

FACTORS THAT INFLUENCE PLACEMENT OF VOCATIONAL
GRADUATES AS IDENTIFIED BY COOPERATIVE
VOCATIONAL EDUCATION COORDINATORS

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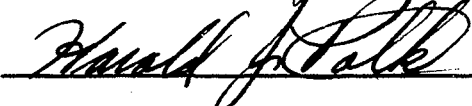
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CHAPTER I

INTRODUCTION

Since placement of the cooperative vocational student, while in school and subsequently in a full time job after graduation is a major objective of cooperative vocational education, it would facilitate this objective if the influencing factors were known. Skills of the student, economic conditions geographical location and other factors are often singled out as influencing the placement of the vocational graduate.

The change from a formal training environment to employment has been rationalized by many individuals as a natural and normal development that will take place at the proper time. There is concern, among educators, as to the process involved in the transformation from training situations into initial employment related to the training received by the student. A better understanding of the process of change from training to initial employment and those factors which influence placement would help in the development of better training methods.

Statement of the Problem

The placement of a cooperative vocational education graduate in a full time job is a major objective of cooperative vocational education. Those characteristics which influence placement of the vocational graduate must be known in order to incorporate these characteristics in the training program.

Technological changes in our society have created a changing need of employers in the world of work. The need to identify the factors which influence employment of vocational graduates is of great importance in placing cooperative vocational education graduates in full time employment.

Purpose of the Study

The purpose of this study is to identify characteristics which influence placement of vocational education graduates in full time jobs. It is hoped that research of this nature will provide specific characteristics and increase the possibilities of placing graduates of vocational education in full time jobs. Implementation of training processes can be better identified with the realization of influences on placement of the vocational student.

There have been many studies performed in evaluation of vocational training programs in the United States. Manpower programs have tried to meet the need for placement and training of disadvantaged with increased emphasis on preparation for the world of work by more supportive services on the job, but the number of placements have been low. Complaints have leveled at skill training. Employers have often said, "Give me someone who will come to work on time and steadily and we will do the training." Not nearly enough employers have followed through with this. The knowledge of employers' needs that must be known is not a static thing. It is a knowledge about ever-changing production process, industrial skills, evolving technologies and more sophisticated equipment. (1)

In order for cooperative vocational education training to be

relevant we must continually improve our methods of training. Objectives of vocational education may need to be altered in terms of the needs of the students and society. If placement of the vocational student in a full time job is an objective, we need to know specifically those characteristics which may influence placement and reach the objective.

Assumptions

For the purpose of this study the following assumptions are made:

1. The coordinators of vocational cooperative training programs are able to assess the characteristics which influence placement of graduate vocational education students in Oklahoma.

2. The coordinators selected to participate would cooperate and respond to the best of their ability.

3. The coordinator would assess the characteristic which influences placement of vocational education graduates using their experience and expert judgement.

4. The assessments made by the coordinators can only apply to this study.

Limitations

The purpose of this study is to identify the characteristics which influence placement of graduates of vocational education programs in full time employment.

The instrument used to gather data could only reveal opinions of the coordinators of vocational education programs of Oklahoma as to the characteristics which influence placement of the vocational

education student. This study did not consider economic conditions, type of training or quality of training. The data of this study, therefore, is limited to the opinions revealed in the opinionnaire by the coordinators of the cooperative vocational education programs in Oklahoma.

Definition of Terms

The following definitions are included to enhance the understanding of this study.

PLACEMENT refers to 1. student working in the occupation or related occupation, 2. continuing in related education.

TRAINING refers to supervised instruction used to increase students' capabilities.

ORGANIZATION refers to any group banded together to produce a product or offer a service.

EMPLOYER refers to any company or person who employs.

COORDINATOR: A teacher of cooperative vocational education who is responsible for coordinating students' classroom training in an occupation; also, on-the-job training and placement of the student. This includes all service areas in cooperative vocational education.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The purpose of this study is to identify characteristics which influence the placement of vocational education graduates. In the evaluation of training we are trying to determine what changes, if any, in skills, knowledge and attitudes of employees take place as a result of being subjected to training experiences.

We are also trying to determine how these skills, knowledge and attitudes contribute to the attainment of organizational objectives. Training designed to prepare the individual to perform his specific function in an organization should be evaluated in terms of how well he contributes, through his job, to organizational goal attainment. (27)

Influencing characteristics for job placement of vocational graduates may parallel organizational evaluations of the employees who are hired.

Organizational Evaluations for Placement

Organizational evaluation of employees is referred to at times as intermediate measures of evaluation rather than ultimate measures. (27) Criteria for intermediate evaluations may include a grade made on an achievement test, the amount of time required to learn a task, an attitude toward specific company practices. Turnover in employment,

absenteeism and safety statistics may be used as intermediate measures indicative of performance level required in a complex industrial or business organization. Evaluation of employees may also be objective or subjective in terms of the source of evaluation. The employee may be evaluated on overt behavior or subjectively by the personnel officer.

A study (Diamond, 14) investigated the role of employers' hiring standards in low-skilled jobs and high unemployment among disadvantaged workers. The occupations studied were bank teller and related activities, arc welding and one service occupation, orderly. Fourteen industrial groups comprised the parameters of the study. The large variations in minimum requirements and references among employers for the same occupations indicated that even objective hiring standards may be influenced by subjective consideration. For a given occupation within the same area variations were found with respect to age, sex, education, previous experience, appearance and company policy. Only the requirements with respect to previous work experience proved to have any consistently significant relationship to performance. The researchers suggested that employers might better predict job success by evaluating certain worker traits, temperament, attitude, interest, rather than setting arbitrary hiring standards for age, sex, education and even experience. (14)

In order to determine the hiring standards for entry level jobs used by employers in rural central Minnesota, a rating scale was developed. In the rating scale, 15 characteristics that seemed important for hiring purposes were included. The rating scale was mailed to twenty employers hiring over thirty employees. All twenty employers

considered attitude as very important or most important for hiring purposes. Ability or aptitude was considered very important by 90% of the employers. Interests, appearance and references were considered to be average or more important by 90% of the employers for hiring purposes. (21)

In office and retail jobs, hiring practices varied according to the size of the organization. The odds were said to be about one out of four that employers of less than 25 employees will hire 16-21-year old employees. The smaller the company, the more likely employers are to hire for jobs which are not relative to the individual's training. The larger the company the more likely they are to hire for jobs relative to training in office or retail jobs.

The small companies look to the schools for employees as second and third choices. They look to someone working in business or from outside as first choice. Companies with 25 to 500 employees look to employment agencies, public and private. Companies with 500 and more employees consider walk-in first choice for employment and employment agencies for second hiring choices. All sizes of companies considered newspaper advertisements to be of medium importance. The schools by far ran lower than most as choices for employees. Cooperative work study or school work experience programs, and current part-time employees appear to be the least important sources among all companies in recruiting 16 to 21-year olds for full time work. (9)

The above study may be misleading in that it gave opportunities and requirements for initial employment of school leavers in Detroit in 1964 and 1965. A study done in 1969 (Perlam) of on-the-job training in Milwaukee, indicated that vocational education for specific jobs

provides inadequate preparation for related company positions, and that the time required for training is not significantly less for workers who have gone through a vocational short course than for workers promoted without prior preparation for the new job. A likely path of the future company-vocational school training relationship is, that jobs will include a group of tasks, functions and responsibilities, which are specific to a given company, rather than to closely parallel the work associated with traditional occupational classifications. In fulfilling future needs for manpower the employers suggested the major help that could be given by outside vocational training would be that vocational school could serve as an aid in recruitment, either directly by acting as an employment exchange as well as a job center, or indirectly by indicating a probability of successful company placement for workers who had undergone the discipline of course attendance and completion. Employers felt that past work experience was the best way to judge aptitude for a particular job. (30)

Peter F. Drucker (1966) has stated "Since we live in an age of innovation, a practical education must prepare a man for work that does not yet exist and cannot clearly be defined." Educators are interested in the developments and their implications to the industrial trainer faced with the problem of providing training for changing job skill areas. It seems obvious that industry cannot expect to hire, with ease or in abundant supply, men and women with the precise skills needed at any given time. (7)

Skills Required for Placement

There are many different views on the nature of skill. The term

has been used in terms of response or effector process. This would be placed in the psychomotor domain. More recently psychologists have turned their attention to the input skill, or receptor process, and particularly to the part played by perception. Motor and perceptual skills are complementary and jobs which at one time required manual skills and physical effort can now be accomplished by the tradesman merely by directing an application. We might see a tendency in industry as no longer needing a motor skill but more emphasis on perceptual aspects of the task. (29)

A case study of a changeover to automatic equipment in a baking company employing about 650 blue collar workers and using criteria gathered from 200 executives of the nation's largest corporations that had experienced a changeover to automated operations revealed: 1. bigger turnover in personnel 2. automation reduces many skilled jobs to more easily learned machine tending jobs, and 3. automation did not lessen the need for judgement skills. There seemed to be a need for employees to have such qualities as quick reactions, decision-making ability, alertness and mechanical aptitude or understanding. (24)

In a study done by American Institute for Research, 1955, the graduates of Trade & Industrial programs throughout the United States who were employed, were asked to rate the importance of basic skills in terms of influence on job placement. The skills and their rank are as follows:

1. Manual job skills
2. Practical job skills
3. Theoretical job skills

4. Mathematical job skills
5. Communications skills
6. Reading and interpretive skills
7. Clerical skills
8. Personal relations skills
9. Supervisory skills

These skills were rated, 1. No real importance, 2. of slight importance, 3. of considerable importance and 4. of critical importance. The importance index, which was the mean of the mean rating given the individual skills, increased from 2.93 for 1962 graduates to 3.04 for 1958 graduates. The trend in general, establishes the importance that vocational graduates attach to these basic skills and increases according to years of experience in the trade. There is a substantial difference in the importance that 1953 and 1952 graduates attach to supervisory and clerical skills. The interest in supervisory and clerical skills was high and attributed to the increased years of experience and greater need for such skills.

Independent of the experience factor the relative importance of the basic skills for all trades combined was:

	MEAN
1. Manual job skills	3.4
2. Practical job knowledge	3.3
3. Theoretical job knowledge	3.3
4. Reading and interpreting skill	3.1
5. Mathematical skill	3.0
6. Personal relations skill	2.7
7. Communications skill	2.7

	MEAN
8. Supervisory skill	2.7
9. Clerical skills	2.4

The 3.4 for manual job skills is almost midway of "critical importance" and of "considerable importance." Manual job skills are rated of very high importance by graduates from two to eleven years in the trade studied or highly related trades to trade studied. The same was true for practical job knowledge.

These findings have a bearing on current thinking that manual job skills and specific trade-related practical knowledge should be de-emphasized in favor of more general training. (15)

A comparison of the characteristics of curriculum-produced skills and employer-required skills was done by Battelle, Memorial Institute, Columbus, Ohio in 1972. Preliminary findings indicated discrepancies were found between skills required by employers for entry level workers and skills being produced by the curriculum. (2) For example, book-keeping students were being trained in traditional methods which were appropriate only to jobs that either did not exist or were not open to inexperienced workers. The curriculum for auto engine mechanics was designed to produce the required skills but not all graduates attained the necessary proficiency; some were not acceptable because they could not read instructions or do simple arithmetic. For dental assistants, the researchers found that a lack of planned program, adequate time allotment, facilities equipment, and supplies for practical and manipulative experience precluded students from attaining entry level competence. In shorthand and typing, curriculums were designed to produce necessary skills, but the majority of students were not able

to meet employers' standards of accuracy and speed.

The researchers recommended changes which, if implemented, would probably have raised employers' acceptance of vocational graduates. In bookkeeping it was recommended that traditional first and second year high school courses in bookkeeping be replaced by courses emphasizing modern record keeping methods, operation of office machines and application of data processing.

Influence of Student and School on Placement

Some are suggesting that vocational education undertake a new direction in our educational system. It should become a way of learning and not a skill training program.

There is some support for the general hypothesis that the vocational outcomes experienced by graduates, particularly the relatedness of the first job to the vocational courses studied, is the interaction product of school, student resources and occupational opportunity variable. The most fruitful areas for school efforts to improve their percentages of graduates placed into the field for which they trained seemed to be 1. Improvement in school placement service, and 2. Improvement of the percentage of recommendable graduates. (10) A study based on 18 years of research from 1958 to 1960 at New York University Placement Service, on 100 job seeking behavior patterns, determined the individuals' level of success in obtaining a desired job. (34) Those individuals who failed to obtain jobs were vague in expressing what jobs they wanted. Sometimes job goals were unrealistic in terms of the applicants' qualifications. The effects of three job seeking behavior patterns were identified. Individuals with crystalized goals

and self-actualized behavior were successful in obtaining desired jobs even in depressed markets. Individuals with vague goals and passive behavior failed to get desired jobs even in a good labor market. Individuals with a mixture of vague and crystalized goals and passive and self-actualization behavior have an average amount of success in obtaining desired jobs. The needs of the individual shows some evidence in possible identifying influences for job placement after training.

There have been some conflicting opinions regarding the vocational values of vocational education graduates. The Minnesota Importance Questionnaire (MIQ) was used to measure vocational values, and two measures of disadvantage were compared with the employment outcome of disadvantaged and non-disadvantaged students. Only two of the MIQ scales revealed significant differences, suggesting that there is a need to consider the individual's unique values rather than presume stereotyped needs. Disadvantaged individuals were found to have a high measured need for variety and a lesser need for creativity in their work than nondisadvantaged. Employment among the disadvantaged ran 43% in contrast to 90% of the non-disadvantaged. It is suggested that a specialized service is needed for disadvantaged individuals for placement in proper jobs. The idea for specialized services for all vocational graduates to align student and proper job may be in order.

(5)

Economic Effects on Placement

The level of the economy at the time of graduation appears to be a factor influencing time required to obtain a job. The mean and

median time required to get a job after graduation in 1953, a year the economy was in boom proportions, was 1.3 months and .5 of a month respectively. In contrast, the equivalent values for 1958, a recession year was 2.3 months and 1.0 months. In 1962, with the economy out of the recession and heading toward the longest peacetime upward trend in history, the time to get a job dropped to a mean of 1.7 months and a median of .5 of a month. (15)

This suggests that a school's ability to place graduates promptly into full time jobs is, in part, limited by the level of the economy that prevails in the region served by the school. Where 80% of the graduates in 1953, who looked for jobs, found jobs within one month after graduation only 69% of 1962 graduates, who looked for jobs, found them within one month after graduation.

School Size, Geographical Region, Equipment,
Facilities, Job Methods and Materials
Influence on Placement

Graduates from larger schools require slightly less time for placement than graduates from medium size schools or small schools. Although there is a slight difference in the time of placement there doesn't seem to be a major factor in terms of size of school and placement. (15)

The geographical region showed a difference in placement in 1953. This could be related to the economy level. There seemed to be a relationship between unemployment and related training placement. As unemployment increased nationally the related placements decreased. There was also an inverse relationship of those graduates who were

trained and the unemployment rate and placement in unrelated jobs. There were no broad based answers to the comparison of the tools and equipment, job methods, and materials in vocational shops in terms of those used by industry and its effects on placement. The opinions expressed in the survey that their shops' tools and equipment were obsolescent if not obsolete and shop materials were inexpensive substitutes for what was normally used in the trade. The work methods, in many instances, necessarily were different from the methods used in trade. (15)

The method through which some students are being prepared for today's market might make them unemployed tomorrow. (22) The business world is so drastically changing that our method of preparation might truly jeopardize our graduates in becoming sound and contributing members of the organization. Many students are being prepared solely for an entry level position. This position usually represents training obtained through the possession of a skill.

For every occupation there are peculiarities to that occupation and which have no functioning value in any other occupational area. Training must meet the demands of the labor market if the end result is employment. (2)

Influence of Counseling on Placement

Graduates who came from schools where the counselors have considerable experience in occupations related to trades and industry seem to enter occupations in the counselor's field of training more frequently than graduates whose counselors have had little or no experience. There was also a relationship between student-counselor

ratios. The schools who had the greater number of students per counselor, the fewer the graduates placed into the field for which the student was trained. Those schools who reported the biggest percentage of placements also had: 1. Full time placement coordinators 2. Part time placement coordinators and 3. Shop teachers who claimed a placement roll. The most frequently reported placement activity was advising students on how to find jobs. About 95% of the placement coordinators claimed this was a regular activity. Ninety-two percent of the coordinators claimed that they arranged for employers to interview students. Eighty-eight percent reported that it was a practice to check with state employment services for job appointments. The limited role of the school, including vocational schools, in the placement of graduates reflects the failure of the schools to develop appropriate relationship with employers in the communities. (14)

CHAPTER III

METHODOLOGY AND PROCEDURE

Introduction

For many years experts have been used in brain-storming sessions and round table discussion groups with the objective of achieving a group opinion, a group solution to a problem or a group estimate of some unknown quantity.

The Delphi method is a name that has been applied to a technique used for obtaining a group response of a panel of experts. The technique is a carefully planned, orderly program of sequential individual interrogations using questionnaires.

In long-range forecasting everything that is not knowledge may be referred to as speculation. This leaves out the vast mass of information for which there is no solid evidence. This area may be referred to as opinion. Opinions also may be referred to as wisdom, insight, informed judgement or experience. (6) The saying, that two heads are better than one, is a more traditional way of dealing with opinion. Committees, commissions, boards, panels, juries and the voting public are but a few examples of a technique that has been used in areas where decisions must be made on partial information. The traditional procedure for putting the several minds together is face-to-face technique of interaction.

Some recent experiments that have been performed by Rand

Corporation indicated that when opinions are involved, face to face discussions may result in a group opinion which is less accurate than simply the average of the individual opinions without discussions. (10)

The Instrument

To get around the face-to-face interaction, which may result in a group opinion which is less than accurate, the Delphi procedure may be used. The basic characteristics of the Delphi procedure are: 1. anonymity 2. iteration with controlled feedback and 3. statistical group response. (10)

Anonymity is achieved by using questionnaires or other formal channels of communication where specific responses are not associated with individual member group. This reduces group pressure and individual pressure.

Iteration consists in performing the interaction among members of the group in several stages. At the beginning of each stage the results of the previous stage are summarized and fed back to members of the group and they are again asked to reassess their answers in light of what the entire group thought on previous round. The opinion of every member is reflected in the group response. The most visible effects of using this procedure, according to Rand Corporation experiments, was from one round of questionnaires and feedback to the next; the estimates of the subjects converged or came closer together. (10)

Previous Research of Opinions

Early studies were concerned mainly with improving the statistical treatment of individual opinions. They indicated some formal

properties of individual estimates (precision, definiteness) would be used to rate the success of short-term predictions and that background information (as measured by a standard achievement test) had a smaller significant influence on the success predictions. (5) Both of these effects were fairly well washed out by combining estimates into group prediction.

N. C. Dalkey and Olaf Hemer (Management Science, 1963) introduced an additional feature namely interaction with controlled feedback. The set of procedures evolved from these studies are included in the Delphi procedure.

In the experiment (RM-5888R, 1969) performed by the Rand Corporation, general information type questions were asked. The questions were thought to have the features ascribable to opinion when respondents were asked to answer. The subjects did not know the answers but they did have other relevant information that enabled them to make estimates. The results can be summarized as follows: 1. On the initial round a wide spread of individual answers typically followed. 2. With interaction and feedback the distribution of individual responses progressively narrowed or converged. and 3. More often than not, the group response became more accurate. (34)

Reliabilities were found (Dalkey, 1969) by split-half technique to range from .4 to about .6. Reliabilities were obtained by computing the correlation between subjects' scores on odd and even questions. These were felt by the experimenter to be high enough to indicate a reasonable amount of consistency in the subjects relative ability to estimate answers to questions of a general information type. (11)

Selecting Respondents

Delphi, very popular with industry forecasters, comes under severe criticism from Dr. Marvin Cetron, president of Forecasting International Ltd. He says, "Delphi has done more harm than good." "Forecasting must be quantitative." "You can't just ask people what they think; if you have nothing to back up subjective opinions, you end up with garbage." "Also Delphi forecasters have a habit of calling the same community of people to participate in the forecasts."

Industry, on the other hand, boosts Delphi. "It is one of the best speculative techniques to foresee things that upset trends," says Donald Pyke, a former TRW Forecaster, who is now coordinator of academic planning at the University of Southern California. (20)

The dependency of the outcome on certain subjective features, such as ambiguity in the wording of questions, uncertainties regarding the degree of expertise among the respondents and the possibility of deliberate or subconscious bias in the answer is equally present in traditional modes of reliance on expert judgement in decision making. One would want to see to it that the panel membership remain reasonably stable, that the time between questionnaires be held within acceptable limits, that questions be phrased with greater care to avoid unnecessary ambiguities and enough cycles be provided for adequate feedback. (17)

Respondents for this study were selected, keeping in mind those subjective features which might affect the accuracy of the results. Evaluation records from the State Department of Vocational-Technical Education of Oklahoma were used to select 40 coordinators of Cooperative

Vocational Education Programs in Oklahoma. The 40 respondents selected were coordinators of Cooperative Vocational Education Programs which had been evaluated by the Vocational-Technical Education Department in the past 12 months. The selection of cooperative vocational education coordinators for the study increased the homogeneity of the panel members and thus would increase the expertise of the panel. The selection of experts is an intricate problem, even where the category of expertise needed is well defined. As man's expertness might be judged by his status among peers, by his years of professional experience, by his own self appraisal of relevant information to which he has access or by some combination of objective indices and prior judgment factors. The position of the respondents, relative to the employer and labor market, seems to give the respondents a certain amount of access to expertise in placement of Vocational Education Graduates. (6)

The Opinionnaire

The opinionnaire used to collect data was divided into three rounds. The first round (Appendix A) included the statement to which a response was illitited. The respondents were asked to list ten possible endings to the following statements: "Those factors which are thought to influence the placement of vocational education graduates are." The ten responses by each respondent were not listed in any particular order.

The combined list of all respondents was compiled, excluding those statements which were exactly duplicated. The resulting list of responses was again returned to each respondent in a combined form. (Appendix B) The respondents were asked, in the second round, to

respond to each statement as "most important" or "least important" according to a seven point continuum. The lower valued numbers were placed at the "most important" end of the scale and the higher numbers were placed at the "least important" end of the scale. The third round was designated as the final round and included each item ranked in order of mean as determined by the respondents in the second round. The combined list of ranked items was returned and each respondent was asked to indicate any changes he would make in the rank order of any items, and if any changes were recommended, the reason for the change. (Appendix C)

As a result of the three rounds a group decision resulted in those items which were thought to be primary influences on the placement of vocational education graduates.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this study is to identify characteristics which influence the placement of vocational students after graduation.

Data for this study was collected by the Delphi Technique. This technique requires that three mailings be used to solicit the opinions of the respondents. The respondents in this study were coordinators of cooperative vocational education programs in the State of Oklahoma. Forty coordinators whose programs had been evaluated, in the past 18 months, by the State Department of Vocational-Technical Education in the State of Oklahoma were selected as respondents. This number represents 20% of the cooperative vocational education coordinators of Oklahoma. It was this writer's opinion that coordinators of cooperative programs would have a certain expertise in placing vocational students on the job after graduation, and their opinions would be helpful in terms of identifying characteristics influencing placement of vocational students.

Eighty-seven percent responded to the first communication. (Appendix A) This revealed a total of 320 items which, in the opinions of the coordinators, influenced placement of vocational students after graduation. The items which were duplicated were eliminated and a

total of 64 original items remained. The second mailing, containing the 64 items, was prepared and mailed to the 40 coordinators. Eighty-five percent were completed and returned. They were asked to score each factor on a seven point continuum, according to their perception of its importance, (1) being the most and (7) being the least important, in the placement of vocational school graduates on the job. The most important item, having the lowest numerical average is listed first and the highest numerical average, signifying least important is listed last. The score average is the average score of each item in the opinion of all respondents. (Table 1)

The factors on mailing number two (Appendix B) were ranked on a seven point continuum by the coordinators; (1) being most important and (7) being least important as perceived by the coordinators. The ranked factors were then divided into quartiles (Table II) with 16 factors in each quartile. Table two presents those factors in the first quartile in terms of most importance and those factors in the fourth quartile in terms of least importance as perceived by the coordinators.

Item Response and Score

Each item was scored on a continuum by the coordinators from most important (1) to least important (7). The higher the number of the response the least important the item as an influence in the placement of vocational graduate students. The total response of all coordinators for each level, one through seven, was computed as a percentage. (Table III)

Item number one, "Industrious vocational teacher", was selected

TABLE I
RANK OF CHARACTERISTICS WHICH INFLUENCE
PLACEMENT OF VOCATIONAL GRADUATES

Item No.	Characteristic	Score Average
1.	Industrious vocational teacher	1.500000
2.	Getting along with customers	1.656250
3.	Good relations with employers	1.68750
4.	Student's attitude, willingness to work, initiative, dependability, cooperation, poise, and self control	1.68750
5.	Availability of jobs in the community	1.781250
6.	Counseling of prospective employers about program and full explanation of the program	1.81250
7.	Full backing of administration	1.843750
8.	Possible employers interested in youth development	1.93750
9.	Good coordination	2.060606
10.	Adequate training stations	2.060606
11.	Employers needs and requirements	2.093750
12.	More vocationally oriented administrations	2.093750
13.	Attitude of student toward job interview	2.146250
14.	Feedback of employers	2.218750
15.	Interested community	2.250000
16.	Good parental attitude	2.250000
17.	Relationship of school with employers	2.250000
18.	Personal grooming and good health of graduates	2.250000
19.	Ability to communicate	2.312500
20.	Success at training station	2.393939
21.	Adequate equipment and materials for training	2.406250
22.	Ability to relate training to actual job requirements	2.437500
23.	Adequate skill	2.454545

TABLE I (Continued)

Item No.	Characteristic	Score Average
24.	More acceptable vocational programs than in the past	2.468750
25.	Close contact with employers	2.484848
26.	Knowledge of program	2.500000
27.	Adequately funded program	2.531250
28.	Knowing how to conduct a successful job hunting campaign	2.593750
29.	Adequacy of transportation	2.625000
30.	Practical education	2.625000
31.	Attract better students	2.625000
32.	Reasonable goals and desires	2.718750
33.	Permanency of employee	2.718750
34.	Advancement opportunities in occupation or related occupation	2.750000
35.	Good relations with administration	2.750000
36.	Selection of student	2.781250
37.	Employer desire to have product be "right"	2.781250
38.	Leadership development by student	2.781250
39.	Word-of-mouth advertising about all programs	2.781250
40.	Reputation of former graduates	2.939394
41.	Vocational club affiliation	3.000000
42.	Room within place of employment for a full time employee	3.000000
43.	Aptitude and work experience	3.031250
44.	High maturity quotient	3.032258
45.	Relations of vocational programs with surrounding community	3.093750
46.	Occupational information	3.125000
47.	Working with counselors	3.281250
48.	Enjoys prestige of acceptance by adults	3.312500
49.	Adequate compensation	3.343750
50.	Mobility	3.343750

TABLE I (Continued)

Item No.	Characteristic	Score Average
51.	Good reference material	3.354838
52.	Availability of student references	3.406250
53.	Societal attitude toward a given field	3.406250
54.	Revised curriculum (less state material)	3.419354
55.	A working advisory council	3.593750
56.	Testing - civil service, merit board, State Employment Service	3.906250
57.	More time allotted for visiting possible employers during school hours	4.031250
58.	Distributive Education curriculum guide	4.062500
59.	Desire to travel or not to travel long distances to work	4.375000
60.	Personal and family obligations	4.468750
61.	Social status of student	4.500000
62.	Financial need	4.562500
63.	Glamour of the occupation	4.593750
64.	Social status of parent	4.906250

TABLE II
QUARTILES OF RANKED ITEMS

First Quartile	Second Quartile
1. Industrious vocational teacher	17. Relationship of school with employers
2. Getting along with customers	18. Personal grooming and good health of graduates
3. Good relations with employers	19. Ability to communicate
4. Student's attitude, willingness to work, initiative, dependability, cooperation, poise, and self control.	20. Success at training station
5. Availability of jobs in the community	21. Adequate equipment and materials for training
6. Counseling of prospective employers about program and full explanation of the program	22. Ability to relate training to actual job requirements
7. Full backing of administration	23. Adequate skill
8. Possible employers interested in youth development	24. More acceptable vocational programs than in the past
9. Good coordination	25. Close contact with employers
10. Adequate training stations	26. Knowledge of program
11. Employers needs and requirements	27. Adequately funded program
12. More vocationally oriented administrations	28. Knowing how to conduct a successful job hunting campaign.
13. Attitude of student toward job interview	29. Adequacy of transportation
14. Feedback of employers	30. Practical education
15. Interested community	31. Attract better students
16. Good parental attitude	32. Reasonable goals and desires

TABLE II (Continued)

Third Quartile	Fourth Quartile
33. Permanency of employee	49. Adequate compensation
34. Advancement opportunities in occupation or related occupation	50. Mobility
35. Good relations with administration	51. Good reference material
36. Selection of student	52. Availability of student references
37. Employer desire to have produce be "right"	53. Societal attitude toward a given field
38. Leadership development by student	54. Revised curriculum (less state material)
39. Word-of-mouth advertising about all programs	55. A working advisory council
40. Reputation of former graduates	56. Testing—civil service, merit board, state employment service
41. Vocational club affiliation	57. More time allotted for visiting possible employers during school hours
42. Room within place of employment for full time employee	58. Distributive education curriculum guide
43. Aptitude and work experience	59. Desire to travel or not to travel long distances to work
44. High maturity quotient	60. Personal and family obligations
45. Relations of vocational programs with surrounding community	61. Social status of student
46. Occupational information	62. Financial need
47. Working with counselors	63. Glamour of the occupation
48. Enjoys prestige of acceptance by adults	64. Social status of parent

TABLE III
 TOTAL RESPONSE FOR EACH ITEM SCORE ON
 SEVEN POINT SCALE*

Item No.	Most Important							No Re- Sponse	Item No.	Least Important							No Re- Sponse
	1	2	3	4	5	6	7			1	2	3	4	5	6	7	
1.	60	15	0	0	3	0	3	19	29.	13	25	25	15	3	0	0	19
2.	55	18	3	0	0	0	3	21	30.	15	25	23	13	3	3	0	18
3.	50	23	3	0	0	3	3	18	31.	13	33	20	10	0	3	3	18
4.	53	20	3	0	0	0	3	21	32.	8	40	18	8	0	5	3	18
5.	40	25	10	3	3	0	0	19	33.	8	38	23	5	0	5	3	18
6.	43	25	8	0	3	0	3	18	34.	10	33	15	15	5	3	0	19
7.	35	33	8	3	0	3	0	19	35.	13	33	13	18	0	0	5	18
8.	30	35	10	3	0	3	0	19	36.	15	30	13	13	3	5	3	18
9.	43	23	3	8	3	3	3	18	37.	5	40	18	10	0	8	0	19
10.	38	28	8	5	0	0	5	16	38.	13	23	30	3	5	3	3	20
11.	23	38	15	0	5	0	0	19	39.	20	18	10	28	2	2	0	20
12.	33	28	13	3	0	3	3	17	40.	18	18	20	13	10	5	0	16
13.	33	23	15	5	0	5	0	19	41.	23	15	13	15	3	10	3	18
14.	28	30	10	5	5	3	0	19	42.	10	30	13	13	10	3	3	18
15.	18	33	23	8	0	0	0	18	43.	8	25	20	18	5	5	0	19
16.	28	25	20	3	0	3	3	18	44.	5	30	18	18	0	5	3	21
17.	25	33	10	8	0	5	0	19	45.	13	23	18	10	10	5	3	18
18.	23	33	13	3	0	3	3	22	46.	3	25	30	10	8	5	0	19
19.	28	30	10	5	0	5	3	19	47.	8	20	25	8	13	5	3	18
20.	23	33	20	0	0	3	5	16	48.	10	15	28	8	10	8	3	18
21.	15	38	20	3	0	3	3	18	49.	5	20	23	20	3	8	3	18
22.	23	28	15	10	0	3	3	18	50.	3	18	23	33	0	3	3	17
23.	20	33	13	10	5	3	0	16	51.	0	28	15	25	5	0	5	22
24.	18	33	15	8	3	3	3	17	52.	3	25	15	23	8	5	3	18
25.	23	30	18	0	8	3	3	15	53.	3	18	25	23	8	3	3	17
26.	18	35	15	3	3	8	0	18	54.	8	20	13	20	10	3	5	21
27.	20	30	15	3	8	5	0	19	55.	15	15	5	25	5	3	13	19
28.	18	33	15	8	0	3	5	18	56.	3	15	10	23	15	8	8	18

TABLE III (Continued)

Item No.	Most Important				Least Important				Item No.	Most Important				Least Important				No Re- Sponse
	1	2	3	4	5	6	7	8		9	10	11	12	13	14	15	16	
57.	3	18	10	15	20	10	5	19	61.	3	13	15	13	8	10	20	18	
58.	5	8	20	23	5	10	10	19	62.	0	10	13	18	18	8	15	18	
59.	5	5	23	13	10	8	18	18	63.	0	13	13	10	20	10	15	19	
60.	0	10	10	20	15	23	3	19	64.	3	8	5	20	10	15	20	19	

* (expressed as a percent)

by 60% of all the coordinators as one on the seven point scale. Item number 2, "Getting along with customers and fellow workers," was selected by fifty-five percent of all the coordinators as one or most important on the seven point scale.

Adequate skill ranked twenty-third and twenty percent of the coordinators selected this item as most important, thirty-three percent selected this item as two on the seven point scale, and thirteen percent selected it as three on the seven point scale. A total of sixty-three percent of all the coordinators selected adequate skill as either one, two or three and a total of eight selected this item as five, six or seven on a seven point scale.

The item ranked fifty-five, in the fourth quartile (Table III) was "A working advisory council." Only fifteen percent of all the coordinators selected this item as number one on the seven point scale, fifteen percent selected it as number two, five percent as number three, or a total of thirty-five percent selected this item as important. Twenty-one percent selected the item as five, six or seven on the seven point scale, and a total of thirteen percent selected this item as least important, number seven.

"Knowing how to conduct a successful job-hunting campaign," was ranked twenty-eight by the coordinators and fell in the second quartile. Only eighteen percent of all the coordinators selected this item as number one on the seven point scale, thirty-three percent selected it as second on the seven point scale. A total of sixty-six percent selected this item as either one, two or three. "Knowing how to conduct a successful job-hunting campaign" received three percent more of the total percentage of votes than did "Adequate skill."

Two related items "Selection of student" and "Working with counselors" was ranked 36 and 47 respectively and both fell in the third quartile. "Selection of student" was selected as one on the seven point scale by fifteen percent of all the coordinators, while only eight percent of all the coordinators selected "Working with counselors" number one on the seven point scale. Only thirteen percent selected item thirty-six, "Selection of students" as number four on the seven point scale. More of the coordinators were in agreement that working with counselors was on the average better than "Selection of Students." A total of sixty-eight percent selected "Selection of Students" as important and a total of fifty-three percent selected "Working with counselors" as important.

The items described above are some of the more prevalent items which are consistently thought of as important in job placement. There are many more comparisons of items and cross references which are described in the tables presented herein.

The third and final mailing consisted of a ranked list of the 64 factors. The ranking by the coordinators was on a seven point scale as to their importance. The more important items are listed numerically at the top of the list of items and those items thought to be least important by the coordinators are numerically ranked last.

The coordinators were asked to review the ranked items and if, in their opinion, there were any items ranked lower or higher than they should be, they were to list the changes in rank and justify their reason for this change. (Appendix C)

A total of 22 coordinators out of the 40 responded to the third and final mailing. Out of the 22 replies to the third mailing, there

were twelve who changed items in rank and justified their change.

(Table IV)

Item ranked fifty-five, "working advisory council" was changed from the fourth quartile to number 6, in the first quartile. Item ranked thirty-six, "selection of student," in the third quartile was changed to eight in the first quartile.

The justification for changing item ranked fifty-five to six was that "we need community advisory people." "That would take care of counseling of prospective employers about program, and a full explanation of the program." The justification for changing item ranked thirty-six to a rank of eight was, "student selection would be based on whether the individual student can benefit from the program." "This is the most important consideration in student selection, and ultimately in student success in a distributive occupation."

Item ranked forty-three "Aptitude and work experience," in the third quartile was changed to rank of eight in the first quartile. The justification for this change was, "Since we are dealing with the placement of graduates, I feel aptitude and work experience are more important than factors to twelve listed before item ranked forty-third." "The experience gained from a cooperative program such as distributive education and no aptitude for work applied for, are surely important factors in placement."

TABLE IV
 CHANGES OF ITEM RANK BY COORDINATORS
 AND JUSTIFICATION

From	To	Justification For Change
5	2	"If there are no jobs available, it makes no difference whether or not the graduate can get along with other people - he still will have no job." "Jobs available will kill your program."
4	3	"If a student first has a good attitude, initiative, willingness to work, cooperation, sincerity, dependability, poise and self control, then he will necessarily be able to get along with customers, fellow workers, and employers. If a student does not first possess the aforementioned qualities, then it is doubtful that he will be able to meet the social requirements necessary to "get along" satisfactorily with others. A person must work at human relations and be willing to sacrifice and maintain self control in sensitive situations; otherwise, he will not - it does not usually come naturally."
55	6	"We need community advisory people. That would take care of #6 'Counseling of prospective employers about program and full explanation of the program.' Also #9 'Good Coordination'."
47	7	"Counselors are a part of the administration and are in contact with prospective students in that they handle registration. They need to know all programs or classes well."
11	7	"An employer will not hire anyone that does not first meet his needs and requirements - regardless of whether there is full administration backing, or of the interest in youth development."
22	8	"I feel that the employers interest in youth development is important, but I feel that it is more important for a student to relate his training to actual job requirements. A student likes to see the relationship

TABLE IV (Continued)

From	To	Justification For Change
		between what he was trained to do and what he actually does on the job.
36	8	"Student selection should be based on whether the individual student can benefit from the program. This is the most important consideration in student selection, and ultimately in student success in a distributive occupation."
40	11	"If the former graduates were not good then the chances of placing another student with that employer would be very poor."
43	12	"Since we are dealing with placement of graduates, I feel aptitude and work experience are more important than factors to item #12 listed before item #43. The experience gained from a cooperative program such as Distributive Education and not aptitude for work applied for, are surely more important factors in placement."
41	12	"If the students are alive in their club they will have a better attitude toward job interview."
41	14	"A strong VICA Club will probably cause the student to become motivated to the point that he will do a better job at his training station. As a result this student will be easy to place on the job after graduation."
7	20	"Many programs operate well because the coordinator is dedicated and enthusiastic even though his school administrators are lukewarm to the program. In other words, the program is successful in spite of the administration not because of it."

TABLE IV (Continued)

From	To	Justification For Change
8	35	"Let's be honest about this. Employers are interested in what they can get out of an employee for the least amount of money and investment. Even companies who give up lip service in the state and national levels are reluctant to commit themselves to hire student employees at individual local stores. They started well by hiring a few students but their percentage of layoffs was extraordinarily high."
55	43	"A good working advisory can very well have more influence than aptitude and work experience as the councils work will mean more."
29	51	"At this day and time, transportation isn't much of a problem. If you have a practical education and good reference material one can train himself."
57	64	"We have plenty of coordinating time."

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Presented in this chapter is a summary review of the study and the major findings. Also presented are conclusions and recommendations based upon the analysis and presentation of data collected.

Summary

The data, which identified those characteristics which are thought to influence the placement of vocational graduates on the job, was collected by using the Delphi Technique. Twenty percent of the cooperative vocational education coordinators of Oklahoma were asked to respond to the mailing. Out of the forty coordinators who were asked to respond to the three mailings, eighty-seven percent responded to the first mailing, eighty-five percent responded to the second mailing and fifty-five percent responded to the third mailing. Out of the fifty percent who responded to the third mailing only fifty-five percent suggested changes in rank of the items and justification for their change. Those who did not respond to the third mailing were contacted and, it was their understanding that they need not return the third mailing if no changes in the ranking of the items was made.

Summary of Findings

The "Industrious Vocational Teacher" was not challenged by any

coordinators after being ranked as their number one choice for the most important characteristic influencing the placement of the vocational graduate in a full time job.

Coordinators who responded to the third mailing and suggested changes in the rank of certain items, did suggest changes of items other than industrious vocational teacher, in the first quartile. Items which were suggested as possible changes (Table 4) from the first quartile into the second, third or fourth quartile were items seven and eight. Item seven, "Full backing of administration," was changed to item ranked 20th. Many programs operate well because of the coordinator; not in terms of the relationship of the program with the administration. The change of item ranked eight to 35th indicates, by the justification of the coordinator, that employers are not interested in the program, but only in the employer's welfare.

Other items found in the first quartile and ranked as most important are related to employer, student, community, program and parent. This possibly could indicate that all areas should be of interest in terms of placement of the vocational graduate on a full time job. More emphasis seems to be placed on attitude, needs and interest of those areas mentioned above rather than skills, facilities or reference materials.

The item ranked in the fourth quartile in the second mailing and changed from the fourth quartile to the first quartile in the third mailing was item #55, "A working advisory council." This change was only made by one coordinator, and in his opinion a working advisory council would help explain the program to the community.

Items in the fourth quartile which were of least importance, in

the opinions of the coordinators, were items related to physical or material things.

Conclusions

Based on this study the following broad conclusions were drawn.

- (1) The industrious vocational teacher is most important as an influence in placing vocational graduates.
- (2) The attitude and willingness of all those implicated in the placement of the vocational student to cooperate with each other, is of most importance.
- (3) A logical and relevant approach in planning and implementing the vocational program is of importance in placement of vocational graduates.
- 3 (4) Counseling and testing of students ranked below average in terms of importance in placing vocational graduates in full time employment.
- 4 (5) Capabilities, financial need and social status were found to be considerably below average in importance, with social status and financial need ranking below capabilities of student.

Recommendations

In view of the findings and conclusions it is recommended that further studies be made of: (1) employers' opinions in terms of characteristics which influence the placement of the vocational graduate, (2) all levels of influence on the placement of the vocational

graduate and (3) vocational programs and objectives in terms of their relevance to placement of vocational education graduates.

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APPENDIX A

Dear Mr.

In order to increase placement of Cooperative Vocational Education students after graduation, it would be helpful to know which factors influence high placement.

It is for this reason ~~that~~ I am asking your assistance in obtaining those factors which you feel influence high placement of the graduates. The time required for you to complete this information will be approximately eighteen minutes. It would be appreciated if this information could be returned to me by March 14.

Thank you for your time and efforts.

Sincerely,

Jim Keeton

Enclosures

JK/cm

PLANNING CORRESPONDENCE

The Delphi Technique has been chosen as the method to be used in obtaining the factors which are thought to influence the placement of vocational education graduates in full time employment after graduation. This technique, which is built on the strength of informed intuitive judgment, is intended to get opinions from persons related to specific questions.

Successive questionnaires and feedback are necessary with each round designed to produce more carefully considered group opinions. Three separate mailings will be used to gather and finalize your opinions.

CORRESPONDENCE

No. 1
(Attached)

List ten characteristics you believe to be important which influence high placement in the occupation for which the student is trained on a full time basis after graduation.

CORRESPONDENCE

No. 2

A list of characteristics will be compiled from the participants' responses and mailed back to you. Using this list each person will be asked to evaluate and rank each item by such criteria as important or not important.

CORRESPONDENCE

No. 3

A list of priority factors will be compiled from the concensus obtained in step 2. Each participant will be asked to either revise their opinions in line with the priority list developed in step 2 or specify your reasons for remaining outside the concensus.

From the response obtained in step 3 we hope to obtain a final list of priority factors influencing high placement of vocational graduates.

Sincerely,

Jim Keeton

CORRESPONDENCE SHEET NO. 1
(TO BE ENCLOSED IN RETURN MAIL)

Please list up to ten possible endings, no particular order of importance required, to the following statement:

Those factors which are thought to influence the placement* of vocational education graduates are:

EXAMPLE: Adequately funded program. Graduates working effectively with fellow employees. Parental attitude.

LIST YOUR ANSWERS BELOW

NUMBER ONE:

NUMBER TWO:

NUMBER THREE:

NUMBER FOUR:

NUMBER FIVE:

NUMBER SIX:

NUMBER SEVEN:

NUMBER EIGHT:

NUMBER NINE:

NUMBER TEN:

*Placement: (1) Working in the occupation or related occupation
(2) Continuing in related education

APPENDIX B

Dear

Thank you for completing the first of three correspondence questionnaires. I hope you will continue to render your assistance by completing Correspondence Sheet No. 2.

Correspondence Sheet No. 2 contains the major factors that were reported as being influential in the placement of vocational education graduates. In order that we may determine the most important factors, we are asking you to rank them on a 7-point continuum. The highest ranked factors chosen by you and other cooperative education coordinators will be investigated and analyzed to the extent of our capabilities by using the specific suggestions given me in Correspondence Sheet No. 1.

Again, let me thank you for giving your time and attention to this project. A quick response on Correspondence Sheet No. 2 will be appreciated. As soon as we have analyzed all the information, we will send you the final results.

Sincerely,

Jim Keeton

Enclosure

JK/cm

CORRESPONDENCE SHEET NO. 2

(TO BE RETURNED BY RETURN MAIL)*

Below are the combined factors that you and other cooperative education coordinators suggested were the most important characteristics that influence the placement of vocational education graduates. In order that a priority be determined on the most essential factors to be analyzed, we are asking you to rank each factor on a 7-point continuum, ranging from most important (1) to least important (7).

Please be selective in choosing those factors you consider as most important for our analysis.

Example 1. Works efficiently with others.

Place (X) in appropriate section
Most Important Least Important

/ / / X / / / / / / / /
1 2 3 4 5 6 7

PROGRAM INFLUENCES:

Most Important Least Important

1. Good relations with administration

/ / / / / / / / / / / / / /
1 2 3 4 5 6 7

2. Selection of student

/ / / / / / / / / / / / / /
1 2 3 4 5 6 7

3. Working with counselors

/ / / / / / / / / / / / / /
1 2 3 4 5 6 7

4. Good reference material

/ / / / / / / / / / / / / /
1 2 3 4 5 6 7

5. Adequate training stations

/ / / / / / / / / / / / / /
1 2 3 4 5 6 7

6. Close contact with employers

/ / / / / / / / / / / / / /
1 2 3 4 5 6 7

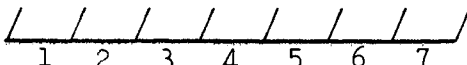
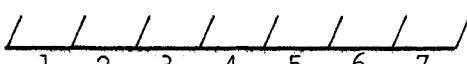
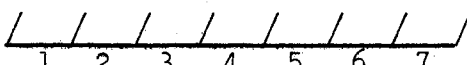
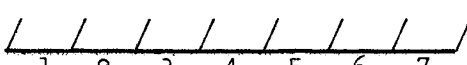
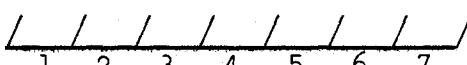
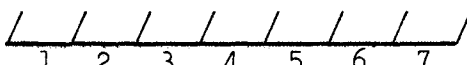
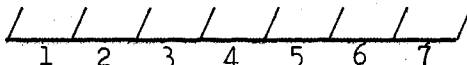
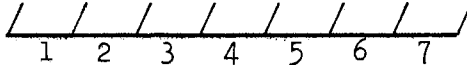
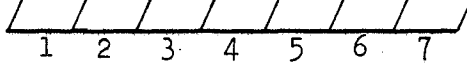
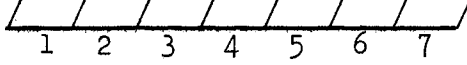
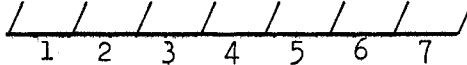
7. Leadership development by student

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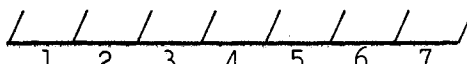
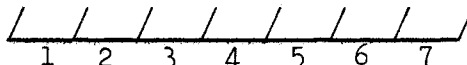
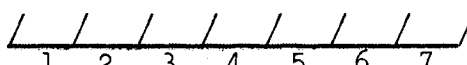
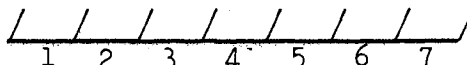
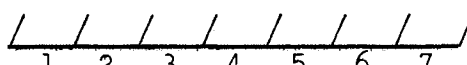
8. Distributive Education Curriculum Guide

/ / / / / / / / / / / / / /
1 2 3 4 5 6 7

*Enclosed you will find a stamped return envelope

9. Occupational information 
10. Word-of mouth advertising about all programs 
11. Good coordination 
12. Revised curriculum (less state material) 
13. More time allotted for visiting possible employers during school hours 
14. Relations of vocational programs with surrounding community. 
15. Vocational club affiliation 
16. A working advisory council 
17. Reputation of former graduates 
18. Attract better students 
19. Adequate equipment and materials for training 

STUDENT-ORIENTED INFLUENCES:

20. Attitude of student toward job interview 
21. Social status of student 
22. Personal grooming and good health of graduate 
23. Adequate skill 
24. Availability of student references 

25. Getting along with customers
and fellow workers

/	/	/	/	/	/	/	/
1	2	3	4	5	6	7	

26. Good relations with
employers

/	/	/	/	/	/	/	/
1	2	3	4	5	6	7	

27. Student's attitude, willing-
ness to work, initiative,
sincerity, dependability,
cooperation, poise and
self control

/	/	/	/	/	/	/	/
1	2	3	4	5	6	7	

28. Aptitude and work experience

/	/	/	/	/	/	/	/
1	2	3	4	5	6	7	

29. Financial need

/	/	/	/	/	/	/	/
1	2	3	4	5	6	7	

30. Personal and family
obligations

/	/	/	/	/	/	/	/
1	2	3	4	5	6	7	

31. Ability to relate training to
actual job requirements

/	/	/	/	/	/	/	/
1	2	3	4	5	6	7	

32. Adequate compensation

/	/	/	/	/	/	/	/
1	2	3	4	5	6	7	

33. Reasonable goals and desires

/	/	/	/	/	/	/	/
1	2	3	4	5	6	7	

34. Desire to travel or not to
travel long distances to work

/	/	/	/	/	/	/	/
1	2	3	4	5	6	7	

35. Ability to communicate

/	/	/	/	/	/	/	/
1	2	3	4	5	6	7	

36. Practical education

/	/	/	/	/	/	/	/
1	2	3	4	5	6	7	

37. Enjoys prestige of acceptance
by adults

/	/	/	/	/	/	/	/
1	2	3	4	5	6	7	

38. High maturity quotient

/	/	/	/	/	/	/	/
1	2	3	4	5	6	7	

39. Success at training station

/	/	/	/	/	/	/	/
1	2	3	4	5	6	7	

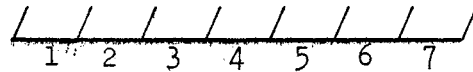
40. Permanency of employee

/	/	/	/	/	/	/	/
1	2	3	4	5	6	7	

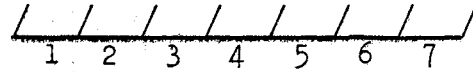
41. Advancement opportunities in
occupation or related occupation

/	/	/	/	/	/	/	/
1	2	3	4	5	6	7	

42. Glamour of the occupation

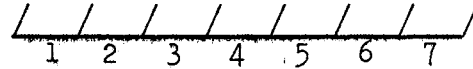


43. Knowing how to conduct a successful job-hunting campaign

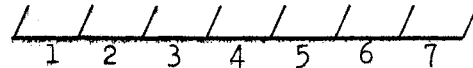


ADMINISTRATION INFLUENCE:

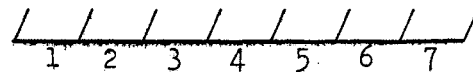
44. Full backing of administration



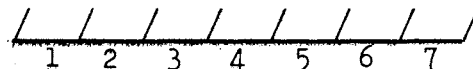
45. Relationship of school with employers



46. More acceptable vocational programs than in the past

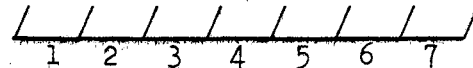


47. More vocationally oriented administrations

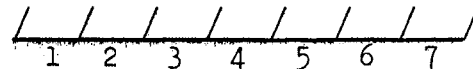


PARENTAL INFLUENCE:

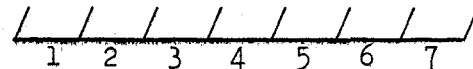
48. Social status of parent



49. Good parental attitude

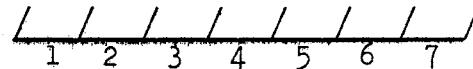


50. Mobility

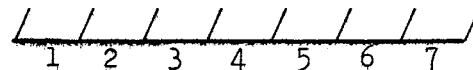


COMMUNITY INFLUENCE

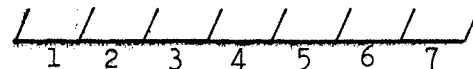
51. Interested community



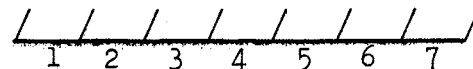
52. Availability of jobs in the community



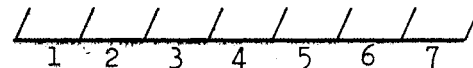
53. Societal attitude toward a given field



54. Adequacy of transportation

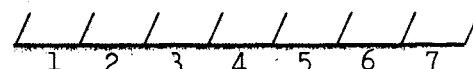


55. Adequately funded program

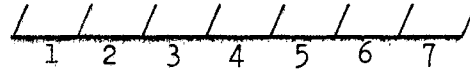


EMPLOYER'S INFLUENCE:

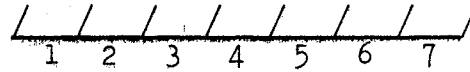
56. Possible employers interested in youth development



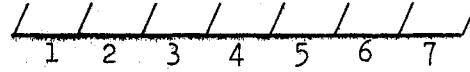
57. Employer desire to have product be "right"



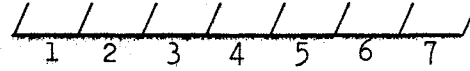
58. Testing-Civil Service, Merit Board, State Employment Service



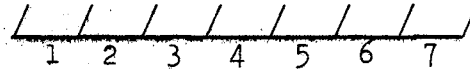
59. Knowledge of program



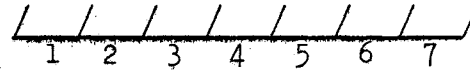
60. Feedback of employers



61. Room within place of employment for a full-time employee

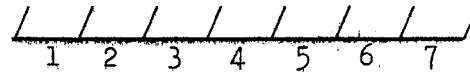


62. Employer's needs and requirements

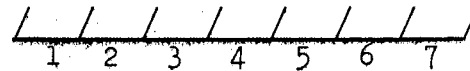


TEACHER INFLUENCE:

63. Industrious vocational teacher



64. Counseling of prospective employers about program and full explanation of the program



APPENDIX C

Dear

This is the last step to complete your participating in the survey using the Delphi Technique.

The factors which you selected are ranked according to importance. If you have any reason to disagree with the rank of any items, would you please change the rank as indicated. Write the rank number and the justification as to why you feel this factor should receive a lower or higher marking.

Again, I want to thank you for your time and interest.

Sincerely,

Jim Keeton

Enclosure

JK/cm

CORRESPONDENCE SHEET NO. 3

(TO BE ENCLOSED IN RETURN MAIL)

Below are the factors which you and others ranked in respect to their "importance" for establishing characteristics that influence the placement of vocational education graduates. Since each factor was ranked on a 7-point continuum ranging from important (1) to least important (7), those factors with lowest group averages are considered as most important and appear first in the rank order.

Examine these ranked factors, and if you feel that they should be placed significantly higher or lower, use the space provided at the end of Correspondence Sheet No. 3 to indicate which factors and your justification as to why they should be placed higher or lower on our list of priorities.

RANK NO.	FACTOR	GROUP AVERAGE
1.	Industrious vocational teacher	1.500000
2.	Getting along with customers and fellow workers	1.656250
3.	Good relations with employers	1.68750
4.	Student's attitude, willingness to work, initiative sincerity, dependability, cooperation, poise, and self control	1.68750
5.	Availability of jobs in community	1.781250
6.	Counseling of prospective employers about program and full explanation of the program	1.81250
7.	Full backing of administration	1.843750
8.	Possible employers interest in youth department	1.93750
9.	Good coordination	2.060606
10.	Adequate training stations	2.060606
11.	Employer's needs and requirements	2.093750
12.	More vocationally oriented administrations	2.093750
13.	Attitude of student toward job interview	2.156250
14.	Feedback of employers	2.218750

15.	Interested community	2.250000
16.	Good parental attitude	2.250000
17.	Relationship of school with employers	2.250000
18.	Personal grooming and good health of graduate	2.250000
19.	Ability to communicate	2.312500
20.	Success at training station	2.3939393
21.	Adequate equipment and materials for training	2.406250
22.	Ability to relate training to actual job requirements	2.437500
23.	Adequate skill	2.454545
24.	More acceptable vocational programs than in the past	2.468750
25.	Close contact with employers	2.484848
26.	Knowledge of program	2.500000
27.	Adequately funded program	2.531250
28.	Knowing how to conduct a successful job-hunting campaign	2.593750
29.	Adequacy of transportation	2.625000
30.	Practical education	2.625000
31.	Attract better students	2.625000
32.	Reasonable goals and desires	2.718750
33.	Permanency of employee	2.718750
34.	Advancement opportunities in occupation or related occupation	2.750000
35.	Good relations with administration	2.750000
36.	Selection of student	2.781250
37.	Employer desires to have product to "right"	2.781250
38.	Leadership development by student	2.781250
39.	Word-of-mouth advertising about all programs	2.781250
40.	Reputation of former graduates	2.939394
41.	Vocational club affiliation	3.000000
42.	Room within place of employment for a full-time employee	3.000000
43.	Aptitude and work experience	3.031250
44.	High maturity quotient	3.032258
45.	Relations of vocational programs with surrounding community	3.093750
46.	Occupational information	3.12500

47.	Working with counselors	3.281250
48.	Enjoys prestige of acceptance by adults	3.31250
49.	Adequate compensation	3.343750
50.	Mobility	3.343750
51.	Good reference material	3.354838
52.	Availability of student references	3.406250
53.	Societal attitude toward a given field	3.406250
54.	Revised curriculum (less state material)	3.419354
55.	A working advisory council	3.593750
56.	Testing Civil Service Merit Board, State Employment Service	3.906250
57.	More time allotted for visiting possible employers during school hours	4.031250
58.	Distributive Education curriculum guide	4.062500
59.	Desire to travel or not to travel long distances to work	4.375000
60.	Personal and family obligations	4.468750
61.	Social status of student	4.500000
62.	Financial need	4.562500
63.	Glamour of the occupation	4.593750
64.	Social status of parent	4.906250

Rank No. _____

Change to Rank No. _____

REASON FOR RANK CHANGE:

APPENDIX D

The following cooperative vocational education teachers participated in this study.

Midwest City High School

Mr. L. A. Shepherd
Mrs. Pell Harrison
Mrs. Anne Roberts

Del City High School

Mrs. Julia McPheeters
Mrs. Audrey Moon
Mr. W. L. Hawkins
Mr. Vincent Orza

Carl Albert High School

Mr. Dolph Shults

Kiamichi Area Vocational-Technical School

Mr. Philip McGehee
Mr. Selbert Norbury

McAlister High School

Miss Pauline Palmer
Mr. Arla Cole

Oklahoma School for the Blind

Mr. David Scheihing
Mr. Phil Porter

Muskogee High School

Miss Jackie Chain

Classen High School

Mrs. Loy Riggs
Mr. Phil Owens

John Marshall High School

Mrs. Louise Hill
Mr. Claud Fite

U. S. Grant High School

Mrs. Anne Condren
Mr. Al Fuller
Mr. Norman Park
Mr. Charles Clark

Douglas High School

Mrs. Juanita McDaniels
Mrs. Pamela Woods
Mrs. Zelma Love

Guthrie High School
Mrs. Florine Smith
Mr. Frank Nelson
Mr. G. L. Evans

Crescent High School
Mr. James Moore

Ponca City High School
Mr. Max Logan
Mr. Richard McNeil

Blackwell High School
Mr. Kenneth Webster

Vinita High School
Mr. Fred Wichert

Holdenville High School
Miss Janice Scott
Ms. Ruth Magar

Buffalo High School
Mr. William Reding

Taft Moton High School
Mr. Lawrence Roberts
Mr. Bill Davis
Mrs. Captoria Aldridge

VITA

James Robert Keeton

Candidate for the Degree of

Master of Science

Thesis: FACTORS THAT INFLUENCE PLACEMENT OF VOCATIONAL GRADUATES
AS IDENTIFIED BY COOPERATIVE VOCATIONAL EDUCATION COORDINATORS

Major Field: Vocational-Technical and Career Education

Biographical:

Personal Data: Born in Three Sands, Oklahoma, January 25, 1925,
the son of Mr. and Mrs. Ernest Keeton.

Education: Graduated from Enid High School, Enid, Oklahoma in
May, 1943; received Bachelor of Education degree in Physical
Education from Tuland University in 1950; enrolled in Master
of Education program at Texas University, Austin, Texas, 1953;
enrolled in Vocational Education, Texas A & M University,
College Station, Texas, 1967; enrolled in Vocational Educa-
tion at Texas University, Austin, Texas, 1968; enrolled in
Master of Science in Vocational Education at Oklahoma State
University, Stillwater, Oklahoma, 1972.

Professional Experience: Teacher-Coach, Alice Independent School
District, 1950-51; Teacher-Coach, Kenedy Independent School
District, Kenedy, Texas, 1951-53; Teacher-Coach, Enid Public
Schools, Enid, Oklahoma, 1953-55; Sales Representative, Pan-
GoeAtlas Corp., Houston, Texas, 1956-63; Sales Representative,
Frontier Perforators, 1963-65; Teacher-Coach, Odessa Public
Schools, Odessa, Texas, 1965-66; Teacher-Coach, McAllen Public
Schools, McAllen, Texas, 1966-69; Cooperative Vocational Edu-
cation Coordinator, Mission Public Schools, Mission, Texas,
1970-72.