1979) presented his views on job placement as one in which the students and the school must work together to meet the needs of the employment community, and there must be personal contact by representatives from each school. Kosbab further emphasized that the bottom line for vocational training is to help all students who have been trained to find and hold jobs. If graduates of vocational programs cannot find and hold jobs, then perhaps someone has failed. Kosbab made it very clear that job placement is a team effort and that many people share in that responsibility starting first with the secretary and carrying it through to the most important element--the teacher. One of the most critical aspects of job placement, supervisory and follow-up, is that the instructor, student, and the employer is satisfied (Kosbab, 1979).

A rather interesting observation of Barrow (1982) was stated in the following manner:

Job placement appears to be an accepted but neglected responsibility of career counselors--the consensus is that counselors have neither the time, expertise, nor resources to provide job placement services. Employment related aspects of career guidance responsibilities have not been fulfilled, with job placement being the most neglected of all (p. 239).

It seems important to mention that the past ten years have given rise to a tremendous surge of interest in job placement through federal and state sponsored research, federal and state legislation, increased efforts by local schools and other agencies to help students and graduates obtain employment (Barrow, 1982).

Gysbers and Moore (1974) were very emphatic about the importance of guidance and placement centers being designed to be the hub of the career

guidance, counseling, and placement activities in the school. "If a career is viewed as one's life then career guidance and placement center becomes a life resource center" (p.43). Obviously if this particular view is held about the school as a life resource center, then career guidance and placement must be developed and implemented in a manner commensurate with other major educational programs. It must be viewed as equal to and complimentary with curriculum and instruction.

Gysbers and Moore (1975) said that career guidance, counseling, and placement programs should be assisting individuals in development of self-knowledge and interpersonal skills. They continued with the following quote:

It is then the guidance function to seek to create relevance in the schools and to show individuals how the knowledge, understanding, and skills they are obtaining and the courses they are taking will help them as they progress through their life career (p. 7).

Gysbers and Moore (1975) suggested that career guidance and placement centers should be emphasized and provide comfortable facilities so that users of the resources will have the benefit of group as well as individual services.

Marion (1983) surveyed 410 Bachelor of Science degree graduates and received responses from 310 of those surveyed. Of the 310 surveyed nearly 203 were employed and most of the others were continuing their formal education. According to the survey, students who used the placement office obtained employment sooner than those who did not. This along with other supporting evidence provides confirmation that placement services are effective.

McKinley (1984) conducted a study to develop strategies to increase placement rates in secondary and post-secondary vocational programs. The

following factors from the labor market, community, and educators were identified as factors that affect placement:

- a. community employment rates;
- b. availability of transportation;
- c. types of industries;
- d. demographics;
- e. the pressure placed by vo-tech programs;
- f. participation in youth organization; and
- g. relationship between school and community.

According to Brody (1984), the time has come for career service professionals to add marketing and strategic planning to their repertoire of skills. This is possible only if career service personnel rethink their role and their approach to managing career services.

Thain (1984) said that marketing sales concept of placement directors who are worth their salt cannot be a pale ineffective species like many of the student affairs officers in our public schools.

Along the same lines as marketing, Slavenski (1986) cautions that organizations should examine carefully the skills of job candidates before hiring for key positions. Mismatches can cause difficult career development problems for the individual and costly turnovers, poor productivity, and lack of potential management talent for the organization. A process of assessment and matching of skills to job requirements has proven to be very effective by a number of very large companies.

It is observed by Williamson and Otte (1986) that many companies have a hit and miss career development effort that amounts to little more than time-wasters. Although no program model fits all companies, each organization has different cultures and needs. This particular aspect makes it very critical that regardless of the approach, a very accurate needs assessment is a very important part of a career development system.

Traditionally, vo-tech instructors have concerned themselves with students mastering psychomotor skills (Pedras, 1986). There is a major

emphasis or awareness in teaching students what they should know and how they should approach prospective employers, how to present themselves, and what they need to know in the world of work.

From the student's point of view (Hardy, 1986) and in their behalf, choosing a career is a major step and should be something you pick because you're comfortable with it. Basically, students should never feel locked into anything. As Hardy states, "whether a student, parent, or counselor, it is important to 'take it easy'" when selecting a lifetime job situation (p. 91).

A comment submitted by Hartman (1986) in an article compiled from interviews with a number of Oklahoma vocational education instructors made the following very appropriate conclusion:

We believe vo-tech education can and must play a vital role in preparing youth and adults for a productive role in life and in the world of work (p.26-28).

To characterize the existing complexity of job placement and the job market situation, Heil (1981) put it in the following perspective:

Bluntly stated, the national job market if it can be said to exist at all is a chaotic mess. It is highly disorganized and riddled with conflict. It is almost entirely unregulated. No control communication systems and no coordination or moderating influence to guide its operation. It presents a bewildering front and few guide posts to people seeking employment (p. 89).

Following these shocking statements, Heil (1981) continued by discussing the dilemma of drifting youth that may move from job to job finding neither fulfillment nor financial reward. In order to deduce this problem, Heil suggested that the components of a placement program should be viewed as a part of the developmental process which helps students make the transition from school into the world of work. This transition can be accomplished by implementing the three components as follows:

(1) pre-employment skills; (2) placement activities; and (3) follow-up activities.

To further set the stage for the tremendous challenges of the 1990's, Cetron (1985) in his book Schools of the Future was quite emphatic with regard to some of his predictions and analogies regarding the changing society. He stated the following:

Schools of the 1990's will be dealing with alienated youth but with adults who feel separated from the rewards of our society. Schools will also be natural locations for data banks detailing the labor needs and supply for each community. Some schools may become satellite employment offices serving local government, businesses, and private individuals (p. 15).

It is becoming more and more apparent that the process of assessment and placement must become much more scientific and planned. This concept was also addressed by Cetron (1985) who stated that--Job Placement will be a part of most courses.

Model Placement Programs

As we attempt to review some model programs, it is important to consider two basic questions often asked by Americans: (1) How am I doing? and (2) Where do I go from here? (Litt, 1984).

With this particular self-awareness, it is no wonder that many individuals view themselves as failures because they are not promoted. Others accept jobs that they really do not want or enjoy in the hope that the job will be a stepping-stone only to discover that they have tripped themselves (Litt, 1984).

The Florida State Department of Vocational Education funded the development of guidelines for implementing job placement services. Florida was the first state that defined placement programs and required schools to provide job placement services for non-college bound students

for a period of one year following graduation. The emphasis was to provide productive, employable, and self-supporting members of society (Barrow, 1982).

The Florida plan has gained national recognition and is often used as a model for other states. The program is primarily composed of the following elements: (a) program planning; (b) utilization of placement advisory committees; (c) public relations techniques; (d) career days; (e) career information services; (f) computerized guidance services; (g) job development techniques; (h) management of student and job information; and (i) follow-up studies.

Barrow (1982) stated in his discussion on the Florida plan that there are several key steps in implementing a successful plan. These key steps must be enhanced by selected staff members using effective staff development activities. Job placement programs, job placement services, and educational programs must work in concert to effectively meet the needs of students.

The following discussion deals with the prospect of vocational assessment as it relates to the special needs of students. Peterson (1985) shared some thought-provoking opinions and theories with reference to the use of career assessment centers. Peterson said that vocational evaluation Centers should be funded and operated jointly through special education, vocational education, rehabilitation, manpower agencies, and community colleges and that students suffer if agencies cannot work together to share resources.

Perhaps one of the greatest concerns among those individuals involved with vocational assessment is the manner in which test information is used. Tests are very time consuming and reports often sit in files unread. The great concern is that many times test scores are used only to

screen students out rather than channeling students into vocational evaluation (Peterson, 1985).

It was Peterson's view that vocational assessment, if effectively used, can be a catalyst to reorient the secondary curriculum to insure that students graduate with salable skills. The four critical questions to ask are (1) What outcomes are desired? (2) What assessment methods can most effectively be used? (3) How should the process be organized? and (4) Who should be involved in vocational assessment and what are the qualifications?

Peterson's model advocated several key principles for having an effective assessment operation:

1. trained persons
2. locally developed work samples
3. access to local evaluation center
4. a plan to develop and expand
5. instructionally relevant materials
6. vocational assessment used not only for assessment but for guidance and identification of career and vocational services

Although vocational evaluation centers are very expensive, they provide a useful mechanism for providing assessment and occupational information services to students. Vocational evaluation centers should be centrally located, but not too far removed from instructional personnel. Peterson's case for centers is very strong if all the criteria prescribed are embodied into the operational plan.

The State of New Jersey provides a program in which the ultimate goal of job placement has been recognized as an integral part of the total career education process. Kenyon (1976) said that considerable evidence supports that job placement services will soon become a service expected from all public secondary schools.

This particular concept is quite significant when contrasted to the following sequence of events or circumstances. As the number of counselors and staff members expanded after World War II, most counselors were caught up in the rush toward higher education. The National Defense Act of 1958 inspired by Russian space successes provided funds for guidance activities and counseling education, but continued to emphasize the importance of higher education. However, many educators could see dangers and frustrations in the goal of a college education for everyone.

Like Florida, New Jersey was one of the first states to take advantage of federal funds available for the implementation of placement programs. In Kenyon's (1976) summarization of the duties of the placement coordinator, it was stressed that they should be responsible for more than just placement clerks transmitting job referrals. The placement coordinator should often have a better background in the field than many of the regular counselors and should also understand the field of vocational testing and test interpretation. Many of the recommended activities of the placement coordinator cannot be measured statistically in any kind of meaningful terms. Kenyon further stated that the objectives should be developed by the placement coordinator working with the administrative staff and advisory council.

In Kenyon's New Jersey model, several objectives were suggested as prime considerations in developing the overall objectives of the Job Assessment and Placement Center. They were listed as follows:

1. sufficient time allocated
2. sufficient background of staff
3. advisory committees used
4. survey of student needs
5. community surveys used
6. adequate office space
7. well-publicized program

8. center should be available to all students
9. center's activities should cooperate with all community agencies

In the review of literature, Helwig (1984) revealed that another state that developed programs to address the assessment and placement needs of their students was the state of Georgia. Their original intention was to develop career guidance and student recruitment materials to improve sex equity and non-discrimination in Georgia programs. The following abstracts or brief explanations have been pulled from their model to depict the critical elements that are a part of their program.

Helwig (1984) stated his view on the importance of a balanced program as the following:

The work world of the 1980's is changing rapidly. Accelerated changes are occurring in materials, equipment, design, and workers required to produce goods. Vocational Education has been labeled a bridge between school and the world of work. All the planks of vocational education, career guidance, instructional programs, support services, and job placement must be in place if students are to travel the span from school to the changing world of work (p. 7-13).

In order to have a comprehensive assessment and placement program, the following four elements are essential (Helwig, 1984):

1. pre-employment preparation;
2. central data systems;
3. placement activities; and
4. follow-up and follow-through activities.

Each of the four elements are very critical, but the bottom line is that everyone benefits from this service including parents, students, industry, and schools. Alternatives to an effective and successful placement program are: (a) social security; (b) public welfare; (c) vocational rehabilitation; (d) private agency support; (e) food stamps; and (f) supplementary security loans.

A vocational assessment program should be flexible and innovative in order to accurately evaluate each student's special needs. In an article

entitled New Directions in Career Counseling, Figler (1984) stated the following views with regard to the placement process in the University of Texas:

The author feels that we are involved in a lot of hand holding but we do not find jobs for people, we simple show them how to get jobs for themselves. The view of most people in today's economy is that if you cannot find me a job then what can you do for me? (p. 48).

An interesting concluding statement with regard to the idea of placement by Figler (1984) is the following:

A job interview does not wait for therapeutic insights or resolutions of neurosis." In addition, "the domain of career counselors is a disorderly one at present. We have associated money grabbers, manipulators, and 30-day wonders in our midst who call themselves career counselors (p. 48).

As the review of literature reveals, there are a number of states that have addressed the issue of career assessment and placement for any number of interest groups including the young and the old, the poor and the rich, and a variety of special types of students including the handicapped and disadvantaged.

Current Legislation Affecting Placement

The National Center for Educational Statistics at the United States Department of Education has identified a program called Job Seeking and Changing Skills in the following manner:

An instructional program (#32.0105) that describes the development generally needed in order to obtain a job and how to assess one's own capabilities and skill, use information sources on job openings, how to fill out an application, and how to handle themselves during an interview (National Center for Educational Statistics, 1983).

Current legislation that has the greatest impact on assessment and placement is reflected in Public Law 98-524 which passed October 19, 1984.

This particular House Bill is commonly called the Carl D. Perkins Vocational Education Act.

To quote section 331 under PL 98-524, "From the portion of the allotment of each state under section 101 available for this part, the secretary is authorized to make grants to states to assist them in conducting career guidance and programs authorized by this part."

That section (#331) gives authorization to the individual states but the following section #332 speaks to the actual use of funds obtained from these grants made to individual states.

Under paragraph (a) grants to any state under this part shall be used, in accordance with state plans (and amendments, thereto), for programs (organized and administered by certified counselors) designed to improve, expand, and extend career guidance and counseling programs to meet the career development, vocational education, and employment needs of vocational education students and potential students (P.L. 98-524).

The implications in the above section are certainly wide open and all encompassing, but it is quite clear that the intent of the law is to encourage career assessment and job placement activities. Another section of the bill goes on to specify the following areas that are designed to assist individuals: (1) self-assessment; (2) transitional activities from education to work; (3) job skill marketability; (4) new skills in high or new tech areas; (5) job search skills and career goals; and (6) use of information on financial assistance in post secondary and vocational education and job training. This broad range of activities is quite clear in its scope and magnitude. Using these items as a program development basis, it is quite apparent that the individual student was intended to be the center of emphasis (Section 332 P.L. 98-254).

Paragraph (b) Programs of Career Guidance and Counseling. Under this part shall encourage the elimination of sex, age, handicapping conditions, and race bias and stereotyping, provide for community outreach, enlist the

collaboration of the family, the community, business, industry, and labor and be accessible to all segments of the population, including women, minorities, the handicapped, and the economically disadvantaged (P.L. 98-254).

Paragraph (c) is very specific in its guidelines for minimum allowable sums of money to be spend eliminating discrimination of all the above factors in paragraph (b). Paragraph (c) reads as follows:

Not less than 20 percent of the sums made available to under a state under this part shall be used for programs designed to eliminate sex, age, race bias, and stereotyping under subsection (b) and for activities to ensure that programs are assessable to all segments of population (P.L. 98-524).

The original legislation was quite clear in its emphasis on career assessment and placement, and the Carl Perkins Act certainly provides very clear guidelines for the present decade to use as a guide in promoting assessment and placement.

Trends in Job Placement

Much of the literature reveals that society is passing through some very interesting developmental stages.

In Malcolm Knowles text Modern Practices of Adult Education he stated:

Perhaps most fundamental of all on the current thrusts of our thinking is the re-examination of our notions about the very purpose of education. Educated men or knowledgeable persons must be replaced by competent people or as it is commonly called in educational circles "competency-based education (p. 18).

Knowles further stated "Man is the center of the educational process. The learning process is a lifelong process, and the individual must take control of his educational experiences and job preparation efforts" (p. 27).

In order for schools to survive in the future, they must offer joint sponsorship programs with business, industry, labor groups, and often other schools. Job placement programs of various types are now an accepted part of America's secondary and post-secondary school programs (Helwig, 1984).

Perhaps one of the greatest innovations in job placement is the use of the computer as discussed at length by Gerardi (1984).

Dissemination of information is the major flaw in our current manual information service. Computers offer counselors a way of storing, retrieving, analyzing, and assessing this information rapidly and efficiently. Computers can incorporate factors and decisions for each individual to produce answers that are unique to that student (p. 16).

Gerardi (1984) stated it is quite evident that we must do something to arrest the alarming conditions in this country relevant to the unemployment among our young people. Assessment and placement are not just for youth, but the 25 percent dropout rate in our schools is critical. As serious as this is, however, the real problem is the number of people in secondary, college, and adult situations that do not have clear vocational goals.

Gerardi (1984) further states that if we as an industrial and business society are to survive the 20th Century, it will be necessary for educators to incorporate the most up-to-date technology in dealing with the needs of individuals. There are several job placement computer assistance systems in existence that could make a tremendous impact on job readiness and placement services if used properly. Without a doubt the single most important factor that could make a decisive difference in the effectiveness of job placement is the incorporation of the computer in the assessment and monitoring and training process of students of all ages and sociologic backgrounds.

Summary

This chapter has provided the means for reviewing a variety of background information and previous research studies. The review of research and literature provides a good basis for justifying the existence of job readiness and placement services.

The family at one time played a major role in job placement and training but as society changed that role changed significantly. The family must still play a vital role in the whole process of job placement (Strong, 1975).

In reviewing the historical and current information related to the emphasis of job readiness and placement in schools it is quite evident that there is a great deal that is being done that is quite effective. Conversely there are many areas in which we must improve public education, vocational education, and higher educations effectiveness in job readiness and placement procedures and processes.

As Miller (1985) implied the process or notion of helping students is a continuous process that goes on throughout life rather than just one big choice that ultimately results in a lifetime career. We must consider this concept when dealing with the lives and careers of students.

Legislation is already in effect that can provide the emphasis and support for more effective job placement support. The key is to promote and encourage each state to utilize available and potential resources to fulfill the intent of the law as it already exists and to improve the law when possible. Heil (1981) characterizes the present state of the national job market as a very disorganized, unstructured situation. Very little communication occurs and hardly any guide posts are provided for

job seekers. This is very confusing to seekers and often results in total disenchantment with the entire process of job placement.

A number of very good job placement plans have been developed by individuals, states and specific interest groups. Many of these job readiness and placement plans and services are making use of a wide variety of resources. As Cetron (1985) indicates, it will be necessary for schools of the future to be the natural location for gathering job information and resources of all types and sharing it with students of all ages.

In order to meet the needs of our changing society, Helwig (1984) feels it is imperative that business, industry, labor groups, and education work together as a team. Computers will play a major role in processing job information, industrial trends, and individual information of students (Gerardi, 1984). Industry and individuals must work together as effectively and efficiently as possible to provide the kind of support needed in today's complex society.

Counselors and placement personnel must encourage clients to use their services and be more flexible in considering their options (Dorn and Shroer, 1985). Careers that once were eliminated for a variety of preconceived reasons may provide a promising career regardless of any preconceived ideas by inexperienced or ill-informed counselors.

The Review of Literature indicates that there is a great need to continue to improve and refine the job placement services being provided to high school and adult students. Although there are a lot of resources available, many programs have developed some very good resource materials of their own and are doing an effective job of assisting and promoting the job readiness and placement effort in their particular school or program.

CHAPTER III

METHODOLOGY

The purpose of this study was to determine what is being done in job readiness and job placement in area vocational-technical schools in Oklahoma.

By asking for responses to a series of statements and ranking each on the basis of what actually exists and what should be occurring in their particular school district, it was possible to determine which characteristics were perceived to be the most important and which ones actually exist in area vocational-technical schools.

The items on the survey originated from input compiled from a panel of experts (See Appendix A) and refined into a survey instrument made up of two parts: Part I consists of 23 survey items and Part II consists of Questions 24, 25, and 26 with space provided for respondents to write in their responses.

The respondents, consisted of administrators, guidance counselors, and instructors (See Appendix B). They were asked to respond to 23 items in Part I of the survey instrument by ranking various characteristics on a scale from 0 (the lowest) to 5 (the highest). The "Existing" column on the left side of the questionnaire was used by respondents to indicate the degree to what extent certain characteristics actually exist; the "should be" column on the right was used to indicate to what extent those same characteristics should be in existence in the respondents particular program.

Development of the Instrument

Following a review of the literature and recommendations from a panel of experts (See Appendix A) from selected Oklahoma Vocational-Technical schools and the State Vocational-Technical staff, it was determined that a questionnaire indicating the desired and existing characteristics of a career readiness and job placement center would be developed. Such major discussion topics such as schoolwide philosophy, facilities available, personnel assigned, instructional materials available, administrative support, internal and external communication, instructor involvement, industry support, industry standards, and student follow-up information were used as a basis for further brainstorming and the development of the functional statements on the questionnaire (See Appendix B).

In order for respondents to be able to compare should be of the characteristics with the existing characteristics, the questionnaire provided space for two sets of responses in Part I. (See sample questionnaire in Appendix B). The ratings or options in both columns were rated on a 0 to 5 scale.

In Part II of the survey (See Appendix B), the respondents were asked to include pertinent information relevant to their school and to describe in writing various characteristics of their own readiness and job placement setting.

The questionnaire was field-tested at a state curriculum meeting in which a number of Oklahoma State Curriculum network participants from various area vocational-technical schools in Oklahoma were asked to submit suggestions. Based on comments from this group concerning the readability, length, complexity, and clarity of the instrument, nearly all the statements were revised to some degree.

The final draft of the instrument was revised by the author, and again reviewed for meaning, clarity, and readability by several instructors and staff members from High Plains Vocational-Technical School in Woodward, Oklahoma. The questionnaire in its final form is appended (Appendix B).

Sample Population for the Study

A list of names of counselors, administrators, and instructors was randomly selected from each of the area vocational-technical schools in Oklahoma was compiled by the State Department of Vocational Education Planning Department. Names were compiled in three major areas-- administrators, counselors, and instructors. Of the three major areas 50 percent of the counselors, 50 percent of the administrators, and approximately 25 percent of the instructors were used as a guide in the random selection of potential respondents. From this list of names, mailing labels were prepared and attached to questionnaires with return postage and address printed in the proper place. Questionnaires were mailed in large envelopes to each school with instructions to distribute the individual questionnaires in the appropriate person's mail box. Respondents read the cover letter and marked the questionnaires which instructed them to fold and staple the questionnaire and drop it in the return mail. The questionnaires were confidential, and there was no way of knowing who returned each questionnaire. This was done in an effort to maintain the anonymity of each respondent. The cover letter on each instrument was read and removed by the respondent prior to mailing. The letter explained briefly the purpose of the study and how the information would be used. A copy of the letter and the list of area vocational-technical schools surveyed are included in Appendixes C and E.

Treatment of the Data

Each of the 23 items on the instrument was responded to by marking left column options, (should be) and right column options, (existing) each with an (X) to indicate the degree to which they felt each item ranked. In order to compare the existing with the should be a computer analysis was used to compare the two columns, determine the difference between each, and record the mean differences. In addition to the mean scores, each survey item 1 through 23 was compared using percent comparisons within groups and between groups of respondents. Responses of instructors, counselors, and administrators were compared on an individual basis as well as on a group basis.

Items with highest scores or percentages under certain characteristics were determined to be the most significant. Each survey item 1 through 23 was compared and general statements were made regarding the frequency of responses.

Data from Part II were compiled and categorized using the frequency matrix method to compile common responses. General statements and conclusions were reported and responded to by the author. Major trends or statements were emphasized in the final data analysis. Numbers of responses and percentages for each group of respondents including administrators, counselors, and instructors is reported on Table I. Names were selected randomly from a composite list provided by the planning department of the State Department of Vocational-Technical Education.

TABLE I
POPULATION RESPONSES BY SUB-POPULATION

	Administration	Counselors	Instructors	Total
Number mailed	30	22	85	137
Number returned	22	17	51	90
Percent returned	73%	77%	60%	65.6%

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The purpose of the study was to determine the degree to which job readiness and job placement activities are being conducted in area vocational-technical schools throughout Oklahoma. The perceptions of administrators, guidance counselors, and instructors were compared and contrasted by asking respondents to rank 23 characteristics on a scale from 0 (low) to 5 (high) and compare the existing situation to how they viewed it should be. Part II of the survey included three items-- Questions #24, #25, and #26 in which respondents were asked to offer comments relevant to Question #24--What is being done in their school that is most effective? Question #25--What is being done that is least effective? and Question #26--General comments and suggestions.

The sample of this study (See Table I) included a total of 137 potential respondents taken from a random selection of all area daytime instructors, counselors, and administrators in Oklahoma area vocational-technical schools. The list included 85 instructors, 22 guidance counselors, and 30 administrators. There was a total of 90 instruments returned from all categories as follows: 51 instructors, 17 counselors, and 22 administrators responded. Ninety responses from the 137 potential respondents represented a 65.6% return on the survey. This broke down in percentages to 60% of the instructors, 77% of the counselors, and 73% of the administrators responding to the survey.

Data regarding the items 2 thru 23 listed on the questionnaire from 1 thru 23 were tabulated and analyzed in the following manner:

1. Overall combined mean scores were calculated for each of the 23 items. The mean differences were calculated and listed in order from high to low to determine what the greatest difference is from what exists to what should.
2. A computer program was used to compile the responses of administrators, counselors, and instructors. Responses were also compared on a should be basis to what they each feel exists in their own school.
3. Written statements--Items 24, 25, and 26, were compiled and summarized to determine common trends and statements from the 90 respondents.

A computer analysis was run on the combined responses of each of the 23 items by the three sample groups (administrators, guidance counselors, and instructors). The purpose for this comparison was to determine which of the 23 items had the greatest degree of difference in what existed and what should be. The items were rearranged in rank order from highest to lowest mean difference score (See Table II).

The group item that has the #1 rank order mean difference (2.761) between what existed and what should be was Item 16 which dealt with whether a computer system should be used to compile, process, and analyze job data and potential employers information. This particular item was somewhat advanced in its technological emphasis, and for that reason a large number of respondents could see the benefit of such an option but indicated that a great deal of difference between what exists and what should be.

The #2 rank was Item 21 which had to do with well-defined job placement programs and a sufficient budget to provide valuable services to business and industry. A mean difference score of 2.746 indicated a

great deal of difference in what existed and what the total group felt should exist.

The #3 rank item, Item 2 with a mean difference of 2.584, was the coordination by a job readiness and placement person. In connection with this, Item 22 ranked #5 "seminars and workshops provided to offer assistance to employers in evaluating and recruiting employees" indicated a great deal of difference between what existed and what all respondents thought should be emphasized.

Interestingly the mean difference scores of 1.052 with a priority rank of 23 would indicate that there is a minimum amount of difference in Item 12 which was information learned from industry advisory committees input in monitoring and adjusting job readiness and placement instructional materials. This would tend to indicate that respondents felt that industry was used a great deal in job readiness and placement activities.

Similarly, Item 11 which had the 22nd rank in the amount of mean difference of only 1.151 was "Do instructional staff work efficiently and effectively with industry?" It would seem that there was a high degree of joint effort as compared to other items on the survey.

The overall comparison of mean difference scores indicated that there were some very important differences in what administrators, guidance counselors, and instructors perceived as existing and what should be.

Treatment of data for Items 1 thru 23 indicated a great deal of difference and priority contrasts between each of the three groups of respondents. Each survey item was compared and contrasted to pinpoint major differences or commonalities perceived between groups and within groups of the three groups of respondents. The survey items were discussed in sequential order from 1 thru 23.

TABLE II
 RANK ORDER MEAN DIFFERENCE BETWEEN WHAT
 ACTUALLY EXISTS AND WHAT SHOULD EXIST
 AS PERCEIVED BY ALL GROUPS

Questions	Rank Order	N	Mean Diff.
Computer System	1	67	2.761
Budget Adequate	2	71	2.746
Designated Person	3	77	2.584
Schoolwide Process	4	66	2.469
Industry Workshops	5	69	2.463
Activities Coordination	6	76	2.302
Staff Inservice	7	77	2.194
Day and Night Service	8	75	2.186
Schoolwide Plan	9	79	2.025
Outside Agency Utilization	10	69	1.956
Student Assessment Information	11	70	1.914
Adult Services	12	73	1.904
Secondary Services	13	71	1.887
Positive Goal Statement	14	59	1.796
Instructor/Student Workshops	15	77	1.792
Media/Video Utilization	16	74	1.729
Graduate Students as Resources	17	75	1.666
Adequate Space	18	79	1.607
Available Weekends	19	70	1.571
All Sizes of Groups Served	20	74	1.554
Instruction Materials	21	79	1.189
Void	22	66	1.151
Advisory Committee Input	23	76	1.052

The existing column had a box to the left marked "do not know." When respondents were unsure of the item characteristic, they were asked to mark this box. Items falling in this category appeared as number six to the right of choice (#5 very good). When significant responses fell in this area, a comment will be made to reflect this "do not know" characteristic.

The should be column had a box to the left marked "No Basis for Judgment." When respondents were unsure or had no indication of what should be, they were asked to mark this box. Items falling into this category appeared as number six to the right of choice (#5 very good). When significant responses fell in this area, a comment will be reported to reflect this "No Basis for Judgment" characteristic.

On each of the items as in Item 1, comments will be made to interpret the actual frequency scores and percentages of administration, counselors, and instructors as they occurred individually and in contrast to each other.

On Item 1 administrators, counselors, and instructors scored in the moderate or great column regarding a school wide plan that should be, but in looking at the existing scores, all three groups scored a majority of their entries in the moderate, some, little, or none column. This would indicate that what existed was well below what was actually desired in their setting. Interestingly all three groups appeared to be in general agreement on this particular item (See Table III).

Item 2 "designated person for schoolwide coordination" was quite clear in that administration in the should be area scored a total of 75 percent in the great and very great column. Counselors scored a total of 93.75 in these two areas which was quite comparable to instructors who also scored 77.08 percent in the great and very great column.

TABLE III

SURVEY ITEM #1: A SCHOOLWIDE PLAN EXISTS FOR
DEVELOPING AND IMPLEMENTING A JOB READINESS
AND PLACEMENT SYSTEM FOR ALL STUDENTS

	None 0	Little 1	Some 2	Moderate 3	Great 4	Very Great 5	Do Not Know 6	Total
<u>Should Be</u>								
Administrators								
Frequency	1	1	3	5	9	0	0	19
Row %	5.26	5.26	15.79	26.32	47.37	0	0	
Counselors								
Frequency	0	0	1	7	8	0	10	16
Row %	0	0	6.25	43.75	50.00	0	0	
Instructors								
Frequency	0	3	8	19	18	0	0	48
Row %	0	6.25	16.67	39.58	37.50	0	0	
Total Frequency	1	4	12	31	35	0	0	*83
Column % Total	1.20	4.82	14.46	37.35	42.17	0	0	
<u>Existing</u>								
Administrators								
Frequency	3	3	4	8	3	1	0	22
Row %	13.64	13.64	18.18	36.36	13.64	4.55	0	
Counselors								
Frequency	3	3	4	3	1	2	0	16
Row %	18.75	18.75	25.00	18.75	6.25	12.50	0	
Instructors								
Frequency	4	9	12	16	5	0	1	47
Row %	8.51	19.15	25.53	34.04	10.64	0	2.13	
Total Frequency	10	15	20	27	9	3	1	*85
Column % Total	11.76	17.65	23.53	31.76	10.59	3.53	1.18	

The contrast to this was evident in the existing category of instructors. Instructors scored a total of 40.43, 17.02 and 14.89 percent in the none, little, and some categories. Instructors who would use the service more than anyone indicated that there really was no designated person to coordinate job readiness and placement activities (See Table IV).

Item 3 dealing with the availability of inservice for faculty and staff in training for job readiness and placement activities had some rather interesting implications in that administration, counselors, and instructors all scored at 60 to 80 percent indicating that the need for such inservice was great or very great. Actually moderate to none ratings in all categories of staff indicated that very little was being done to train or inservice staff. The type of inservice available was unknown to 6.38 percent of the instructors. This indicated a problem in communication. The views of what existed and what should be were very consistent between groups and within groups (See Table V).

Item 4 "a function method or district wide delivery system for coordinating activities between job placement staff and instructional personnel" was scored 47.37 percent by administrators with a frequency of 9 out of 19 respondents that said there should be a great amount of emphasis in this area. Counselors scored 43.75 percent and instructors scored a 52.17 percent at this same level of great emphasis.

Administrators scored 45.43 percent in the existing area at level 3 (moderate) which was close to the same percentage as the should be. What they were saying was that what existed was where it should be. This, however, was in conflict with what instructors and counselors indicated actually existed. In both cases, the combined percentages in the (none 0) (little 1) and (some 3) category totalled in the 80 percent area.

TABLE IV

SURVEY ITEM #2: A DESIGNATED PERSON IS RESPONSIBLE FOR SCHOOLWIDE COORDINATION OF JOB READINESS AND PLACEMENT ACTIVITIES

	None 0	Little 1	Some 2	Moderate 3	Great 4	Very Great 5	Do Not Know 6	Total
<u>Should Be</u>								
Administrators								
Frequency	1	0	2	2	5	10	0	20
Row %	5.00	0	10.00	10.00	25.00	50.00	0	
Counselors								
Frequency	0	0	1	0	9	6	0	16
Row %	0	0	6.25	0	56.25	37.50	0	
Instructors								
Frequency	0	0	4	7	21	16	0	48
Row %	0	0	3.33	14.58	43.75	33.33	0	
Total Frequency	1	0	7	9	35	32	0	84
Column % Total	1.19	0	8.33	10.71	41.67	38.10	0	
<u>Existing</u>								
Administrators								
Frequency	7	2	4	3	4	1	0	21
Row %	33.33	9.52	19.05	14.29	19.05	4.76	0	
Counselors								
Frequency	6	3	3	1	1	2	0	16
Row %	37.50	18.75	18.75	6.25	6.25	12.50	0	
Instructors								
Frequency	19	8	7	4	5	1	3	47
Row %	40.43	17.02	14.89	8.51	10.64	2.13	6.38	
Total Frequency	32	13	14	8	10	4	3	84
Column % Total	38.10	15.48	16.67	9.52	11.90	4.76	3.57	

TABLE V

SURVEY ITEM #3: FACULTY AND STAFF MEMBERS
ARE PROVIDED INSERVICE TRAINING IN JOB
READINESS AND PLACEMENT ACTIVITIES

	None 0	Little 1	Some 2	Moderate 3	Great 4	Very Great 5	Do Not Know 6	Total
<u>Should Be</u>								
Administrators								
Frequency	0	1	3	2	9	4	0	19
Row %	0	5.26	15.79	10.53	47.37	21.05	0	
Counselors								
Frequency	0	0	1	1	9	4	0	15
Row %	0	0	6.67	6.67	60.00	26.67	0	
Instructors								
Frequency	0	0	5	13	19	11	0	48
Row %	0	0	10.42	27.08	39.58	22.92	0	
Total Frequency	0	1	9	16	37	19	0	82
Column % Total	0	1.22	10.90	19.51	45.12	23.17	0	
<u>Existing</u>								
Administrators								
Frequency	4	8	4	7	2	2	0	22
Row %	18.18	13.64	18.18	31.82	9.09	9.09	0	
Counselors								
Frequency	5	4	5	3	0	0	0	17
Row %	29.41	23.53	29.41	17.65	0	0	0	
Instructors								
Frequency	14	3	10	8	4	0	3	47
Row %	29.79	17.02	21.28	17.02	8.51	0	6.38	
Total Frequency	23	15	19	18	6	2	3	86
Column % Total	30.74	17.44	22.09	20.83	6.98	2.53	3.49	

Administrators reported that coordination was in practice, but their colleagues were in disagreement (See Table VI).

Item 5 "availability of instructional materials" was scored very similarly by all three categories of staff in the some to great area. This indicated that resources were available for instruction and in all three cases their combined percentage was 60 to 75. The should be scores indicated a significant gap of need between the #3 (moderate) and the #5 (very great) need for instructional materials. Administrators, counselors, and instructors all felt that there was a great to very great need for such materials (See Table VII).

Item 6--Adequate space for counseling, resources, and equipment was a very strong should be category--counselors scoring a 73.33 percent in the great column and a 26.67 percent in the very great column for a total of 100.0 percent in these two areas. Counselors viewed space of prime importance. Administrators and instructors both viewed it important but the total was only 75 percent for administrators and for instructors the should be indication was spread across three or four major column areas of some to very great emphasis.

The reality was that in existing situations checked by staff members of all three categories the majority of responses were only moderate or below. Space was needed and desired but not available to meet needs (See Table VIII).

Item 7 "the availability of services both day and evening" was scored in the moderate to very great range of the should be area by administrators, counselors, and instructors. Obviously, they all agreed that students should be provided with services in both the day and evening classes. What was actually existing in the view of all three staff areas was that those services were not available. Interestingly 5 out of the

TABLE VI
 SURVEY ITEM #4: A FUNCTIONAL METHOD EXISTS
 FOR COORDINATING ACTIVITIES BETWEEN JOB
 PLACEMENT STAFF AND INSTRUCTIONAL
 PERSONNEL

	None 0	Little 1	Some 2	Moderate 3	Great 4	Very Great 5	Do Not Know 6	Total
<u>Should Be</u>								
Administrators								
Frequency	2	0	0	3	9	5	0	19
Row %	10.53	0	0	15.79	47.37	26.32	0	
Counselors								
Frequency	0	0	1	3	7	5	0	16
Row %	0	0	6.25	18.75	43.75	31.25	0	
Instructors								
Frequency	0	2	4	7	24	9	0	46
Row %	0	4.35	8.70	15.22	52.17	19.57	0	
Total Frequency	2	2	5	13	40	19	0	81
Column % Total	2.47	2.47	6.17	16.05	49.38	23.46	0	
<u>Existing</u>								
Administrators								
Frequency	3	7	0	10	0	2	0	16
Row %	13.64	31.82	0	45.45	0	9.09	0	
Counselors								
Frequency	6	2	5	1	0	2	0	22
Row %	37.50	12.50	31.25	6.25	0	12.50	0	
Instructors								
Frequency	18	10	6	5	4	1	2	46
Row %	39.13	21.74	13.04	10.87	8.70	2.17	4.35	
Total Frequency	27	19	11	16	4	5	2	84
Column % Total	32.14	22.62	13.10	19.05	4.76	5.95	2.38	

TABLE VII
 SURVEY ITEM #5: INSTRUCTIONAL MATERIALS ARE
 AVAILABLE FOR JOB READINESS AND PLACEMENT

	None 0	Little 1	Some 2	Moderate 3	Great 4	Very Great 5	Do Not Know 6	Total
<u>Should Be</u>								
Administrators								
Frequency	1	0	3	2	7	6	0	19
Row %	5.26	0	15.79	10.53	36.84	31.58	0	
Counselors								
Frequency	0	0	0	0	10	6	0	16
Row %	0	0	0	0	62.50	37.50	0	
Instructors								
Frequency	1	0	1	5	27	13	0	47
Row %	2.13	0	2.13	10.64	57.45	27.66	0	
Total Frequency	2	0	4	7	44	25	0	82
Column % Total	2.44	0	4.88	8.54	53.66	30.49	0	
<u>Existing</u>								
Administrators								
Frequency	1	1	5	7	5	3	0	22
Row %	4.55	4.55	22.73	31.82	22.73	13.64	0	
Counselors								
Frequency	3	1	1	5	3	3	1	17
Row %	17.65	5.88	5.88	29.41	17.65	17.65	5.88	
Instructors								
Frequency	1	5	11	14	11	5	1	48
Row %	2.08	10.42	22.92	29.17	22.92	10.42	2.08	
Total Frequency	5	7	17	26	19	11	2	87
Column % Total	5.75	8.05	19.54	29.89	21.84	12.64	2.30	

TABLE VIII
 SURVEY ITEM #6: ADEQUATE SPACE FOR COUNSELING,
 RESOURCES AND EQUIPMENT ARE PROVIDED FOR
 STUDENT JOB READINESS AND
 PLACEMENT ACTIVITIES

	None 0	Little 1	Some 2	Moderate 3	Great 4	Very Great 5	Do Not Know 6	Total
<u>Should Be</u>								
Administrators								
Frequency	1	0	2	2	10	5	0	20
Row %	5.00	0	10.00	10.00	50.00	25.00	0	
Counselors								
Frequency	0	0	0	0	11	4	0	15
Row %	0	0	0	0	73.33	26.67	0	
Instructors								
Frequency	0	2	3	8	23	11	0	47
Row %	0	4.26	6.38	17.02	48.94	23.40	0	
Total Frequency	1	2	5	10	44	20	0	82
Column % Total	1.22	2.44	6.10	12.20	53.66	24.39	0	
<u>Existing</u>								
Administrators								
Frequency	2	4	3	6	3	3	0	21
Row %	9.52	19.05	14.29	28.57	14.29	14.29	0	
Counselors								
Frequency	2	3	3	6	3	0	0	17
Row %	11.76	17.65	17.65	35.29	17.65	0	0	
Instructors								
Frequency	3	16	5	12	8	3	1	48
Row %	6.25	33.33	10.42	25.00	16.67	6.25	2.08	
Total Frequency	7	23	11	24	14	6	1	86
Column % Total	8.14	26.74	12.79	27.91	16.28	6.98	1.16	

47 teacher respondents did not know if services were available in both time frames--that is day and evening students (See Table IX).

Item 8 "availability of placement services during the week-end" met mixed reviews in the should be category. Administration generally scored a total of 75 percent in the none, little and some categories, indicating that they did not think services should be offered. Counselors and instructors were somewhat equal in all areas from none to very great with no major trend except that 31.25 percent of the instructors said there should be no services provided. Comparably, counselors scored a 31.25 percent in the some services provided. It appeared that no group was strong about providing week-end services.

Clearly the existing situation as viewed by all three staff levels was that no services were currently being offered. The total responses under the existing category of the (0 or None) level of existing week-end services indicated that 78.5 percent of the total 84 respondents were in agreement as to what actually existed on week-ends in area vocational-technical schools in Oklahoma (See Table X).

Item 9 "the availability of services and how they are communicated to secondary school students" is viewed by instructors to be of #4 (great) importance and should be available to secondary students. Administration's highest percent column is 31.58 percent--a moderate ranking and counselor's highest percentage was also moderate at 50 percent. On the whole, administration, guidance and instructors were very unified in their overall high priority ranking in the should be category.

The existing situation as viewed by counselors had its highest ranking at 47.06 (#1 some). Instructors had their highest ranking at 27.08 (none), 22.92 (some), but on the other end of the perspective, those nine out of 48 respondents "did not know" whether placement services

TABLE IX
 SURVEY ITEM #7: JOB READINESS AND PLACEMENT
 SERVICES ARE AVAILABLE TO STUDENTS DURING
 BOTH DAYS AND EVENINGS THROUGHOUT
 THE YEAR

	None 0	Little 1	Some 2	Moderate 3	Great 4	Very Great 5	Do Not Know 6	Total
<u>Should Be</u>								
Administrators								
Frequency	2	2	0	8	5	2	0	19
Row %	10.53	10.53	0	42.11	26.32	10.53	0	
Counselors								
Frequency	0	0	1	5	7	3	0	16
Row %	0	0	6.25	31.25	43.75	18.75	0	
Instructors								
Frequency	1	2	4	13	14	12	2	48
Row %	2.08	4.17	8.33	27.08	29.17	25.00	4.17	
Total Frequency	3	4	5	26	26	17	2	83
Column % Total	3.61	4.82	6.02	31.33	31.33	20.48	2.41	
<u>Existing</u>								
Administrators								
Frequency	4	8	4	5	0	1	0	22
Row %	18.18	36.36	18.18	22.73	0	4.55	0	
Counselors								
Frequency	5	6	4	0	0	1	0	16
Row %	31.25	37.50	25.00	0	0	6.25	0	
Instructors								
Frequency	14	14	6	4	2	2	5	47
Row %	29.79	29.79	12.77	8.51	4.26	4.26	10.64	
Total Frequency	23	28	14	9	2	4	5	85
Column % Total	27.06	32.94	16.47	10.59	2.35	4.71	5.88	

TABLE X
 SURVEY ITEM #8: JOB READINESS AND PLACEMENT
 SERVICES ARE AVAILABLE TO STUDENTS
 ON WEEKENDS

	None 0	Little 1	Some 2	Moderate 3	Great 4	Very Great 5	Do Not Know 6	Total
<u>Should Be</u>								
Administrators								
Frequency	6	5	4	1	2	1	1	20
Row %	30.00	25.00	20.00	5.00	10.00	5.00	5.00	
Counselors								
Frequency	2	2	5	2	2	1	2	16
Row %	12.50	12.50	31.25	12.50	12.50	6.25	12.50	
Instructors								
Frequency	15	8	6	5	6	3	5	48
Row %	31.25	16.67	12.50	10.42	12.50	6.25	10.42	
Total Frequency	23	15	15	8	10	5	8	84
Column % Total	27.38	17.86	17.86	9.52	11.90	5.95	9.52	
<u>Existing</u>								
Administrators								
Frequency	15	3	0	3	0	0	0	21
Row %	71.43	14.29	0	14.29	0	0	0	
Counselors								
Frequency	14	0	1	0	0	0	1	16
Row %	87.50	0	6.25	0	0	0	6.25	
Instructors								
Frequency	37	1	1	2	0	0	6	47
Row %	78.72	2.13	2.13	4.26	0	0	12.77	
Total Frequency	66	4	2	5	0	0	7	84
Column % Total	78.57	4.76	2.38	5.96	0	0	8.33	

availability was communicated to secondary school students. Administration was evenly spread from the "none" to "very great" categories. This indicated that there was a very wide range of perception on what was actually done in this area (See Table XI).

Item 10 "the perception of the degree to which the availability of job readiness and placement services should be communicated to the adult population" was consistent between administrators, counselors, and instructors, but counselors scored a very high percent--37.50 percent under the #5 very great category. Administration scored a very high--42.11 percent under the (moderate #3) category. Administration had a very even spread up and down the scale except for this 42.11 at the moderate level. Administration scored a 27.27 percent moderate under the same level. This indicated that they considered the "existing" situation to be very comparable to the "should be" level. The perception of counselors was clustered mostly under the categories of none, little, and some with a 11.76 percent under the "do not know" category (See Table XII).

Item 11 results were not used due to the omission of words on final survey revision. Results were omitted from this report.

Item 12 which was related to whether advisory committee input was being utilized to adjust instructional material was very high under administration, counselors as well as instructors. The majority of the should be scores were under the moderate, great, to very great level. It appeared that advisory committee input was being used as a viable resource for instructional improvement. The majority of responses relating to should be did fall under the #4 and #5 column, but the existing was viewed to be at the #3 and #4 level which was only one level below the should be level (See Table XIII).

TABLE XI

SURVEY ITEM #9: THE AVAILABILITY OF JOB
 READINESS AND PLACEMENT SERVICES IS
 COMMUNICATED TO SECONDARY SCHOOL
 STUDENTS IN THE COMMUNITY

	None 0	Little 1	Some 2	Moderate 3	Great 4	Very Great 5	Do Not Know 6	Total
<u>Should Be</u>								
Administrators								
Frequency	1	2	2	6	5	3	0	19
Row %	5.26	10.53	10.53	31.58	26.32	15.79	0	
Counselors								
Frequency	0	2	0	8	3	3	0	16
Row %	0	12.50	0	50.00	18.75	18.75	0	
Instructors								
Frequency	2	2	4	7	17	10	5	47
Row %	4.26	4.26	8.51	14.89	36.17	21.28	10.64	
Total Frequency	3	6	6	21	25	16	5	82
Column % Total	3.66	7.32	7.32	25.61	30.49	19.51	6.10	
<u>Existing</u>								
Administrators								
Frequency	5	3	5	4	3	2	0	22
Row %	22.73	13.64	22.73	18.18	13.64	9.09	0	
Counselors								
Frequency	3	8	3	2	0	1	0	17
Row %	17.65	47.06	17.65	11.76	0	5.88	0	
Instructors								
Frequency	13	11	5	7	2	1	9	48
Row %	27.08	22.92	10.42	14.58	4.17	2.08	18.75	
Total Frequency	21	22	13	13	5	4	9	87
Column % Total	24.14	25.29	14.94	14.94	5.75	4.60	10.34	

TABLE XII
 SURVEY ITEM #10: THE AVAILABILITY OF JOB
 READINESS AND PLACEMENT SERVICES IS
 COMMUNICATED TO THE ADULT
 POPULATION IN THE
 COMMUNITY

	None 0	Little 1	Some 2	Moderate 3	Great 4	Very Great 5	Do Not Know 6	Total
<u>Should Be</u>								
Administrators								
Frequency	1	2	2	8	3	3	0	19
Row %	5.26	10.53	10.53	42.11	15.79	15.79	0	
Counselors								
Frequency	0	0	2	6	2	6	0	16
Row %	0	0	12.50	37.50	12.50	37.50	0	
Instructors								
Frequency	1	2	2	12	17	11	3	48
Row %	2.08	4.17	4.17	25.00	35.42	22.92	6.25	
Total Frequency	2	4	6	26	22	20	3	83
Column % Total	2.41	4.82	7.23	31.33	26.51	24.10	3.61	
<u>Existing</u>								
Administrators								
Frequency	4	3	6	6	2	1	0	22
Row %	18.18	13.64	27.27	27.27	9.09	4.55	0	
Counselors								
Frequency	2	7	5	0	0	1	2	17
Row %	11.76	41.18	29.41	0	0	5.88	11.76	
Instructors								
Frequency	11	13	4	8	3	1	7	47
Row %	23.40	27.66	8.51	17.02	6.38	2.13	14.89	
Total Frequency	17	23	15	14	5	3	9	86
Column % Total	19.77	26.74	17.44	16.28	5.81	3.49	10.47	

TABLE XIII

SURVEY ITEM #12: INFORMATION LEARNED FROM
INDUSTRY ADVISORY COMMITTEE INPUT
IS CONSIDERED IN MONITORING AND
ADJUSTING JOB READINESS
AND PLACEMENT INSTRU-
CTIONAL MATERIAL

	None 0	Little 1	Some 2	Moderate 3	Great 4	Very Great 5	Do Not Know 6	Total
<u>Should Be</u>								
Administrators								
Frequency	0	0	1	5	6	7	0	19
Row %	0	0	5.26	26.32	31.58	36.84	0	
Counselors								
Frequency	0	0	0	6	3	7	0	16
Row %	0	0	0	37.50	18.75	43.75	0	
Instructors								
Frequency	0	0	1	6	19	19	1	46
Row %	0	0	2.17	13.04	41.30	41.30	2.17	
Total Frequency	0	0	2	17	28	33	1	81
Column % Total	0	0	2.47	20.99	34.57	40.74	1.23	
<u>Existing</u>								
Administrators								
Frequency	0	1	2	8	8	3	0	22
Row %	0	4.55	9.09	36.36	36.36	13.64	0	
Counselors								
Frequency	2	2	3	5	2	2	1	17
Row %	11.76	11.76	17.65	29.41	11.76	11.76	5.88	
Instructors								
Frequency	0	3	9	12	14	7	4	49
Row %	0	6.12	18.37	24.49	28.57	14.29	8.16	
Total Frequency	2	6	14	25	24	12	5	88
Column % Total	2.27	6.82	15.91	28.41	27.27	13.64	5.68	

Item #13 "schoolwide plan should be incorporated for student assessment information" was scored by administrators at the 40 percent level under the #4 great column. Counselors scored should be at the great 43.75 percent and very great 37.50 percent. Instructors were comparable to counselors and had very similar ratings.

Item #14 "the existing perception of whether a schoolwide plan existed" was evenly distributed from #0 (none) to #5 (very great) in all three population categories of administration, counselors, and instructors. Eight out of 47 respondents, however, did not know if a schoolwide plan existed. That equated to over 17.02 percent (See Table XIV).

Item 15--which addressed the existence of a schoolwide plan to use outside agencies for job readiness and placement activities was scored at 42.11 percent under the should be category by administration, but instructors scored it at 45.65 percent under the great level of need. Counselors scored at a 37.50 percent level. Their degree of should be emphasis was very high and indicated a great need for outside agencies such as the employment security commission.

Administrators had scored a 50 percent rating for what was existing by indicating that there was only a moderate rating for the actual existence of a schoolwide plan.

Counselors and instructors scored this item evenly but 10 out of 40 instructors "did not know" if agencies were being used (See Table XV).

Item #16 "the concept of a schoolwide plan to use computers for guidance information" was scored very high by administrators under the should be category--35 percent great and 25 percent very great. The combined scores under the great and very great column were well over 70 percent for both instructors and counselors.

TABLE XIV
 SURVEY ITEM #13: A SCHOOLWIDE PLAN EXISTS
 FOR INCORPORATING STUDYING ASSESSMENT
 INFORMATION TO BE USED EFFECTIVELY
 IN JOB READINESS AND PLACE-
 MENT ACTIVITIES

	None 0	Little 1	Some 2	Moderate 3	Great 4	Very Great 5	Do Not Know 6	Total
<u>Should Be</u>								
Administrators								
Frequency	0	1	5	1	8	5	0	20
Row %	0	5.00	25.00	5.00	40.00	25.00	0	
Counselors								
Frequency	0	0	0	3	7	6	0	16
Row %	0	0	0	18.75	43.75	37.50	0	
Instructors								
Frequency	0	0	5	8	18	13	3	47
Row %	0	0	10.64	17.02	38.30	27.66	6.38	
Total Frequency	0	1	10	12	33	24	3	83
Column % Total	0	1.20	12.05	14.46	39.76	28.92	3.61	
<u>Existing</u>								
Administrators								
Frequency	3	2	6	3	6	1	0	21
Row %	14.29	9.52	28.57	14.29	28.57	4.76	0	
Counselors								
Frequency	6	2	2	1	2	1	2	16
Row %	37.50	12.50	12.50	6.25	12.50	6.25	12.50	
Instructors								
Frequency	8	10	5	6	8	2	8	47
Row %	17.02	21.28	10.64	12.77	17.02	4.26	17.00	
Total Frequency	17	14	13	10	16	4	10	84
Column % Total	20.24	16.67	15.48	11.90	19.05	4.76	11.90	

TABLE XV

SURVEY ITEM #14: A SCHOOLWIDE PLAN EXISTS TO
USE RESOURCES FROM OUTSIDE AGENCIES SUCH
AS THE EMPLOYMENT SECURITY COMMISSION
IN JOB READINESS AND PLACEMENT
ACTIVITIES

	None 0	Little 1	Some 2	Moderate 3	Great 4	Very Great 5	Do Not Know 6	Total
<u>Should Be</u>								
Administrators								
Frequency	0	0	4	8	3	4	0	19
Row %	0	0	21.05	42.11	15.79	21.05	0	
Counselors								
Frequency	0	0	1	4	5	6	0	16
Row %	0	0	6.25	25.00	31.25	37.50	0	
Instructors								
Frequency	0	0	2	7	21	12	4	46
Row %	0	0	4.35	15.22	45.65	26.09	8.70	
Total Frequency	0	0	7	19	29	22	4	81
Column % Total	0	0	8.64	23.46	35.80	27.16	4.94	
<u>Existing</u>								
Administrators								
Frequency	2	3	3	11	2	1	0	22
Row %	9.09	13.64	13.64	50.00	9.09	4.55	0	
Counselors								
Frequency	5	2	3	2	1	3	0	16
Row %	31.25	12.50	18.75	12.50	6.25	18.75	0	
Instructors								
Frequency	9	10	9	3	5	2	10	48
Row %	18.75	20.83	18.75	6.25	10.42	4.17	20.83	
Total Frequency	16	15	15	16	8	6	10	86
Column % Total	18.60	17.44	17.44	18.60	9.30	6.98	11.63	

Existing usage of computers as viewed by administrators was scored at 52.3 percent under the #0 (none) column. Counselors scored 31.25 percent none and 37.5 percent little existing usage. Instructors scored 23.40 percent "do not know" whether computers are being used. A considerable gap existed between what should be and what actually exists (See Table XVI).

Item 16 "the usage of a computer system to compile, process, and analyze information of potential employees" was scored very high under the should be category by administrators, counselors, and instructors. All three staff levels scored over 60 percent under the great and very great category.

In all the staff levels the existing situation of computer utilization fell under the (none) category with 43.4 percent for instructors. 56.25 percent for counselors, and 52.38 percent for administrators. A major difference in what existed and what should be was very obvious (See Table XVII).

Item 17 "the degree to which use of up-to-date media and video tape processes should be used to support placement activities" was ranked very high by administration, 42.11 percent for very great and 43.75 percent for great. Instructors combined scores for #3, #4, and #5 moderate, great and very great respectively had a total of 91.56 percent of the should be level (See Table XVIII).

Comparatively, instructors were evenly spread from the 0 (none) to the 5 (very great level) describing what actually existed. Administration scored 22.73 percent, 36.36 percent, and 18.18 percent respectively to describe the existing situation at the some, moderate, and great level of existence. Administrators generally felt that adequate support actually existed in media and video support.

TABLE XVI
 SURVEY ITEM #15: A SCHOOLWIDE PROCESS
 EXISTS FOR INCORPORATING THE USE
 OF COMPUTERIZED GUIDANCE
 INFORMATION IN JOB
 SELECTION

	None 0	Little 1	Some 2	Moderate 3	Great 4	Very Great 5	Do Not Know 6	Total
<u>Should Be</u>								
Administrators								
Frequency	0	2	2	2	7	5	2	20
Row %	0	10.00	10.00	10.00	35.00	25.00	10.00	
Counselors								
Frequency	0	0	1	3	7	5	0	16
Row %	0	0	6.25	18.75	43.75	31.25	0	
Instructors								
Frequency	0	0	3	10	18	13	3	47
Row %	0	0	6.38	21.28	38.30	27.66	6.38	
Total Frequency	0	2	6	15	32	23	5	83
Column % Total	0	2.41	7.23	18.07	38.55	27.71	6.02	
<u>Existing</u>								
Administrators								
Frequency	11	3	1	2	4	0	0	21
Row %	52.38	14.29	4.76	9.52	19.05	0	0	
Counselors								
Frequency	5	6	0	1	1	3	0	16
Row %	31.25	37.50	0	6.25	6.25	18.75	0	
Instructors								
Frequency	12	9	4	6	3	2	11	47
Row %	25.53	19.15	8.51	12.77	6.38	4.26	23.40	
Total Frequency	28	18	5	9	8	5	22	84
Column % Total	33.33	21.43	5.95	10.71	9.52	5.95	13.10	

TABLE XVII
 SURVEY ITEM #16: A COMPUTER SYSTEM
 IS USED TO COMPILE, PROCESS, AND
 ANALYZE JOB DATA AND POTENTIAL
 EMPLOYERS' INFORMATION

	None 0	Little 1	Some 2	Moderate 3	Great 4	Very Great 5	Do Not Know 6	Total
<u>Should Be</u>								
Administrators								
Frequency	0	2	5	1	7	5	0	20
Row %	0	10.00	25.00	5.00	35.00	25.00	0	
Counselors								
Frequency	0	0	2	2	6	6	0	16
Row %	0	0	12.50	12.50	37.50	37.50	0	
Instructors								
Frequency	0	0	3	12	13	15	5	48
Row %	0	0	6.25	25.00	27.08	31.25	10.42	
Total Frequency	0	2	10	15	26	26	5	84
Column % Total	0	2.38	11.90	17.86	30.95	30.95	5.95	
<u>Existing</u>								
Administrators								
Frequency	11	2	0	6	2	0	0	21
Row %	52.38	9.52	0	28.57	9.52	0	0	
Counselors								
Frequency	9	3	1	1	0	2	0	16
Row %	56.25	18.75	6.25	6.25	0	12.50	0	
Instructors								
Frequency	20	4	4	1	3	2	12	46
Row %	43.48	8.70	8.70	2.17	6.52	4.35	26.09	
Total Frequency	40	9	5	8	5	4	12	83
Column % Total	48.19	10.84	6.02	9.64	6.02	4.82	14.46	

TABLE XVIII
 SURVEY ITEM #17: STATE OF THE ART MEDIA
 AND VIDEO TAPE PROCESSES ARE USED FOR
 SIMULATING INTERVIEWS AND SUPPORTING
 JOB READINESS AND PLACEMENT
 ACTIVITIES

	None 0	Little 1	Some 2	Moderate 3	Great 4	Very Great 5	Do Not Know 6	Total
<u>Should Be</u>								
Administrators								
Frequency	0	1	2	5	3	8	0	19
Row %	0	5.26	10.53	26.32	15.79	42.11	0	
Counselors								
Frequency	0	0	0	4	7	5	0	16
Row %	0	0	0	25.00	43.75	31.25	0	
Instructors								
Frequency	0	0	2	13	16	15	2	48
Row %	0	0	4.17	27.08	33.33	31.25	4.17	
Total Frequency	0	1	4	22	26	28	2	83
Column % Total	0	1.20	4.82	26.51	31.33	33.73	2.41	
<u>Existing</u>								
Administrators								
Frequency	2	2	5	8	4	1	0	22
Row %	9.09	9.09	22.73	36.36	18.18	4.55	0	
Counselors								
Frequency	1	6	1	6	2	1	0	17
Row %	5.88	35.24	5.88	35.29	11.76	5.88	0	
Instructors								
Frequency	7	9	8	7	8	2	5	46
Row %	15.22	19.57	17.39	15.22	17.39	4.35	10.87	
Total Frequency	10	17	14	21	14	4	5	85
Column % Total	11.76	20.00	16.47	24.71	16.47	4.71	5.88	

Item 18--counselors scored a combined total percent of 100 percent for moderate, great and very great levels as counselors rated the should be emphasis of this item. Similarly instructors and administrators scored this area very high also (See Table XIX).

The scores for what exists were somewhat evenly distributed with a few high scores but nothing that would indicate a definite trend or major emphasis.

In Item 19 "the degree to which instructors actively participated with their students in workshops and seminars" was viewed as a very high level should be activity by administrators, with all 19 respondents scoring in the 2, 3, 4, and 5 ranking. Counselors scored all their responses in the 3, 4, and 5 ranking with a 37.5 percent in the great or very great rank. Instructors for the most part scored their highest rank percentages in the 3, 4, and 5 level with only 5 responses out of 46 in other rank levels. The should be level of importance for this item is very high. The rank item total $28.4 + 25.93 + 33.33$ represented 87.66 percent of all the responses for all three groups of respondents.

The existing side of the issue indicated that administrators, counselors, and instructors all saw the ranking primarily at the 1, 2, or 3 level, and in the case of the counselors, a large percent--23.53 of the counselor respondents--indicated none as the existing amount of instructor participation in workshops and activities. The should be and the existing are on opposite ends of the scale indicative that what should be does correlate with actually exists (See Table XX).

Item 20 "dealing with the use of program completers being used as resource persons for improvement of the schoolwide readiness and placement plan" had a very high ranking by administrators, counselors, and instructors with the majority of responses under the #3, #4, and #5 level.

TABLE XIX

SURVEY ITEM #18: PROCESSES HAVE BEEN
DEVELOPED TO ASSIST LARGE GROUPS
OF STUDENTS, SMALL GROUPS, AND
INDIVIDUAL STUDENTS WITH
SPECIFIC JOB NEEDS

	None 0	Little 1	Some 2	Moderate 3	Great 4	Very Great 5	Do Not Know 6	Total
<u>Should Be</u>								
Administrators								
Frequency	0	0	14	6	5	4	0	19
Row %	0	0	21.05	31.58	26.32	21.05	0	
Counselors								
Frequency	0	0	0	4	4	8	0	16
Row %	0	0	0	25.00	25.00	50.00	0	
Instructors								
Frequency	1	0	6	9	19	8	3	46
Row %	2.17	0	13.04	19.57	41.30	17.39	6.52	
Total Frequency	1	0	10	19	28	20	3	81
Column % Total	2.17	0	12.35	23.46	34.57	24.69	3.70	
<u>Existing</u>								
Administrators								
Frequency	3	5	4	7	0	2	0	21
Row %	14.29	23.81	19.05	33.33	0	9.52	0	
Counselors								
Frequency	2	3	4	2	5	1	0	17
Row %	11.76	17.65	23.53	11.76	29.41	5.88	0	
Instructors								
Frequency	5	13	11	5	8	1	5	48
Row %	10.42	27.08	22.92	10.42	16.67	2.08	10.42	
Total Frequency	10	21	19	14	13	4	5	86
Column % Total	11.63	24.42	22.09	16.28	15.12	4.65	5.81	

TABLE XX

SURVEY ITEM #19: INSTRUCTORS ACTIVELY
PARTICIPATE WITH THEIR STUDENTS IN
WORKSHOPS AND SEMINARS RELATED
TO JOB READINESS AND PLACEMENT

	None 0	Little 1	Some 2	Moderate 3	Great 4	Very Great 5	Do Not Know 6	Total
<u>Should Be</u>								
Administrators								
Frequency	0	0	4	6	3	6	0	19
Row %	0	0	21.05	31.58	15.79	31.58	0	
Counselors								
Frequency	0	0	0	4	6	6	0	16
Row %	0	0	0	25.00	37.50	37.50	0	
Instructors								
Frequency	1	1	3	13	12	15	1	46
Row %	2.17	2.17	6.52	28.26	26.09	32.61	2.17	
Total Frequency	1	1	7	23	21	27	1	81
Column % Total	1.23	1.23	8.64	28.40	25.93	33.33	1.23	
<u>Existing</u>								
Administrators								
Frequency	1	8	4	5	2	2	0	22
Row %	4.55	36.36	18.18	22.73	9.09	9.09	0	
Counselors								
Frequency	4	1	8	3	0	1	0	17
Row %	23.53	5.86	47.06	17.65	0	5.88	0	
Instructors								
Frequency	7	8	12	9	6	3	4	49
Row %	14.29	16.33	24.49	18.37	12.24	6.12	8.16	
Total Frequency	12	17	24	17	8	6	4	88
Column % Total	13.64	19.32	27.27	19.32	9.09	6.82	4.55	

Administration comments under the should be category were close to being the same as the existing rank of how they perceived the use of program completers. Administration totaled a 31.58 percent under the existing column #5 (very great) category indicated a very strong need for program completer input. Counselors ranked the existing use of program completer input very low #1 and #2 rank. This indicated that counselors felt that there was a great deal of contrast in this area from what was existing to what should be. The responses of instructors were very high in the should be rank #3, #4, and #5 category but were quite spread out under the existing category with high response under the #1 (little), #2 (some), #4 (great) and even the #6--do not know category. Instructors' (49) responses held a widespread view of what actually existed in their programs. Generally, it would appear that instructors to varying degrees were using program completers in an advisory capacity but could probably emphasize it more in the improvement of their placement activities (See Table XXI).

Item 21 deals with the budgetary sufficiency of job placement programs in providing effective services to business and industry. The view of administration as to how things should be and how they actually exist were quite a contrast. In that, level #0 to #1 totaled 71.43 percent under the existing situation of none to little evidence of an adequate budget. Administration in contrast felt that the budget should be at the moderate to very great level (a total of 70 percent). As evidenced the existing was at the 71.43 percent level on one end of the spectrum and the should be was at 70 percent on the other end of the spectrum.

The same analysis for counselors and instructors was almost a direct parallel with the above analysis of administrators. In fact counselors

TABLE XXI

SURVEY ITEM #20: PROGRAM COMPLETERS ARE
ENCOURAGED TO SERVE AS RESOURCES IN
MAKING SUGGESTIONS FOR IMPROVEMENT
RELATED TO THE SCHOOLWIDE PLAN
FOR JOB READINESS
AND PLACEMENT

	None 0	Little 1	Some 2	Moderate 3	Great 4	Very Great 5	Do Not Know 6	Total
<u>Should Be</u>								
Administrators								
Frequency	0	0	4	5	4	6	0	19
Row %	0	0	21.05	26.32	21.05	31.58	0	
Counselors								
Frequency	0	0	1	4	7	4	0	16
Row %	0	0	6.25	25.00	43.75	25.00	0	
Instructors								
Frequency	0	0	3	10	14	16	3	46
Row %	0	0	6.52	21.74	30.43	34.78	6.52	
Total Frequency	0	0	8	19	25	26	3	81
Column % Total	0	0	9.88	23.46	30.86	32.10	3.70	
<u>Existing</u>								
Administrators								
Frequency	1	4	5	4	6	2	0	22
Row %	4.55	18.18	22.73	18.18	27.27	9.09	0	
Counselors								
Frequency	6	3	2	2	1	1	2	17
Row %	35.29	17.65	11.76	11.76	5.88	5.88	11.76	
Instructors								
Frequency	7	8	9	4	13	3	5	49
Row %	14.29	18.37	16.33	8.16	26.53	6.12	10.20	
Total Frequency	14	16	15	10	20	6	7	88
Column % Total	15.91	18.18	17.05	11.36	22.73	6.82	7.95	

were a bit more dramatic in their existing and should be contrast with each other: 37.5 percent great and 37.5 percent very great combined totaled 75 percent under the should be areas. And in contrast, the existing total for #0 (none) and #1 (little) was a 50 percent + 31.25 percent or 81.25 percent for what actually existed.

Instructors' responses were much the same with a 36.17 percent response under the none rank of what actually existed. More specifically, 17 out of 47 responses said there was not sufficient budgetary support in this job readiness and placement area (See Table XXII).

Seminars and workshops, Item #22, availability to employers in providing assistance in evaluation and recruitment of employees was by instructors under the should be category as a very high priority with 40 of the 48 responses under the moderate, great, and very great levels. That represented 83.33 percent of all responses. That time of response under the should be as compared to the existing was quite a contrast. A total of 25 respondents indicated none to little evidence of the existence of these types of workshops. Additionally, 12 out of the 47 respondents just did not know if this type of service existed.

Counselors and administrators had similar views on what should be and what actually existed. In general there was a sizeable gap between the two categories (See Table XXIII).

Item 23 had reference to a positive "goal statement" approved by the local vocational-technical school board. Twelve of the nineteen administrators surveyed felt that it was of great or very great importance to have a board approved goal statement. They did, however, indicate by their response that the level of the existing situation had a moderate to very great status with five responses each for moderate and great and four responses for the very great level.

TABLE XXII

SURVEY ITEM #21: A JOB PLACEMENT PROGRAM
EXISTS WITH SUFFICIENT BUDGET TO PROVIDE
A VIABLE SERVICE TO THE BUSINESS
AND INDUSTRIAL COMMUNITY

	None 0	Little 1	Some 2	Moderate 3	Great 4	Very Great 5	Do Not Know 6	Total
<u>Should Be</u>								
Administrators								
Frequency	0	1	5	4	4	6	0	20
Row %	0	5.00	25.00	20.00	20.00	30.00	0	
Counselors								
Frequency	0	0	1	3	6	6	0	16
Row %	0	0	6.25	18.75	37.50	37.50	0	
Instructors								
Frequency	0	1	1	12	18	11	5	48
Row %	0	2.38	8.33	22.62	33.33	27.38	5.95	
Total Frequency	0	2	7	19	28	23	5	84
Column % Total	0	2.38	8.33	22.62	33.33	27.38	5.95	
<u>Existing</u>								
Administrators								
Frequency	7	8	2	2	1	1	0	21
Row %	33.33	38.10	9.52	9.52	4.76	4.76	0	
Counselors								
Frequency	8	5	0	2	0	1	0	16
Row %	50.00	31.25	0	12.50	0	6.25	0	
Instructors								
Frequency	17	8	6	5	2	0	9	47
Row %	36.17	17.02	12.77	10.64	4.26	0	19.15	
Total Frequency	32	21	8	9	3	2	9	84
Column % Total	38.10	25.00	9.52	10.71	3.57	2.38	10.71	

TABLE XXIII

SURVEY ITEM #22: SEMINARS AND WORKSHOPS
ARE PROVIDED TO OFFER ASSISTANCE TO
EMPLOYERS IN EVALUATING AND
RECRUITING EMPLOYEES

	None 0	Little 1	Some 2	Moderate 3	Great 4	Very Great 5	Do Not Know 6	Total
<u>Should Be</u>								
Administrators								
Frequency	1	1	4	7	3	4	0	20
Row %	5.00	5.00	20.00	35.00	15.00	20.00	0	
Counselors								
Frequency	0	0	2	2	7	5	0	16
Row %	0	0	12.50	12.50	43.75	31.25	0	
Instructors								
Frequency	0	0	4	13	12	15	4	48
Row %	0	0	8.33	27.08	25.00	31.25	8.33	
Total Frequency	1	1	10	22	22	24	4	84
Column % Total	1.19	1.19	11.90	26.19	26.19	28.57	4.76	
<u>Existing</u>								
Administrators								
Frequency	4	8	1	6	1	1	0	21
Row %	19.05	38.10	4.76	28.57	4.76	4.76	0	
Counselors								
Frequency	4	7	2	1	1	0	0	16
Row %	31.25	43.75	12.50	6.25	6.25	0	0	
Instructors								
Frequency	16	9	4	3	2	1	12	47
Row %	34.04	19.15	8.51	6.38	4.26	2.13	25.53	
Total Frequency	25	24	7	10	4	2	12	84
Column % Total	29.76	28.57	8.33	11.90	4.76	2.38	14.29	

Instructors under the should be category reflected a 38.2 percent rank under level #4 (great) and 34.04 percent under level #5 (very great). Additionally, five instructors reported that they could make no judgment under this category.

In contrast to this 18 of the 48 instructors which is 37.5 percent, indicated that they did not know if any such goal statement was in existence.

Counselors scored a 41.18 percent under the category of 0 (none) existence of a goal statement. Counselors do feel that there should be a statement of this type. The should be rank fell under level #4 with 43.75 percent great importance and #5 with 31.25 percent very great importance of a goal statement approved by the local vocational-technical school board (See Table XXIV).

The responses from each of the respondent groups, Administrators, counselors, and instructors were computed based on the range of scores possible from 0 being low to 5 being the highest. The ranges are as follows: 0 - none, 1 - little, 2 - some, 3 - moderate, 4 - great, 5 - very great. Each of the survey item characteristics, 1 thru 23, are listed in abbreviated form (See Appendix B) on Table XXV with the should be and existing mean for each of the items. The mean scores of each of the groups indicate a great deal of contrast in what they perceive exists and what should be. Comparisons can be made from within groups as well as between group responses on each of the survey items (See Table XXV).

TABLE XXIV
 SURVEY ITEM #23: A POSITIVE "GOAL STATEMENT"
 INCORPORATING JOB READINESS AND PLACEMENT
 HAS BEEN APPROVED BY THE LOCAL VO-TECH
 SCHOOL BOARD

	None 0	Little 1	Some 2	Moderate 3	Great 4	Very Great 5	Do Not Know 6	Total
<u>Should Be</u>								
Administrators								
Frequency	1	0	3	3	4	8	0	19
Row %	5.26	0	15.79	15.79	21.05	42.11	0	
Counselors								
Frequency	0	0	1	3	7	5	0	16
Row %	0	0	6.25	18.75	43.75	31.25	0	
Instructors								
Frequency	0	0	2	6	18	16	5	47
Row %	0	0	4.26	12.77	38.30	34.04	10.64	
Total Frequency	1	0	6	12	29	29	5	82
Column % Total	1.22	0	7.32	14.63	36.37	35.37	6.10	
<u>Existing</u>								
Administrators								
Frequency	5	1	0	5	5	4	1	21
Row %	23.81	4.76	0	23.81	23.81	19.05	4.76	
Counselors								
Frequency	7	1	2	3	0	1	3	17
Row %	41.18	5.88	11.76	17.65	0	5.88	17.65	
Instructors								
Frequency	7	3	3	7	8	2	18	48
Row %	14.58	6.25	6.25	14.58	16.67	4.17	37.50	
Total Frequency	19	5	5	15	13	7	22	86
Column % Total	22.09	5.81	5.81	17.44	15.12	8.14	25.58	

TABLE XXV
SUMMARY OF QUESTIONNAIRE RESPONSES
(MEAN SCORES)

Survey Item Characteristics or Activities	<u>Mean Scores</u> Administrators		<u>Mean Scores</u> Counselors		<u>Mean Scores</u> Instructors	
	Should Be	Existing	Should Be	Existing	Should Be	Existing
1. Schoolwide Plan	4.000	2.363	4.437	2.125	4.083	2.276
2. Designated Person	4.000	1.904	4.250	1.625	4.020	1.638
3. Staff Inservice	3.631	2.272	4.066	1.352	3.739	1.829
4. Activities Coordination	3.684	2.136	4.000	1.562	3.739	1.521
5. Instruction Materials	3.684	3.045	4.375	3.000	4.042	3.000
6. Adequate Space	3.750	2.619	4.266	2.294	3.808	2.395
7. Day and Night Services	2.947	1.636	3.750	1.187	3.687	1.829
8. Available Weekends	1.750	0.571	2.687	0.500	2.166	0.957
9. Secondary Services	3.105	2.136	3.312	1.470	3.808	2.270
10. Adult Services	3.000	2.090	3.750	2.000	3.812	2.212
11. Void	4.333	3.578	4.615	2.933	4.500	3.466
12. Advisory Committee Input	4.000	3.454	4.062	2.764	4.282	3.510
13. Student Assessment Information	3.550	2.476	4.187	2.125	4.021	2.723
14. Outside Agency Utilization	3.368	2.500	4.000	2.062	4.195	2.645
15. Schoolwide Process	3.850	1.285	4.000	1.750	4.063	2.617
16. Computer System	3.400	1.333	4.000	1.125	4.145	2.369
17. Media/Video Utilization	3.789	2.590	4.250	2.470	3.760	2.437
18. All Sizes of Groups Served	3.473	2.095	4.250	2.470	3.760	2.437
19. Instructor/Student Workshops	3.578	2.227	4.125	1.823	3.804	2.489
20. Graduate Students as Resources	3.631	2.727	3.875	2.000	4.130	2.734
21. Budget Adequate	3.450	1.285	4.062	1.000	4.083	2.063
22. Industry Workshops	3.100	1.761	3.937	1.125	4.041	2.361
23. Positive Goal Statement	3.736	2.952	4.000	2.176	4.340	3.750

Mean scores are based on 0 to 5 scoring range on questionnaire as follows:
0 - none, 1 - little, 2 - some, 3 - moderate, 4 - great, 5 - very great.

Part II of the survey dealt with the responses of administrators, counselors, and instructors by answering three questions--numbers 24, 25, and 26. Responses from the survey were recorded and tabulated to reflect the respondents views in each of these areas:

Question #24 "what is currently being done that is most effective in your school or program area. (The following responses are not in any frequency order but are a random listing with responses and the number of times each response occurred or was mentioned.)

- o (16) Making instructors are responsible for the majority job readiness and job placement instruction.
- o (3) Utilization of advisory committee utilization to assist in program and job placement emphasis.
- o (2) Interfacing with industry in the training and update process.
- o (1) Integrating of job readiness activities through student organizations.
- o (1) Providing hands-on training with lab experiences to reinforce job skill information.
- o (1) Providing students with internship job support activities as a part of their training.
- o (1) Providing an opportunity for contests in class to reinforce job skills.
- o (1) Developing programs of work for the year.
- o (2) Visits to business and industry to solicit potential jobs for students.
- o (5) Instructors teaching units on job placement and readiness skills to their own students.
- o (2) Incorporating the basic skills through the use of computer software.
- o (2) Allowing students to practice job interview skills through contests.
- o (1) Providing job fair activities for all students
- o (7) Conducting job readiness seminars for students--adult and secondary.

- o (6) Using video tape job interviews of students practicing their job skills and readiness activities.
- o (2) Utilization of various agencies to provide referral services to students looking for job assistance.
- o (10) Providing technical assistance to students in preparing resumes and personal information material.
- o (1) Utilizing employment training information as a basis for extended training activities over a period of weeks (10 days).
- o (3) Using video training information for individual study of potential job referral or graduates of classes.
- o (1) Preparing announcements of student graduates to employers who would potentially hire students.
- o (3) Utilizing the State Department of Vocational-technical curriculum to teach related job skills.
- o (5) Providing a full-time placement person to facilitate placement activities.
- o (4) Utilizing resource personnel from industry to support job preparation for students.
- o (5) Providing job placement and assessment centers in school that provide testing, assessment, and pre-employment training.
- o (4) Utilizing directories of industries that are potential job placement contacts and resources.
- o (5) Utilization of displaced/dislocated adult students in our programs.
- o (2) Utilization of diagnostic tests such as the SAGE program to prescribe job analysis assistance.

Question #25 is a listing of the least effective activities that are currently being used in programs as viewed by administrators, counselors, and instructors.

- o (1) Excessive amounts of paperwork.
- o (1) Workshops that are poorly planned and provide little information.
- o (1) Instructors that want to just sit back and let someone else do the work of assisting students.

- o (9) Instructors that are not prepared to provide the support needed for job assistance.
- o (4) Letting counselors do all the work with little support from instructors.
- o (3) Lack of a total school organizational plan for placement.
- o (2) Use of video tapes that are inappropriate.
- o (4) Administrative support that does not provide proper direction or commitment.
- o (1) Business and Industry coordinators that have a narrow emphasis as to what their job actually is.
- o (1) Job placement coordinators that only cut out newspaper ads for instructors and call that job assistance.
- o (1) Time schedules that do not fit students needs.
- o (1) Using word-of-mouth only to spread the availability of sources.
- o (1) Speakers in classrooms that do not focus on needs and current issues.
- o (2) Instructors that are not well enough informed about companies they work to assist.
- o (3) Poorly planned career or job fair days--content, location, etc.
- o (4) Lack of a full-time job placement person to work with students and instructors.
- o (3) Schools that sit back and wait for industry to call schools and offer job placement help and positions.

Question #26 is a collection of general statements submitted by Administrators, Counselors, and Instructors. The items are listed in a matrix format with numbers of responses at the beginning of each statement. Many of the responses are the same as were listed in Item #24 and Item #25.

- o (5) All schools should have a placement director to provide support for instructors who are primarily responsible for placement.

- o (3) Develop or adopt a schoolwide curriculum geared to provide job readiness assistance and a tracking system for students.
- o (1) Develop an OJT (on-the-job-training) program as well as a placement service.
- o (2) Set up a job placement department that will provide proper funds and resources for placement activities.
- o (4) Schools and job resource persons should get involved in community groups in the total district to solicit job support groups.
- o (5) You have hit on a great need in all our vocational-technical schools.
- o (4) Develop a statewide plan that will be appropriate in each school that would like to participate.
- o (1) Concentrate on more job assistance work with high school students.
- o (1) Develop more affective screening processes to place students in classes in which they can more likely succeed.
- o (3) Require all students to complete some of the basic skills before going to work.
- o (3) Provide budgets in schools that will not restrict job placement activities and preparation skills.
- o (2) Promote job placement with a strong public information emphasis.
- o (3) Hire placement personnel that will actually work at funding jobs for students.
- o (3) Provide more computer and video software for support of job skills.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study was undertaken to determine the critical issues of job readiness and job placement that need to be addressed in Oklahoma area vocational-technical schools. This information will ultimately be used to help develop materials, plan facilities, and identify staffing positions that are necessary to provide job readiness and placement services for adult and secondary students in Oklahoma area vocational-technical schools.

The effectiveness of area vocational-technical schools in Oklahoma in the areas of job readiness and job placement of students is a serious concern. The perception of what is being done as it now exists and what should be done is of major consequence in future plans to help provide the support needed to vocational-technical schools in their job placement centers. The perceptions reported by administrators, counselors, and instructors is very critical in determining areas of weakness or strength in a total delivery system for job placement.

Specifically, respondents were asked to indicate the degree to which certain characteristics (Part I, Item 1 thru 23) actually exist in their local school setting and to what degree each of those same characteristics should be incorporated into their local school program. Respondents from administration, counselors, and instructors were compared and contrasted by analyzing the level of emphasis placed on each item using a scale of 0 to 5, 0=none, 1=little, 2=some, 3=moderate, 4=great, and 5=very great.

If the respondent did not know or had no basis for judgment, responses were checked in the corresponding column (See Appendix B).

The questionnaire also consisted of Part II which had three items as follows: Item #24 what exists that actually works; Item #25 what is being done that is least effective; and Item #26, general comments or suggestions. The questionnaire was developed by a panel of selected experts, and field tested with a group of Oklahoma curriculum network specialists, ten selected staff members from an area vocational-technical school, the doctoral committee, and my doctoral committee chairman.

The population for the survey was a random sampling of respondents selected from all the area vocational-technical schools in Oklahoma. The random sample taken was from administrators, counselors, and instructors in those area schools. Appropriate numbers of questionnaires were mailed to each vocational-technical school or campus and distributed to each selected respondent through intra-school mail. Each of the questionnaires had a cover letter to explain the process and procedure, instructions for returning, and postage included on each questionnaire.

The analysis included determining the frequency of each respondent to each of the 23 items of Part I and the comment section of Part II--items 24, 25, and 26. Frequency scores and percentages of each item were compiled and computed for each of the respondent questionnaires. Mean scores and differences in mean scores were determined for each item on the questionnaire and each group. General comments were compiled and totaled on a random listed matrix with frequency numbers of responses indicated for each comment. These comments were shown only to provide each respondent with the opportunity to provide information about activities that were successful or unsuccessful and further to make general comments that they feel could be used in planning or improving job placement

that they feel could be used in planning or improving job placement centers in area vocational-technical schools.

Findings

Research questions were formulated to provide a systematic investigation and a methodical way of determining the existing and should be status of job readiness and placement opportunities and services in area vocational-technical schools around the State of Oklahoma. The following findings and conclusions were based on the results of this study and were derived from each of the characteristics or activities on the survey instrument (See Summary Table XXV for Questionnaire Responses).

1. Administrators, counselors, and instructors agreed that there should be a school wide plan but also agreed that the existing situation did not reflect this.

2. Administrators, counselors, and instructors agreed that there should be a designated person but all three groups agreed that the existing situation not provide for such a person.

3. Administrators, counselors, and instructors agreed that there should be staff inservice in area schools but counselors and instructors did not feel that inservice exists. Administrator responses were equally distributed from the none to very great category indicating that they felt inservice existed in many cases.

4. Administrators, counselors, and instructors agreed that there should be activities coordination between job placement and instruction. Administration responses were very evenly spread between all respondents. Instructors and counselors, however, felt that this type coordination did not exist.

5. Administrators, counselors, and instructors agreed that there should be instructional materials available. Administrators and instructors had an equal distribution of what they felt existed. Counselors, however, felt that materials did not exist in sufficient quantities.

6. Administrators, counselors, and instructors agreed that adequate space should be provided, but they also agreed that adequate space did not exist.

7. Administrators, counselors, and instructors all agreed that services should be provided both day and night but the existing situation did not provide this opportunity.

8. Administrators, counselors, and instructors were divided on whether services should be available on weekends. Administrators indicated "no", and counselors and instructors were evenly distributed. All three groups indicated that at present those types of services do not exist.

9. Services to secondary students as viewed by all three groups of respondents indicated that services should be available but were not available to the extent they should be.

10. Services to adults as viewed by all three groups of respondents indicated that services should be available but were not available to the degree desired.

11. This item was eliminated due to improper wording of statement in the final printing of the survey.

12. Administrators, counselors, and instructors all agreed that there should be advisory committee input and that their perception of what existed was that advisory committees were being used effectively.

13. Administrators, counselors, and instructors all agreed that there should be student assessment information available in programs but all three groups agreed that the existing situation is evenly spread from none to a great deal depending on the particular school. Instructors in many cases did not know what existed in their particular school.

14. All three groups agreed that there should be a high utilization of outside agencies. Administrators felt that it did exist, but counselors and instructors did not feel that it existed or in the case of instructors, some do not know if agencies are utilized at all.

15. Administrators, counselors, and instructors all agreed that there should be a schoolwide process for job placement but what existed gave little evidence of an actual schoolwide process. Instructors did not know, in many cases, what did exist in their schools.

16. Use of a computer system devoted to this area did not exist in the majority of schools as viewed by administrators, counselors, and instructors. However, counselors and instructors agreed that there should be computers. Administrators were evenly distributed on whether computers should or should not be used to assist in job placement activities.

17. Administrators, counselors, and instructors strongly agreed that there should be a high degree of media/video utilization. Counselors felt that in general it did not exist. Administrators and instructors scored equally at a very low level or a very high level.

18. Counselors and instructors were in agreement that all groups should be served, but administrators were somewhat equally distributed under the should be and existing areas. Instructors were in agreement that the existing situation did not provide services for all groups.

19. All three groups indicated that workshops for instructors and students should be provided. Administrators agreed that they did exist

was scored predominantly under the should be category by counselors and instructors. Administrators had no significant trend and were evenly distributed under the should be and existing category. Counselors in general agreed that students were not being used. Instructors were evenly distributed with no particular trend indicated.

21. All three groups agreed that a well planned budget should be used, but the existence of a budget for this type of activity was generally not provided or given enough emphasis in their school district.

22. All three groups agreed that industry workshops should be provided but in actuality did not exist to the degree they should be utilized.

23. This category regarding "a positive goal statement" was viewed by all groups as a very strong should be and also agreed that the existing situation did have a positive goal statement in its policy.

Findings from Part II of the questionnaire--questions 24, 25, and 26 resulted in the compilation of a number of comments and suggestions. Those comments were recorded and tabulated as follows:

The following is a listing of the more significant findings for each of the three survey questions.

Item 24--"What is currently being done that is most effective in your school"--had the following comments that recurred most often:

Sixteen responses indicated that instructors were primarily responsible for the majority of their job readiness and placement instructions;

Seven comments relating to the importance of utilization of visits to industry, the need for advisory committees input, and day-to-day interfacing with industry were three very reoccurring items;

Five comments from instructors indicated that instructors are effectively teaching units of instruction on job readiness and placement and were including a variety of activities as a part of that instruction-- such as job fairs, curriculum materials, computers, assessments resources from industry and local support staff.

Seven comments from instructors indicated that job readiness seminars for adults and secondary students were of prime importance;

Nine responses indicated that the use of video tapes for instruction and job interview critiques was very effective;

Five respondents felt that their full-time placement person was the key to bringing together all the job skill activities. Five responses also felt that a job placement center was the key to the success of district placement programs.

A number of miscellaneous responses were recorded that respondents felt should be included in a total delivery system for job placement: employee directories, organized public relations activities, availability of employment training trend information, and an all-school mission statement for job assistance from administration.

Item 25 "What things being done that are least effective?" The following is a listing of those items that were listed most frequently:

Nine respondents felt that instructors who were not prepared to provide the kind of support that was needed were a major problem;

Four respondents implied that schools who let counselors do all the job placement work created major problems in an effective placement program.

Four respondents indicated that their administration did not support and provide proper direction. Three other comments stated that their is lack of an all-school plan.

A very serious concern was reported to be the existence of job placement centers that were poorly planned. Another concern was the tendency for schools to wait for industry to take the lead, and in so doing they sat back and didn't do the things they knew should be done. Ineffective and poorly planned career days were very much a deterrent to good placement programs.

Item 26--"general comment statements" reported a number of very interesting suggestions as follows:

Five respondents stated that there should be a full-time placement director in most schools;

Three respondents indicated that a schoolwide plan for job readiness and placement was critical;

Four respondents indicated that having a full-time job resource person was critical;

Four respondents suggested that a statewide plan should be used across the state in each of our school settings;

Three respondents indicated that having an adequate budget to support a schoolwide placement system was very much a priority;

Three respondents also indicated that having the necessary computer assistance to back-up an on-going placement and readiness service as critical;

Three respondents felt that a plan to promote and require all students to participate in the job placement program was very important;

The last and probably most important as viewed by three respondents was that the most qualified person available should be hired to manage and direct the job placement program in the total district.

Conclusions

A review of the survey items and general comments from each of the respondents resulted in a number of conclusions that generally summarized the results of the survey and research information. The following comments reflect those conclusions:

1. A very meager effort is being made in area vocational-technical schools to provide job readiness and placement services to adult and secondary students.
2. Instructors, counselors, and administrators all see a great need to improve job readiness and placement to become a viable tool in the Oklahoma area vocational-technical school instructional program.
3. There is a great deal of difference in what should be and what actually exists as perceived by instructors, counselors, and administrators.
4. The findings of the Oklahoma study support the findings of the state and national research information.

Recommendations

After considering the findings and conclusions of the study, the following recommendations are proposed:

1. The State Department of Vocational-Technical Education should develop a comprehensive job readiness and placement program coordinator with instructional materials that could be inserviced and used in each of the area vocational-technical schools in Oklahoma.

2. Each school should develop a program with a district philosophy supported by the school board to promote job readiness and placement services for secondary as well as adult students in the entire district.

3. Each school district should develop its own job readiness and placement center with the following characteristics:

- *Adequate budget
- *Part-time or full-time designated Job Placement Specialist
- *Instructors inserviced and actively involved in total program
- *Adequate space for counseling and training
- *Services provided to both adult and secondary students
- *Services should be available evenings, weekends, and throughout the daytime

4. Each school or district should provide a variety of services through their job readiness and placement center as follows:

- *Student assessment and testing
- *Counseling and guidance to individual, small, and large groups
- *Industry contacts and referrals
- *Availability of student readiness and placement services
- *Technical support through video, media, and computer assisted services
- *Referrals to various support from state, local, industrial, and non-profit agencies

5. Each school district should provide the vital link for the job readiness and placement center through its contact with industry. A statewide emphasis coupled with a local district plan using advisory committees, industry resource persons, and collaborative training and inservice should be facilitated.

6. Each school district should support public relations and promotion for job readiness and placement using instructors, administrators, former students, community contacts, local industry, and existing students are all vital components necessary to having an effective schoolwide delivery system for job readiness and placement.

It is important to consider the above recommendations in light of the tremendous responsibility and challenge we in Oklahoma must provide. Not

only are we responsible to provide the best instruction possible in the skill area but we must also provide the best information and technical assistance support needed by industry in order to compete in today's job market. Our impacted economy and often fierce competitiveness among job applicants for key positions has created some unique challenges that we must consider. We cannot afford to spend time and money for skill training, facilities, and equipment and at the same time neglect the most vital component of "preparing students for job seeking and interviewing."

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APPENDIXES

APPENDIX A

PANEL OF EXPERTS

PANEL OF EXPERTS

Mr. Tom Friedemann
Assistant State Director
State Department of Vocational-Technical Education
Stillwater, OK 74074

Mr. Bob Patton, Director
Full Time Programs
Tri-Country Area Vocational-Technical School
Bartlesville, OK 74006

Dr. Gene Callahan, Superintendent
Tulsa Area Vocational-Technical School
Tulsa, OK 74145

Mr. Phil Wahl
Assistant Superintendent
Central Oklahoma Area Vocational-Technical School
Drumright, OK 74030

Mr. Greg Pierce, Coordinator
Curriculum Instructional Materials Center
State Department of Vocational-Technical Education
Stillwater, OK 74074

Mr. Les Miller
View Program
State Department of Vocational-Technical Education
Stillwater, OK 74074

APPENDIX B

JOB READINESS AND PLACEMENT SERVICES QUESTIONNAIRE

JOB READINESS AND PLACEMENT SERVICES: TO WHAT EXTENT ARE THEY BEING PROVIDED IN OKLAHOMA AREA VOCATIONAL-TECHNICAL SCHOOL



PURPOSE OF THE STUDY

This instrument is designed to determine the perception of what currently exists and what should be happening with job placement as perceived by teachers, counselors and administrators. It is planned that this information will help in providing data that will be useful in determining what can be done across the state to improve Job Placement Activities.

ed below are characteristics and activities which may or may not be in existence in various Vocational-Technical Schools thro state. In the column to the left, please indicate (x) the degree to which certain characteristics exist. In the column to the right, cate (x) the degree to which certain characteristics should be implemented. If a particular item cannot be determined, or you w, then mark (x) in the do not know column or mark (x) in the no basis for judgement column.

PLEASE NOTE THE FOLLOWING TERM DEFINITIONS:

- Job Readiness - Refers to job interviewing & preparation techniques prior to placement
- Job Placement - Refers to school provided support services leading to employment

Existing

Should Be Impl

In the best of your knowledge, indicate the degree to which the following characteristics exist in your school system.	CHARACTERISTICS OR ACTIVITIES DESCRIBED					In your best judgement, indicate the extent to which the following characteristics should be implemented in your school system.				
	1. A schoolwide plan exists for developing and implementing a job readiness and placement system for all students.									
	2. A designated person is responsible for schoolwide coordination of job readiness and placement activities.									
	3. Faculty and staff members are provided inservice training in job readiness and placement activities.									
	4. A functional method exists for coordinating activities between job placement staff and instructional personnel.									
	5. Instructional materials are available for job readiness and placement.									
	6. Adequate space for counseling, resources and equipment are provided for student job readiness and placement activities.									
	7. Job readiness and placement services are available to students during both days and evenings throughout the year.									
	8. Job readiness and placement services are available to students on week-ends.									
	9. The availability of job readiness and placement services is communicated to secondary school students in the community.									
	10. The availability of job readiness and placement services is communicated to the adult population in the community.									
	11. Instructional staff work efficiently and effectively with industry and									
	12. Information learned from industry advisory committee input is considered in monitoring and adjusting job readiness and placement instructional materials.									
	13. A schoolwide plan exists for incorporating student assessment information									

After the study is completed, I will be happy to share the results at a later date.
Please fold at the dashed line, staple and mail to the address shown by MAY 27, 80
The questionnaire is stamped and addressed for your convenience. Thank you in advance.

FOLD HERE



*Mr. William J. Hartman
Briarwood #7
3311 22nd Street
Woodward, Oklahoma
73801*

APPENDIX C

COVER LETTER

March 13, 1988

Dear Educator:

The responsibility of Oklahoma area vocational/technical schools to prepare students to enter the workforce is a very serious and important part of the challenges facing the economic development of Oklahoma.

To help in determining how we can more effectively meet those challenges, I request your assistance by responding to the enclosed questionnaire needed for a research study. The study is being conducted independently but with the support of the Oklahoma State Department of Vocational/Technical Education.

This is your opportunity to indicate the degree to which you feel job readiness and placement activities actually exist in your local school or campus in comparison to how you feel those same activities should exist. In addition, you can make comments regarding what works, what does not work, and any other suggestions that you feel are pertinent.

It is my sincere belief that the information gained from this study can help each area school to plan and implement more effective methods in facilitating job readiness and placement services to students completing vocational programs.

If you have any questions, please call me at (405) 256-6610 from 8:00 a.m. to 5:00 p.m. or at home--(405)254-2132.

Thank you in advance for your assistance.

Sincerely,

Bill Hartman, Director
Day Programs
High Plains AVTS

APPENDIX D

FOLLOW-UP LETTER

April 30, 1988

Dear Educator:

I would like to take the opportunity to express my gratitude to you for taking the time to complete and return the questionnaire related to job readiness and placement activities in your school.

The information gathered from this instrument will be compiled and presented as a part of a research study on the extent to which job readiness and placement services are being used in area vocational-technical schools throughout the state. Hopefully, this information can be used as a resource for developing guidelines and minimum criteria for job placement services in Oklahoma schools. By improving placement services, a marked improvement in actual job placement and retention should result. With this type of emphasis on job placement, it is my hope that a significant decrease in student dropouts will result.

Your help and cooperation was certainly appreciated. Without your assistance, it would have been impossible to conduct a study of this magnitude. Upon completion of this study, I would be happy to provide your school with information related to the study.

Sincerely,

Bill Hartman, Director
Day Programs
High Plains AVTS

APPENDIX E

OKLAHOMA VOCATIONAL-TECHNICAL SCHOOLS SURVEYED

LIST OF OKLAHOMA VOCATIONAL-TECHNICAL SCHOOLS SURVEYED

Northeast Area Vocational-Technical School

North Campus

Drawer P

Afton, OK 74331

(918)257-4251

South Campus

Box 825

Pryor, OK 74361

(918)825-5555

Oklahoma Northwest Area Vocational-Technical School

Alva Campus

1801 S. 11th Street

Alva, OK 73717

(405)327-0344

Fairview Campus

801 Vo-Tech Drive

Fairview, OK 73737

(405)227-3708

Southern Oklahoma Area Vocational-Technical Center

Hwy. 70 East

Ardmore, OK 73401

(405)223-2070

Tri-County Area Vocational-Technical School

6101 Nowata Road

Bartlesville, OK 74005

(918)333-2422

Western Area Vocational-Technical School

P.O. Box 149

Burns Flat, OK 73624

(405)562-4812

Eastern Oklahoma Area Vocational-Technical School

P.O. Box 967

Choctaw, OK 73020

(405)390-9591

Central Area Vocational-Technical School

Drumright Campus

3 C.T. Circle

Drumright, OK 74030

(918)351-2551

Central Area Vocational-Technical School
Sapulpa Campus
1720 S. Main Street
Sapulpa, OK 74066
(918)224-9300

Red River Area Vocational-Technical School
P.O. Box 1088
Duncan, OK 73533
(405)255-2903

Canadian Valley Area Vocational-Technical School
Box 579
El Reno, OK 73036
(405)2622-2629

Canadian Valley Area Vocational-Technical School
Box 1292
Chickasha, OK 73018
(405)224-7220

O.T. Autry Area Vocational-Technical School
1201 W. Willow
Enid, OK 73701
(405)242-2750

Caddo-Kiowa Area Vocational-Technical School
P.O. Box 190
Fort Cobb, OK 73038
(405)643-2387

Kiamichi Area Vocational-Technical School
Atoka Center
P.O. Box 220
Atoka, OK 74525
(405)889-7321

Kiamichi Area Vocational-Technical School
Broken Bow
Idabel Center
Rt. 3, Box 50VT
Idabel, OK 74745
(405)286-7555

Kiamichi Area Vocational-Technical School
McAlester Center
P.O. Box 308
Vo-Tech Drive
McAlester, OK 74501

Kiamichi Area Vocational-Technical School
Poteau Center
P.O. Box 825
Hwy. 270 S.
Poteau, OK 74953
(918)647-4525

Kiamichi Area Vocational-Technical School
Spiro Center
610 S.W. 3rd
Spiro, OK 74959
(918)962-3722

Kiamichi Area Vocational-Technical School
Talihina Center
P.O. Box 674
Talihina, OK 74571
(918)567-2264

Great Plains Area Vocational-Technical School
4500 W. Lee Boulevard
Lawton, OK 73503
(405)536-8098

Mid-Del Area Vocational-Technical School
1621 Maple Drive
Midwest City, OK 73110
Secondary (405)732-6804
Adult (405)732-3507
Health (405)732-0661

Moore/Norman Area Vocational-Technical School
4701 12th Avenue Northwest
Norman, OK 73069
(405)364-5763

Indian Capital Area Vocational-Technical School
Muskogee Campus
Route 6, Box 206
Muskogee, OK 74401

Indian Capital Area Vocational-Technical School
Sallisaw Campus
Star Route 4, Box 23A
Sallisaw, OK 74955

Indian Capital Area Vocational-Technical School
Stilwell Campus
Route 4, Box 366
Stilwell, OK 74960

Francis Tuttle Area Vocational-Technical School
12777 N. Rockwell
Oklahoma City, OK 73142
(405)722-7799

Metro Tech Area Vocational-Technical School
Adult Training Center
201 N.E. 48th
Oklahoma City, OK 73105
(405)524-2319

Metro Tech Area Vocational-Technical School
4901 S. Bryant
Oklahoma City, OK 73129
(405)627-2371

Pioneer Area Vocational-Technical School
2101 N. Ash Street
Ponca City, OK 74601

Gordon Cooper Area Vocational-Technical School
P.O. Box 848
Shawnee, OK 74801
(405)272-7493

Indian Meridian Area Vocational-Technical School
1312 Sangre Road
Stillwater, OK 74074
(405)377-3333

Tulsa Area Vocational-Technical School
3420 S. Memorial Drive
Tulsa, OK 74145
(918)627-7200

Tulsa Area Vocational-Technical School
Airport Campus
1200 W. 36th Street
Tulsa, OK 74127
(918)428-3887

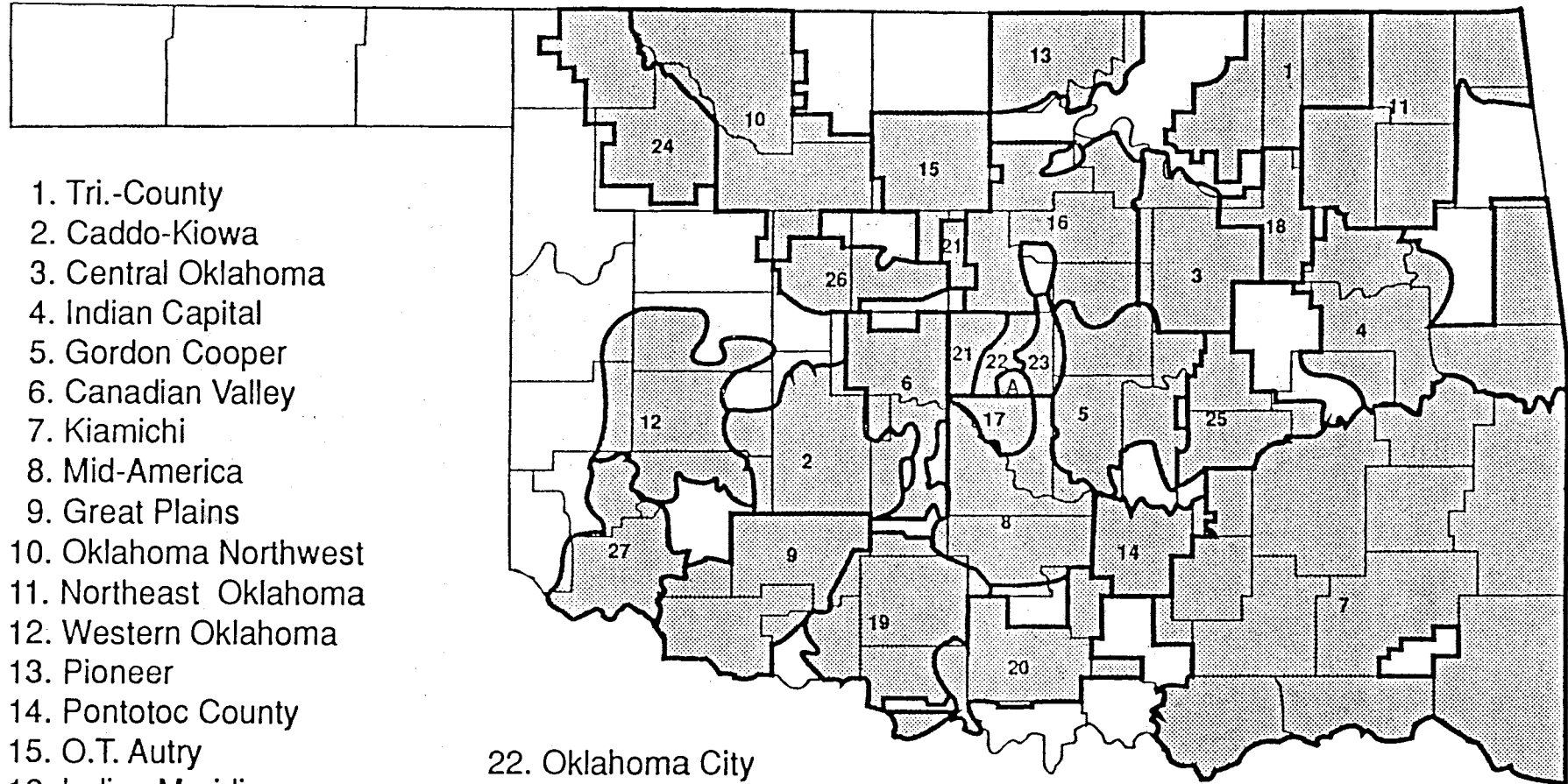
Tulsa Area Vocational-Technical School
Peoria Campus
3802 N. Peoria
Tulsa, OK 74106
(918)428-2261

Tulsa Area Vocational-Technical School
Southeast Campus
4600 S. Olive
Broken Arrow, OK 74011
(918)455-1588

Mid-America Area Vocational-Technical School
P.O. Box H
Wayne, OK 73095
(405)449-3391

High Plains Area Vocational-Technical School
1016-A Main Street
Woodward, OK 73801
(405)256-6618

OKLAHOMA AREA VOCATIONAL AND TECHNICAL SCHOOL DISTRICTS



- 1. Tri.-County
- 2. Caddo-Kiowa
- 3. Central Oklahoma
- 4. Indian Capital
- 5. Gordon Cooper
- 6. Canadian Valley
- 7. Kiamichi
- 8. Mid-America
- 9. Great Plains
- 10. Oklahoma Northwest
- 11. Northeast Oklahoma
- 12. Western Oklahoma
- 13. Pioneer
- 14. Pontotoc County
- 15. O.T. Autry
- 16. Indian Meridian
- 17. Moore-Norman
- 18. Tulsa County
- 19. Red River
- 20. Southern Oklahoma
- 21. Francis Tuttle

- 22. Oklahoma City
- 23. Eastern Okla. County
- 24. High Plains

VITA²

William Jefferson Hartman

Candidate for the Degree of

Doctor of Education

Thesis: JOB PLACEMENT SERVICES IN OKLAHOMA AREA VOCATIONAL-TECHNICAL SCHOOLS

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born at Talala, Oklahoma, January 28, 1942, the son of Haskell and Clara Hartman.

Education: Graduated from Oologah High School, Oologah, Oklahoma, in May, 1959; received the Bachelor of Science degree from Northeastern Oklahoma State University, Tahlequah, Oklahoma, in 1963, with a major in Industrial Arts Drafting; received a Master of Science degree from Oklahoma State University in 1973, with a major in Occupational/Adult Education; completed the requirements for the Doctor of Education degree at Oklahoma State University in May, 1989.

Professional Experience: Employed at Harding High School in Oklahoma City, Oklahoma, from September 1963 thru September 1964 as Drafting teacher; employed at Western Supply Pressure Vessel Company in Tulsa, Oklahoma from June 1964 thru August 1964; employed at Phillips Petroleum Company in Bartlesville, Oklahoma, from September 1964 thru January 1966 as a Senior Design Draftsman; employed at McDonnell-Douglas ACFT Company from February 1966 thru August 1966 as a Senior Design Draftsman; Employed at Tulsa County Area Vocational/Technical School, Tulsa, Oklahoma, from September 1966 to July 1987 as an instructor and later as Director of Curriculum; employed at High Plains Vocational/Technical School from August 1987 to July 1988 as Day Director of Adult and Secondary Programs; currently employed at Oklahoma State Department of Vocational-Technical Education as Northwest District Supervisor for the Trade and Industry Division, July 1988 to Present.